

Module/Course Title: Research Method					
Module/ course code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
SBI61026	8.5 hours per week	3 CU x 1,32 = 3,96 ECTS	5 th	3 CU x 16 = 48	16 meetings
1	Types of courses Compulsory coursework	Contact hours 3 CU x 50 minutes = 510 = 2.5 hours per week	Independent study 3 CU x 120 minutes = 360 minutes = 6 hours	Class size 30 students	
2	Prerequisites for participation (if applicable) --				
3	Learning outcomes (PLO + CLO) Course Description This course introduces the students to types of research, mainly qualitative research in social sciences, with a brief overview of quantitative and mixed methods. The students will discuss and examine some main components of a research framework, i.e., problem definition, research design, data collection, and ethical issues in research. Program Learning Outcomes: PLO 2 Graduates are expected to be able to act as research assistants, namely young scholars who have critical thinking to solve problems faced in society. Intended Learning Outcomes: ILO 1 Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics. ILO 2 Students are able to uphold entrepreneurship values in cooperating with the society and environment. ILO 3 Students are able to demonstrate language skills by using proper English. ILO 4 Students are able to analyse the development of linguistic, literary and cultural phenomena in the global and digital era. ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts. ILO 6 Students are able to use media and technology into their learning and research activities Course Learning Outcomes: On completion of this course, the students will be able to: <ol style="list-style-type: none"> 1. Explain the nature of the process of research 2. Explain the basic aspects of research methodology 3. Critically review, analyse and synthesise findings from a data corpus 				
4	Subject aims/Content Group 1 (Linguistics/ L) Meeting 1: Ways of Knowing, Nature of Research Students are able to explain different sources of knowledge, a definition of research, and the differences between scientific and non-scientific research Meeting 2: Philosophical Stances in Research; Paradigm, theory, and concept Students are able to identify the naturalistic and positivist paradigms in research and the differences between the terms of <i>paradigm</i> , <i>theory</i> , and <i>concept</i> . Meeting 3-7: Types of Research Students are able to explain the basic characteristics of qualitative (Case Study, Ethnography, Narrative Inquiry, Phenomenology, and Grounded Research), quantitative (Experimental				

	<p>Design, Correlational Designs, Survey Designs, and mixed-methods research (Explanatory vs Exploratory)</p> <p>Meeting 8: Midterm Students are able to review their understanding of the sources of knowledge, nature of research, the naturalistic and positivist paradigms in research, and the basic characteristics of quantitative, qualitative, and mixed-methods research</p> <p>Meeting 9-10: How to Read Research Paper Students are able to identify elements of a research paper (abstract, theoretical framework, research design, primary findings, and conclusion).</p> <p>Meeting 11-13: Review of Related Literature Students are able to explain the characteristics and function of literature review in research</p> <p>Meeting 14-16: Final Project: Annotated Bibliography Students are able to evaluate a research design and identify research gaps in the area of linguistics or applied linguistics.</p> <p>Group 2 (Literature/ S)</p> <p>Meeting 1: Ways of Knowing, Nature of Research Students are able to explain different sources of knowledge, a definition of research, and the differences between scientific and non-scientific research</p> <p>Meeting 2: Philosophical Stances in Research; Paradigm, theory, and concept Students are able to identify the naturalistic and positivist paradigms in research and the differences between the terms of <i>paradigm</i>, <i>theory</i>, and <i>concept</i>.</p> <p>Meeting 3-5: Types of Research Students are able to explain the basic characteristics of quantitative, qualitative, and mixed-methods research</p> <p>Meeting 6: Quiz Students are able to review their understanding of the sources of knowledge, nature of research, the naturalistic and positivist paradigms in research, and the basic characteristics of quantitative, qualitative, and mixed-methods research</p> <p>Meeting 7: Review of Related Literature Students are able to explain the characteristics and function of literature review in research</p> <p>Meeting 8: Mid-term Exam Students are able to identify and explain the sources of knowledge; nature of research, the naturalistic and positivist paradigms in research; and the basic characteristics of quantitative, qualitative, and mixed-methods research; and the features and function of literature review in research</p> <p>Meeting 9: Approaches to Literary Criticism Students are able to explain four orientations of critical theories in literary studies.</p> <p>Meeting 10-13: Narrative Inquiry, Case Study, Ethnography, Research in Virtual Realities, Analysing Visual Experience Students are able to give an oral presentation to report their reading on narrative inquiry, case study, ethnography, research in virtual realities, and research on visual experience.</p> <p>Meeting 14: How to Read Research Paper Students are able to identify elements of a research paper (abstract, theoretical framework, research design, primary findings, and conclusion).</p> <p>Meeting 15-16: Final Projects: Annotated Bibliography Students are able to evaluate a research design and identify research gaps in the area of literary or cultural studies</p>
5	<p>Teaching methods</p> <p>Lectures, discussions, case method</p>
6	<p>Assessment methods</p> <ol style="list-style-type: none"> 1. Class Participation To maximise the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary tasks, but they are also expected to interact with peers and the topics as directed in class discussions and activities. 2. Quiz and Test Quiz and test enable students to identify gaps in knowledge about small parts of the instruction. It is thus vital for the students to take the Quiz and Mid-term Test. Scores will be provided based on the

answer key for the tests.

3. Case Method

Students will work in groups to read references and deliver oral presentations on a research design for literary, cultural, or linguistic studies. Students will also work to read research articles and write an annotated bibliography based on the reports, which ultimately lead them to be able to identify the research gaps.

Assessment Summary:

Group 1:

Assessment Task	Task Type	Due	Weighting
Attendance and participation	Formative	Through the semester	10%
Individual project (research plan)	Formative		10
Mid-term Exam	Formative	Week 8	20%
Case Project 1 (Presentation)	Formative	Week 10-14	20%
Case Project 2 (Annotated Bibliography)	Summative	Week 15-16	40%
TOTAL			100%

Group 2:

Assessment Task	Task Type	Due	Weighting
Attendance and participation	Formative	Through the semester	10%
Quiz	Formative	Week 6	10%
Mid-term Exam	Formative	Week 8	20%
Case Project 1 (Presentation)	Formative	Week 10-13	20%
Case Project 2 (Annotated Bibliography)	Summative	Week 15-16	40%
TOTAL			100%

Note that attendance at lectures is compulsory.

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This module/course is used in the following study programme/s as well

Not Applicable

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Module Coordinator

Sahiruddin, PhD

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Resources

Main:

1. Sahiruddin et al. (2021) An Introduction to research method in applied linguistics: a practical guide. Malang: UB Press
2. Anfara, V.A., & Mertz, T.N. (Eds.). (2015). *Theoretical frameworks in qualitative research* (2nd ed.). Sage.
3. Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage.
4. Somekh, B., & Lewin, C. (2005). *Research methods in the social sciences*. Sage.

Supporting:

1. Abrams, M.H. (1953). *The mirror and the lamp: Romantic theory and the critical tradition*. Oxford University Press
2. Bouma, G.D., & Atkinson, G.B.J. (1995). *A handbook of social science research: A comprehensive and practical guide for students* (2nd ed.). Oxford University Press.
3. Dey, I. (1993). *Qualitative data analysis: A user-friendly guide for social scientists*. Routledge.
4. Taylor, S.J., Bogdan, R. DeVault, M.L. (2016). *Introduction to qualitative research methods: A guidebook and resource* (4th ed.). Wiley.



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DEPARTMENT OF LANGUAGES AND LITERATURE
STUDY PROGRAMME OF ENGLISH LITERATURE

STUDENT TASK GUIDELINE

COURSE: Research Method (S)
CODE: SBI61026 CU 3/Semester 5

TEACHER

TASK FORM:

Oral Presentation

NAME OF TASK:

Group Presentation

COURSE LEARNING OUTCOME:

To carry out an active discussion

DESCRIPTION

Presentation skill is instrumental both in and outside the classroom. After completing a project, a presentation is a channel for students to share with others what they have learned. It is also a chance to challenge and expand on their understanding of the topic by having others ask questions.

METHOD OF COMPLETION

The class is divided into ten groups. Two groups focus on what they have understood about one topic.
 Group 1 & 2: Narrative inquiry
 Group 3 & 4: Case study
 Group 5 & 6: Ethnography
 Group 7 & 8: Research in virtual realities
 Group 9 & 10: Analysing visual experience

OUTCOMES

- a. Object: spoken report
- b. Outcome: discussion

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

Rubric:						
PRESENCE		5	4	3	2	1 0
-body language & eye contact						
-contact with the public						
-poise						
-physical organisation						
LANGUAGE SKILLS		5	4	3	2	1 0
-correct usage						
-appropriate vocabulary and grammar						
-understandable (rhythm, intonation, accent)						
-spoken loud enough to hear easily						
ORGANIZATION		5	4	3	2	1 0
-clear objectives						
-logical structure						
-signposting						
MASTERY OF THE SUBJECT		5	4	3	2	1 0
-pertinence						
-depth of commentary						
-spoken, not read						
-able to answer questions						
VISUAL AIDS		5	4	3	2	1 0
-transparencies, slides						
-handouts						
-audio, video, etc.						
		TOTAL SCORE _____ x 4				

Grading: The assignment constitutes 20% of the final grade.

TIME
Meeting 10-13
OTHERS
PRIMARY REFERENCE
Somekh, B., & Lewin, C. (2005). <i>Research methods in the social sciences</i> . Sage.



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STUDY PROGRAMME OF ENGLISH LITERATURE

STUDENT TASK GUIDELINE

COURSE:	Research Method (S/L)	
CODE:	SBI61026	CU 3/Semester 5
TEACHER		

TASK FORM:
 Annotated Bibliography

NAME OF TASK:
 Annotated Bibliography

COURSE LEARNING OUTCOME:
 to evaluate a research design and identify research gaps in linguistics, literature, or culture.

DESCRIPTION
 This assignment aims to give students experience in reading the introduction and literature review sections of research articles and identifying how research questions are motivated.

METHOD OF COMPLETION

1. Group 1 (L): group work; Group 2 (S): individual work
2. Select 1-3 research articles from the online library collection/database. For each article, in a separate entry, answer the following questions.
 - a) What research question(s) did the article attempt to answer? Identify the research question(s) and, where relevant, any hypotheses tested. Please DO NOT COPY the questions but rewrite them in your own words.
 - b) What was the motivation for the study? Describe the reason for the research undertaken. If possible, specify if (and how) it was a replication and refinement of earlier research, an extension of prior research to fill an existing gap in the literature, or an attempt to break new ground, etc. Be specific. Name the previous studies where appropriate.
 - c) What was the main theory used in the study? Identify the theoretical framework used in the study.
 - d) What methodology was used? Identify the research methodology used to address the research question(s).
 - e) What were the findings? State the results of the study. Were the research questions clearly answered?

Each entry should be 300 words in length. Bibliographic details for each article should be cited at the beginning of each entry.
- f) After completing the three entries, write a short (600 words) comparison of the findings for the three articles analysed. Comment on differences and similarities across the three articles and why these differences and similarities exist. These standard features might include the kind of research questions asked, the motivations used, the object of study, etc.
- g) Write a research gap or niche for a future researcher as motivated by previous research, followed by writing proposed research questions, theoretical framework used, and research method to answer the questions inspired by previous research.

OUTCOMES
 annotated bibliography and research plan

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

Rubric:

Marking scheme		
1	Statement of purpose/ questions	/10
2	Description of the critical concept and paraphrase of the proposition(s) and motivation for the study.	/15
3	Main theoretical frameworks are identified and presented logically, both related to each other and the main question.	/20
4	A critical review of the research method used is clearly presented and justified.	/20
5	The synthesis for all articles is logically explained.	/20
6	Formatting conventions followed, style and usage are	/15

	appropriate.	
7	Total	/100
TOTAL SCORE _____		
Grading: This project contributes to 40% of the final grade.		
TIME		
Meeting 15-16		
OTHERS		
REFERENCES		
<ol style="list-style-type: none"> 1. Sahiruddin et al. (2021) An Introduction to research method in applied linguistics: a practical guide. Malang: UB Press 2. Creswell, J.W. (2009). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (3rd ed.). Sage. 		