

MK Quantitative Research Method (MPK203)



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
UNIVERSITAS PENDIDIKAN GANESHA  
**SILABUS**

**MATA KULIAH : Quantitative Research Methods**

**KODE** : (MKB306)

SKS/J.S : 2/2

## **SEMESTER : 1**

## **PRASYARAT :-**

## PENGAJAR

Prof. Dr. Dewa Komang Tantra, M.Sc.

Made Hery Santosa, M.Pd., Ph.D.

## **PROGRAM STUDI : S2 PENDIDIKAN BAHASA INGGRIS**

## **PROGRAM : PASCASARJANA**

## **Standard Competency**

After learning, students are expected to gain:

- a. knowledge of the basic concept of quantitative research
  - b. knowledge of kinds of quantitative research
  - c. knowledge of designing a quantitative research proposal

	To understand kind of research	Kinds of research	Classroom action Research Correlation research Experimental research	Be competent in describing kinds of research	Process	Written	Guidelines	300 Minutes	University Press
8-10	3. To have underst anding on identifying research problem and their formula tion	- Identifying Problems - Formulating problems	a. To discuss any possible problems which are researchable  b. To have exercises on how to formulate research problems	1. Be competent in identifying research problems  2. Be competent in formulating research problems	Process	Written	Guidelines	240 Minutes	Kerlinger (1996) Research methods in Education Boston: Allyn and bacon Company
10-11	4. To know the concept of variable	- Definition of variables - kinds of variables	a. To descrie the definitions of variables  b. To discuss kinds of variables  c. To identify the variables of a study	1. Be competent in describing the definition of variables  2. Be competent in describing the kinds of variables  3. Be competent in identifying the variables of a study	Process	Written	Quizzes	180 Minutes	Franken and Wallen "Basic Concept of Research in Education, Cambridge : Cambridge University Press

12-13	5. To have understanding about hypotheses	- Concept of hypothesis - Kinds of hypothesis	- to discuss the concept of hypothesis - to describe kinds of hypothesis - to have exercises on formulating hypothesis	1. Be competent in describing the concept of hypothesis  2. Be competent in describing kinds of hypothesis.  3. Be competent in formulating hypothesis	Process	Written	Guidelines	180 Minutes	Franken and Wallen "Basic Concept of Research in Education, Cambridge : Cambridge University Press
14-20	6. To have understanding about design of research	- concept of research design - kinds of research design - strength and weaknesses of any design	- to describe the concept of design - to describe kinds of research - to identify strength and weaknesses of any design - to decide research design based on research questions	1. Be competent in describing the concept of research design  2. Be competent in describing kinds of research design.  3. Be competent in identifying the strength and weaknesses of any research design.  4. Be competent in deciding research design based on research questions	Proses	Written	Guidelines	630 Minutes	Franken and Wallen "Basic Concept of Research in Education, Cambridge : Cambridge University Press

21-23	To have understanding about data and data collection	Definition of data Kinds of data Instrument Reliability and validity of data and its instrument	To discuss the definition of data To describe kinds of data To discuss the methods and process of making reliable and valid data To be able to decide instruments and develop instruments	Be competent in describing the definition of data. Be competent in describing kinds of data. Be competent in deciding the methods of data collection. Be competent in deciding instruments and how to develop them. Be competent in deciding how to make data reliable and valid	Process	Written	Guidelines	360 minutes	Franken and Wallen (1996) “Basic Concept of Research in Education, Cambridge : Cambridge University Press
24	To have understanding about data analysis	Descriptive analysis Inferential analysis	To discuss how code data. To discuss how to analyse data descriptively. To discuss how to analyse data inferentially	Be competent in coding data Be competent in analysing data descriptively. Be competent in analysing data inferentially	Process	Written	Project	100 minutes	Franken and Wallen (1996) “Basic Concept of Research in Education, Cambridge : Cambridge University Press
25-27	To be competent in applying all concept in the form of a research proposal	Rules of writing a research proposal	To write a research proposal	Be competent in making a research proposal	Process	Written	Project	360 minutes	Franken and Wallen (1996) “Basic Concept of Research in Education, Cambridge : Cambridge University Press

## SUBJECT DESCRIPTION

<b>1. Subject Name</b>	Research on ELT	
<b>2. Credit/Lesson Hour</b>	4 Credits/ 4 hour lesson a week	
<b>3. Objectives</b>	1. To enable students to know the basic concept of research. 2. To enable students to understand kinds of research 3. To enable students to understand problems of research, variable and hypothesis 4. To enable students to understand the concepts of designs, many kinds of designs including their strengths and weaknesses 5. To enable students to understand data, kinds of data and the process of data collection, reliability and validity of data 6. To enable students to understand about instruments 7. To enable students to understand about data analysis 8. To enable students to make a research proposal	
<b>4. Description</b>	Research on ELT course is designed to equip prospective teachers with the knowledge and skills in research techniques. This course covers many topics such as definitions of research, kinds of research, problems, variable, hypothesis, designs of research, data, instruments, reliability and validity and data analysis. Besides, at the end of the theory, the sessions are also provided with guidelines of making a research proposal from which students will make their own proposal.	
<b>Learning Resources</b>	<b>Compulsory</b>	- Franken and Wallen (1996)“ Basic Concept of Research in Education, Cambridge : Cambridge University Press - Kerlinger (1996) Research methods in Education. Boston: Allyn and bacon Company
	<b>Recommended</b>	Any related resources.

## ASSESSMENT:

### 1. Final Project

Please decide what topic that you choose for your research and write down a research proposal about the topic. Please use the template provided by the Postgraduate Office.

### 5.4 Penelitian Thesis

5.4.1 Jelaskan sistem pembimbingan penelitian tesis pada program studi ini, mencakup informasi tentang: ketersediaan panduan, kebijakan pembimbingan, mekanisme penunjukan pembimbing dan mahasiswa bimbingan, serta proses pembimbingannya.

Sistem pembimbingan penelitian tesis dan penulisan tesis terlaksana dengan sangat baik. Ada panduan tertulis berupa Panduan Penulisan Tesis yang disosialisasikan dan dilaksanakan secara konsisten.

Panduan penulisan tesis disosialisasikan dalam bentuk Panduan yang harus dimiliki oleh setiap mahasiswa. Panduan ini diberikan di awal penerimaan mahasiswa baru sehingga semua mahasiswa memiliki pengetahuan awal tentang bagaimana proses penelitian tesis yang mereka lakukan.

Sosialisasi juga dilakukan melalui mata kuliah Research. Melalui mata kuliah ini mahasiswa diwajibkan untuk menulis proposal penelitian. Panduan Penulisan kemabli disosialisasikan dan diwajibkan agar mahasiswa membaca dengan teliti dan mengikuti panduan tersebut dalam melakukan penelitian tesis.

Sosialisasi juga dilakukan sambil jalan dalam proses penelitian tesis. Secara lebih rinci, prosesnya bisa dipaparkan sebagai berikut. Proses pembimbingan tesis mulai dari proposal sampai menjadi tesis yang siap diujikan telah diatur dalam Pedoman Akademik Pascasarjana Undiksha. Pada akhir semester 2, mahasiswa mengajukan judul penelitian tesis ke Prodi dan mengusulkan 3 nama calon pembimbing yang diinginkan. Pimpinan Prodi menelaah judul-judul tersebut dan calon pembimbing yang diminta mahasiswa. Dari hasil telaah ini, Ketua Prodi menyurati dosen untuk menjadi pembimbing tesis. Penugasan pembimbingan terutama didasarkan atas kesesuaian antara keahlian dosen dan topik tesis. Jadi, permintaan mahasiswa agar dipilih dosen pilihannya tidak selalu dapat dipenuhi. Penugasan ini juga dilandasi oleh prinsip keadilan dengan tidak mengabaikan mutu tesis. Mahasiswa yang telah mendapat pembimbing selanjutnya menghubungi pembimbing untuk mendiskusikan topik tesisnya. Dari hasil diskusi dengan pembimbing, mahasiswa menyempurnakan proposalnya dan meminta persetujuan pembimbing untuk seminar proposal. Kaprodi menentukan jadwal seminar dan menentukan 2 orang dosen pembahas untuk setiap proposal. Seminar dihadiri oleh semua dosen dan semua mahasiswa. Mahasiswa mempresentasikan proposal dengan pemandu Kaprodi, selanjutnya pembahas memberikan masukan, dan peserta lain juga diberi kesempatan memberikan masukan. Selama pembimbingan,

dosen pembimbing I dan II harus mengisi kartu bimbingan. Hal ini memudahkan pemantauan pelaksanaann bimbingan. Dengan proses ini diharapkan penelitian tesis mahasiswa dapat berjalan sesuai dengan kaidah penelitian yang semestinya sehingga tesis dapat dijamin mutunya. Dosen pembimbing tesis dan mahasiswa harus mengikuti ketentuan-ketentuan dalam Buku Pedoman Penulisan Tesis Pascasarjana Undiksha.

Mahasiswa bisa dilibatkan dalam penelitian dosen lewat mekanisme penelitian payung yang mengacu pada aturan Rektor Undiksha tentang Penetapan Pedoman Penyelenggaraan Penelitian dan Pengabdian pada Masyarakat di Undiksha no 370/UN48/PM/2018.

Di samping aturan yang ada dalam Pedoman Akademik Pascasarjana Undiksha, Pedoman Penulisan Tesis disusun dan dicetak dibagikan kepada semua mahasiswa dan dosen, dan dosialisasikan secara konsisten untuk menjaga kualitas proses dan hasil penulisan tesis.

Proses sosialisasi dan kegiatan sosialisasinya dibuat dalam Berita Acara Laporan Sosialisasi Pedoman Penulisan Tesis.