



UNESA
Universitas Negeri Surabaya

COURSE SYLLABUS

Revision Date: 20 January 2021

Faculty	:	Faculty of Languages and Arts
Study Program	:	S-1 English Literature
Subject	:	Research Methodology in Linguistics
Code	:	
Credit Hours	:	3
Semester	:	4
Pre-requisite	:	Introduction to Linguistics
Lecture	:	Prof. Slamet Setiawan, M.A., Ph.D. Lisetyo Ariyanti, S.S., M.Pd.

Course Learning Outcomes:

Based on Program Learning Outcome

- PLO 1 : Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.
- PLO 3 : Being able to apply concepts and theories of culture to analyze sociocultural phenomena.
- PLO 4 : Being able to demonstrate an English communication capability that involves at least two different cultural contexts.
- PLO 6 : Being able to work independently by using English language-related knowledge and skills in order to make a creative work
- PLO 8 : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2
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- CLO 1 : Being able to identify the types of research methods and related aspects to it.
- CLO 2 : Being able to understand the concepts and theories of Research Methods in Linguistics.
- CLO 3 : Being able to make a decision in selecting right research method when making proposal for Linguistics field.
- CLO 4 : Being responsible for (1) presenting topics related to Research Methods in Linguistic and (2) writing and presenting formal research proposal related to Linguistics

Course Description

This subject explores types and characteristics of various research methods for Linguistic field. These 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.

Course Requirement:

1. Students are required to have a laptop/personal computer with them on the selected week.
2. Students to install Mendeley referencing system on their laptop
3. During the asynchronous meeting, all students are listed as present.
4. During the synchronous meeting, students must turn on their video unless for a specific reason, such as connection wise.

References:

- [1] Litosseliti, Lia (ed.). (2010). *Research Methods in Linguistics*. London and New York: Continuum International Publishing Group.
- [2] Wray, A., Trott, K., Bloomer, A., Reay, S., and Butler, C. (1998). *Projects in Linguistics: A Practical Guide to Researching Language*. People's Republic of China: Edward Arnold.

Meet #	Competence	Indicator	Topic	Learning Strategy	Source/Media	Time Allotment	Learning Experience
1	To understand the area and the purpose of this subject and the mechanism of the study	<ul style="list-style-type: none">• To mention the area of the subject• To mention the purpose of the study• To explain the class mechanism	<ul style="list-style-type: none">• Area of the subject• Purpose of the subject• Class mechanism	Presentation, Question-Answer	BCO	150'	<ul style="list-style-type: none">• Presenting each topic• Explaining each topic including the Contract of the study stated in Part C.• Making agreement on the class mechanism.

2	To understand how to start doing a research and formulating research questions in linguistics (CLO 1; CLO 2)	<ul style="list-style-type: none"> To explain how to start to do a research To identify research questions in Linguistics 	<ul style="list-style-type: none"> Starting on the right foot Research Questions in Linguistics 	Presentation, Discussion, Question-Answer	[2]	150'	<ul style="list-style-type: none"> Presenting each topic in individual/group Providing examples of each topic Discussing each topic Reflecting and concluding the topic(s) of the day
3	<ul style="list-style-type: none"> To understand research area on psycholinguistics, first-language acquisition development, and conversation analysis (CLO 1; CLO 2)	<ul style="list-style-type: none"> To identify research topic on psycholinguistics To identify research topic on first-language acquisition development To identify research topic on conversation analysis 	<ul style="list-style-type: none"> Psycholinguistics First-language acquisition and development Conversation analysis 	Presentation, Discussion, Question-Answer	[2]	150'	<ul style="list-style-type: none"> Presenting each topic in individual/group Providing examples of each topic Discussing each topic Reflecting and concluding the topic(s) of the day
4	<ul style="list-style-type: none"> To understand research area on second language acquisition and Style in text (CLO 1; CLO 2)	<ul style="list-style-type: none"> To identify research topic on Second language acquisition To identify research topic on Style in text 	<ul style="list-style-type: none"> Second language acquisition Style in text 	Presentation, Discussion, Question-Answer	[2]	150'	<ul style="list-style-type: none"> Presenting each topic in individual/group Providing examples of each topic Discussing each topic Reflecting and concluding the topic(s) of the day
5	<ul style="list-style-type: none"> To understand research area on sociolinguistics, accents and dialects, and structure and meaning 	<ul style="list-style-type: none"> To identify research topic on Sociolinguistics To identify research topic on 	<ul style="list-style-type: none"> Sociolinguistics Accents and dialects of English Structure and meaning 	Discussion Presentation, Question-Answer, Demonstration	[2]		<ul style="list-style-type: none"> Presenting each topic in individual/group Providing examples of each topic Discussing each topic

	(CLO 1; CLO 2)	<p>Accents and dialects of English</p> <ul style="list-style-type: none"> To identify research topic on Structure and meaning 					<ul style="list-style-type: none"> Reflecting and concluding the topic(s) of the day
6	<p>To understand research area on historical linguistics Language and gender</p> <p>(CLO 1; CLO 2)</p>	<ul style="list-style-type: none"> To identify research topic on historical linguistics To identify research topic on language and gender 	<ul style="list-style-type: none"> Historical linguistics Language and gender 	<p>Presentation, Discussion, Question-Answer</p>	[2]	150'	<ul style="list-style-type: none"> Presenting each topic in individual/group Providing examples of each topic Discussing each topic Reflecting and concluding the topic(s) of the day
7	<p>To understand characteristics of quantitative method, qualitative method, and combining methods in linguistics research</p> <p>(CLO 1; CLO 2)</p>	<ul style="list-style-type: none"> To explain the characteristics of quantitative method To explain the characteristics of qualitative method To explain the characteristics of combining methods in Linguistics Research 	<ul style="list-style-type: none"> Quantitative method Qualitative methods Combining Methods in Linguistics Research 	<p>Presentation, Discussion, Question-Answer</p>	[1]	150'	<ul style="list-style-type: none"> Presenting each topic in individual/group Providing examples of each topic Discussing each topic Reflecting and concluding the topic(s) of the day
8	<p>To understand concepts, framework, issues, organizing data of quantitative method</p>	<ul style="list-style-type: none"> To explain the concepts, framework, issues of quantitative method 	<ul style="list-style-type: none"> Quantitative Methods: Concepts, Frameworks and Issues 	<p>Presentation, Discussion, Question-Answer</p>	[1]	150'	<ul style="list-style-type: none"> Presenting each topic in individual/group Providing examples of each topic Discussing each topic

	(CLO 1; CLO 2)	<ul style="list-style-type: none"> To explain the data organization of quantitative method 	<ul style="list-style-type: none"> Organizing and Processing Your Data: The Nuts and Bolts of Quantitative Analyses 				<ul style="list-style-type: none"> Reflecting and concluding the topic(s) of the day
9	To understand research types, namely: Corpus Methods in Linguistics and Discourse-Analytic Approaches to Text and Talk (CLO 1; CLO 2)	<ul style="list-style-type: none"> To explain the characteristics of Corpus Methods in Linguistics To explain the characteristics of discourse-analytic approaches to text and talk 	<ul style="list-style-type: none"> Corpus Methods in Linguistics Discourse-Analytic Approaches to Text and Talk 	Presentation, Discussion, Question-Answer	[1]	150'	<ul style="list-style-type: none"> Presenting each topic in individual/group Providing examples of each topic Discussing each topic Reflecting and concluding the topic(s) of the day.
10	To understand research types, namely: Linguistic Ethnography Contemplating Interviews and Focus Groups (CLO 1; CLO 2)	<ul style="list-style-type: none"> To explain the characteristics of Linguistic Ethnography To explain the characteristics of Contemplating Interviews and Focus Groups 	<ul style="list-style-type: none"> Linguistic Ethnography Contemplating Interviews and Focus Groups 	Presentation, Discussion, Question-Answer	[1]	150'	<ul style="list-style-type: none"> Presenting each topic in individual/group Providing examples of each topic Discussing each topic Reflecting and concluding the topic(s) of the day Answering questions, if any.
11	To understand research types, namely: multimodal Analysis: and key Issues and narrative analysis in linguistic research	<ul style="list-style-type: none"> To explain the characteristics of multimodal analysis: Key issues To explain the characteristics of narrative analysis 	<ul style="list-style-type: none"> Multimodal Analysis: Key Issues Narrative Analysis in Linguistic Research 	Presentation, Discussion, Question-Answer	[1]	150'	<ul style="list-style-type: none"> Presenting each topic in individual/group Providing examples of each topic Discussing each topic Reflecting and concluding the topic(s) of the day

	(CLO 1; CLO 2)	in linguistic research					
12	To understand types of collecting data, such as: tape recording data, experiments, and questionnaires (CLO 1; CLO 2)	<ul style="list-style-type: none"> To explain the collecting data using tape recording data of tape recording To explain the collecting data using experiments To explain the collecting data using questionnaires 	<ul style="list-style-type: none"> Tape recording data Experiments Questionnaires 	Presentation, Discussion, Question-Answer	[2]	150'	<ul style="list-style-type: none"> Presenting each topic in individual/group Providing examples of each topic Discussing each topic Reflecting and concluding the topic(s) of the day
13	To understand research instrument of collecting data using interviews, observation, and case studies (CLO 1; CLO 2)	<ul style="list-style-type: none"> To explain the collecting data using interviews To explain the collecting data using observation To explain the collecting data using case studies 	<ul style="list-style-type: none"> Interviews Observation and case studies 	Presentation, Discussion, Question-Answer	[2]	150'	<ul style="list-style-type: none"> Presenting each topic in individual/group Providing examples of each topic Discussing each topic Reflecting and concluding the topic(s) of the day
14	To understand how to reference, to avoid, and to format and to write as convention (CLO 1; CLO 2)	<ul style="list-style-type: none"> To explain how to reference To explain how to avoid plagiarism To explain how to format and write as convention 	<ul style="list-style-type: none"> How to reference Plagiarism and how to avoid it Format and Writing Convention 	Presentation, Discussion, Question-Answer	[2]	150'	<ul style="list-style-type: none"> Presenting each topic in individual/group Providing examples of each topic Discussing each topic Reflecting and concluding the topic(s) of the day

15	To understand how to write research proposal (CLO 1; CLO 2)	<ul style="list-style-type: none"> • To explain how to write research proposal 	<ul style="list-style-type: none"> • Writing Research Proposal Outline 	Presentation, Discussion, Question-Answer	[1], [2]	150'	<ul style="list-style-type: none"> • Presenting each topic in individual/group • Providing examples of each topic • Discussing each topic • Reflecting and concluding the topic(s) of the day
16-24	To synthesize all given knowledge in research method in linguistics into formal research proposal. (CLO 3; CLO 4)	<ul style="list-style-type: none"> • To present research proposal in linguistics 	<ul style="list-style-type: none"> • Research Proposal Outline 	Presentation, Discussion, Question-Answer Assignment	[1], [2]	150'	<ul style="list-style-type: none"> • Presenting research proposal • Answering questions • Accommodating comments and suggestions • Revising proposal

A. Assessment Blue-print

- CLO 1 : Being able to identify the types of research methodology and related aspects to it.
- CLO 2 : Being able to understand the concepts and theories of Research Methodology in Linguistics.
- CLO 3 : Being able to make a decision in selecting right research method when making proposal for Linguistic field.
- CLO 4 : Being responsible for (1) presenting topics related to Research Methods in Linguistic and (2) writing and presenting tentative research proposal related to Linguistics

# Meet	Indicator	Assessment				
		Type	Form	Instrument	Criteria	Point (%)
1	<ul style="list-style-type: none"> To mention the area of the subject To mention the purpose of the study To explain the class mechanism 	<ul style="list-style-type: none"> Participation Group Presentation Quiz Assignment Project 	See "Instrument"	1. There will be four assessments: <ul style="list-style-type: none"> Class Participation : 20% Presentation : 20% Quiz & Assignment : 30% Research Proposal : 30% 		
2	<ul style="list-style-type: none"> To explain how to start to do a research To identify research questions in Linguistics 			2. Class participation (20%) All indicators related to CLO 1 and CLO2 are assessed by applying process assessment through students' class participation and presentation. This is the rubrics for class participation		
3	<ul style="list-style-type: none"> To identify research topic on psycholinguistics 			<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; background-color: #f9e79f;"> Untuk Kehadiran hadir Sk or lebih dari 12 60 </div> <div style="border: 1px solid black; padding: 5px; background-color: #f9e79f;"> Untuk Keaktifan keaktifan skor lebih dari 6 40 </div> </div>		

	<ul style="list-style-type: none"> To identify research topic on first-language acquisition development To identify research topic on conversation analysis 			<table border="1"> <tr> <td>11,12</td> <td>50</td> <td>5,6</td> <td>30</td> </tr> <tr> <td>9,10</td> <td>40</td> <td>3,4</td> <td>20</td> </tr> <tr> <td>7,8</td> <td>30</td> <td>1,2</td> <td>10</td> </tr> <tr> <td>kurang dari</td> <td>20</td> <td>0</td> <td>5</td> </tr> </table>	11,12	50	5,6	30	9,10	40	3,4	20	7,8	30	1,2	10	kurang dari	20	0	5		
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kurang dari	20	0	5																			
4	<ul style="list-style-type: none"> To identify research topic on Second language acquisition To identify research topic on Style in text Style 			<p>These are the rubrics for Presentation (20%)</p> <table border="1"> <thead> <tr> <th>Skor</th> <th>Rubrik</th> </tr> </thead> <tbody> <tr> <td>4 (80-100)</td> <td> Presentasi dilakukan <ul style="list-style-type: none"> secara runtut dengan bahasa yang berterima, menunjukkan pemahaman konsep yang baik, berbantuan media ppt atau bentuk lain sesuai kriteria media, jawaban untuk penanya benar, mampu memformulasikan saran untuk perbaikan </td> </tr> <tr> <td>3 (66-79)</td> <td> Presentasi dilakukan <ul style="list-style-type: none"> secara runtut dengan bahasa yang berterima, kurang pemahaman pada beberapa konsep, berbantuan media ppt atau ybentuk lain sesuai kriteria media, jawaban untuk penanya secara umum benar, mampu memformulasikan saran untuk perbaikan </td> </tr> <tr> <td>2 (56-65)</td> <td> Presentasi dilakukan <ul style="list-style-type: none"> kurang runtut menunjukkan kekurangpahaman terhadap beberapa konsep, berbantuan media ppt atau bentuk lain namun tidak sesuai kriteria media, jawaban untuk penanya secara umum tidak benar, mampu memformulasikan saran untuk perbaikan </td> </tr> </tbody> </table>		Skor	Rubrik	4 (80-100)	Presentasi dilakukan <ul style="list-style-type: none"> secara runtut dengan bahasa yang berterima, menunjukkan pemahaman konsep yang baik, berbantuan media ppt atau bentuk lain sesuai kriteria media, jawaban untuk penanya benar, mampu memformulasikan saran untuk perbaikan 	3 (66-79)	Presentasi dilakukan <ul style="list-style-type: none"> secara runtut dengan bahasa yang berterima, kurang pemahaman pada beberapa konsep, berbantuan media ppt atau ybentuk lain sesuai kriteria media, jawaban untuk penanya secara umum benar, mampu memformulasikan saran untuk perbaikan 	2 (56-65)	Presentasi dilakukan <ul style="list-style-type: none"> kurang runtut menunjukkan kekurangpahaman terhadap beberapa konsep, berbantuan media ppt atau bentuk lain namun tidak sesuai kriteria media, jawaban untuk penanya secara umum tidak benar, mampu memformulasikan saran untuk perbaikan 									
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5	<ul style="list-style-type: none"> To identify research topic on Sociolinguistics To identify research topic on Accents and dialects of English To identify research topic on Structure and meaning 																					
6	<ul style="list-style-type: none"> To identify research topic on historical linguistics 																					

	<ul style="list-style-type: none"> To identify research topic on language and gender 			1 (40-55) Presentasi dilakukan, <ul style="list-style-type: none"> kurang runtut menunjukkan kekurang pahaman terhadap banyak konsep, tidak berbantuan media sama sekali, jawaban unuk penanya tidak benar, tidak mampu memformulasikan saran untuk perbaikan 												
7	<ul style="list-style-type: none"> To explain the characteristics of quantitative method To explain the characteristics of qualitative method To explain the characteristics of combining methods in Linguistics Research 			3. Indicators related to CLO 3 and some of CLO 2 are assessed by giving quiz and assignment. (30%) <table border="1" data-bbox="1099 707 1626 919"> <thead> <tr> <th>Interval</th> <th>Predicate</th> </tr> </thead> <tbody> <tr> <td>80 - 100</td> <td>Very good</td> </tr> <tr> <td>70 - 79</td> <td>Good</td> </tr> <tr> <td>60 - 69</td> <td>Average</td> </tr> <tr> <td>40 - 59</td> <td>Poor</td> </tr> </tbody> </table>	Interval	Predicate	80 - 100	Very good	70 - 79	Good	60 - 69	Average	40 - 59	Poor		
Interval	Predicate															
80 - 100	Very good															
70 - 79	Good															
60 - 69	Average															
40 - 59	Poor															
8	<ul style="list-style-type: none"> To explain the concepts, framework, issues of quantitative method To explain the data organization of quantitative method 			4. Indicators related to CLO 4 are assessed by giving project. (30%) <p>The following is the guidelines:</p> <p>For the project, write a tentative research proposal in linguistics.</p>												
9	<ul style="list-style-type: none"> To explain the characteristics of Corpus 			C choose a topic from any area of linguistics. Make sure that the topic has been approved.												

	<p>Methods in Linguistics</p> <ul style="list-style-type: none"> To explain the characteristics of discourse-analytic approaches to text and talk 			<p>The project should meet the following segments:</p> <p>Chapter 1 : Introduction Chapter 2 : Review of Related Literature Chapter 3 : Research Method References</p> <p>(See the table of the Outline and Rubrics)</p>		
10	<ul style="list-style-type: none"> To explain the characteristics of Linguistic Ethnography To explain the characteristics of Contemplating Interviews and Focus Groups 			<p>All work is to be typed, one and a half spaced, a 12-point font of Times New Roman, and on A4 paper. Left margin is 2.5 cm and the other side margins are 2.5cm.</p> <p>The class attendance must at least 80%, 4 (four) or more times absent are considered failed.</p> <p>Plagiarism: Assignments are expected to consist of original written work. Quoted material written by someone else must referenced to the source. Assignments contain material that is copied from somewhere and not referenced will be given failing grade. The similarity level of Turnitin is 20% at most.</p>		
11	<ul style="list-style-type: none"> To explain the characteristics of multimodal analysis: Key issues To explain the characteristics of narrative analysis in linguistic research 			<p>Punctuality: Submission of the project must be on the agreed date (2 weeks after the class ends) at 23.59 a.m. Submission after that date and hour is reduced 5 points a day.</p>		
12	<ul style="list-style-type: none"> To explain the collecting data using tape 					

	recording data of tape recording <ul style="list-style-type: none"> • To explain the collecting data using experiments • To explain the collecting data using questionnaires 					
13	<ul style="list-style-type: none"> • To explain the collecting data using interviews • To explain the collecting data using observation • To explain the collecting data using case studies 					
14	<ul style="list-style-type: none"> • To explain how to reference • To explain how to avoid plagiarism • To explain how to format and write as convention 					

15	<ul style="list-style-type: none">• To explain how to write research proposal					
16	<ul style="list-style-type: none">• To write and to present research proposal in linguistics					

Rubric

1 Participation Rubric

Untuk Kehadiran		Untuk Keaktifan	
hadir	skor	keaktifan	skor
lebih dari 12	60	lebih dari 6	40
11,12	50	5,6	30
9,10	40	3,4	20
7,8	30	1,2	10
kurang dari	20	0	5

2 Presentation Rubric

Skor	Rubrik
4 (80-100)	Presentasi dilakukan <ul style="list-style-type: none">• secara runtut dengan bahasa yang berterima,• menunjukkan pemahaman konsep yang baik,• berbantuan media ppt atau bentuk lain sesuai kriteria media,• jawaban untuk penanya benar,• mampu memformulasikan saran untuk perbaikan
3 (66-79)	Presentasi dilakukan <ul style="list-style-type: none">• secara runtut dengan bahasa yang berterima,• kurang pemahaman pada beberapa konsep,• berbantuan media ppt atau ybentuk lain sesuai kriteria media,• jawaban untuk penanya secara umum benar,• mampu memformulasikan saran untuk perbaikan

2 (56-65)	Presentasi dilakukan <ul style="list-style-type: none"> • kurang runtut • menunjukkan kekurangpahaman terhadap beberapa konsep, • berbantuan media ppt atau bentuk lain namun tidak sesuai kriteria media, • jawaban untuk penanya secara umum tidak benar, • mampu memformulasikan saran untuk perbaikan
1 (40-55)	Presentasi dilakukan, <ul style="list-style-type: none"> • kurang runtut • menunjukkan kekurang pahaman terhadap banyak konsep, • tidak berbantuan media sama sekali, • jawaban unuk penanya tidak benar, • tidak mampu memformulasikan saran untuk perbaikan

3 Rubrik for quiz and assignment

Interval	Predicate
80 - 100	Very good
70 - 79	Good
60 - 69	Average
40 - 59	Poor

4 Paper Outline & Rubrics

Research Methods in Linguistics Assessment Rubric

Content	Detail	Max Score	Real Score
CHAPTER 1	INTRODUCTION		
1.1	Background (general background, previous studies, research gap, problem)	12	
1.2	Research Questions	5	
1.3	Research Objectives	5	
1.4	Scope and Limitation	5	
1.5	Significance of the Study	5	
1.6	Definition of Key Terms	5	
CHAPTER 2	REVIEW OF RELATED LITEARTURE	10	
CHAPTER 3	RESEARCH METHOD		
3.1	Research Design (reasons for choosing a certain method related to the proposed research)	6	
3.2	Subject and Setting	5	
3.3	Data and Source of the Data (form of data and where they are taken from)	5	
3.4	Data Collection Technique and Instrument (clear explanation of the relationship between every RQ and its technique & instrument used)	8	

3.5	Research Procedure (steps/phases of data collection)	5	
3.6	Data Analysis Technique (explanation and examples for each step/phase as well as theories used for data analysis)	8	
3.7	References (list of relevant books and at least 5-25 relevant journal articles)	6	
3.8	Appendix/es (instruments used for research and other documents)	5	
3.9	Punctuation/Mechanic/Grammar	5	
Total		100	X
Score		$(X/100) \times 100$	

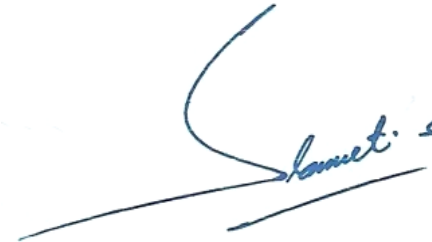
5 Grading for Final Score

Konversi Nilai		
Interval	Huruf	Angka
$85 \leq A \leq 100$	A	4,00
$80 \leq A < 85$	A-	3,75
$75 \leq B < 80$	B+	3,50
$70 \leq B < 75$	B	3,00
$65 \leq B_- < 70$	B-	2,75
$60 \leq C < 65$	C+	2,50
$55 \leq C < 60$	C	2,00
$40 \leq D < 55$	D	1,00
$0 \leq E < 40$	E	0,00

Approved by
Head of English Department

Pratiwi Retnaningdyah, Ph.D.

Surabaya, 20 January 2021
Lecturer

A handwritten signature in blue ink, appearing to read "Slamet Setiawan", is written over a horizontal line. The signature is stylized and includes a large, sweeping flourish above the name.

Prof. Slamet Setiawan M.A., Ph.D.