


Contoh Format RPS AQAS

Module/ Course Title : Methodology of Language Research					
Module /Course code	student workload	Credits (credits/EC TS)	Semester	Frequency	duration
SPI 62036	119 hours	3/4,5	6	Every Year (January)	1 semester (s)
1	Types of courses Elective coursework	contact hours 3 CU x 50 minutes = 150 =2,5 hours per week	independent study 3 CU x 120 minutes = 360 minutes = 6 hours	class size 30	
2	Prerequisites for participation -				
3	<p>Course Description: This course provides students with the basic knowledge related to language research methodologies. It facilitates students with the core ideas on initiating any language studies. This course is referred to as Research Methodology in Indonesian Language and Literature (henceforth METPEN). METPEN is the basis for knowing the ins and outs of the foundation of linguistic methodology. METPEN serves as an absolute necessity for future linguistic researchers, prospective language teachers, and linguists whose main interest are in studying the stream of language. For this reason, METPEN is presented as an effort to help students grow their curiosity, understanding, and mastery of the intricacies of general linguistics as part of a means of professional development in the academia.</p> <p>Intended Learning Outcomes (ILO)</p> <ol style="list-style-type: none"> ILOs 2: Graduates are expected to show a responsible attitude towards work in the field of Indonesian language and literature education independently. ILOs 4: Graduates are expected to be able to master research methods and frameworks in the fields of Indonesian language. ILOs 6: Graduates are expected to be able to make appropriate decisions in the context of contextual problem solving in the fields of Indonesian language based on the result of information and data analysis. ILOs 10: Graduates are expected to be able to conduct studies on the implementation of Indonesian linguistics research within the framework and appropriate research methods. <p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Students are able to identify the concepts, definitions, principles, work steps, and the benefits of research methodologies in the field of Indonesian language and literature in a logical and systematic manner Students are able to identify the terms of certain problems, objectives, data, data sources, methods, and findings in language and literature research in a logical and systematic manner with quality and valid reference sources. Students are able to discover linguistic and literary phenomena and plan them as a source of research ideas. Students are able to compose a draft of a proposal on linguistic phenomena 				
4	<p>Subject aims/ Content</p> <ol style="list-style-type: none"> Week 1: being able to explain research methodology for linguistics. Week 2: being able to explain the distinction between the positivist and naturalist paradigms in the field of linguistics Week 3: being able to explain the differences among methodology, method, technique, paradigm, and approach Week 4: being able to explain the types of qualitative methods in linguistics Week 5: being able to explain the types of quantitative methods in linguistics Week 6: being able to explain ethnographic research Week 7: being able to explain research ethics Week 8: Mid-term Examination Week 9: being able to explain and plan research design independently Week 10: being able to explain and start conducting research 				

	Final Examination	Formative	Meeting 16	30%
	TOTAL			100%
6	This module is used in the following degree programmes as well: (Yes)			
7	Responsibility for module: Dr. Eti Setiawati, M.Pd.			
8	Other information: Lectures use primary references such as journals, books and learning resources as follows: <ol style="list-style-type: none"> 1. Mahsun. 2006. <i>Metode Penelitian Bahasa</i>. Edisi Ketiga. Depok: Raja Grafindo Persada 2. Muhammad. 2019. <i>Metode Penelitian Bahasa</i>. Yogyakarta: Ar-Ruzz Media. 3. Subroto, D. Edi. 2007. <i>Pengantar Metode Penelitian Linguistik Struktural</i>. Surakarta: UNS Press. 4. Sudaryanto. 2015. <i>Metode dan Aneka Teknik Analisis Bahasa: Pengantar Penelitian Wahana Kebudayaan secara Linguistik</i>. Yogyakarta: Sanata Dharma University Press. 5. Litosseliti, Lia. 2014. <i>Research Methods in Linguistics</i>. London: Continuum. 			

Appendix Task Guidelines and Rubrics 1

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION		
STUDENT TASK GUIDELINE				
COURSE TITLE	Methodology of Language Research			
CODE	SPI 62036	CREDITS	3	SEMESTER 3
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd			
TASK FORM				
Material Summary				
COURSE LEARNING OUTCOME				
Being able to explain research methodology for linguistic research.				
DESCRIPTION				
Students are assigned to read scientific papers (books and articles) and summarize their knowledge on the basic and types of linguistic research				
METHOD OF COMPLETION				
<ol style="list-style-type: none"> 1. Students critically read various literacy studies of discourse, which describe the nature, elements, and types of linguistic research. 2. Students summarize important points from sources they have read and make a mind map 3. Summaries are submitted in Google Classroom in PDF/Word format as discussion material will be starting at the 2nd meeting 				
OUTCOMES				
<ol style="list-style-type: none"> a. Object: Summary in a mind map b. Outcome: Students are able to describe the nature, elements, and types of linguistic research. 				

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy in choosing references as reading sources	Are the selected references valid and contain a description of the nature, elements, structure, and types of linguistic research?				
The accuracy of compiling the summary	Are students able to compose a detailed mind maps from the reading materials they have read?				
The creativity in composing discussion material	Are students creative in composing their own mind map? Has the mind map covered the complete materials for the discussion?				
The accuracy of developing new knowledge structure	Are students able to develop concepts on their own from various reading materials so as to form new knowledge map?				
Responsibility	Do students make and collect summaries in the right format according to the instructions?				

TIMES


Meeting 2

OTHERS: -

REFERENCES

1. Litosseliti, Lia. 2014. *Research Methods in Linguistics*. London: Continuum.
2. Mahsun. 2006. *Metode Penelitian Bahasa*. Edisi Ketiga. Depok: Raja Grafindo Persada
3. Muhammad. 2019. *Metode Penelitian Bahasa*. Yogyakarta: Ar-Ruzz Media.
4. Subroto, D. Edi. 2007. *Pengantar Metode Penelitian Linguistik Struktural*. Surakarta: UNS Press.
5. Sudaryanto. 2015. *Metode dan Aneka Teknik Analisis Bahasa: Pengantar Penelitian Wahana Kebudayaan secara Linguistik*. Yogyakarta: Sanata Dharma University Press.

Appendix Task Guidelines and Rubrics 2

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE				
COURSE TITLE	Methodology of Language Research			
CODE	SPI 62036	CREDITS	3	SEMESTER 3
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd			
TASK FORM				
Paper and Presentation for discussion				
COURSE LEARNING OUTCOME				
Being able to explain the nature, basic concepts, types of linguistic research and their application as well as ethics in doing research.				
DESCRIPTION				
Students in their predetermined group are assigned to read scientific papers (books and articles) and summarize their knowledge on the nature, basic concepts, types of linguistic research and their application as well as ethics in doing research.				

METHOD OF COMPLETION

1. Students critically read various references on linguistic research which are related to the nature, basic concepts, types of linguistic research and their application as well as ethics in doing research.
2. Students in groups summarize the important points from the sources in the form of PPT files and papers.
3. Summaries are collected in Google Classroom in the form of PPT file as discussion material starting at the 3rd meeting

OUTCOMES

- a. Object: PPT file and paper
- b. Outcome: Students are able to explain the nature, basic concepts, types of linguistic research and their application as well as ethics in doing research.

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy in choosing references as reading sources	Are the selected references valid and contain a description of the nature, basic concepts, types of linguistic research and their application as well as ethics in doing research?				
The accuracy of compiling the summary	Are students able to compose a detailed summary from the reading materials they have read?				
The creativity in composing discussion material	Are students creative in composing their own presentation to be engaging and interesting for the audiences? Has the presentation covered the complete materials for the discussion?				
The accuracy of developing new knowledge structure	Are students able to develop concepts on their own from various reading materials so as to form new knowledge map?				
Responsibility	Do students make and collect the PPT file and paper in the right format according to the instructions?				

TIMES

Meeting 2

OTHERS: -**REFERENCES**

1. Litosseliti, Lia. 2014. *Research Methods in Linguistics*. London: Continuum.
2. Mahsun. 2006. *Metode Penelitian Bahasa*. Edisi Ketiga. Depok: Raja Grafindo Persada
3. Muhammad. 2019. *Metode Penelitian Bahasa*. Yogyakarta: Ar-Ruzz Media.
4. Subroto, D. Edi. 2007. *Pengantar Metode Penelitian Linguistik Struktural*. Surakarta: UNS Press.
5. Sudaryanto. 2015. *Metode dan Aneka Teknik Analisis Bahasa: Pengantar Penelitian Wahana Kebudayaan secara Linguistik*. Yogyakarta: Sanata Dharma University Press.

6.


Appendix Task Guidelines and Rubrics 3

	<p>UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</p>			
<p>STUDENT TASK GUIDELINE</p>				
COURSE TITLE	<p>Methodology of Language Research</p>			
CODE	SPI 62036	CREDITS	3	Semester 3
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd			
TASK FORM				
Quiz				
COURSE LEARNING OUTCOME				
Being able to comprehend materials from meeting 2-4				
DESCRIPTION				
Students take the quiz in written form. The materials for the quiz are taken from meeting 2-4.				
METHOD OF COMPLETION				
<ol style="list-style-type: none"> 1. Students take quizzes in the form of individual written tests 2. The quiz consists of 5 essay questions 3. The quiz is carried out in the Google Classroom 4. The time limit to complete the quiz is 90 minutes 				
OUTCOMES				
<ol style="list-style-type: none"> a. Object: written test b. Outcome: Students are able to comprehend materials from meeting 2-4 				
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING				
The quiz score is obtained by calculating the number of correct answers which are then multiplied by 25				
TIMES				
Meeting 5				
OTHERS: -				
REFERENCES				
<ol style="list-style-type: none"> 1. Mahsun. 2006. <i>Metode Penelitian Bahasa</i>. Edisi Ketiga. Depok: Raja Grafindo Persada 2. Muhammad. 2019. <i>Metode Penelitian Bahasa</i>. Yogyakarta: Ar-Ruzz Media. 3. Subroto, D. Edi. 2007. <i>Pengantar Metode Penelitian Linguistik Struktural</i>. Surakarta: UNS Press. 4. Sudaryanto. 2015. <i>Metode dan Aneka Teknik Analisis Bahasa: Pengantar Penelitian Wahana Kebudayaan secara Linguistik</i>. Yogyakarta: Sanata Dharma University Press. 5. Litosseliti, Lia. 2014. <i>Research Methods in Linguistics</i>. London: Continuum. 				

Appendix Task Guidelines and Rubrics 4


	<p>UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</p>				
STUDENT TASK GUIDELINE					
COURSE TITLE	Methodology of Language Research				
CODE	SPI 62036	CREDITS	3	SEMESTER	3
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd				
TASK FORM					
Midterm Examination					
COURSE LEARNING OUTCOME					
Being able to comprehend materials from meeting 2-7					
DESCRIPTION					
Students take the midterm examination in written form. The questions are taken from meeting 2-7.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1) Students take the examination in the form of individual written tests 2) The examination consists of 25 multiple choice questions 3) The examination is carried out in Google Classroom 4) The time limit to complete the quiz is 90 minutes 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: written test b. Outcome: Students are able to comprehend materials from meeting 2-7 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
Midterm examination score is obtained by calculating the number of correct answers which are then multiplied by 4					
TIMES					
Meeting 8					
OTHERS: -					
REFERENCES					
<ol style="list-style-type: none"> 1 Litosseliti, Lia. 2014. <i>Research Methods in Linguistics</i>. London: Continuum. 2 Mahsun. 2006. <i>Metode Penelitian Bahasa</i>. Edisi Ketiga. Depok: Raja Grafindo Persada 3 Muhammad. 2019. <i>Metode Penelitian Bahasa</i>. Yogyakarta: Ar-Ruzz Media. 4 Subroto, D. Edi. 2007. <i>Pengantar Metode Penelitian Linguistik Struktural</i>. Surakarta: UNS Press. 5 Sudaryanto. 2015. <i>Metode dan Aneka Teknik Analisis Bahasa: Pengantar Penelitian Wahana Kebudayaan secara Linguistik</i>. Yogyakarta: Sanata Dharma University Press. 					

Appendix Task Guidelines and Rubrics 5

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE						
COURSE TITLE		Methodology of Language Research				
CODE		SPI 62036	CREDITS	3	SEMESTER	3
LECTURER OF THE COURSE		Dr. Eti Setiawati, M.Pd				
TASK FORM						
Summarizing articles and developing a research proposal framework						
COURSE LEARNING OUTCOME						
Students are able to choose articles that match their research interests and explain the research framework that they have selected individually						
DESCRIPTION						
Students make a summary of the articles based on their research interests and a research framework which they will later carry out by paying attention to research problems, data and data sources, related theories, research methods, and research objectives						
METHOD OF COMPLETION						
<ol style="list-style-type: none"> Each student collects a summary of the articles as well as the detailed research framework which covers research problems, data and data sources, related theories, research methods, and research objectives Frameworks are submitted in Google Classroom 						
OUTCOMES						
<ol style="list-style-type: none"> Object: Research Framework Outcome: Students are able to understand the work of a research plan and the application of theories in meeting 2-7 						
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING						
ASPECT	DESCRIPTOR	Performance Achievement Score				
		1	2	3	4	
The accuracy in choosing references as reading sources	Are the selected articles valid and contain descriptions of the object of study that the students have chosen?					
The accuracy in composing a summary and a framework	Are students able to compose detailed summary and framework of the reading materials that they have read?					
The creativity in composing discussion material	Do students show creativity in composing the framework where they cover all the content explaining their research plans?					
The accuracy of developing new knowledge structure	Are students able to develop concepts on their own from various reading materials so as to form new knowledge map?					
Responsibility	Do students make and collect the review as a summary and a research framework in the right format according to the instructions?					

TIMES
Meeting 9
OTHERS: -
REFERENCES
1. Litosseliti, Lia. 2014. <i>Research Methods in Linguistics</i> . London: Continuum. 2. Mahsun. 2006. <i>Metode Penelitian Bahasa</i> . Edisi Ketiga. Depok: Raja Grafindo Persada 3. Muhammad. 2019. <i>Metode Penelitian Bahasa</i> . Yogyakarta: Ar-Ruzz Media. 4. Subroto, D. Edi. 2007. <i>Pengantar Metode Penelitian Linguistik Struktural</i> . Surakarta: UNS Press. 5. Sudaryanto. 2015. <i>Metode dan Aneka Teknik Analisis Bahasa: Pengantar Penelitian Wahana Kebudayaan secara Linguistik</i> . Yogyakarta: Sanata Dharma University Press.

Appendix Task Guidelines and Rubrics 6

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Methodology of Language Research				
CODE	SPI 62036	CREDITS	3	SEMESTER	3
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd				
TASK FORM					
Composing the Introduction Chapter of a Mini Research					
COURSE LEARNING OUTCOME					
Students individually prepare for the Introduction Chapter of their Mini Research (Background, Research Problems, Research Objectives) appropriately according to the research plan					
DESCRIPTION					
Students are able to prepare the Introduction Chapter of their Mini Research (Background, Research Problems, Research Objectives) appropriately according to the research plan					
METHOD OF COMPLETION					
1. Each student turns in the Introduction Chapter of their Mini Research (Background, Research Problems, Research Objectives) appropriately according to the research plan 2. The Introduction Chapter is submitted in Google Classroom					
OUTCOMES					
a. Object: The Introduction Chapter of a mini research b. Outcome: Students are able to design the Introduction Chapter of a mini research according to the research plan					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of compiling the introductory chapter of the mini research	Are students able to compose the introductory chapter of the mini research in detail according to the research plan?				

The comprehensiveness in writing the introductory chapter	Are students able to fully complete the introductory chapter?				
The accuracy of language choice according to the academic style	Are students able to write the introductory chapter using academic-style language?				
Responsibility	Are students able to finish and turn in the introduction chapter according to the instructions?				

TIMES


Meeting 9

OTHERS: -

REFERENCES

1. Litosseliti, Lia. 2014. *Research Methods in Linguistics*. London: Continuum.
2. Mahsun. 2006. *Metode Penelitian Bahasa*. Edisi Ketiga. Depok: Raja Grafindo Persada
3. Muhammad. 2019. *Metode Penelitian Bahasa*. Yogyakarta: Ar-Ruzz Media.
4. Subroto, D. Edi. 2007. *Pengantar Metode Penelitian Linguistik Struktural*. Surakarta: UNS Press.
5. Sudaryanto. 2015. *Metode dan Aneka Teknik Analisis Bahasa: Pengantar Penelitian Wahana Kebudayaan secara Linguistik*. Yogyakarta: Sanata Dharma University Press.

Appendix Task Guidelines and Rubrics 7

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Methodology of Language Research				
CODE	SPI 62036	CREDITS	3	SEMESTER	3
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd				
TASK FORM					
Composing the Literature Review of a mini research					
COURSE LEARNING OUTCOME					
Students individually prepare for the Literature Review (research theories) appropriately according to the research plan					
DESCRIPTION					
Students are able to compose the Literature Review (research theories) of mini research					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Each student turns in the Literature Review (research theories) appropriately according to the research plan 2. The Literature Review (research theories) is submitted in Google Classroom 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: The Literature Review (research theories) b. Outcome: Students are able to compose the Literature Review (research theories) 					

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of composing the Literature Review	Are students able to compose the Literature Review the mini research in detail according to the research plan?				
The eligibility and comprehensiveness in writing the Literature Review	Are students able to fully complete the Literature Review?				
The accuracy of language choice according to the academic style	Are students able to write the Literature Review using academic-style language?				
Responsibility	Are students able to finish and turn in the Literature Review according to the instructions?				

TIMES


Meeting 11

OTHERS: -

REFERENCES


1. Litosseliti, Lia. 2014. *Research Methods in Linguistics*. London: Continuum.
2. Mahsun. 2006. *Metode Penelitian Bahasa*. Edisi Ketiga. Depok: Raja Grafindo Persada
3. Muhammad. 2019. *Metode Penelitian Bahasa*. Yogyakarta: Ar-Ruzz Media.
4. Subroto, D. Edi. 2007. *Pengantar Metode Penelitian Linguistik Struktural*. Surakarta: UNS Press.
5. Sudaryanto. 2015. *Metode dan Aneka Teknik Analisis Bahasa: Pengantar Penelitian Wahana Kebudayaan secara Linguistik*. Yogyakarta: Sanata Dharma University Press.

Appendix Task Guidelines and Rubrics 8

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Methodology of Language Research				
CODE	SPI 62036	CREDITS	3	SEMESTER	3
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd				
TASK FORM					
Composing the Methodology Chapter of a mini research					
COURSE LEARNING OUTCOME					
Students individually prepare for the Methodology Chapter appropriately according to the research plan					
DESCRIPTION					
Students are able to compose the Methodology Chapter accurately					

METHOD OF COMPLETION					
1. Each student turns in the Methodology Chapter appropriately according to the research plan 2. The Methodology Chapter is submitted in Google Classroom					
OUTCOMES					
a. Object: The Methodology Chapter b. Outcome: Students are able to compose the Methodology Chapter					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of composing the methodology chapter	Are students able to compose the methodology chapter in detail according to the research plan?				
The eligibility and comprehensiveness in writing the methodology chapter	Are students able to fully complete the methodology chapter?				
The accuracy of language choice according to the academic style	Are students able to write the methodology chapter using academic-style language?				
Responsibility	Are students able to finish and turn in the methodology chapter according to the instructions?				
TIMES					
Meeting 11					
OTHERS: -					
REFERENCES					
1. Litosseliti, Lia. 2014. <i>Research Methods in Linguistics</i> . London: Continuum. 2. Mahsun. 2006. <i>Metode Penelitian Bahasa</i> . Edisi Ketiga. Depok: Raja Grafindo Persada 3. Muhammad. 2019. <i>Metode Penelitian Bahasa</i> . Yogyakarta: Ar-Ruzz Media. 4. Subroto, D. Edi. 2007. <i>Pengantar Metode Penelitian Linguistik Struktural</i> . Surakarta: UNS Press. 5. Sudaryanto. 2015. <i>Metode dan Aneka Teknik Analisis Bahasa: Pengantar Penelitian Wahana Kebudayaan secara Linguistik</i> . Yogyakarta: Sanata Dharma University Press.					

Appendix Task Guidelines and Rubrics 9

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE TITLE	Methodology of Language Research				
CODE	SPI 62036	CREDITS	3	SEMESTER	3
LECTURER OF THE COURSE	Dr. Eti Setiawati, M.Pd				
TASK FORM					
Final Examination					

COURSE LEARNING OUTCOME																																						
Students are able to individually compose a report of the mini research which have been successfully carried out in accordance with the selected theories																																						
DESCRIPTION																																						
Students are able to complete a proposal draft containing the Introduction (background, research problems, research objectives), Literature Review, and Methodology (Conclusions and Suggestions) successfully																																						
METHOD OF COMPLETION																																						
<ol style="list-style-type: none"> Each student turns in their research proposal containing the Introduction, Literature Review, and Methodology chapters. Proposals are submitted in Google Classroom 																																						
OUTCOMES																																						
<ol style="list-style-type: none"> Object: Research Proposal Outcome: Students are able to draft a research proposal for linguistic research 																																						
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING																																						
<table border="1"> <thead> <tr> <th rowspan="2">ASPECT</th> <th rowspan="2">DESCRIPTOR</th> <th colspan="4">Performance Achievement Score</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>The accuracy in selecting and relating data, theories, and methods in a scientific article</td> <td>Are students meticulous in selecting and relating data, theories, and methods in their research proposal?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The accuracy in composing a research proposal</td> <td>Are students able to compose their research proposal in detail according to the research plan?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The accuracy of language choice according to the academic style</td> <td>Are students able to write a scientific article using academic-style language?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Responsibility</td> <td>Are students able to finish and turn in the research proposal according to the instructions?</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					ASPECT	DESCRIPTOR	Performance Achievement Score				1	2	3	4	The accuracy in selecting and relating data, theories, and methods in a scientific article	Are students meticulous in selecting and relating data, theories, and methods in their research proposal?					The accuracy in composing a research proposal	Are students able to compose their research proposal in detail according to the research plan?					The accuracy of language choice according to the academic style	Are students able to write a scientific article using academic-style language?					Responsibility	Are students able to finish and turn in the research proposal according to the instructions?				
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