



Faculty	: Faculty of Languages and Arts
Study Program	: English Education
Subject	: Qualitative and Quantitative Analyses
Code	: 8820302178
Credit Hours	: 3 credits
Semester	: 5
Pre-requisite	: -
Lecturer(s)	: Team

Learning Outcomes:

1. Demonstrate thorough understanding about concepts on educational research methodology.
2. Conduct research on the teaching and learning of English as a foreign language.
3. Perform critical thinking and use analytical skills to solve problems in the teaching and learning of English as a foreign language.
4. Demonstrate the awareness of the values, ethical issues and norms in conducting.

Description:

This subject explores types and characteristics of various research methods for education field. This covers: (1) the nature of quantitative and qualitative approaches: process of conducting research and the difference between quantitative and qualitative approaches; (2) the steps in the process of research: from collecting data up until reporting and evaluating data; (3) research design: types and their characteristics. The classroom activities are conducted through presentation, discussion, question-answer, and assignment.

References:

- 1) Turner, J.L. (2014). *Using Statistics in Small-Scale Language Education Research: Focus on Non-Parametric Data*. New York: Routledge.
- 2) Coombe, C. and Brown, J.D. (2017). *The Cambridge Guide to Research in Language Teaching and Learning*. Cambridge: Cambridge University Press.
- 3) Larson-Hall, J. (2015). *A Guide to Doing Statistics in Second Language Research Using SPSS and R*. New York: Routledge.
- 4) Bazeley, B. (2020). *Qualitative Data Analysis: Practical Strategies*. New York: SAGE Publications

A. Learning-teaching Activities

Meetings	Competences	Indicators	Topics	Methods	Sources	Time allotment	Learning Experience
1	<ul style="list-style-type: none"> To explain the types of data To explain the types of scales in statistics 	<ul style="list-style-type: none"> To distinguish quantitative data from qualitative data To define the term of 'scale' in statistics To explain the characteristics of each type of scale To distinguish parametric data from non-parametric data 	<p>Types of data:</p> <ul style="list-style-type: none"> Quantitative Qualitative <p>Types of scales:</p> <ul style="list-style-type: none"> Nominal Ordinal Interval Ratio <p>Types of data:</p> <ul style="list-style-type: none"> Parametric Non-parametric 	<ul style="list-style-type: none"> Lecture Discussion 	1, 2	100'	<ul style="list-style-type: none"> Complete closed & open questionnaires to distinguish quantitative & qualitative data. Read book chapter on types of scales. Discuss the characteristics and examples of each type of scales. Discuss the difference between parametric and non-parametric data.
2	To analyze numeric data by estimating central tendency of a distribution	<ul style="list-style-type: none"> To define mean, median and mode. To explain the use of mean, median and mode in research on ELT. To compute mean, median and mode. 	<p>Central tendency:</p> <ul style="list-style-type: none"> Mean Median Mode 	<ul style="list-style-type: none"> Lecture Discussion 	1, 2, 3	100'	<ul style="list-style-type: none"> Review the mean, median and mode. Discuss the use of mean, median and mode in research on ELT. Compute the mean, median and mode manually Compute the mean, median and mode by using statistics software.
3	To analyze numeric data by estimating the variability of a distribution	<ul style="list-style-type: none"> To define range, standard deviation and variance. To explain the use of range, standard deviation and 	<p>Variability</p> <ul style="list-style-type: none"> Range Standard deviation Variance 	<ul style="list-style-type: none"> Lecture Discussion 	1, 2, 3	100'	<ul style="list-style-type: none"> Discuss definition of range, standard deviation and variance. Discuss the use

		<p>variance.</p> <ul style="list-style-type: none"> • To compute range, standard deviation and variance. 					<p>of range, standard deviation and variance in research on ELT.</p> <ul style="list-style-type: none"> • Compute the range, standard deviation and variance manually. • Compute the range, standard deviation and variance by using statistics software.
4	To analyze numeric data by correlating two sets of data	<ul style="list-style-type: none"> • To define the term 'correlation'. • To explain the use of correlation in research on ELT. • To compute correlation coefficients by means of Pearson Product Moment. 	<ul style="list-style-type: none"> • Correlation: Pearson Product Moment • Correlational Studies 	<ul style="list-style-type: none"> • Lecture • Discussion 	1, 2, 3	100'	<ul style="list-style-type: none"> • Review the concept of correlation. • Discuss the use Pearson r in research on ELT. • Compute the Pearson r manually • Compute the Pearson r by using statistics software.
5	To analyze numeric data by correlating two sets of data	<ul style="list-style-type: none"> • To compute correlation coefficients by means of Spearman r. 	<ul style="list-style-type: none"> • Correlation: Spearman r • Correlational studies 	<ul style="list-style-type: none"> • Lecture • Discussion 	1, 2, 3	100'	<ul style="list-style-type: none"> • Discuss the use Spearman r in research on ELT. • Compute the Spearman r manually • Compute the Spearman r by using an online calculator.
6	To analyze numeric data by finding out the difference between two means in experimental research	<ul style="list-style-type: none"> • To define the term 'difference' • To explain the use of difference between two means • To compute the difference between two means by using t- 	<ul style="list-style-type: none"> • Difference between two means: t-test • Experimental research 	<ul style="list-style-type: none"> • Lecture • Discussion 	1, 2, 3	100'	<ul style="list-style-type: none"> • Review the concept of experimental research. • Discuss the use difference between two means in experimental research in

		test					<ul style="list-style-type: none"> • ELT. • Compute the t value manually • Compute the t value by using statistics software.
7	To analyze numeric data by finding out the difference between two means in ex-post facto research	<ul style="list-style-type: none"> • To explain the use of difference between two means • To compute the difference between two means by using t-test 	<ul style="list-style-type: none"> • Difference between two means: t-test • Ex-post facto research 	<ul style="list-style-type: none"> • Lecture • Discussion 	1, 2, 3	100'	<ul style="list-style-type: none"> • Review the concept of ex-post facto research. • Discuss the use difference between two means in ex-post facto research in ELT. • Compute the t value manually • Compute the t value by using statistics software.
8	Mid-term exam					100'	
9	To explain the procedures of analyzing qualitative data	<ul style="list-style-type: none"> • To explain the method of qualitative data analysis proposed by different scholars • To explain the meaning of 'to saturate' in collecting qualitative data 	<p>Procedures of qualitative data analysis according to:</p> <ul style="list-style-type: none"> • Ary et al (2010) • Creswell (2007) • Marshall & Rosmann (2006) • Maxwell (2005) • Wolcott (1994) <p>Saturation in collecting qualitative data</p>	<ul style="list-style-type: none"> • Lecture • Presentation 	4	100'	<ul style="list-style-type: none"> • Review the difference between quantitative & qualitative data. • Read a book chapter on procedures of qualitative data analysis. • Discuss how the procedures proposed by different scholars are different and similar. • Discuss the concept of 'saturation' in collecting qualitative data
10	To analyze qualitative data obtained	<ul style="list-style-type: none"> • To write interview questions to collect qualitative 	<ul style="list-style-type: none"> • Criteria of good interview questions 	<ul style="list-style-type: none"> • Lecture • Presentation 	4	100'	<ul style="list-style-type: none"> • Devise interview guidelines by

	from interviews	<p>data</p> <ul style="list-style-type: none"> • To conduct a semi-structured interview • To analyze the data collected from the interview 	<ul style="list-style-type: none"> • Procedures of conducting an interview • Data analysis: <ul style="list-style-type: none"> - Organizing - Coding - Interpreting 				<p>writing open-ended questions.</p> <ul style="list-style-type: none"> • Work in pairs and interview the partner. • Analyze the data obtained from the semi-structured interview. • Present the results in class.
11	To analyze qualitative data obtained from questionnaires	<ul style="list-style-type: none"> • To write questions for a questionnaire to collect qualitative data • To administer a questionnaire • To analyze the data collected from the questionnaire 	<ul style="list-style-type: none"> • Criteria of good questions in a questionnaire • Procedures of administering a questionnaire • Data analysis: <ul style="list-style-type: none"> - Organizing - Coding - Interpreting 	<ul style="list-style-type: none"> • Lecture • Presentation 	4	100'	<ul style="list-style-type: none"> • Devise an unstructured questionnaire by writing open-ended questions. • Work in pairs and complete the partner's questionnaire. • Analyze the data obtained from the questionnaire. • Present the results in class.
12	To analyze qualitative data obtained from observations	<ul style="list-style-type: none"> • To conduct an observation to collect qualitative data • To write good field notes to record the results of the observation • To analyze the data collected from the observation 	<ul style="list-style-type: none"> • Procedures of using observation to collect data • Guide to write good field notes • Data analysis: <ul style="list-style-type: none"> - Organizing - Coding - Interpreting 	<ul style="list-style-type: none"> • Lecture • Presentation 	4	100'	<ul style="list-style-type: none"> • Devise guidelines for an observation by listing what to observe. • Work in pairs and observe the partner when teaching English by using field notes. • Analyze the data obtained from the observation. • Present the results in class.
13	To analyze qualitative data obtained from documents	<ul style="list-style-type: none"> • To write a prompt to collect qualitative data from documents • To analyze the 	<ul style="list-style-type: none"> • Procedures of using documents to collect data • Guide to write 	<ul style="list-style-type: none"> • Lecture • Presentation 	4	100'	<ul style="list-style-type: none"> • Devise a writing test. • Work in pairs and administer the writing test

		data collected from the documents	good prompts for documents <ul style="list-style-type: none"> • Data analysis: <ul style="list-style-type: none"> - Organizing - Coding - Interpreting 				to the partner. <ul style="list-style-type: none"> • Analyze the data obtained from the writing test qualitatively. • Present the results in class.
14	To analyze qualitative data obtained from more than one instruments	<ul style="list-style-type: none"> • To explain the concepts of 'triangulation' and 'crystallization' in qualitative research • To analyze qualitative data from multiple instruments 	<ul style="list-style-type: none"> • Triangulation & crystallization in qualitative data analysis • Data analysis: <ul style="list-style-type: none"> - Organizing - Coding - Interpreting 	<ul style="list-style-type: none"> • Lecture • Presentation 	4	100'	<ul style="list-style-type: none"> • Read book chapters about triangulation & crystallization in qualitative research. • Discuss how triangulation & crystallization enable in-depth understanding about a phenomenon being researched. • Analyze the data obtained from a questionnaire and an interview. • Present the results.
15	To analyze qualitative data obtained from more than one instruments	<ul style="list-style-type: none"> • To analyze qualitative data from multiple instruments 	<ul style="list-style-type: none"> • Data analysis: <ul style="list-style-type: none"> - Organizing - Coding - Interpreting 	<ul style="list-style-type: none"> • Lecture • Presentation 	4	100'	<ul style="list-style-type: none"> • Analyze the data obtained from an observation and an interview. • Present the results.

Requirements for passing the course:

- Class Participation : 20%
- Assignments : 30%
- Mid-term exam : 20%
- End-of-term exam : 30%

Notes:

- Attendance must be more than 75% of the total meetings. Students who are absent 4 (four) times or more will fail this course.
- The assignment should be submitted on time. Late submission will cause a 5-point deduction.

Assessment

1. Rubric for Statistics Assignments and Mid-term Exam

Descriptions	Scores
Each correct step in the computations	1
Each incorrect step in the computations	0

The above raw scores are converted into a score that ranges from 0 to 100. The following formula is used to compute the converted score:

$$\text{Converted score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

2. Rubric for Assignments on Qualitative Data Analysis and End-of-term Exam

No	Descriptions	Scores
1	The research problem is clear, researchable and relevant to English Language Teaching.	0 – 5
2	The research instrument can elicit data needed to answer the research problem.	0 – 5
3	The raw data that have been collected are complete and relevant.	0 – 5
4	The data analysis is systematic and well organized.	0 – 5
5	The interpretation of the data is comprehensive and provides satisfactory answer to the research problem.	0 – 5
6	Plagiarism is kept to a minimum as shown by the similarity index in Turnitin.	0 – 5

The above raw scores are converted into a score that ranges from 0 to 100. The following formula is used to compute the converted score:

$$\text{Converted score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

Surabaya, 15 March 2018
Course Coordinator,

Kusumarasyati
NIP. 197002212000032001