

RENCANA PEMBELAJARAN SEMESTER (RPS)
PROGRAM STUDI TADIRIS BAHASA INGGRIS (TBI) SEMESTER GENAP 2019/2020
FAKULTAS TARBIYAH DAN TADIRIS IAIN BENGKULU

No	Course Identity	Description
1	Course	Language Teaching Research
2	Study Program/Semester	Tadris Bahasa Inggris (TBI)/VI
3	Code/SKS	2
4	Prerequisite	-
5	Lecturer	Dr. Syamsul Rizal
6	Course Description	This course is designed to provide students with the basic principles of Language Teaching Research (LTR) especially research in English Language Teaching (LTR). It comprises lecture, students' presentation and discussion, student will be given in opportunities to discuss the relevance and application on how conducting a research dealing with English language teaching in real situation.
7	Course Objectives	The main objective of this course is to provide students with the basic concepts,theories, development, application, and explanation of LTR in doing language teaching research. Activities equip students with the skills of research design, material preparation, appropriate sistematic and scientific research steps, and research data analysis in concluding the students' language teaching research.

Week	Learning output	Learning Material	Learning Method [Time Allocation]	Assessment		
				Indicators	Form	Score
1	The students are able to define the concept of research in English language teaching	• Introduction • Initializing course element ➢ Lesson plan (RPS) ➢ Course contract ➢ Assignments • Book 1 and 2	• Lecturing, discussion, • Q & A • 2 x 50 minutes	• Defining the concept of research • Defining the concept of English language teaching		

2	The students are able to identify the major components of English language classroom	• The major components of English language classroom • Teacher's role	• The major components of English language classroom • Teacher's role • The major components of English language classroom	• The major components of English language classroom • Teacher's role • The major components of English language classroom • The major components of English language classroom	The students are able to identify the major components of English language classroom	
3	The students are able to describe the major components of English language classroom	• The major components of English language classroom • The major components of English language classroom	• The major components of English language classroom • The major components of English language classroom	• The major components of English language classroom • The major components of English language classroom • The major components of English language classroom	The students are able to describe the major components of English language classroom	
4	The students are able to explain the major components of English language classroom	• The major components of English language classroom • The major components of English language classroom • The major components of English language classroom	• The major components of English language classroom • The major components of English language classroom • The major components of English language classroom	• The major components of English language classroom • The major components of English language classroom • The major components of English language classroom • The major components of English language classroom	The students are able to explain the major components of English language classroom	
5	The students are able to identify the major components of English language classroom	• The major components of English language classroom • The major components of English language classroom	• The major components of English language classroom • The major components of English language classroom	• The major components of English language classroom • The major components of English language classroom • The major components of English language classroom	The students are able to identify the major components of English language classroom	

6	The students are able to implement the 'research preparation' (part 1)	- Research problems in ELT - Formulation of research problems in ELT	- Lecturing, discussion, - Q & A 2 x 50 minutes	- The students are able to identify the research problem in ELT - The students are able to select the research problem in ELT - The students are able to formulate and conceptualize	Performance test Quiz	5%
7	The students are able to implement the 'research preparation' (part 2)	- Research variables - Research hypothesis - Research design	- Lecturing, discussion, - Q & A 2 x 50 minutes	- The students are able to identify the research variables - The students are able to formulate the research hypothesis - The students are able to construct the research design		
8	Mid-term test				Formative test	15%
9	The students are able to implement the 'research preparation' (part 3)	- Types of research instruments - Sampling techniques	- Lecturing, discussion, - Q & A 2 x 50 minutes	- The students are able to construct research instruments - The students are able to apply the sampling		
10	The students are able to implement the 'research implementation'	- Data collection - Data processing - Data analysis - Data interpretation	- Lecturing, discussion, - Q & A 2 x 50 minutes	- The students are able to collect the data - The students are able to process the data - The students are able to analyze the data - The students are able to interpret the data		
11	The students are able to conceptualize the 'research completion'	- The format of research report - The outline of research report	- Lecturing, discussion, - Q & A 2 x 50 minutes	- The students are able to write the research report - The students are able to outline the research report		

12	The students are able to specify the topics in ELT for research proposal	• Topics in ELT	• Lecturing, discussion, • Q & A • 2 x 50 minutes	• The students are able to identify the topics in ELT		
13	The students are able to construct the research proposal (part 1)	• Research proposal	• Lecturing, discussion, • Q & A • 2 x 50 minutes	• The students are able to review the research proposal	Performance test Quiz	5%
14	The students are able to construct the research proposal (part 2)	• Research proposal	• Lecturing, discussion, • Q & A • 2 x 50 minutes	• The students are able to write the research proposal	Performance test	5%
15	The students are able to construct the research proposal (part 3)	• Research proposal	• Lecturing, discussion, • Q & A • 2 x 50 minutes	• The students are able to write the research proposal	Performance test	5%
16	Final examination Final examination				Formative test	25%

Evaluation

a. Attendance Class Participation	= 10 %
b. Class Participation	= 15 %
c. Assignment	= 10 %
d. Research Proposal (Final Assignment)	= 20 %
e. Mid Test	= 20 %
f. Final Test	= 25 %
Total	= 100 %

References

- Creswell, W. Jhon. 2008. *Educational Research: Planning Conducting, and Evaluating Quantitative and Qualitative Research*, New Jersey: Edward Brothers Inc.
- Fraenkel, R. Jack and Wallen, E. Norman. 2007. *How to Design and Evaluate Research in Education*, New York, NY.: McGraw-Hill Companies, Inc.
- Gay, L.R.&Mills, G.E.,& Airasian, P. *Educational Research: Competencies for Analysis and Applications*, New Jersey: Pearson Education Inc.
- McDonough, Jo and McDonough Steven. 1997. *Research Methods for English Language Teachers*, New York, Ny.: St Martin's Press, Inc.
- Creswell, W. Jhon. 2003. *Research Design: Qualitative, Quantitative, and Mixed Approaches* (Second Edition), Beverly Hills, CA.: Sage Publication, Inc.
- McMillan, J.H. 1992. *Educational Research: Fundamentals for the Consumer*, Virginia: Harper Collins publishers
- Selinger, W. Herbert and Shohamy, Elana. 1989. *Second language Research Methods*, London: Oxford University Press.

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