

**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS PENDIDIKAN BAHASA DAN SENI
UNIVERSITAS PENDIDIKAN INDONESIA**

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COURSE SYLLABUS

1. About the Course

Course Title	: Research Projects
Course Code	: IG 595
Credit Hours	: 2
Semester	: 7AB
Prerequisite	: -
Instructor	: Dr. Didi Sukyadi, MA(1813)

2. Objectives

After finishing the class, the students are expected to be able to:

- 1) read and understand research-based papers related to language teaching and learning.
- 2) carry out a small-scale research projects and report the results.

3. Course Description

This course is aimed at providing the students an opportunity to grasp and get the feel of academic works in language teaching and learning, conduct a mini research of their interests and report the results according to academic writing convention and format. To achieve the goals, the students will be asked to read, understand and review research reports published in Indonesian contexts such from K@ta Journal and TEFLIN Journal. Next, they should report their reviews to the class orally and to the lecturer in writing. Then, they will be asked to browse topics related to ELT theories and practices, either from the library or from Internet until they find topics of their interests. When they have decided the topics, they will go more deeply into them, find related research problems, decide the appropriate research designs and instruments, collect and analyze the data, and report the results. To guide the students in doing those activities, they will have a tutorial program concerning relevant topics such as research design and methodology, quantitative and qualitative data analysis, instrumentation, using SPSS, and the report writing formats.

4. Learning Activities

Approach: Learner-centered approach
Methods: Discussion, presentation, projects
Task: Mini research

5. Media

LCD projector

6. Evaluation

6.1 Classroom participation

Classroom participation is derived from the classroom attendance and the students' participation in the classroom discussion and activities (20%).

6.2 Mid Test

Mid test score is based the article reviews that should be submitted at the time of mid tes schedule (30%)

6.3 Final test

Final test will be in the form of research projects report which should be done based in primary data about 4000-5000 words (50%); Assessment criteria: abstract, introduction, methodology, findings, conclusion, and references

6. Grading Policies

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

0 – 59 = E

7. Course Outline

Date	Topics	Sources
Week 1	Course policies Finding a research topic	Syllabus O'Leary (2009)
Week 2	Writing a research proposal	Wallen (1974), White & White. 1997
Week 3	Writing literary review	Jian (2010)
Week 4	Research design and methodology	Dornyei (2007)
Week 5	Developing questionnaire	Wallen (1974), Wray, Trott, & Bloomer (1998)
Week 6	Transcribing speech orthographically	Wray, Trott, & Bloomer (1998)
Week 7	Interviews and observation	Wray, Trott, & Bloomer (1998)
Week 8	Mid test	
Week 9	Observation and case studies	Wray, Trott, & Bloomer (1998)
Week 10	Classroom Action Research	Dornyei (2007)
Week 11	Statistics and SPSS	Kinnear and Gray (1994)
Week 12	How to reference and plagiarism	Wray, Trott, & Bloomer (1998)
Week 13	Report progress check	
Week 14	Report progress check	
Week 15	Report progress check	
Week 16	Report submission	

- Dornyei, Zoltan. 2007. *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
- Jian, Hu. 2010. The Schematic Structure of Literature Review in Research Articles of Applied Linguistics. *Chinese Journal of Applied Linguistics* (Bimonthly) Vol. 33 No. 5
- Kinncar, Paul R. & Colin D. Gray. 1994. *SPSS Made Simple*. East Sussex: Erlbaum Taylor and Francis.
- O'Leary, Dianne Prost (2009). Finding a Topic and Beginning Research. Available: <http://www.cs.umd.edu/~oleary/gradstudy/node9.html> [Accessed on 22 July 2011]
- Wallen, Norman E. 1974. *Educational Research: A Guide to the Process*. California: Wadsworth Publishing Company.
- White, Martine & Diane White. 1997. *First Things First: Writing a research proposal*. Available: <http://www.eric.ed.gov/PDFS/ED415694.pdf> [Accessed on 22 July 2011]
- Wray, Alison, Kate Trott, & Aileen Broomer. 1998. *Projects in Linguistics*. New York: Oxford University Press.

SATUAN ACARA PERKULIAHAN: RESEARCH PROJECTS

Date	Topics	Objectives	Learning Activities	Evaluation	Sources
7/9/2011	Course policies Finding a research topic	After the lesson, the students are able to find a topic for their research projects	The students 1) read and ask about course policies from the syllabus 2) search in Google and e-journal subscribed by the Library 3) search in Library repository 4) decide topics they are interested in 5) test and narrow down the topics 6) write the outlines for the topics they choose	Research outline	Syllabus O'Leary (2009)
14/9/2011	Writing a research proposal	After the lesson, the students are able to develop a research proposal for their research projects	The students 1) examine available proposal formats 2) identify components to be included in a proposal 3) examine strategies in writing introduction 4) practice writing research proposal	Research project proposal	Wallen (1974), White & White. 1997
21/9/2011	Writing literary review	After the lesson, the students are able to collect related theories and research findings and arrange them into a literary review section of their project report.	The students 1) discuss the strategies in writing literary review 2) identify and gather relevant articles 3) highlight relevant information from the articles 4) summarize and paraphrase the information from the article 5) practice of quoting and citing information	Literary review	Jian (2010)

28/9/2011	Research design and methodology	After the lesson, the students are able to choose a research design suitable for their research objectives	Students 1) identify suitable designs for their topics and research questions 2) decide the types of data they need and how to get them 3) decide the respondents or the texts they need	Description of research methodology	Dornyei (2007)
5/10/2011	Instrumentation	After the lesson, the students are able to design and develop questionnaire or tests needed to collect data needed for their research projects	Students 1) identify instruments they need to collect their data 2) identify 1 or 2 examples of questionnaires 3) identify 1 or 2 examples of tests 4) identify how to process the data from questionnaires or tests	Instruments needed for data collection	Wallen (1974), Wray, Trott, & Bloomer (1998)
12/10/2011	Transcribing speech orthographically	After the lesson, students are able to transcribe speech orthographically	Students 1) identify the techniques of how to transcribe speech orthographically 2) transcribe the speech of their friends 3) identify how to use transcription to support their hypotheses	Sample of data transcription	Wray, Trott, & Bloomer (1998)
19/10/2011	Interview	After the lesson, the students are able to design and develop an interview guideline.	Students 1) identify the techniques of how to write interview guidelines 2) practice interviewing their friends 3) analyze and interpret interview data	Interview guide lines	Wray, Trott, & Bloomer (1998)
26/10/2011	Mid test			Written Test	
9/11/2011	Observation	After the lesson, the students are able to develop observation guideline	Students: 1) identify the strategies of how to design an observation guideline. 2) practice writing an observation guide	Observation guidelines	Wray, Trott, & Bloomer (1998)

			line 3) use the data from interview to test their hypotheses.		
16/11/2011	Classroom Action Research	After the lesson, the students are able to describe the main steps in action research.	Students: 1) identify the main principles of Classroom Action Research 2) Distinguish classroom research and other types of research	Description of what is an action research	Dornyei (2007)
23/11/2011	Statistics and SPSS	After the lessons, the students are able to use SPSS, especially for simple experimental designs and correlation and interpret the results	Students 1) learn how to enter data to SPSS 2) learn how to prepare the data for correlation, t-test, and ANOVA 3) Practice using SPSS 4) Choose statistics appropriate for their research questions 5) Interpret the printout of SPSS.	SPSS output and its interpretation	Kinnear and Gray (1994)
30/11/2011	How to reference and plagiarism	After the lesson, the students are able to define what is meant by “plagiarism” and mention ways to avoid it.	Students: 1) clarify what is meant by plagiarism 2) identify ways of avoiding plagiarism 3) identify how to cite and quote 4) identify how to write references based on APA system	Sample of how to quote and to reference	Wray, Trott, & Bloomer (1998)
7/12/2011	Report progress check	After the lesson, the students get feedback concerning their research reports	Students: 1) report their progress individually to the lecturers. 2) get the feedback concerning their works 3) revise their research report	Report revision	
14/12/2011	Report progress check	After the lesson, the students get feedback concerning their research	Students: 1) report their progress individually to the lecturers.	Report revision	

		reports	2) get the feedback concerning their works 3) revise their research report		
21/12/2011	Report progress check	After the lesson, the students get feedback concerning their research reports	Students: 1) report their progress individually to the lecturers. 2) get the feedback concerning their works 3) revise their research report	Report revision	
28/12/2011	Final test				