| UNESA Universitas Negeri Surabaya | COURSE SYLLABUS | Revision Date: March 2018 |
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Faculty : Faculty of Languages and Arts
Study Program : English Education
Subject : Qualitative and Quantitative Analyses
Code : 8820302179
Credit Hours : 3 credits
Semester : 5
Pre-requisite : -
Lecturer(s) : Team

**PLO**
5. Conduct research about English learning.
7. Apply critical thinking and analytic skills in solving problems in English instructions.
10. Plan, carry out and evaluate English instructions effectively and creatively.

**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 filed. 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) Hatch, E., & Lazaraton, A. 1991. The research manual: Design and statistics for applied linguistics. Boston, MA: Heinle & Heinle Publishers.
2) Larson-Hall, J. 2010. A guide to doing statistics in a second language research using SPSS. New York: Routledge.
3) Palant, Julie. 2010. SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS. London: Open University Press.
4) Richards, K. 2003. Qualitative inquiry in TESOL. Hampshire: Palgrave.


**A. Learning-teaching Activities**

| Meet-ings | Competences | Indicators | Topics | Methods | Sources | Time allot-ment | Learning Experience |
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| 1 | ● To explain the types of data | ● To distinguish quantitative data from qualitative data | Types of data:<br>● Quantitative<br>● Qualitative | ● Lecture<br>● Discussion | 1 | 100’ | ● Complete closed & open questionnaires to distinguish |

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| | ● To explain the types of scales in statistics | ● To define the term of 'scale' in statistics<br>● To explain the characteristics of each type of scale<br>● To distinguish parametric data from non-parametric data | Types of scales:<br>● Nominal<br>● Ordinal<br>● Interval<br>● Ratio<br><br>Types of data:<br>● Parametric<br>● Non-parametric | | | | quantitative & qualitative data.<br>● Read book chapter on types of scales.<br>● Discuss the characteristics and examples of each type of scales.<br>● Discuss the difference between parametric and non-parametric data. |
| 2 | To analyze numeric data by estimating central tendency of a distribution | ● To define mean, median and mode.<br>● To explain the use of mean, median and mode in research on ELT.<br>● To compute mean, median and mode. | Central tendency:<br>● Mean<br>● Median<br>● Mode | ● Lecture<br>● Discussion | 1, 2, 3 | 100' | ● Review the mean, median and mode.<br>● Discuss the use of mean, median and mode in research on ELT.<br>● Compute the mean, median and mode manually<br>● Compute the mean, median and mode by using statistics software. |
| 3 | To analyze numeric data by estimating the variability of a distribution | ● To define range, standard deviation and variance.<br>● To explain the use of range, standard deviation and variance.<br>● To compute range, standard deviation and variance. | Variability<br>● Range<br>● Standard deviation<br>● Variance | ● Lecture<br>● Discussion | 1, 2, 3 | 100' | ● Discuss definition of range, standard deviation and variance.<br>● Discuss the use of range, standard deviation and variance in research on ELT.<br>● Compute the range, standard deviation and variance manually. |

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| | | | | | | | ● Compute the range, standard deviation and variance by using statistics software. |
| 4 | To analyze numeric data by correlating two sets of data | ● To define the term 'correlation'.<br>● To explain the use of correlation in research on ELT.<br>● To compute correlation coefficients by means of Pearson Product Moment. | ● Correlation: Pearson Product Moment<br>● Correlational Studies | ● Lecture<br>● Discussion | 1, 2, 3 | 100' | ● Review the concept of correlation.<br>● Discuss the use Pearson r in research on ELT.<br>● Compute the Pearson r manually<br>● Compute the Pearson r by using statistics software. |
| 5 | To analyze numeric data by correlating two sets of data | ● To compute correlation coefficients by means of Spearman r. | ● Correlation: Spearman r<br>● Correlational studies | ● Lecture<br>● Discussion | 1, 2, 3 | 100' | ● Discuss the use Spearman r in research on ELT.<br>● Compute the Spearman r manually<br>● 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 | ● To define the term 'difference'<br>● To explain the use of difference between two means<br>● To compute the difference between two means by using t-test | ● Difference between two means: t-test<br>● Experimental research | ● Lecture<br>● Discussion | 1, 2, 3 | 100' | ● Review the concept of experimental research.<br>● Discuss the use difference between two means in experimental research in ELT.<br>● Compute the t value manually<br>● Compute the t value by using statistics software. |
| 7 | To analyze numeric data by finding out the difference | ● To explain the use of difference between two means | ● Difference between two means: t-test<br>● Ex-post facto research | ● Lecture<br>● Discussion | 1, 2, 3 | 100' | ● Review the concept of ex-post facto research. |

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| | between two means in ex-post facto research | ● To compute the difference between two means by using t-test | | | | | ● Discuss the use difference between two means in ex-post facto research in ELT.<br>● Compute the t value manually<br>● Compute the t value by using statistics software. |
| 8 | Mid-term exam | | | | | 100’ | |
| 9 | To explain the procedures of analyzing qualitative data | ● To explain the method of qualitative data analysis proposed by different scholars<br>● To explain the meaning of ‘to saturate’ in collecting qualitative data | Procedures of qualitative data analysis according to:<br>● Ary et al (2010)<br>● Creswell (2007)<br>● Marshall & Rosmann (2006)<br>● Maxwell (2005)<br>● Wolcott (1994)<br><br>Saturation in collecting qualitative data | ● Lecture<br>● Presentation | 4 | 100’ | ● Review the difference between quantitative & qualitative data.<br>● Read a book chapter on procedures of qualitative data analysis.<br>● Discuss how the procedures proposed by different scholars are different and similar.<br>● Discuss the concept of ‘saturation’in collecting qualitative data |
| 10 | To analyze qualitative data obtained from interviews | ● To write interview questions to collect qualitative data<br>● To conduct a semi-structured interview<br>● To analyze the data collected from the interview | ● Criteria of good interview questions<br>● Procedures of conducting an interview<br>● Data analysis:<br>- Organizing<br>- Coding<br>- Interpreting | ● Lecture<br>● Presentation | 4 | 100’ | ● Devise interview guidelines by writing open-ended questions.<br>● Work in pairs and interview the partner.<br>● Analyze the data obtained from the semi-structured interview. |

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| | | | | | | | ● Present the results in class. |
| 11 | To analyze qualitative data obtained from questionnaires | ● To write questions for a questionnaire to collect qualitative data<br>● To administer a questionnaire<br>● To analyze the data collected from the questionnaire | ● Criteria of good questions in a questionnaire<br>● Procedures of administering a questionnaire<br>● Data analysis:<br>- Organizing<br>- Coding<br>- Interpreting | ● Lecture<br>● Presentation | 4 | 100’ | ● Devise an unstructured questionnaire by writing open-ended questions.<br>● Work in pairs and complete the partner’s questionnaire.<br>● Analyze the data obtained from the questionnaire.<br>● Present the results in class. |
| 12 | To analyze qualitative data obtained from observations | ● To conduct an observation to collect qualitative data<br>● To write good field notes to record the results of the observation<br>● To analyze the data collected from the observation | ● Procedures of using observation to collect data<br>● Guide to write good field notes<br>● Data analysis:<br>- Organizing<br>- Coding<br>- Interpreting | ● Lecture<br>● Presentation | 4 | 100’ | ● Devise guidelines for an observation by listing what to observe.<br>● Work in pairs and observe the partner when teaching English by using field notes.<br>● Analyze the data obtained from the observation.<br>● Present the results in class. |
| 13 | To analyze qualitative data obtained from documents | ● To write a prompt to collect qualitative data from documents<br>● To analyze the data collected from the documents | ● Procedures of using documents to collect data<br>● Guide to write good prompts for documents<br>● Data analysis:<br>- Organizing<br>- Coding<br>- Interpreting | ● Lecture<br>● Presentation | 4 | 100’ | ● Devise a writing test.<br>● Work in pairs and administer the writing test to the partner.<br>● Analyze the data obtained from the writing test qualitatively.<br>● Present the results in class. |
| 14 | To analyze qualitative data obtained from more | ● To explain the concepts of ‘triangulation’ and ‘crystallization’ in | ● Triangulation & crystallization | ● Lecture<br>● Presentation | 4 | 100’ | ● Read book chapters about triangulation & crystallization |

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| | than one instruments | qualitative research<br>● To analyze qualitative data from multiple instruments | in qualitative data analysis<br>● Data analysis:<br>- Organizing<br>- Coding<br>- Interpreting | | | | in qualitative research.<br>● Discuss how triangulation & crystallization enable in-depth understanding about a phenomenon being researched.<br>● Analyze the data obtained from a questionnaire and an interview.<br>● Present the results. |
| 15 | To analyze qualitative data obtained from more than one instruments | ● To analyze qualitative data from multiple instruments | ● Data analysis:<br>- Organizing<br>- Coding<br>- Interpreting | ● Lecture<br>● Presentation | 4 | 100’ | ● Analyze the data obtained from an observation and an interview.<br>● Present the results. |

**Requirements for passing the course:**

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| 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:

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

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 | Plagarism 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:

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

Surabaya, 15 March 2018
Course Coordinator,

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