

**DESIGNING AND IMPLEMENTING ESP MATERIALS USING IGNATIAN
PEDAGOGY PARADIGM FOR THEOLOGY STUDENTS
AT SEKOLAH TINGGI FILSAFAT DRIYARKARA JAKARTA**



THESIS

**In Partial Fulfilment of the Requirements
for Master Degree in Linguistics**

**Maria Dimitrij Angie Pavita
13020319410006**

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PEDAGOGY PARADIGM FOR THEOLOGY STUDENTS
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Maria Dimatiji Angie Pavita
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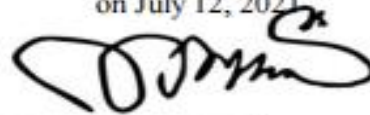
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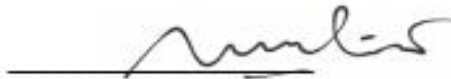
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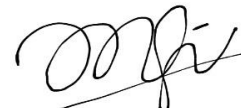



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CERTIFICATION OF ORIGINALITY

I, hereby declare that this study entitled “**Designing And Implementing ESP Materials Using Ignatian Pedagogy Paradigm For Theology Students At Sekolah Tinggi Filsafat Driyarkara Jakarta**” is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any degree or diploma of a university or other institutes of higher learning, except where due acknowledgment is made in the text of the thesis.

Semarang, July 16 2021



Maria Dimitrij Angie Pavita

MOTTO

“Therefore I tell **you, whatever you ask in prayer,**
believe that **you have received it,** and **it will** be
yours.”

Mark 11:24

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First, I would like to express my deepest gratitude to Jesus Christ for His love and miracles for me in every conditions. I would also give my greatest appreciation to my beloved parents and brother for their great love, trust, advice, and support in every single process of my life. This study could not be completed without help of some people. I would like my sincere gratitude to:

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ABSTRACT

The goal of the Theology study program is to prepare the priest candidate in the future. Based on the academic syllabus there is an ESP subject that requires ESP materials. In order to achieve that mission, the researcher designed a set of Instructional Design Materials using Ignatian Pedagogy Paradigm to help the students' improve their cognitive and also get the Ignatian's spirituality. In designing the materials the researcher used Borg and Gall's Model. This research used Classroom Action Research by Kemmis, S., & McTaggart. The action research was conducted in two cycles and each cycle consists of three meetings. To collect the data, the researcher used interview, observation, questionnaire, and test. The test included pre-test and post-test. As a result, after the researcher implemented a set of instructional design materials, students' cognitive skills were improved. It is shown by the mean results of pre-test with score of 67.5 and post-test with the score of 87.25. In order to prove the students' improvement the researcher used SPSS. The results of both paired sample and independent sample T-Test proved that there is an improvement of the students between pre-test and post-test. The benefit of this study is the implementation of Ignatian Pedagogy can improve the students' cognitive and absorb the Ignatian spirituality deeply. However, this study had a few limitations. Because of the pandemic situation, the implementation of this study was conducted online. So, the researcher could not directly interact with the students.

Keywords: *Ignatian Pedagogy Paradigm, Design, Implementation, Classroom Action Research*

INTISARI

Tujuan dari program studi Teologi adalah untuk mempersiapkan calon imam di masa depan. Berdasarkan silabus akademik, terdapat mata kuliah ESP yang membutuhkan materi ESP. Untuk mencapai misi tersebut, peneliti merancang satu set desain material menggunakan Paradigma Pedagogi Ignatian untuk membantu siswa meningkatkan kognitif mereka dan juga mendapatkan spiritualitas Ignatian. Dalam merancang materi peneliti menggunakan Model Borg and Gall. Penelitian ini menggunakan Penelitian Tindakan Kelas oleh Kemmis, S., & McTaggart. Penelitian tindakan kelas ini dilaksanakan dalam dua siklus dan setiap siklus terdiri dari tiga kali pertemuan. Untuk mengumpulkan data, peneliti menggunakan wawancara, observasi, angket, dan tes. Tes tersebut meliputi pre-test dan post-test. Hasilnya, setelah peneliti menerapkan seperangkat bahan desain pembelajaran, keterampilan kognitif siswa meningkat. Hal ini ditunjukkan dengan rata-rata hasil pre-test dengan skor 67,5 dan post-test dengan skor 87,25. Untuk membuktikan peningkatan siswa peneliti menggunakan SPSS. Hasil uji *T-test* berpasangan dan *independent sample* membuktikan bahwa ada peningkatan siswa antara pre-test dan post-test. Manfaat dari penelitian ini adalah penerapan Pedagogi Ignatian dapat meningkatkan kognitif siswa dan menyerap spiritualitas Ignatian secara mendalam. Penelitian ini memiliki beberapa keterbatasan. Karena situasi pandemi, maka pelaksanaan penelitian ini dilakukan secara online. Sehingga peneliti tidak bisa langsung berinteraksi dengan siswa.

Keywords: *Paradigma Pedagogi Ignatian, Desain, Implementasi, Penelitian Tindakan Kelas*

CHAPTER I

INTRODUCTION

This chapter is divided into six section namely Research background, research question, purpose of the study, scope of the study, significance of the study, definition of key terms and theoretical frameworks.

1.1 Research Background

Sekolah Tinggi Filsafat Driyarkara (STF Driyarkara) is one of the Jesuit Universities located in Jakarta. They have two study programs namely Theology and Philosophy. The teaching-learning process in STF Driyarkara uses conventional teaching that seems to be less optimal because students only get the materials. After the class is over, they can't integrate the teaching-learning materials into human values during the learning process. Along with Other Jesuit Universities, STF Driyarkara has a purpose to be "men and women for others". It means that the students should have good characters In their personalities so that they understand how to act appropriately on their environment. Ignatian Pedagogy helps the students to learn, reflect on their knowledge, and make a plan on how they will act on the environment. Reflection in Ignatian Pedagogy learning is considered as an important thing Reflection will also bring out several questions or curiosity to help the students in the teaching and learning process.

The Ignatian Pedagogy Paradigm can be used to solve problems with incompleteness in the teaching-learning process in the classroom. In the learning process, teachers are expected to pay more attention to each student's background and competence. When students participate in learning, student characteristics are known conditions possessed by the target audience or target group Dick, W and Carrey (2009) In all instructional materials, the Ignatian Pedagogy Paradigm combines human values. As a result, the students can completely develop their competence, conscience, and compassion as individuals. As said by Wifelt (2000); and Richards (2001) that in every learning process in the classroom, the teacher's responsibility is limited as a facilitator.

Practically, the implementation of the Ignatian Pedagogy-based learning model contains five fundamental elements; context, experience, reflection, action, and evaluation van Hise & Massey (2010). With context, the teacher has an obligation to get to know the lives of students as closely as possible. So the teacher can correlate the material given to the lives of students. The next element is experience. By experiencing themselves, it is hoped that students can both develop their knowledge and their complex skills such as comprehension, implementation, analysis, synthesis, and evaluation. Furthermore, reflection is an in-depth consideration of several topics, experiences, ideas, goals, and spontaneous reactions to understand their meaning more deeply. Actions are activities that reflect inner growth based on reflected experiences. Finally, an evaluation is carried out to find out whether the learning objectives prepared have been implemented or not.

English for Specific Purpose subject at STF Driyarkara have a purpose that students in this class will learn three main skills in language learning, namely vocabulary, grammar and content knowledge (reading skills). Students will engage with religion related readings with intermediate complexity. At this level, students should expect to see recurring vocabulary and the use of simple and complex sentences in structured paragraphs. Students should be able to demonstrate comprehension of native texts without teacher's guidance and exercise the application of knowledge independently by the end of the course.

Based on the previous background, the researcher wants to investigate more on making a set of English for Specific Purpose (ESP) materials' for the theology study program based on Ignatian Pedagogy Paradigm. There are some reasons why Ignatian Pedagogy Paradigm is used in this study. First, in theology study program, many materials are related to English. Moreover, this designing instructional material can facilitate them to improve their competence in learning English.

Second, there is no available materials are using the Ignatian Pedagogy Paradigm that makes the institutions can absorb the spiritual value from Jesuit school so the students are not only able to improve their competence but also develop their abilities to help others in their daily life.

1.2 Research Questions

Based on the above background explanation, there are some questions are going to be discussed in this study. The research questions are as follows.

1. What are the suitable English for Specifics Purpose instructional materials that should be used in the teaching and learning process based on Ignatian Pedagogy Paradigm?
2. How to implement the instructional material designed based on Ignatian Pedagogy Paradigm?
3. How is the learners' performance in learning ESP using Ignatian Pedagogy Paradigm?

1.3 Purposes of the Study

Based on the research questions, the purposes of the study are as follows:

1. Designing set of instructional materials based on Ignatian Pedagogy Paradigm.
2. Implementing suitable teaching materials for delivering the design English for Specific Purpose materials based on the Ignatian Pedagogy Paradigm.
3. Finding out the learners' performance in learning ESP based on the Ignatian Pedagogy Paradigm.

1.4 Scope of the Study

This study is confined to developing and implementing a group of English for Specific Purposes instructional materials based on Ignatian Pedagogy Paradigm to improve

student competence, especially in ESP materials. There are only 20 Theology students of STF Driyarkara Jakarta as the respondents. The researcher only had 20 students as respondents because there were only two classes during the semester. Each of the classes consists of 20 students. Based on the policy, the researcher only had the chance to implement the instrument at Class A, so the research only conducted in one class. The other limitation of this research is the research conducted in an online class because of the pandemic situation. So, the implementation of Ignatian Pedagogy is not too optimal because the researcher could not have direct interaction with students. The materials' content will be taken from the syllabus of STF Driyarkara. Before the researcher designs the materials, the researcher gained the needs analysis from the students and the lecturer to know what they need to improve their competence.

1.5 Significance of the Study

The researcher expected that this research will be useful to gives some benefits and facilities for STF Driyarkara Lecturer, STF Driyarkara students, The Master Program students of Linguistics of Diponegoro University

1. English Lecturer STF Driyarkara

The designs of set ESP materials provides completed guide for the lecturer in teaching English based on Ignatian Pedagogy Paradigm. This set of materials provided topics, objectives of the study and technique in teaching and learning process effectively.

2. STF Driyarkara students of Theology Study Program

Students can improve their competence in English through Ignatian Pedagogy Paradigm. The students will experience the new method in learning English in a fun way. Besides, the lecturers in STF Driyarkara can use the material design as the main book to improve their technique and strategy in teaching ESP.

3. Master Program students of Linguistics of Diponegoro University

The researcher hopes the material design will serve as the reference to improve their technique and strategy since they are directly dealing with the teaching-learning process itself. Furthermore, this material design helps other designers as one of the references and for future researchers. They can be more creative and innovative to make instructional materials design for ESP students.

1.6 Definition of Key Terms

The following are the key terms related to this study

1. Instructional Materials

Based on Dick Reiser, (1989) instructional materials consist of Handouts, Textbook, or any other selected printed materials made by teacher or lecturer for teaching. In this research, Instructional materials can be defined as forms of the teaching materials which can appropriate for teaching-learning process in the class.

2. Ignatian Pedagogy Paradigm

According to Kolvenbach (2018), the Ignatian Pedagogy paradigm was inspired by St. Ignatius Loyola's experience, which assumes that worldview and advances one step beyond explicit ways of valuing in the teaching and learning process. The steps of the Ignatian Pedagogy Paradigm are context, experience, reflection, action, and evaluation.

It means that the Ignatian Pedagogy Paradigm tends to suggest a host way in which a teacher or lecturer walks alongside their students in order to assist them in teaching and learning with truth and exploration of human meaning, and it can be an effective tool for differentiating the lecturer's teaching process from the students' learning process.

3. Students' Cognitive

Cognitive development relates to a student's ability to think and reason as well as their comprehension of an issues Tsoupikova et al., (2019) Language encourages cognitive growth, but it also has an impact on cognitive ability. Students' capacity to engage with others while using language can improves their cognitive development. So that, students' cognitive is an actions with learning information used by students at any stage of its transformation into knowledge.

4. Sekolah Tinggi Filsafat Driyarkara

Sekolah Tinggi Filsafat Driyarkara is one of the Jesuit University in Indonesia. The majority of the students in this university are expected to be a priest from every congregation. In this study the researcher conducted her research at Theology study programs which aimed to serve in Theology Field such as pastoral ministry service, priest, and teacher/ lecturer as requested by congregation or convent minister.

1.7 Writing Organization

The theoretical in this study is described as follows:

The research background, research problems, research objectives, research benefits, research scope, and research writing framework are all presented in the first chapter. The literature review in Chapter 2 covers reviews of studies as well as the theoretical method used in the research. The research technique is provided in Chapter 3, which covers the type of study, the research method, data and data sources, the method of data analysis, and the method of presenting the data analysis results. The fourth chapter features the presentation of the analysis' findings and also the discussion. The design materials process, presentation of the materials and the results. The discussion consist of discussion of research results and research novelty. Chapter five is conclusion from the research results and suggestions for further research development.

CHAPTER II

REVIEW OF THE LITERATURE

The previous studies and relevant literature are reviewed in this chapter. As the current research references, there are at least ten previous studies. In addition, the literature review explains how instructional materials are designed, Ignatian Pedagogy Paradigm, English for Specifics Purposes, and Embodied Experiences in ESP Learning.

2.1 Previous Studies

Ignatian Pedagogy Paradigm was implemented in school more than 500 years ago. Using the Ignatian Pedagogy Paradigm can be one of the solutions for the institution in reflective practice, where the students can give more meaning to their learning process. Nowadays, Ignatian Pedagogy Paradigm has already been implemented in some institutions with many application. In this part, the researcher wants to describe the previous research using Ignatian Pedagogy Paradigm in the institution. As the first previous research, Myres (2015) conducted research about The Design of Ignatian Pedagogy in order to guide the lecturer in the college, to facilitate young generation experience with digital technology, and to illustrate how the Ignatian Pedagogy is applied in higher education curriculum.

The second previous research is a study conducted by Vicky (2014) in 2014 described the application of the components of the Ignatian Pedagogy Paradigm to the

reimagined educational modules within the graduate special instruction programs at Regis College. She investigated strategies and techniques in special education graduate-level course, and also depicted addressing the commonsense application of the components of Ignatian Instructional method Worldview to more completely create lecturers in benefit to others.

The third previous research is from Hise & Massey (2010). They described that Ignatian Pedagogy Paradigm is a 450-year-old approach in instruction, which serves as a system for an advanced principles-based morals course in the accounting study program. They conducted research about the use of Ignatian Pedagogy Paradigm as an instructional system to the accounting study program students.

The fourth previous research which used Ignatian Pedagogy for designing the teaching materials conducted by Supria (2013). He designed set of reading materials to improve students reading ability for Sanata Dharma University students. In his research, he designed the materials using RnD by Kemp. Pennington, Karen, Judy Crewell, Traci Snedden, Margaret Mulhall (2013) from Regis University in 2013 implemented the Ignatian Pedagogy in nursing institution. She emphasized that nursing education must maintain its commitment to providing comprehensive care while also encouraging critical reflection. They offered an explanation and implementation of the Ignatian Pedagogy Model, as well as descriptive survey results relevant to the usage of this method in their research.

The fifth previous research is research conducted by Maureen McAvoy (2013). He wrote an article about a teaching process using Ignatian Pedagogy. This study find out

to help others who teach at Jesuit Colleges to design a module using the Ignatian Pedagogy paradigm as their approach with specific instructional practices and learning activities in that school.

In gaining the students' perception about the implementation of Ignatian Pedagogy; as the sixth previous research is research conducted by Wahana (2016). He conducted research from the students' philosophy about their perception on using reflective contextual teaching and learning model based on Ignatian Pedagogy. The results of the study present that the Ignatian Pedagogy can increase the students' comprehension of the core material of the lecture given to students and relate to their activities, knowledge, and scientific knowledge.

The seventh previous research in investigating student competence improvement is by Rositawati (2017). She implemented Ignatian Pedagogy Paradigm in *ternodinamika* subject. She conducted her research to make her students reflect on their experience and have Ignatian Pedagogy for the development of the students to make them into a whole person by gaining their competence, conscience, and compassion.

Next research about the implementation of the Ignatian Pedagogy Paradigm in Indonesia is by Rudhito (2019). He implemented the Ignatian Pedagogy in Management study program to improve student spirit and motivation in the learning process. He stated that the general implementation of learning activities are in

accordance with the plan and students can enjoy their learning process by using Ignatian Pedagogy Paradigm.

Then the other research used Ignatian Pedagogy Paradigm as an approach by Mauri (2015). It was about contribution on describing an approach using Ignatian Pedagogy applied successfully in the teaching strategies for management students at Saint Joseph University. The application of Ignatian Pedagogy can give the teaching strategy through the application of experience, reflection, and action. In that research, the researcher interested in conducting research on Non-English Students especially Accounting Computerization students who are learning English in ESP subject because non-English students usually have lack of motivation in learning English.

The last previous study relates to Houbad, (2016) investigates the aspect of motivation in political sciences students at Tlemcen University towards ESP learning. The main purpose of this study is to identify the motivation in ESP learning. The results of this study obtained the research tools to show that political sciences students are instrumentally motivated to learn the English language and the factors that may affect their level of motivation.

Based on the previous studies, the researcher can conclude the previous study. In the previous study, another researcher only designed materials using the Ignatian Pedagogy paradigm, but in this study, the researcher not only designed instructional materials but also implemented the instrument with classroom action research at STF Driyarkara, using pre-test and post-test to validate that the Ignatian Pedagogy paradigm can improve students. The researcher then conducts a content and face validation from

the lecturer previously to conducting the research in order to create a better version of the instructional design materials before distributing them to the class.

THEORETICAL FRAMEWORK

1. Instructional Materials Design

According to Borg & Gall M.D., (2007) Instructional materials design is a printed material such as handouts, textbooks, etc which are made by the lecturer to design their teaching materials. In designing the materials for ESP, the materials should be the key role in exposing learner to the language of a particular discipline as it is actually used(Dudley, 1998). Therefore before designing the materials, the designer should give the attention on what the target topic and is the topic relevant to their student discipline. In making the materials, the learning goals and the regulation of delivering the materials are the main object in the process of design the materials. The process of development the materials are reviewed, evaluated, and selected based on the student needs' criteria and reference to ESP course. In the process of making the Instructional Materials Design, the researcher makes the lesson plan based on the syllabus from the lecturer. Therefore after making the lesson plan, the researcher designing the materials using Ignatian Pedagogy Paradigm as an approach. According to Borg & Gall M.D., (2007) Instructional materials design is a printed material such as handouts, textbooks, etc which are made by the lecturer to design their teaching materials. In this research, the researcher will make a set of materials that contains the lesson plans and the design materials for ESP students for 20 meetings, based on the

syllabus at STF Driyarkara. The researcher will make a set of Instructional Materials Design using Ignatian Pedagogy Paradigm as an approach. In the process of making the Instructional Materials Design, the researcher gains information to get the needs analysis from the lecturer/supervisor. The results of needs analysis allow the researcher to predict what the lecturer wants his language learners to do after the teaching-learning process. (Richards, 2001) stated that the ability to formulate goals enables language lecturers to consider the process of making the instructional design materials to be attained after the completion of the teaching-learning process.

In designing the materials for ESP, the materials should be the key role in exposing learner to the language of a particular discipline as it is actually used. (Dudley, 1998). Therefore before designing the materials, the designer should give the attention on what the target topic and is the topic relevant to their student discipline. In making the materials, the learning goals and the regulation of delivering the materials are the main object in the process of design the materials. The process of development the materials are reviewed, evaluated, and selected based on the student needs' criteria and reference to ESP course. In the process of making the Instructional Materials Design, the researcher makes the lesson plan based on the syllabus from the lecturer. Therefore after making the lesson plan, the researcher designing the materials using Ignatian Pedagogy Paradigm as an approach.

2. Ignatian Pedagogy Paradigm

The researcher employed the Ignatian Pedagogy Paradigm as a Practical Approach as the foundation of the theory during developing the Instructional Design Materials. “Ignatian Pedagogy Paradigm is drawn from Saint Ignatius Loyola and the objective is not only for Jesuit schools, but it may also be a helpful kind of instructional series,” Kolvenbach (2018). *Puerilis institution est renovation mundi* (education for young people is a way to change the world).

Ignatian pedagogic paradigm has been widely implemented in many schools because Ignatian Pedagogy may be a paradigm with characteristic potential which does not as it were gain hypothesis to become a practical tool but also can be a successful instrument for teaching and learning process. Moreover, Ignatian Pedagogy Paradigm facilitates the lecturer to accompany the students, in order to facilitate them in learning and growth through exploration. The students not only get the cognitive competence but also get the human meaning. It indicates that the Ignatian Pedagogy paradigm may be used as a practical tool and an effective instrument to change the way people teach and learn.

The figure of Ignatian Pedagogy Paradigm present below:



Figure 2.1 Ignatian Pedagogy Paradigm

Context: Context can lead students to investigate the context of each material, allowing them to comprehend the idea of ESP materials and examine the content that occurs in the classroom teaching-learning process.

Experience: In the teaching and learning process, the lecturers have all their experiences as the challenge of how one class has several backgrounds of the students. Besides, lecturers must create conditions where students can collect and remember their own material experiences to filter what they already understand to the facts, feelings, values, insights, and intuition principles of their learning. Lecturers play a role in providing experiences for students. So, they can experience the materials in the teaching-learning process and implement the meaning in their life

Reflection: Reflection is a process, when students can add meaning and understanding to who they are becoming and what actions they will take as a result of what they are learning. Students can explain their feeling after the class is over. They can share what they learn about the course, and what they get from the learning process.

Action: In Ignatian Pedagogy Paradigm, action can be small changes by students to make in his or her behaviors to give a good impact to others. In this step, the students have to implement their action about what they have learned in their school/university to implement it in their society.

Evaluation: In Ignatian Pedagogy Paradigm, the evaluation is not only done on academic aspects but also humanitarian aspects. Evaluation has purposes not only to evaluate the student competence but also to know deeper how the compassion and conscience of each student toward student attitudes and actions in their learning process.

3. English for Specific Purpose

Hutchinson (1987) described ESP as a technique of language instruction in which all content and procedure decisions are based on the learners' motivation to learn. The Academic Guideline Book of Theology of STF Driyarkara includes English for Specific Purpose (ESP) as one of the "Mata Kuliah Berkarya." Mata Kuliah Berkarya necessitates a big number of talents from learners during their time at STF Driyarkara. The course teaches the skills and methods that theology students require. Its goal is to

prepare learners for the English tasks they may encounter during their studies. Reading, Writing, Speaking, and Listening are among the four English language skills covered.

5. Embodied Experiences in ESP Learning

In cognitive-linguistic, there is Embodied Theory, a concept in the neural structure that is part of or makes use of the sensorimotor system of the brain (Johnson & Lakoff). In Ignatian Pedagogy, the students use their mind to process data in the brain and transfer it in their conscience to look forward to what they can do with their competence to implement it in real life. In embodied theory, language comes from the structure of the experience. Therefore, students must have an experience which can shape their mind so that they can always memorize those things and improve their competence.

CHAPTER III RESEARCH METHOD

The methodological details of the current study are briefly discussed in this chapter. It covers (1) the research design and methodological approach, (2) the research participants, (3) the research setting, (4) the research instruments, and (5) the data collection and data analysis process.

3.1 Research Design and Approach

Action research, as defined by Bogdan, R.C., Biklen (1982) is the methodical collection of information with the goal of bringing about social change. Classroom Action Research can clearly demonstrate how lecturers respond to students' faults, how interaction occurs in classrooms, how lecturers and students feel during or after the course, and so on. Action Research is the research technique that allows educators to systematically and carefully assess their practices. The researcher will use the Ignatian Pedagogy Paradigm to create a collection of teaching materials for this study. Furthermore, the researcher will apply the instructional design materials into practice in the classroom.

According to Kemmis, S., & McTaggart (1988) action research has four basic steps. These activities include planning, acting, observing, and reflecting on data acquired during the year, analyzing what they've learned, and writing about what they've learned. A lecturer and researcher, or a lecturer and his or her colleague, conducts classroom action research with a group of students to improve the teaching-learning process or to increase students' comprehension of a certain lesson they are learning. So, in this study, the researcher used the Ignatian Pedagogy Paradigm to help

students at STF Driyarkara enhance their proficiency in English Specific Purposes materials. The steps in the Classroom action research are as follows:

Preliminary Research

In this step, the researcher intends to find out:

3.1.1 Observing the class

The researcher observed the English lecturers at STF Driyarkara. The focus of the observation was on the teaching-learning process and students' responses to classroom teaching-learning activities. The researcher examined how teaching and learning patterns exist in the classroom, as well as how the lecturer explains content to students and vice versa, in this step. By entering the class via Ms. Teams, the researcher was able to watch the teaching-learning process. Many students were passive to what their lecturer's instruct during the teaching and learning process. Lecturer must summon students several times to get them to respond to what they instructed. Many students were also unable to comprehend what their lecturer has asked them to do. Some students were quite active in class and did what the lecturer asked, but this is a small percentage of them; they were mostly just quiet and inactive.

3.1.2 Identifying the problem

In the preliminary research, the researcher identified the problems faced by the lecturers and students in the teaching-learning process. The researcher found

that some students could not retell what materials they have learned that day because they did not closely pay attention to what the lecturer taught them.

3.1.3 Planning in Action

As stated by (Kemmis, S., & McTaggart, 1988) there are four stages in each cycle for conducting classroom action research. It is divided into the following steps: (1) planning, (2) acting, (3) observing, and (4) reflecting.. To make it clear, the figure of Classroom Action Research is as follows:

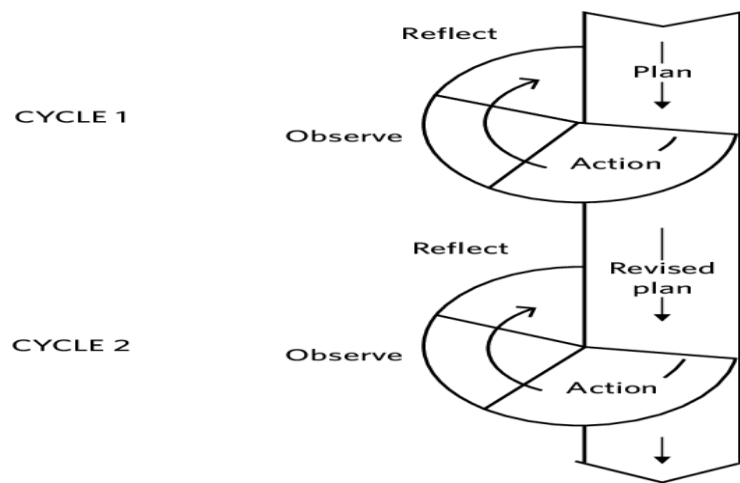


Figure 3.1: Classroom Action Research cycle adapted from Kemmis and McTaggart (1990)

a. Planning

The first step in the research procedure is to plan a solution to the identified problems. It is a strategy for carrying out treatments. In order to enhance students' competence, the researcher using Ignatian Pedagogy Paradigm to improve students' competence in learning English. In this step, the researcher arranges the schedule to explain how the researcher conducts this study. The researcher makes a plan of what action will be done in designing and implementing the Ignatian Pedagogy Paradigm to improve students' cognitive skills. The activity in the planning is as follows:

1) Observing the students' needs analysis.

In the previous step, explained that students are less able to capture what the teacher teaches because the material provided just passes without any real action from the actions they get during the teaching and learning process. Therefore, the researcher made five steps in the Ignatian Pedagogy to help students understand what their lecturer had taught that day and could absorb the material adequately in their daily lives

2) Designing material, creating the lesson plan and arranging the steps in the action.

In this process, the researcher makes a set of materials based on the Ignatian Pedagogy. The learning includes context, experience, reflection, action, and evaluation (van Hise & Massey, 2010). The first is context. Context is a process related to all the factors that support or hinder the learning process. When viewed from the student's point of view, this context

relates to the readiness of students to learn and absorb the knowledge provided by the lecturer in the learning process. The second is experience. It is how each students' experiences are used in the process of developing and understanding the implementation of their course materials. The third is reflection. This section is fundamental to the Ignatian Pedagogy Paradigm. Reflection is the processes of students make learning experiences on their own and gain meaning and value from it for themselves and others. The fourth is Action. Action refers to human internal growth based on experiences reflected as its external manifestation. So each student can reflect on what they have got in the learning process on that day. The last is Evaluation. Evaluation is when students can evaluate what they have done that day and know what the advantages and disadvantages are. As a result, they can fully understand themselves related to the learning process they did.

3) Preparing teaching materials such as power points presentations, and handout for students

4) Preparing the questionnaire for face and content validity to the lecturer

2.1 Acting

Following the concept's design, the researcher carried out the treatment according to the strategy. Before starting the treatment, the researcher did a pre-test. The instrument in the acting stage as the stage of implementation is provided as follows:

1) Giving pre and post-tests for students. The Pre-Test is about English in general. It is used for gaining need analysis to figure out how good the students' English skills are. So, the researchers can arrange the materials based on their English level. Furthermore, after the implementation, students do a post-test. The Post-Test is about ESP materials previously taught by the lecturer during the learning process in class.

2) Giving the students handout and teaching materials using the Ignatian Pedagogy Paradigm

2.2 Observing

The activity of observing the data obtained in order to determine whether the action activities have fulfilled the study's objectives is known as observation.

The researcher recognized and examined the data obtained during the treatment in this step.

2.3 Reflecting

Reflection is evaluating the students' progress or improvement. In this step, the researcher presented the lecturer's evaluation to find out the weakness of the materials and the problems students faced in engaging the materials. To present the evaluation, the reflection can be done as follows:

1) The researcher evaluated the activities done in the research.

2) The lecturer and the researcher discuss to make a reflection on what they will do to solve the problems

3) The researcher analyzed the data based on the observation the list and students' score of test

3.2 Participant

Based on the institution policy, the research subject is the fourth-semester students of the Theology study program of STF Driyarkara. There were 20 students participating in this research.

3.3 Time and Location

This study was conducted in STF Driyarkara Jakarta. There were 20 students of the Theology study program participating as the research subject. Observations were done by observing the teaching-learning process of English lesson conducted via Microsoft Teams. Meanwhile, the questionnaire was given and filled in a few times before the class was over.

3.4 Instruments

1. Questionnaire

A questionnaire is a printed type of data collection for some assertions or questions that need to be answered. Closed-ended and open-ended questionnaires are the two types of questionnaires. There will be two types of questionnaires distributed by the researcher. The first questionnaire will be sent to theology study program fifth-semester students. It undertakes the pre-design segment to determine the needs and expectations of the students based on their viewpoints. The second questionnaire will

be given to STF Driyarkara's English lecturer in order to get feedback, suggestions, and validity in order to improve the designed materials.

In this research, the researcher will use the closed-ended questionnaire to get validity from the lecturer about the material design. The researcher will use a closed-ended questionnaire because, in the opened-ended questionnaire, it is to get specific information about the material design. On the other hand, the closed-ended questionnaire is a suggestion and detail information about the material. The questionnaires can be seen as follows.

Table 3.1: Students Questionnaire

| NO | QUESTIONS | ANSWER (%) |
|----|--|----------------------------|
| 1 | Do you like English Subject? a. Yes b. No | a. 82% b. 18% |
| 2 | What kind of class activity that you like the most? a. Playing Game b. Sharing together c. Learning English with new atmosphere | a. 17% b. 34% c. 49% |
| 3 | What kind of teaching media that you want to get during teaching and learning process? a. Picture b. Song | a. 46% b. 28% c. 26% |

| | | |
|---|---|---------------------|
| | c.Film | |
| 4 | Are you interested in learning English in groupwork? a.Yes b.No | a.71% b.27% |
| 5 | Do you ever use the materials that you get from the lecturer in your real life situation? a.Yes b.No | a.23% b.77% |
| 6 | Which materials that you ever use in your real life? a.Vocabulary in English b. Every English materials that my lecture gave to us | a.45% b.55% |
| 7 | What do you feel after you implement it in your real life? a.im happy because I think it can give big impact in my life b. No, I am just soso | a.67% b. 33% |
| 8 | Have you ever made a reflection after teaching and learning process? a.Yes b.No | a.44% b.56% |
| 9 | Is it important to write a reflection at the end of learning English? a.Is is important because we know what we had done | a.69% b.31% |

| | | |
|----|--|----------------------|
| | b. I think it is not important | |
| 10 | Is there any impact after writing a reflection in learning English? a. Yes b. No | a. 63% b. 37% |

The data acquired through the distribution of questionnaires revealed that 82 percent of students prefer English subject. Unfortunately, they did not have enough time to study English because their class only met once a week for 100 minutes.

In terms of class activities, the students participated in a variety of activities. After the materials were finished, one of the activities that the students frequently had during their teaching-learning process was reflection. It implies that they were more comfortable writing a reflection since they had more opportunities to discuss what they thought about themselves after the material was completed. It was supported by the fact that 63% of students claimed reflecting in their teaching learning process had enhanced them.

2. Interview

The information about the topic in the ESP class at Theology study program students, as the basic materials to design the instructional designs materials. The learning process, and the students' level of understanding from the English lecturer can be reached through personal interview.

The list of interview's questions is presented below.

Table 3.2: Lecturer Interview

| No | Questions |
|----|--|
| 1 | <p>What are the goals of ESP class?</p> <p>The objective is to facilitate the students in reading their theology or philosophy texts in English. By the help of a dictionary, students are supposed to be able to comprehend an English textbooks. So, the emphasis of the class is to help students decode/understand the meaning of sentences, especially complex sentences. To reach these goals, students are learning grammar, vocabulary and strategies to comprehend texts related to religion.</p> |
| 2 | <p>What are the regulation of teaching and learning process in your class?</p> <p>In response to the health crisis we are currently facing, English classes will be moved online for the whole semester. To make sure the transition into remote teaching and learning run well, students can refer to this set of new policy for a number of academic-related questions.</p> |
| 3 | <p>What are the characteristics of your students during the lesson?</p> <p>Students show great interest in learning English. Most students attend the whole class and they pay attention to what is being taught. The lecturer track down students' participation by cold calling on students (all students will be called on during lesson) and ask them to respond to questions.</p> <p>The lecturer noticed that some students do not understand what constitutes good learning environment. They made very little effort to make sure that their home classroom is quiet. I had to point out to them that their home classroom should be quiet and other housemates should respect others who happen to have online class. In general, students show keenness to learn English and eager to be good at English. They would ask some clarifying questions on lessons or on something not in the lesson to help them understand English more. Some students, who have problems following the class, could be under pressure that they resorted to whatever means they have to pass the class. Also as a note, a majority of these students first experienced</p> |

| | |
|---|---|
| | education in Jakarta that may look different from the academic situation in their hometown. They are adjusting to their new learning environment. |
| 4 | <p>What kind of method that you use to improve the students' abilities?</p> <p>Aside from textbook in PDF, the lecturer also sent students Google slides (these slides are the lecturer digital exercise book) to allow students to take notes during lesson and demonstrate their understanding of the lessons. All students must share their Google slides with me to allow me to check on their assignment real time. During lesson, the lecturer ask students to work on some specific tasks instead of just listening to me talking. To check students' work, I make sure all students get their turn to respond to some questions. Aside from allowing students to speak, the other purposes of calling on students are: firstly, as a means for me to evaluate on their understanding of the material being explained and secondly, to help them refocus during lesson. I don't normally ask for volunteers to answer my questions because there will be only one or two same students who would do so. By cold calling students, I make sure all students get their chance to speak and at the same time demand them to own their learning.</p> |
| 5 | <p>What kind of test that you choose to measure students' understanding?</p> <p>The tests are grammar tests and reading comprehension. Grammar tests are conducted orally. The lecturer asked students to explain to her the concept of each grammar. For examples "why in English we have four different verbal forms; what could go wrong if we only use present form to communicate?"</p> <p>The reading comprehension exam is a written exam in a synchronous manner. Students have to answer questions based on the reading (this is not a multiple-choice exam to prevent students from cheating).</p> |
| 6 | <p>How about the results of the test?</p> <p>Grammar wise, out of 20 students, around 9 students managed to show complete understanding of the material; around 7 students demonstrate inconsistency in their understanding of the material; and 4 students who understand very little of the material (they only managed to respond to the lecturer questions after being shown some prompts repeatedly). Students demonstrated better understanding at reading comprehension. The reasons are probably because the text is something they are fully familiar (catechism material) and they probably use Google translate to read and answer the questions. Four students who accomplished the exams well were moved up to the higher level class in the second semester. Some three other students</p> |

| | |
|--|--|
| | who performed moderately or poorly in the higher level class were also moved to the lower level class. |
|--|--|

To evaluate the instructional design, the researcher conducted face validity to get the feedback from the lecturers

Table 3.3: Lecturer’s Questionnaire on Face Validity

Put a checklist (√) to the number points of agreement column which represent your agreement to the statement provided.

| No | Statements | SD 1 | D 2 | N 3 | A 4 | SA 5 |
|----|---|---------|--------|--------|--------|---------|
| 1 | The design materials make the students happy | | | | √ | |
| 2 | The Instructional Materials Design selection is appropriate for the students. | | | | | √ |
| 3 | The used of words in each materials are understandable. | | | | | √ |
| 4 | The use of picture in each materials can make the students more understandable to the materials | | | | √ | |
| 5 | The design materials can make the lecturer easily to explain the materials | | | | | √ |

Notes: SD= Strongly Disagree, D=Disagree, N=Neutral, A=Agree, and SA=

Strongly Agree

Please write your responses through some questions related to the instructional designed materials.

1. What are the strengths of the designed materials?

The composition of activities and materials in each units is well arranged

2. What are the weaknesses of the designed materials?

Although the composition of the designs materials is applicable, there is some materials are too difficult to apply it to the students but overall the whole of the designs materials is good.

3. What are your suggestions on the designed materials?

The materials are well-developed generally.. It is better if there is some formulation of the elements of the context in the syllabus it is better to be revise based on students' condition

Table 3.4: Content Validity

| No | Statements | SD | D | N | A | SA |
|----|---|----|---|---|---|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | The materials used is useful for the students | | | | V | |
| 2 | The choice of picture represent the ESP materials | | | | | V |
| 3 | Students can get the meaning of each materials well | | | | | V |
| 4 | The design materials help the lecture share the knowledge | | | | | V |
| 5 | The materials used in the materials design is the same as the syllabus. | | | | | V |

3. Test

According to (Arikunto, 1996) a test is a set of questions or exercises, as well as other instruments, used to assess an individual's or group's skills, knowledge, intelligence, ability, or talent. The researcher conducts a preliminary study test to the students, as well as tests on cycle one and cycle two, whether there are any differences in the students' scores before and after treatment. Test on preliminary study is intended to know how well the students have mastered English ability and gaining the need analysis. And test on cycle one and cycle two was aimed at knowing the students' ability on English after implemented teaching and learning materials using Ignatian Pedagogy Paradigm. The steps on the test can be seen as follows,

- (1) The researcher prepared the materials to test.
- (2) The researcher joined the class through Microsoft Teams
- (3) The researcher gave test for the students.
- (4) The researcher asked students submit the test.

3.5 Data Collecting and Analyzing Technique

In this research, the researcher analyzed the data after obtaining it through a questionnaire during the research and data collection stage. The data from questionnaire will be calculated to gain the percentage of participants' option and for the need analysis.

The formula to calculate the data in this research is:

$$\frac{n}{\text{—————}} \quad 100\%$$

$$\sum n$$

Note :

n : the number of the participants who choose certain statement

$\sum n$: the total number of participants

The second questionnaire will be applied in the preliminary field-testing. The questionnaire will be distributed to three English lecturers at STF Driyarkara. Brown and Roger (2002) stated that there are two types of Questionnaire: open-ended and closed-ended questionnaires.

1. Strongly disagree
2. Disagree
3. Neither agree and disagree
4. Agree
5. Strongly agree

There are three major measurement of central tendency, those are mean, median, and mode. In this research the researcher will find out the mean of the data gathering. Mean is the average of all points in distribution. The formula is

$$\frac{\sum X}{N}$$

Note :

\bar{x} : mean

Σ : sum

X : score

N : number of participant

3.6 Research Procedure

In doing the research, the researcher did some steps and describe it can be shown bellows,

1. Research and information collecting

- a. Review some theory related to the study
- b. Collect information of Ignatian Pedagogy Paradigm
- c. Collect information about learners through questionnaire

2. Planning

- a. Identify the instructional goals or basic competences.
- b. Write the performances or indicators of the students

- c. Selecting syllabus.
 - d. Deciding the learning activities.
3. Preliminary form of product Development
- a. Make the draft of design materials based on the previous information
 - b. Complete the teaching materials
4. Main Product Revision
- a. Distribute the questionnaire to the students
 - b. Analyzing the evaluation and the suggestion
5. Final Product Revision
- a. Making the final product
 - b. Distributing the design materials to the students**

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher would like to present research findings and discussion to answer for the problem which has been mentioned in the first chapter. The research aims to prove the design materials and the implementation of the Ignatian Pedagogy Paradigm can improve students' cognitive skills in ESP materials. Chapter IV is divided into two sections: research findings and discussion. Each section will be present as follows:

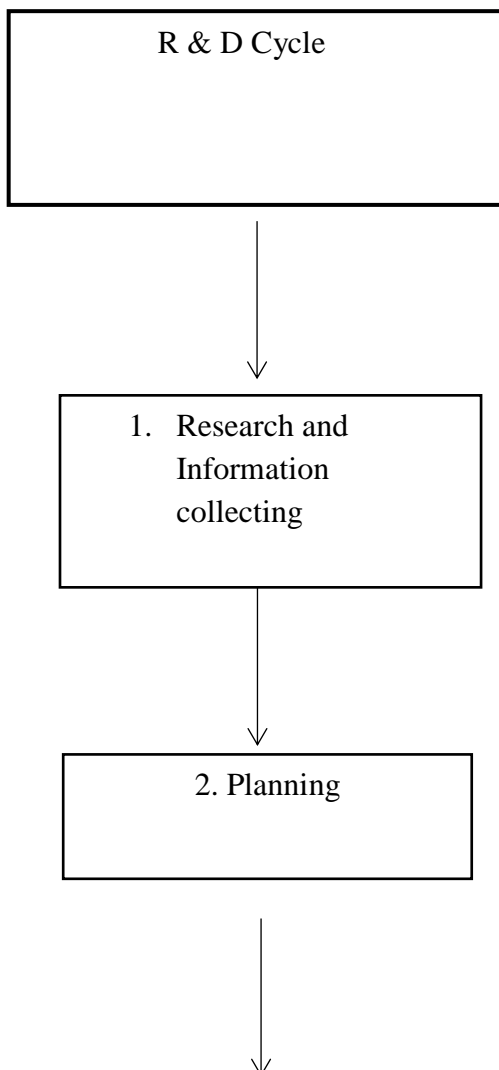
4.1 Research Findings

To answer three problems found in this research, the researcher divided this section into three parts; how to design a set of instructional design materials based on the Ignatian Pedagogy Paradigm, how to propose suitable teaching materials for delivering the design of English for Specific Purpose materials based on the Ignatian Pedagogy Paradigm, and how to find out the learners' performance in learning ESP based on the Ignatian Pedagogy Paradigm. In the first part, the researcher will explain how the process of the design materials made. The adaptation of the Borg and Gall method was employed to design the materials. Furthermore, in the presentation section of the materials taught to students, the researcher implemented the Ignatian Pedagogy Paradigm containing Context, Experience, Reflection, Action, and Evaluation. In the last part of the findings, the researcher presents the results of processed data using SPSS

to prove that there is an increase in student learning outcomes in terms of cognitive skills after learning using the Ignatian pedagogy paradigm.

A. Designed Materials

The researcher used Borg and Gall method to design the materials. Because of the limitation of time, the researcher used five steps of materials design. They are research and information collecting, planning, a preliminary form of product development, main product revision, and final product revision. The researcher elaborated the steps from Borg and Gall in designing the materials. The figure of the steps can be seen as follows,



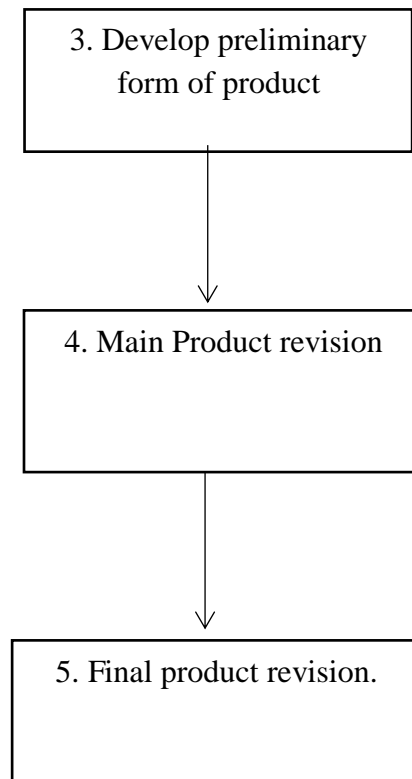


Figure 4.1 Borg and Gall Cycle

4.1.1 Research and Information collecting

There are 2 English classes in the Theology Study program. The researcher chose class A as an experimental group of participants who taught with the Ignatian Pedagogy Paradigm. In this stage, the researcher involved a related literature review and how to gain the data. There were 20 students in this class. According to the English lecturer, the class chosen has varied abilities in learning English. Some students are very clever,

but some of them have a low ability to learn English. In Theology study program, the students in their future will become a priest in the parish. This information became a challenge for the researcher to make a design that can facilitate that varied abilities.

4.1.2 Planning

In this step, the researcher determines the planning to covering the students' problems and providing the solution through Ignatian Pedagogy Paradigm. Based on the learning's needs, the researcher finds out the general purpose of ESP materials. There are 14 meetings this semester. However, because of study limitation, the researcher only chose 6 meetings from the beginning of the semester until the mid-semester. The topics are: Sanctity of Life, Issues of equality, Eutanasia, The Origin Value of Human Life, Christian Teaching about Marriage, and the last is gospels.

4.1.3 Develop Preliminary Form of Product

The next cycle, Borg and Gall (1983) command to prepare the instructional materials and evaluation device (p.779). The researcher composed the exercise for the students based on Ignatian Pedagogy and gives it to the lecturer (as evaluator). Then, the researcher gave the evaluation device like an evaluation rubric, containing a list of questions (questionnaire) that indicates the appropriateness of the diagnostic test that will be tested along with the comments and suggestions from the evaluator.

4.1.4 Main Product Revision

After getting the better version of the design materials, in this part, the researcher is allowed to revise the product Borg and Gall (1983). The researcher will make the newest version and attach the old version as a comparison. Thus, both the researcher can know which part needs to be improved again. The evaluation process may be done once or twice based on the comments from the evaluator.

4.1.5 Final Product Revision

The researcher will make a better version of the test based on the evaluator's suggestion. This is the last part of the steps for designing materials before the researcher implementing the designed materials to the students.

B. Teaching Materials Presentation

To answer the second issue in the study problem, the researcher created a final version of the teaching materials presentation based on the Ignatian Pedagogy Paradigm. The materials are divided into six sections as follows:

- Unit 1 : Sanctity of Life,
- Unit 2 : Issues of equality
- Unit 3 : Euthanasia
- Unit 4 : The Origin Value of Human Life
- Unit 5 : Christian Teaching about Marriage.
- Unit 6 : Death and afterlife

Unit one until unit six is designed based on steps of Ignatian Pedagogy Paradigm. Those are Context, Experience, Reflection, Action, and Evaluation. First, the

researcher made syllabus based on Ignatian Pedagogy. After that, the researcher made lesson plan to implemented the set of materials. The implementation of the syllabus can be seen in the lesson plan below

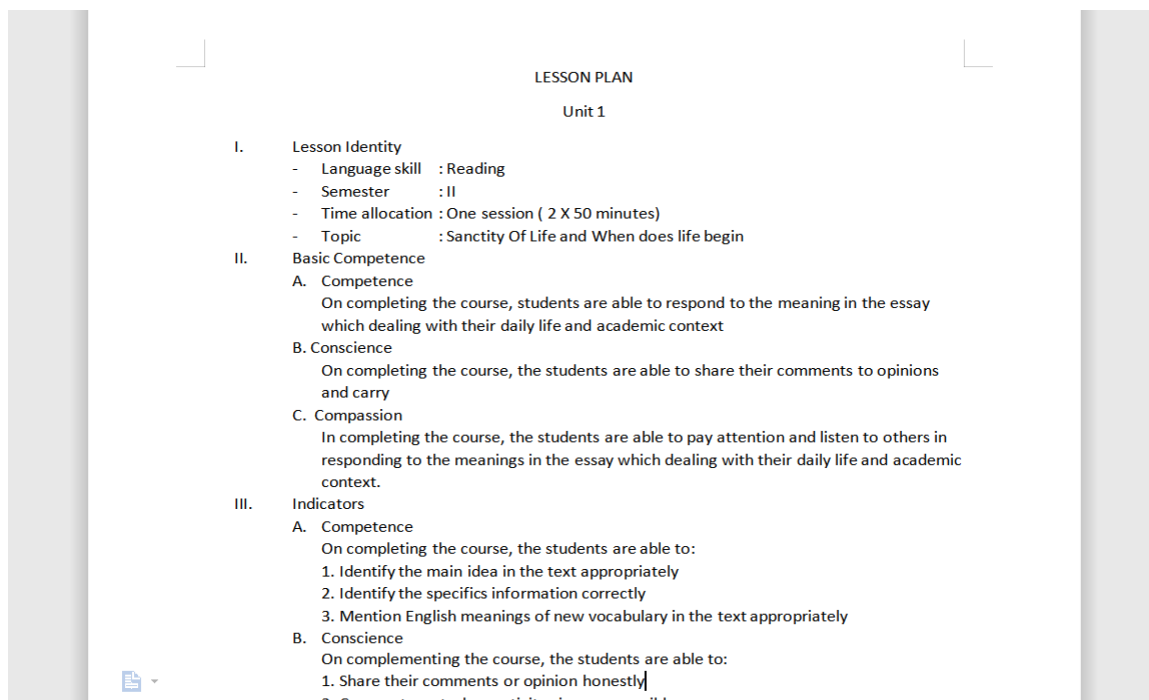


Figure 4.3 Lesson Plan

1. Context

In the early stages, the lecturer needs to understand each student's background before starting the teaching and learning process. So, the students are ready to receive learning

materials during the teaching and learning process. As a result, students will be better and more prepared to learn and develop to achieve more qualified learning outcomes. Furthermore, the lecturer gave brainstorming to the students about what material they would get that day at the beginning of the class before jumping into it.

2. Experience

At this stage, students are guided to seek new understanding by doing comparisons, contrasts, evaluations, and analyses at the time of giving learning materials. Some student activities that can be done in this stage are; finding new vocabulary in English, discovering experiences about a case study, or past student experiences linked to current learning material experiences. Each student's active involvement in these multiple activities will provide the most significance and impact on the student's learning experience.

Saint Ignatius taught that experience means "to experience something within". Subagya (2012) Experience presupposes the existence of facts, understandings, and concrete principles experienced by a person. From that experience, someone was invited to observe, recognize and interpret every fact, understanding or principle and what is the deepest meaning in his life.

In the book, *Ignatian Pedagogy: A Practical Approach* (International Commission on the Apostolate of Jesuit Education (ICAJE), 1992) it is said that experience is a key element in education.

The term experience according to Ignatius is used to indicate every active student activity that contains cognitive elements on the teaching material being studied.

Every experience has data and facts that are cognitively absorbed by each student. That matter. This is done through the activities of asking, investigating, and analyzing various elements and their relationship between one data with others.

There are two kinds of experience, namely direct experience and indirect experience. Direct experience is experience experienced by each student directly. The experience is usually experienced through interpersonal experiences, group discussion, or research in the laboratory. While indirect experience occurs in a learning atmosphere that is obtained by students through reading articles, news, listening to audio, viewing electronic media visually.

3. Reflection

Based on the Ignatian Pedagogy, reflection is an activity that looks back at certain study materials, experiences, and events related to learning given by the lecturer at that time. Its goal was for each student to achieve a deeper understanding of the instructional content he was studying. As a result, reflection is a process that gives every human experience meaning or value (Subagya, 2012). Reflection is the process of carefully considering an area of knowledge, experience, ideas, intended goals, or spontaneous reactions using memory, comprehension, imagination, and feelings to capture the true meaning and value of what has been studied. Each student's experiences are projected to become more relevant as a result of reflection, so they can encourage each student to take action. At this reflection stage, the depth of understanding formed will be increased and the learning process can be more meaningful. (International Commission on the Apostolate of Jesuit Education (ICAJE), 1992)

4. Action

In the Ignatian pedagogy, Students evaluate learning outcomes with their minds and hearts in order to apply their knowledge in real-life situations. The actions that can be applied in the Ignatian pedagogy included project-based learning, problem-based learning, making future activity plans through what materials students get at that time, and associated with students' real-actions in their social environment. In the reflection stage, students will form attitudes and values based on their experiences. The objective of the meaning of the experience received by students through reflection is for them to make decisions and act in real life in everyday life. Students gain not just theoretical but also contextual knowledge during the learning process. In other words, it is directed and commissioned in their real-life surroundings.

5. Evaluation

At the evaluation stage, students will look more deeply at what they have obtained on the material on that day and evaluate the worksheets prepared by the researcher.

There were six topics in the materials designed. Each unit has a time limit of two times 50 minutes. The activities of each unit were categorized into three main activities as this was designed based on the Ignatian Pedagogy Paradigm. Those are Pre-Reading (Context), While-Reading (Experience), Post-Reading (Reflection, Action, Evaluation).

By analyzing the results of the questionnaire and interview, the researcher designs topics and sections can be seen as follows,

Table 4.1 Process of Materials Implementation

| No | Unit | Step in Ignatian Pedagogy | Activities |
|----|--------------------|---|---|
| 1 | Sanctity of Life | Context Experience Reflection Action Evaluation | <ul style="list-style-type: none"> • Answering guideline questions based on the picture • Matching Word (Grammar mastery in verbs with a preposition) • Exercise 1 about Where does life begin • Exercise 2 (True or false statements) Explain the differences between Christianity and Islam on the notion of the beginning of a new life. • Making reflection on the box provided • Doing an action in the worksheet provide • Evaluation Test |
| 2 | Issues of equality | Context | <ul style="list-style-type: none"> • Answering guideline questions based on the picture Gender prejudice and discrimination • Matching Word (Grammar mastery in participle adjective and participle clauses) • Exercise (Explain how the role of |

| | | | |
|---|------------|---|--|
| | | <p>Experience</p> <p>Reflection</p> <p>Action</p> <p>Evaluation</p> | <p>women differs from one religion to the others)</p> <ul style="list-style-type: none"> • Making reflection on the box provided • Doing an action in the worksheet provided • Evaluation Test |
| 3 | Euthanasia | <p>Context</p> <p>Experience</p> | <ul style="list-style-type: none"> • Answering questions related to the picture. • Reading a text • Exercise about text (finding main idea of each paragraph) • Answering the true and false questions |

| | | | |
|---|--------------------------------|------------|---|
| | | Reflection | <ul style="list-style-type: none"> • Making reflection based on the questions provide in handout • Give comments and opinion about the policy of death penalty • Evaluation Test |
| | | Action | |
| | | Evaluation | |
| 4 | The Origin Value of Human Life | Context | <ul style="list-style-type: none"> • Identify the specifics in the text • Mention a new vocabulary that they found in the text |
| | | Experience | |

| | | | |
|---|------------------------------------|---|---|
| | | <p>Reflection</p> <p>Action</p> <p>Evaluation</p> | <ul style="list-style-type: none"> • Write about “What they had gave to others to save others’ life” • Accomplish the task in the worksheet • Evaluation Test |
| 5 | Christian Teaching about Marriage. | <p>Context</p> <p>Experience</p> | <ul style="list-style-type: none"> • Work in the worksheet that had been provided about the differences in the Christian marriage process • Give their opinion about marriage based on their mind • Write their reflection about being a priest that have not chance to marriage other |

| | | | |
|---|---------------------|---|---|
| | | <p>Reflection</p> <p>Action</p> <p>Evaluation</p> | <ul style="list-style-type: none"> • Share their reflection • Evaluation test |
| 6 | Death and afterlife | <p>Context</p> <p>Experience</p> | <ul style="list-style-type: none"> • Create a narrative text based on generic structure of the choice of theme in the worksheet • Organize jumbled sentence to make a good one • Evaluate the text and related it with their experience • Share their mind in group discussion on the break room in Ms. Teams |

| | | | |
|--|--|------------|-------------------|
| | | Reflection | • Evaluation Test |
| | | Action | |
| | | Evaluation | |

C. Learners’ performance in learning ESP based on Ignatian Pedagogy Paradigm

The researcher used the Ignatian Pedagogy Paradigm to address the third question of the research problems after designing the materials. Two rounds of classroom action research were conducted. Each cycle had five steps: 1. plan the action, 2. implement the action, 3. observe the action, 4. reflect the observation result, and 5. revise the plan.

Every cycle was held in three meetings, and every meeting needed about 80 until 100 minutes. The topic of every meeting is adapted from the syllabus of STF Driyarkara. This study uses Classroom Action Research (CAR) with two cycles to find out the cognitive improvement of students in ESP courses. The test of the students,

consisting of 30 questions to be tested in three types of tests, namely pre-test, evaluation in cycle 1 and post-test in cycle. From the learning process in class and from observations in the field and evidenced by the results of pre test and evaluation cycle 1 and post test in cycle 2, the following data were obtained

This figure below are used to answer the research question that is to find out the improvement of the student's cognitive skills. It was shown in the result the result of the pre-test, cycle one and post-test. The mean score of the class before using the Ignatian Pedagogy in the teaching and learning process is 71, mean score is 74 and the result of the post-test is 87. To make it clear the results of the test can be seen the diagram bellows,

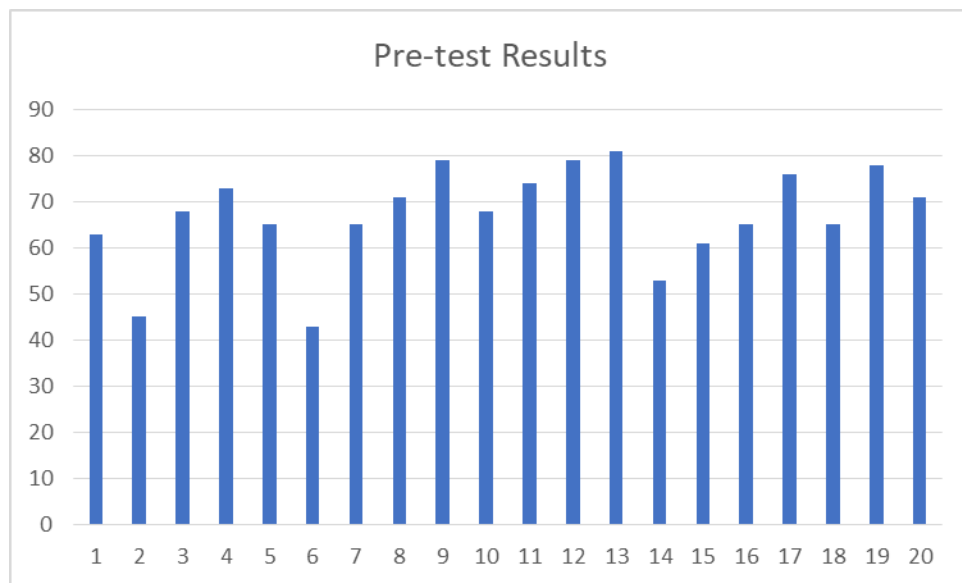


Figure 4.4 Pre-Test Results

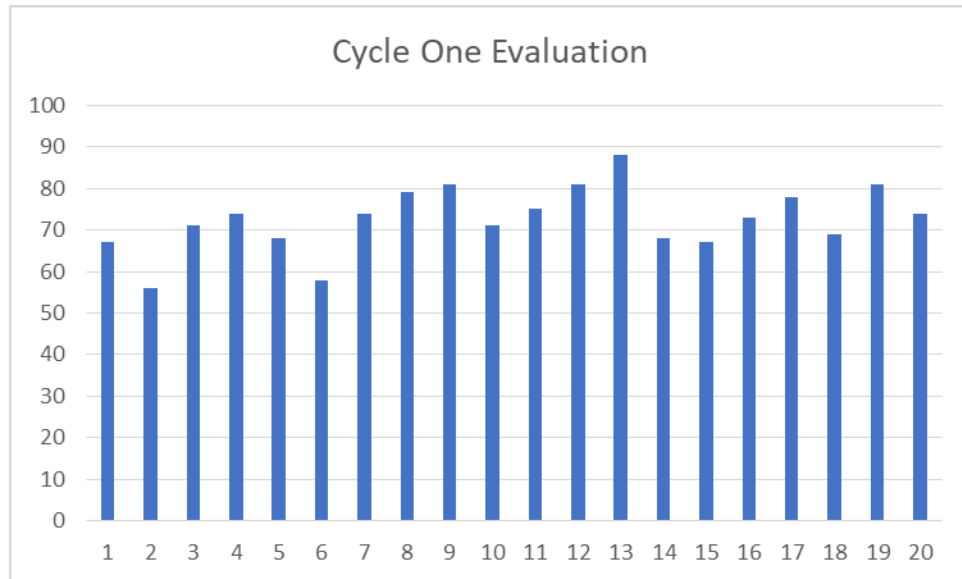


Figure 4.5 Cycle One Evaluation Results

It can be seen in the pre-test that there was only one student who scored above 80. This indicates that the average cognitive outcome of students is still low because they have not yet achieved maximum results.

In the graph above, which is the result of the evaluation of cycle 1, there are more students who got scores above 80 because students began to show their interest and interest in learning by using ignatian pedagogy rather than conventional methods.

The last cycle is a post-test at the end of cycle 2, both researchers and lecturers were happy because most of the students got very good scores. Many students 80 and others have their score more than 90.

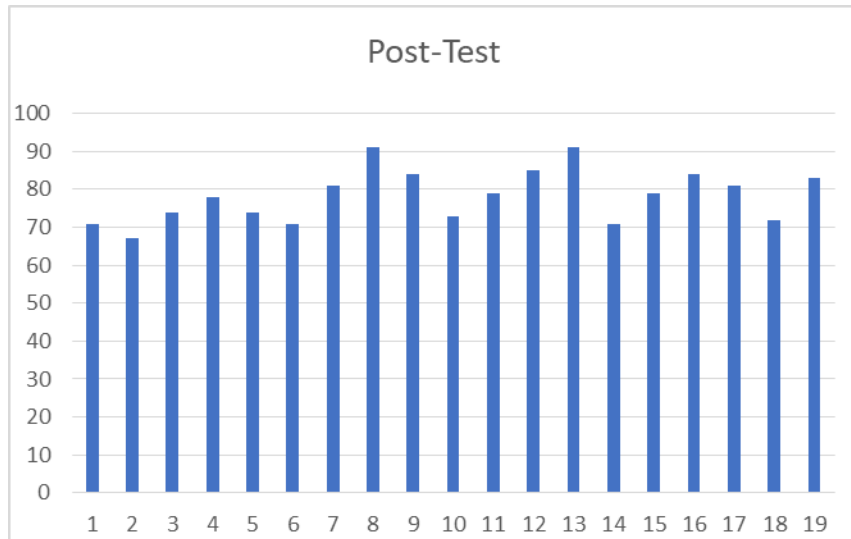


Figure 4.6 Post-Test Results

To make it clear, the researcher made the figure of the improvement of students' cognitive from the pre-test, evaluation test in cycle one, and the post-test in cycle two.



Figure 4.7 Evaluation Results

In order to validate the data, the researcher used SPSS to prove if there is an improvement before and after implemented Ignatian Pedagogy Paradigm. And there is significant differences between the students evaluation found by the researcher. The process of test using SPSS are:

1. Test of Normality. Test of normality is used to check whether the variable of the data is normal or not. If the data is normally distributed, the comparative test is carried out using the parametric method that is the paired t-test. Meanwhile, if the data is not normally distributed, the comparative test is carried out using a non-parametric method that is the Wilcoxon test. The normality test of the data was carried out using the Shapiro-Wilk test ($n < 50$). The following are the results of the data normality testing.

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|------|---------------------------------|----|-------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pre | .170 | 20 | .134 | .910 | 20 | .063 |
| Post | .124 | 20 | .200* | .958 | 20 | .499 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 4.8 The results of Normality Test

The result of the normality test is normal because there is more than a 0.05 score of the sig. So, the data is normal.

1. Independent T-Test

It is conducted to find out whether there were differences between the two groups of data or not, where the data used were normally distributed. In this study, a comparison data will be made to compare the students' abilities before and after learning using Ignatian Pedagogy.

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|----------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Hasil | Equal variances assumed | .263 | .611 | 4.505 | 38 | .000 | 12.50000 | 2.77465 | 6.88301 | 18.11699 |
| | Equal variances not assumed | | | 4.505 | 34.095 | .000 | 12.50000 | 2.77465 | 6.86181 | 18.13819 |

Figure4. 9: The results of Independent Sample T- Test

The results of the independent sample T-Test prove that there is an improvement of the post-test because sig 2 tail ≤ 0.05 . The alternative hypothesis (Ho) was therefore accepted, while the null hypothesis (Ho) was rejected. It signifies that there is a considerable difference between pre-test and post-test.

4.2 Research Discussion

The results of the research that have been carried out under the research objectives are based on relevant theories, showing that first in this research. The researcher employed design materials from the Borg and Gall cycle, which includes data collection, planning, preliminary product form development, main product revision, and final product revision. The researcher observed the situation and conditions of the teaching and learning process at STF Driyarkara while carrying out the research design based on the steps above. At the time of observation, the researcher found that many students did not fully understand what they learned and got in class. Students of the Theology program felt the course materials became more relevant to learn with the implementation of the Ignatian Pedagogy Paradigm because they learn to know the sciences about humans and God included in English for specific purpose course material. It is relevant for them because they are future priests that are honest and good at making choices based on their considerations of conscience and compassion that prioritize the community (public) interests. With the implementation of the Ignatian Pedagogy, students are expected to be able to sharpen their conscience and concern for others which can be used as a good basis for their future lives. These design materials will help students to achieve the goals mentioned above through learning English to improve their cognitive skills. Designed materials use the principles of the Ignatian Pedagogy adapted to the student learning syllabus under academic guidelines. Before starting the learning activities at the initial stage, the researcher observed the students' background such as family, culture, social situation, and student knowledge that is relevant to the

subject they are about to learn. After that, the researcher made a pre-test and questionnaire for students to see how good the students' ability in learning English is. The questionnaire made by the researcher contains several questions related to the guideline of the learning implication using the Ignatian Pedagogy method. The questionnaire made by the researcher contains several questions related to the guideline of the learning implication using the Ignatian Pedagogy method. The questions given include whether students have explored the process of extracting experiences before students arriving on the campus to prepare themselves for learning activities, whether the students like the open-discussion method or not to explore their cognitive skills, whether the students have reflected and evaluated the learning materials they have learned that day or not, and whether they have known their strengths and weaknesses on the materials they have learned. So, the students can understand more deeply the materials given by their lecturer and have a good impact on the improvement of their cognitive results in ESP lesson. Furthermore, after conducting a pre-test and breaking down needs analysis, the researcher made a syllabus, lesson plans, handouts, and power points for the material to teach during the research process.

Figure 4.10 Implementation of IPP through Power Point

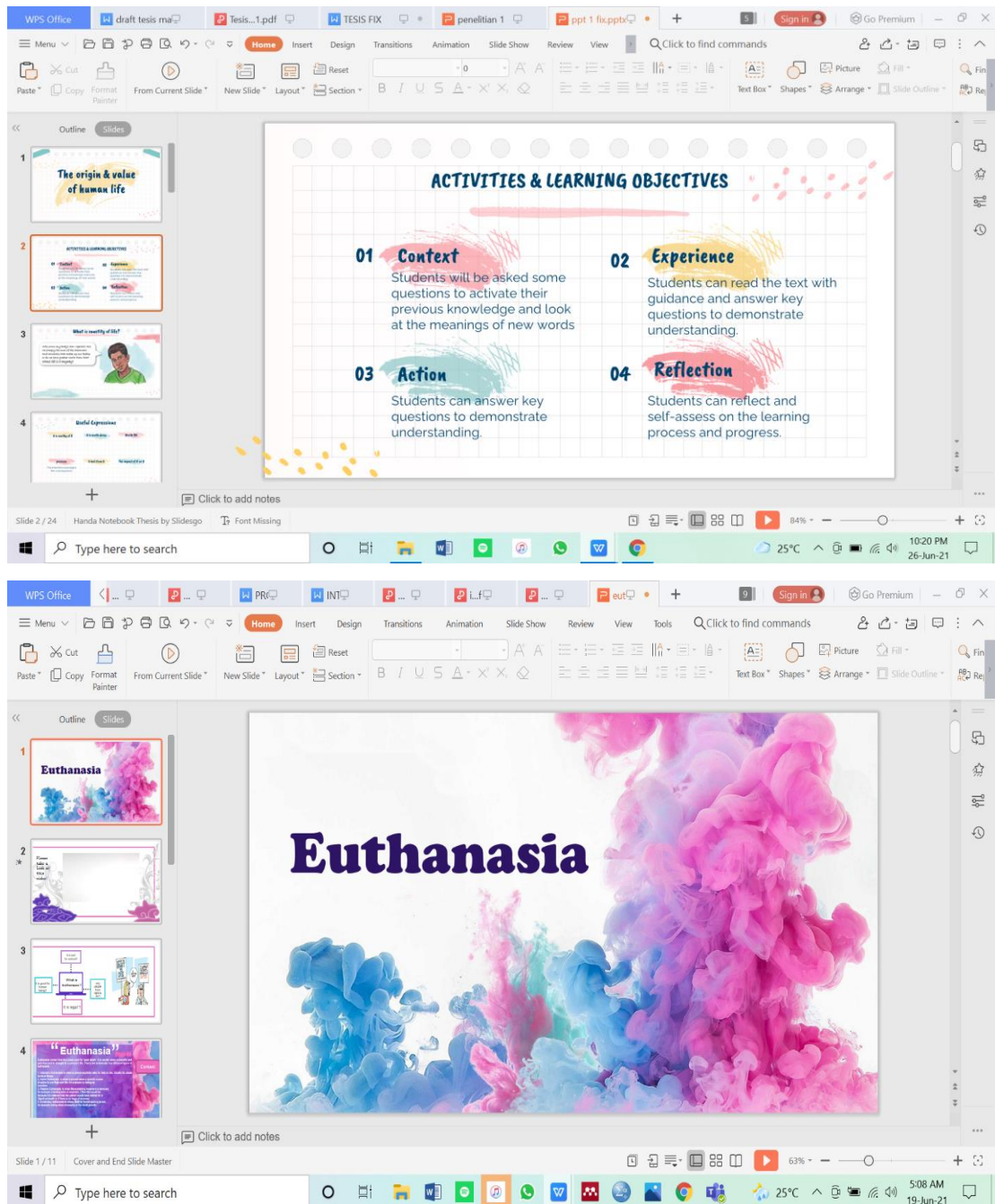


Figure 4.11 The Presentation of the materials designs

Due to the learning process cannot be done directly, therefore, students got handouts containing the materials to be taught that day. It is delivered through PPT

so the students can get a clearer picture of the materials. Figure 4.5 is the picture of the second unit material PPT about Euthanasia. In that PPT, the researcher provided pictures, tables, and videos. So, the students can have a better understanding and catch the value of the materials being taught by the lecturer. The PPT given is adjusted to the method of the Ignatian pedagogy, such as context, experience, reflection, action, and evaluation. The details can be seen in the appendix.

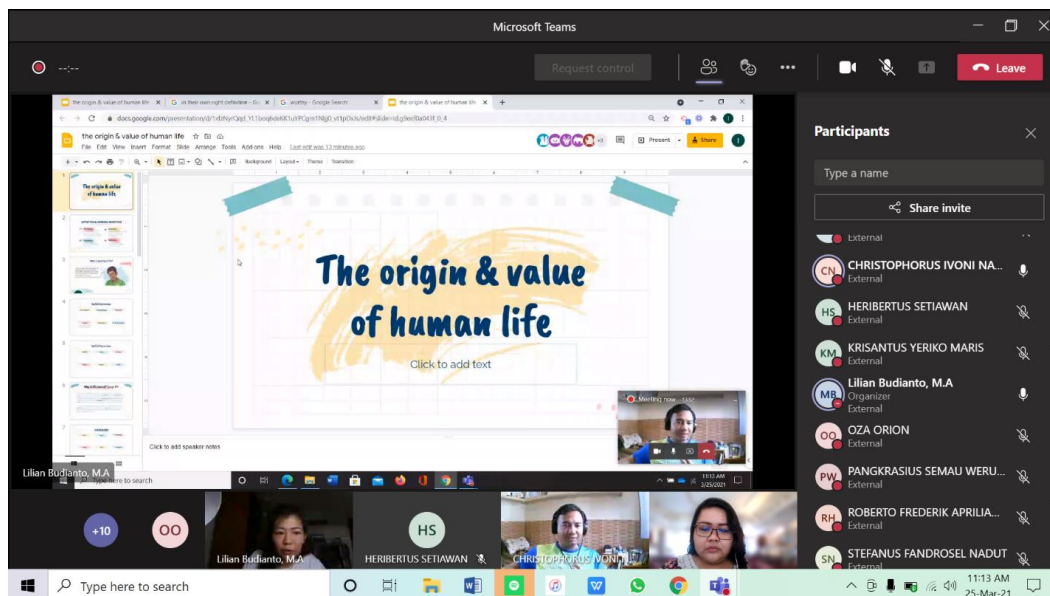


Figure 4.12 Implementation of the Ignatian Pedagogy

The second discussion result is about the researcher implemented the Ignatian Pedagogy in the classroom via Microsoft Team. In cycle 1, the students were not showing their activeness during the teaching-learning process in the classroom. They were mostly quiet and only observing the teaching-learning process using the Ignatian Pedagogy method. In the teaching-learning process through Microsoft

Teams, the researcher could only become a guest in that platform. So, the lecturer helped the researcher to display the material in PPT. At the beginning of the class, the researcher conducted the first cycle of the Ignatian Pedagogy that is the context, by providing material guidelines for the students for brainstorming about the material they will get that day. The media used are images, text, and videos to make students more understand the context of the material they will get. The second is experience. Here, the students did activities to grasp the meaning of the materials taught by the lecturer. Exploring students' experiences could be done through questioning, imagining, and investigating. By doing those activities, the researcher can perceive how students feeling are and their perspectives on the learning material they were learning. Besides, it is also can be done through case, analysis, or comparison studies where students can directly explore and feel the materials taught by the lecturer. Kolvenbach (1993) defines reflection as a formative and liberating process from a memory and/or experience to be reflected more deeply. The next step the research did was reflection. Here, the students were invited to know more about themselves related to the teaching-learning process. For instance, in the material about Euthanasia, students were asked to compare the afterlife based on three beliefs prepared previously by the researcher. Students were required to explore the meaning of each religious belief. In addition, they were also asked to improve their grammar mastery related to the material they have learned. Here is the example of a handout about Euthanasia prepared by the researcher, the details can be seen in the appendix.

into a new body.

3. **Jews, Christians and Muslims** believe that, as humans, we only live one earthly existence, followed by eternal life in the world to come. Many traditional believers hold that after death we will rise from the dead to be judged by God, with those who God deems worthy (good) being raised to eternal life. There is less agreement amongst Jewish, Christian and Muslim believers about the existence of hell.

Reflection

Task 4

Reproduce the table below based on the text above. Complete it by outlining the belief about the afterlife for each group of religious traditions; then summarize each in three words. (Page 74)

| Tradition | Belief | Summarize in 3 words |
|------------------------------|--------|----------------------|
| Atheist and humanist | | |
| Hindus, Sikhs, and Buddhists | | |
| Jews, Christians, and Muslim | | |

Fill in the blanks below by choosing the correct form!

Task 5

1. In Christian belief that life is determine by our karma,(so that, since) i will make a good deeds in my life
2. Before we go to heaven, we (will, want) go to the purifying fire first
3. Since i learnt about sanctity of life, I(will, would) my mind and body sane|

Figure 4.13 Handouts of the students

After that, students were asked to reflect on their understanding of the subject that day. They reflected on their strengths and weaknesses in absorbing the material from the lecturer. The fourth step is Action. In this step, the researcher asked students to write down what they will do related to the case studies prepared in their worksheets. For example, is the Issues of Quality material. Students were asked to make a concrete step on how they behave. So, all men and women get gender equality because all are equal in God.

The last step in the student handout is Evaluation. Students were asked to write down their reflections about which part they understand and still don't understand in advance in the middle of the learning process. Then, the researcher asked the students to do a small test to see how good their understandings of the materials they have learned that day. At the beginning of the Ignatian Pedagogy implementation, the students were still sometimes confused and felt unfamiliar with the sequence of activities they have to finish. This is because the students used to learn conventionally that is teacher-centered; students were just quiet and listen to the lecturer's explanation. On the other hand, the implementation of the Ignatian Pedagogy in the teaching-learning process made students active and can find the value of life. This is in line with what Rositawati said,

“Another thing that made me happy was because, with the implementation of the Ignatian Pedagogy, students seem to be helped in finding the values of life through the aspects that exist.

Those values could generate other more important aspects for students that they can implement in their lives after graduation such as confidence, discipline, and self-potential.

In cycle 2, students have fully explored the values contained in Ignatian Pedagogy. According to the findings of the study, the Ignatian Pedagogy Paradigm is good to implement in the teaching-learning process. This is because students were so active to participate in the teaching-learning process by asking some questions about the materials. They were fully paying attention to their lecturer's explanation. As the result, the researcher found an improvement in students' cognitive aspects since the

evaluation score of each cycle is continuously increasing. As in the pre-test, the average score of the students is 67 which increased to 71 in cycle 1 and became 87 in the post-test. It shows that there is a significant improvement in students' cognitive aspects.

The third discussion result is about the achievement of students' cognitive improvement. To figure out how good the students' understanding level is, the researcher conducted the T-test 3 times; pre-test at the beginning before the Ignatian Pedagogy implementation, then post-test cycle 1, and post-test cycle 2. At the beginning of the class, the researcher found that most of the students changed. In the pre-test, with 20 students, the average score is 71. Most of them got an average score of less than 70 since they were just quiet so they could not explore more about the material the lecture taught during the learning process. In cycle 1, the students' average scores were increased to 74. Although the improvement and changes that occurred weren't big, the students' understanding level experienced a change. It is shown by the students who started to understand the materials explained by the lecturer. In addition, students also begin to comprehend the sort of spiritual values taken from those materials easily. It made their scores increased.

After the T-test and evaluation conducted in cycle 1, the researcher added several teaching-learning media such as pictures, videos, and some other engaging activities. As a result, the researcher found an improvement in evaluation score from cycle 1 with a score of 74 to 87. This is because most of the students already understood and could implement the value from the Ignatian Pedagogy in their daily life.

Furthermore, implementing Ignatian Pedagogy into the teaching-learning process had an impact on how students learned. It is easier for them to understand the learning material since it is presented more interestingly and related to their daily lives. Besides, the researcher also conducted interviews with lecturers. The interview included whether the Ignatian method implementation in the teaching-learning process could help the teacher to overcome all the efforts and obstacles faced by students or not. The interview had data in the form of interview results and documentation that can be used as additional data. The results of these interviews indicated that the efforts of lecturers in overcoming obstacles in learning activities using the Ignatian pedagogy method along with the use of varied media to make students didn't easy to get bored when following the lessons. Lecturers also motivated students to study harder. Using the Ignatian pedagogy in teaching and learning activities can help them because students play an active role in learning.

The advantages of implementing Ignatian Pedagogical Paradigm are:

- (1) Students have real experience, are actively involved in the learning process;
- (2) Students can have the ability and skills to reflect on their experiences during the learning process and find the meaning or values contained in each teaching material and during the teaching and learning process
- (3) Students can learn to make decisions on the results of personal reflection to make it happen in concrete action in daily life

(4) For Lecturer the opportunity to optimize themselves as facilitators and motivators in the teaching and learning process

(5) Lecturer are increasingly able to have an inner relationship with each student by getting to know and get to know each other better context of each student's life.

In addition, beside the advantage, the weaknesses of using Ignatian Pedagogy for Theology study program are,

(1) Lecturer must spend more time designing syllabus, lesson plans, make reflection questions, examine and respond to student reflections

(2) Lecturer must take the time to know and recognize the context of each student so that they can treat students treat as a unique person

(3) Lecturer are required to always update their knowledge and read real signs of the times so that it can guide students to make reflections and concrete actions.

The final part of the discussion is an explanation of the research novelty. The previous research that used the Ignatian Pedagogy to find out the development of students' learning motivation values and to explore the Ignatian spirituality values was for students of Economics and Engineering study programs. Previous research used Ignatian Pedagogy only for implementation, not doing design materials from the start. Meanwhile, in this study, the researcher began by designing a set of materials that were customized to need and condition of the students. Then, the researcher immediately

implemented the design materials made to figure out the students' cognitive development using the Ignatian Pedagogy Paradigm.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two sections. The first section is the study's conclusion. The second section of the chapter provides suggestions dealing with the Ignatian Pedagogy paradigm with ESP materials.

5.1. CONCLUSION

After designing the materials, conducting the research, and analyzing the data, the researcher comes to several conclusions and suggested answering the problems of the research that:

To answer the first question, the researcher adopted Borg and Gall's Model; They are research and information collecting, planning, a preliminary form of product development, main product revision, and final product revision.

The answer to the second question is before implemented the instructional design materials, the researcher conducted an evaluation by asking the lecturer to validated the materials. After getting the validation the researcher implemented the materials using the Ignatian Pedagogy Paradigm. The steps in Ignatian Pedagogy Paradigm are context, experience, reflection, action, and evaluation. In each step, there would be the designed teaching strategies which followed by the activities and the materials.

For the last research problem, the answer is there is an improvement of students' cognitive using the Ignatian Pedagogy Paradigm. It can be seen from students' scores of pre-test and post-test. It is shown that the students' mean scores of pre-test in cycle one and two are increased. If the mean score compares between pre-test and post-test, the mean score of post-test after implemented Ignatian Pedagogy

Paradigm in their teaching and learning process is better than before which used conventional teaching and learning method.

5.2 SUGGESTIONS

Following the conclusion of the research, the researcher would like to provide the following suggestions:

1. English Lecturer at STF Driyarkara

The lecturer can use the Ignatian Pedagogy Paradigm in their teaching and learning process since they are prepared as future priest and Theologist. It is suggested for the lecturer can help the students through human meaning. Using the Ignatian Pedagogy Paradigm students can feel the new ambiance of the teaching and learning process to dig improve not only their cognitive but also their humanism. It is crucial for the lecturer to provide an enjoyable teaching and learning environment for the students in order to motivate them to improve their English.

2. Students

Since the implementation of the Ignatian Pedagogy Paradigm needs students' participation, the students need to be more active in the teaching and learning process. If the students can absorb the Ignatian spirituality, the students will improve their cognitive and humanism ability.

3. The Future Researcher

Because of the limitation of the time, the researcher only measure the English cognitive without considering the other competence of the students. It is suggested for those who are interested are encouraged to do similar research to develop a variety of teaching strategies to help students enhance their abilities. They can apply and develop their research in different subjects and backgrounds by using the Ignatian Pedagogy paradigm

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APENDICES

APPENDIX A
Letter of Permission



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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Semarang, 6 Januari 2021

Kepada
Yth. Dekan
Fakultas Ilmu Budaya Universitas Diponegoro
Semarang

Mohon dengan hormat kesediaan Dekan Fakultas Ilmu Budaya Undip memberi pengantar untuk keperluan :*)

- a. ~~Riset Kepustakaan~~
- b. Penelitian lapangan untuk pengumpulan data
- c. Wawancara
- d. ~~Peminjaman~~
- e. Praktik / Magang Kerja

dalam rangka :*)


- a. ~~Menyusun makalah untuk tugas mata kuliah~~
- b. Menyusun tesis sarjana S2/ Tugas Akhir

Kepada :

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Alamat : Taman Purvosari Indah Jalan Adipura V Nomor 159.
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Atas perhatian dan kerjasama Saudara, diucapkan terima kasih.

Ketua Departemen/ Program Studi,


Dr. Agus Subiyanto, M.A.
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7 Januari 2021

Nomor : 67 /UN7.5.6.2.1/ TU / 2021
Lampiran :
Perihal : Permohonan Izin

Yth. Wakil Rektor III
Sekolah Tinggi Filsafat Driyarkara Jakarta

Yang bertanda tangan di bawah ini, Dekan Fakultas Ilmu Budaya Universitas Diponegoro Semarang, memohon izin untuk mahasiswa tersebut di bawah ini.

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untuk keperluan : *)
a. Riset-Kepustakaan
b. Penelitian lapangan untuk pengumpulan data
c. Wawancara
d. Peninjauan
e. Praktik / Magang-Kerja

Dalam rangka : *)
a. Menyusun makalah untuk tugas mata kuliah
b. Menyusun tesis sarjana S2/ Tugas Akhir

Atas perhatian dan kerjasama Saudara, diucapkan terima kasih.



a.n. Dekan
Wakil Dekan Akademik dan Kemahasiswaan

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APPENDIX B
Questionnaire

Table 1: Students Questionnaire

| NO | QUESTIONS | ANSWER (%) |
|----|--|----------------------------|
| 1 | Do you like English Subject? a. Yes b. No | a. 82% b. 18% |
| 2 | What kind of class activity that you like the most? a. Playing Game b. Sharing together c. Learning English with new atmosphere | a. 17% b. 34% c. 49% |
| 3 | What kind of teaching media that you want to get during teaching and learning process? a. Picture b. Song c. Film | a. 46% b. 28% c. 26% |
| 4 | Are you interested in learning English in groupwork? a. Yes | a. 71% b. 27% |

| | | |
|---|---|-----------------|
| | b.No | |
| 5 | Do you ever use the materials that you get from the lecturer in your real life situation? a.Yes b.No | a.23% b.77% |
| 6 | Which materials that you ever use in your real life? a.Vocabulary in English b. Every English materials that my lecture gave to us | a.45% b.55% |
| 7 | What do you feel after you implement it in your real life? a.im happy because I think it can give big impact in my life b. No, I am just soso | a.67% b. 33% |
| 8 | Have you ever made a reflection after teaching and learning process? a.Yes b.No | a.44% b.56% |
| 9 | Is it important to write a reflection at the end of learning English? | a.69% b.31% |

| | | |
|----|---|-----------------------------|
| | <p>a. Is it important because we know what we had done</p> <p>b. I think it is not important</p> | |
| 10 | <p>Is there any impact after writing a reflection in learning English?</p> <p>a. Yes</p> <p>b. No</p> | <p>a. 63%</p> <p>b. 37%</p> |

Table 2: Lecturer Interview

| No | Questions |
|----|---|
| 1 | <p>What are the goals of ESP class?</p> <p>The goal is to help students read the English textbooks in their theology or philosophy class. Students are expected to be able to understand English textbooks with the help of a dictionary. So, the emphasis of the class is to help students decode/understand the meaning of sentences, especially complex sentences. To reach these goals, students are learning grammar, vocabulary and strategies to comprehend texts related to religion.</p> |
| 2 | <p>What are the regulation of teaching and learning process in your class?</p> |

| | |
|---|--|
| | <p>In response to the health crisis we are currently facing, English classes will be moved online for the whole semester. To make sure the transition into remote teaching and learning run well, students can refer to this set of new policy for a number of academic-related questions.</p> |
| 3 | <p>What are the characteristics of your students during the lesson?</p> <p>Students show great interest in learning English. Most students attend the whole class and they pay attention to what is being taught. The lecturer track down students' participation by cold calling on students (all students will be called on during lesson) and ask them to respond to questions.</p> <p>The lecturer noticed that some students do not understand what constitutes good learning environment. They made very little effort to make sure that their home classroom is quiet. I had to point out to them that their home classroom should be quiet and other housemates should respect others who happen to have online class. In general, students show keenness to learn English and eager to be good at English. They would ask some clarifying questions on lessons or on something not in the lesson to help them understand English more. Some students, who have problems following the class, could be under pressure that they resorted to whatever means they have to pass the class. Also as a note, a majority of these students first experienced</p> |

| | |
|---|---|
| | <p>education in Jakarta that may look different from the academic situation in their hometown. They are adjusting to their new learning environment.</p> |
| 4 | <p>What kind of method that you use to improve the students' abilities?</p> <p>Aside from textbook in PDF, the lecturer also sent students Google slides (these slides are the lecturer digital exercise book) to allow students to take notes during lesson and demonstrate their understanding of the lessons. All students must share their Google slides with me to allow me to check on their assignment real time. During lesson, the lecturer ask students to work on some specific tasks instead of just listening to me talking. To check students' work, I make sure all students get their turn to respond to some questions. Aside from allowing students to speak, the other purposes of calling on students are: firstly, as a means for me to evaluate on their understanding of the material being explained and secondly, to help them refocus during lesson. I don't normally ask for volunteers to answer my questions because there will be only one or two same students who would do so. By cold calling students, I make sure all students get their chance to speak and at the same time demand them to own their learning.</p> |
| 5 | <p>What kind of test that you choose to measure students' understanding?</p> |

| | |
|---|---|
| | <p>The tests are grammar tests and reading comprehension. Grammar tests are conducted orally. The lecturer asked students to explain to her the concept of each grammar. For examples “why in English we have four different verbal forms; what could go wrong if we only use present form to communicate?”</p> <p>The reading comprehension exam is a written exam in a synchronous manner. Students have to answer questions based on the reading (this is not a multiple-choice exam to prevent students from cheating).</p> |
| 6 | <p>How about the results of the test?</p> <p>Grammar wise, out of 20 students, around 9 students managed to show complete understanding of the material; around 7 students demonstrate inconsistency in their understanding of the material; and 4 students who understand very little of the material (they only managed to respond to the lecturer questions after being shown some prompts repeatedly).Students demonstrated better understanding at reading comprehension. The reasons are probably because the text is something they are fully familiar (catechism material) and they probably use Google translate to read and answer the questions. Four students who accomplished the exams well were moved up to the higher level class in the second semester. Some three other students</p> |

| | |
|--|--|
| | who performed moderately or poorly in the higher level class were also moved to the lower level class. |
|--|--|

Table 3: Lecturer's Questionnaire on Face Validity

Put a checklist (✓) to the number points of agreement column which represent your agreement to the statement provided.

| No | Statements | SD | D | N | A | SA |
|----|---|----|---|---|---|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | The design materials make the students happy | | | | V | |
| 2 | The Instructional Materials Design selection is appropriate for the students. | | | | | V |
| 3 | The used of words in each materials are understandable. | | | | | V |
| 4 | The use of picture in each materials can make the students more understandable to the materials | | | | V | |
| 5 | The design materials can make the lecturer easily to explain the materials | | | | | V |

Notes: SD= Strongly Disagree, D=Disagree, N=Neutral, A=Agree, and SA= Strongly Agree

Please write your responses through some questions related to the instructional designed materials.

1. What are the strengths of the designed materials?

The composition of activities and materials in each units is well arranged

2. What are the weaknesses of the designed materials?

Although the composition of the designs materials is applicable, there is some materials are too difficult to apply it to the students but overall the whole of the designs materials is good.

2. What are your suggestions on the designed materials?

Overall, the materials are well developed. It is better if there is some formulation of the elements of the context in the syllabus it is better to be revise based on students' condition

Table 4: Content Validity

| No | Statements | SD | D | N | A | SA |
|----|---|----|---|---|---|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | The materials used is useful for the students | | | | V | |
| 2 | The choice of picture represent the ESP materials | | | | | V |
| 3 | Students can get the meaning of each materials well | | | | | V |
| 4 | The design materials help the lecture share the knowledge | | | | | V |

| | | | | | | |
|---|---|--|--|--|--|---|
| 5 | The materials used in the materials design is the same as the syllabus. | | | | | V |
|---|---|--|--|--|--|---|

APPENDIX C

Presentation of Design Materials

Meeting One

Sanctity of Life

Pre Reading

Context

Look at the picture!

What makes us human?

Ingredients for human beings:

| | | |
|---|---|---|
|  |  |  |
| Seven bars of soap | Lime – to whitewash a chicken coop | Phosphorous – for 2,200 match heads |
|  |  |  |
| Magnesium – a small dose | Iron – for a medium-sized nail | Potassium – to explode a small toy cannon |
|  |  |  |
| Sugar – to fill a sugar sifter | Water – five buckets | Sulphur – a pinch |

Source : Ownes, Chris ,Pawson, Ed, and et al. 2016. Religious Studies. London : Hodder Education

Answer the questions bellow orally,

1. What comes to your mind when you are looking at the picture?
2. In your opinion, what is the missing part that makes you human being based on the picture above

Exercise 1

Match the words on the left to the words on the right

Soap (Noun)

a liquid without colour, smell or taste that falls as rain, is in lakes, rivers and seas, and is used for drinking, washing, etc.

Sugar

a substance that you use with water for washing your body

Water

a sweet substance, often in the form of white or brown [crystals](#), made from the juices of various plants, used in cooking or to make tea, coffee, etc

Whilst Reading

Experience

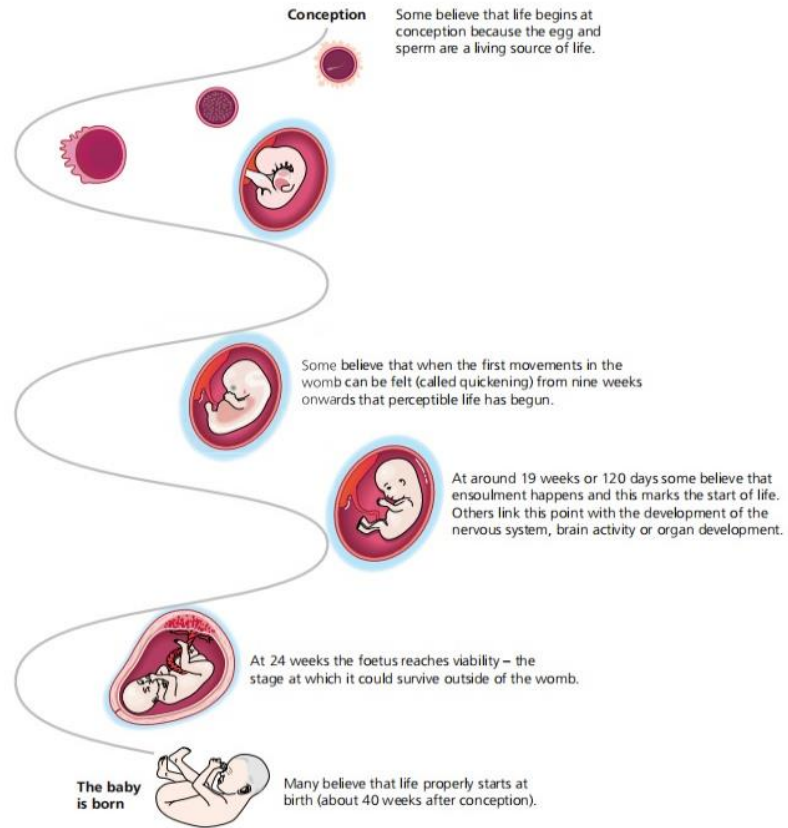
Read the text below and follow the instructions carefully!

How does life begin?

Although it seems obvious to state that life begins at birth and ends at death, there are real questions as to when a 'person' is first created. When does a person actually become a person? Some would argue that a person 'begins' when they are first aware of their own existence; others when independent life is possible. Some would claim that from the point a foetus can feel pain, they are a person in their own right. Many religious believers would assert that from the moment of conception, a life and therefore a person has been created. There are no definitive or clear answers to this question, and any answers offered are affected by what we think being a 'person' is all about.

Look at the picture, and find the difference between Christianity and Islam on the notion of the beginning of a new life.

Source : Ownes, Chris ,Pawson, Ed, and et al. 2016. Religious Studies. London : Hodder



Education

Competence

Exercise 1

1. What is the main idea of the text?
2. Can you find the difference between Christianity and Islam on the notion of the beginning of a new life?
3. What is the meaning of beginning of new life based on the text?
4. In your opinion when does actually a new life of a person begin?
5. “When **they** are first aware of their own existence; others when independent life is possible”. (third sentence)
What does the underline word on the sentence above refer to?

Exercise 2

State whether the statement bellows is True (T) or False (F)

1. _____ catholic believe believe that life begins at conception because the egg and sperm are a living source of life.
2. _____ in 5 weeks or 35 days some believe that ensoulment happens and make it the marks of the new life has begin.
3. _____ people think that a moment that a foetus can feel pain, they are a person in their own right



4. _____ There are no definitive or clear answers about where does actually a new life begin

Post Reading

Reflection and action

Grammar Skill

Verbs with preposition

Descend to come or go down from a higher to a lower level

The plane began to descend.

Worthy (of somebody/something) (*formal*) having the qualities that deserve somebody

a worthy champion (= one who deserved to win)

Involved taking part in something; being part of something or connected with

Some people tried to stop the fight but I didn't want to get involved.

Let's reflect and act!

1. What do you feel after reading the text? Why?
2. What is new information you got from the text?
3. What is(are) the interesting thing (s) you learn from the text ? Why?
4. What are your difficulties when you learn English today?

Meeting Two

Context

Look at the picture!

What is Family?



Answer the questions bellow orally,

1. What comes to your mind when you are looking at the picture?
2. What family traditions did you have as a kid that you really miss?

Exercise 1

Match the words on the left to the words on the right

Childless Family

It consists of two parents and one or more child(ren) all living in the same house.

Reconstituted Family

consists of a number of adults and children who are related living in the same home. This may include many relatives living together in close proximity; for example, cousins, aunts, uncles and grandparents all living together and sharing in family roles.

Nuclear Family

Some divorced adults choose to remarry or live in a co-habiting relationship. This may lead to the creation of a

reconstituted family. This type of family structure is made

up of a mix of step-parents and step-children.

Extended Family

where one parent raises one or more children alone. The number of single parent families has continued to rise in modern society as a result of an increasing rate of divorce.

Single parent family

where a married or co-habiting couple are either unable to have children naturally or decide not to have children. Same-sex couples are often a childless family.

Experience

Read the text below and follow the instructions carefully!

What have families got to do with religion?

Religion and the family are interlinked in many ways. For many people it is in the home where religious belief is 'taught' and 'caught'. The family is a domestic arena in which religious belief, practices and teachings are lived out. Family life is where religion is experienced by young children and young adults through the example of their parents. Most religious believers think it is a religious duty for parents to bring up their children to share in their faith and teach the values which are important to them, such as the Ten Commandments. These basic values, or attitudes to living, are shared by Christians, Muslims and Jews: respect your parents, no killing or murder, no adultery, no stealing, no lies and no envy or greed.

In terms of religious practice, parents:

- ▶ are expected to take their children to a place of worship
- ▶ teach them how to read and understand sacred texts
- ▶ teach them how and when to pray

- ▶ join in the celebration of festivals
- ▶ understand the importance of rites of passage.

Many people today, such as humanists, think that children should make up their own ideas about religion or that parents should not share their religious beliefs and faith with their children. Humanists believe all people should be able to make a free choice about accepting or rejecting religious beliefs.

Source: Ownes, Chris ,Pawson, Ed, and et al. 2016. Religious Studies. London : Hodder Education

1. What is the main idea of the text?
2. Can you find the difference between Christian, Islam and Jews in terms of religious practice?
3. What is the meaning of religion and the family are interlinked in many ways?

Reflection & Action

Let's reflect and act!

1. What do you feel after reading the text? Why?
2. What is new information you got from the text?
3. What is(are) the interesting thing (s) you learn from the text ? Why?
4. What are you difficulties when you learn English today?
5. What do you do to preserve your family tradition?

Evaluation

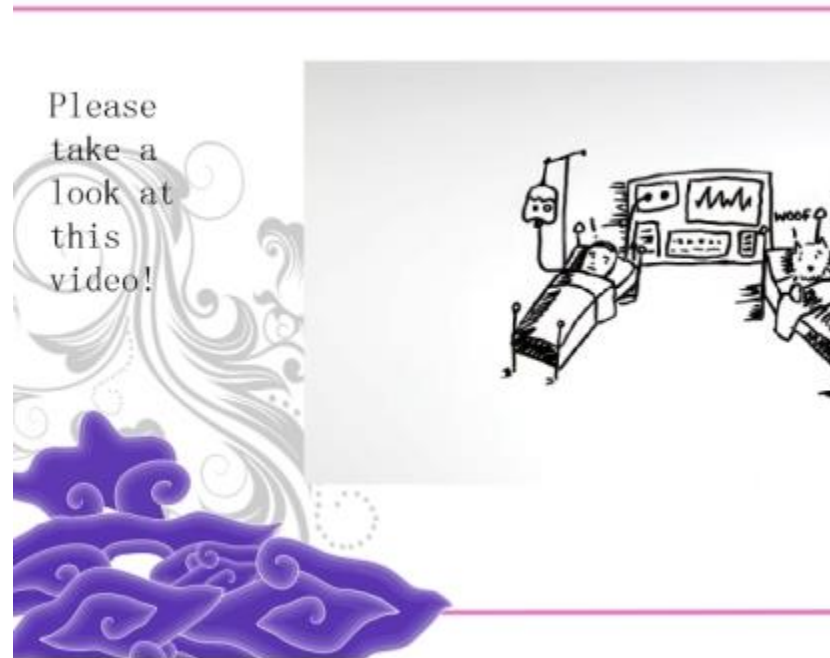
Respond to the statement below, showing that you have considered more than one point of view. Give reasoned judgements on the validity and strength of these views.

“Parents should allow their children to choose their own religion”.

Meeting Three

Euthanasia

Please take a look at this video and share what you think about it!



Context

Task 1

In your mind, based on the video what is euthanasia?

Euthanasia

Euthanasia comes from the Greek word for 'quiet death'. It is usually when a peaceful and pain-free end is brought to a person's life. There are technically four different types of euthanasia¹. Voluntary Euthanasia is when a person explicitly asks for help to die. Usually its cause terminal illness². Active Euthanasia is when a person takes a specific course of action to end their own life, for example by taking an overdose³. Passive Euthanasia is when life-sustaining treatment is removed, for example a feeding tube or respirator. Often this would be because it is believed that the patient would have wished for a 'dignified death' or if there is no hope of recovery.⁴ Involuntary euthanasia is where death is forced upon a person, for example during ethnic cleansing or the death penalty

Experience

Task 2

Find the meaning of the following words based on the text above!



Overdose :

Illness :

Suicide :

Treatment :

Dignified death :

Death penalty :

Task 3

Read religious teachings about euthanasia on page 69 and answer the questions below!

1. Which religion absolutely agree that euthanasia is not acceptable? Why?.....

.....
.....
.....

2. In muslim religion, why they are agree for kept a person to live although they are in coma condition?.....

.....
.....
.....

3. In humanist, there are a sentence which is "the needs of other people who are permanently and incurably suffering". What is the meaning of "permanently and incurably suffering" in Bahasa Indonesia?

.....
.....
.....
.....

What happens when we die? (Page 73)

1. **Atheists and humanists** believe that nothing survives death. They are certain that humans do not have a soul; we are just physical, material beings, so when we die that is the end. Nothing exists beyond the grave – the chemicals of our bodies are recycled into the environment.
2. **Hindus, Buddhists and Sikhs** share a belief that life is a cycle of birth, death and rebirth (samsara), with the form of our next life being determined by our karma (good or bad actions). The aim of every living being is to escape from the cycle of samsara by gaining enlightenment. However, most of us will be reborn again and again countless times on the way. Hindus and Sikhs believe in reincarnation or the transmigration of the soul, where, at death, the soul passes into a new body. Buddhists believe in rebirth; after death the mental energy of our previous life will be transmitted into a new body.
3. **Jews, Christians and Muslims** believe that, as humans, we only live one earthly existence, followed by eternal life in the world to come. Many traditional believers hold that after death we will rise from the dead to be judged by God, with those who God deems worthy (good) being raised to eternal life. There is less agreement amongst Jewish, Christian and Muslim believers about the existence of hell.

Reflection

Task 4

Reproduce the table below based on the text above. Complete it by outlining the belief about the afterlife for each group of religious traditions; then summarize each in three words. (Page 74)

| Tradition | Belief | Sum |
|------------------------------|--------|-----|
| Atheist and humanist | | |
| Hindus, Sikhs, and Buddhists | | |
| Jews, Christians, and Muslim | | |

Fill in the blanks below by choosing the correct form!

Task 5

1. In Christian belief that life is determine by our karma,(so that, since) i will make a good deeds in my life
2. Before we go to heaven, we (will, want) go to the purifying fire first
3. Since i learnt about sanctity of life, I(will, would) my mind and body sane




Action

Task 6



If you are a prosecutor and there is a case when someone asked you to give a right in euthanasia, would you accept the request? Give the reasons of your answer!





Reflection

Task 7

1. What had you learned today?


.....
.....
.....
.....
.....

2. What do you feel?

.....
.....
.....
.....
.....

3. Is there any difficulty about the material?.....

.....
.....
.....
.....



Meeting Four

Forgiveness



‘Father, forgive them, for they know not what they do.’
Luke 23:35

Context

1. What is the meaning Forgiveness in Catholic teaching?
2. How to get forgiveness?

Experience

1 In your own words, explain what forgiveness is and why it can be difficult to achieve.

2 What is important about the altar at Coventry Cathedral? What does it symbolize?

Reflection

Explain three different reasons why forgiveness is necessary and important (make it in minimal 200 words)

Action

Select five of the forgiveness case studies. For each individual you choose, provide an excerpt or quote on forgiveness and explain what it means.

| Case of forgiveness | Excerpt or quote on forgiveness | Meaning |
|---------------------|---------------------------------|---------|
|---------------------|---------------------------------|---------|

Evaluation

True forgiveness is impossible.

Respond to the statement above, showing that you have considered more than one point of view. Give reasoned judgements on the validity and strength of these views.

Meeting Five

Christian Teaching about Marriage



Context

‘But at the beginning of creation God “made them male and female”. “For this reason a man will leave his father and mother and be united to his wife, and the two will become one flesh”. So they are no longer two, but one flesh’.

Mark 10:6-8

1. What is the meaning of the text above?

2. In your mind, why Christian marriage cannot divorce?

Experience

Read the text below and answer the question carefully!

Some Christians regard marriage as a gift given to humanity by God – a sacrament. In the Christian wedding service the phrase ‘ordained by God’ is used giving marriage a very special significance for all Christians. The vows exchanged between a bride and a groom in a Christian wedding ceremony reflect this. In the Gospels Jesus teaches about the importance of marriage. This refers back to the idea in Genesis that, as part of God’s creation, God made man and woman. Jesus uses powerful language to convey the meaning that marriage is the complete joining together of two people in a very special way. It is implied that the relationship becomes the most important human relationship for the couple who are married.

The phrase from the marriage service ‘what God has joined together, let no man put asunder’ is interpreted to mean marriage should be a lifelong union. Christians believe that marriage is a gift from God and traditionally Christian marriage ceremonies have taken place in a chapel or church to reflect this belief.

A typical wedding ceremony in the Church of England is performed by a priest and would be as follows:

- The priest welcomes everyone and gives a short sermon on the nature and purpose of marriage.
- The couple exchange their vows which reflect the main Christian beliefs about marriage:

To have and to hold

From this day forward

For better for worse

For richer for poorer

In sickness and in health

To love and to cherish

Till death do us part

And this is my solemn vow.

- The couple exchange rings as a sign of commitment and say:

With my body I honour you, all that I am I give to you, and all that I have I share with you,
within the love of Father, Son and Holy Spirit.

- The priest declares the couple married.
- There are prayers and Bible readings and the priest gives a sermon.

There may also be hymns with an appropriate theme.

1. What is the meaning of 'ordained by God'
2. When the moment of Priest gives the sermon to couple?
3. What is the meaning of 'what God has joined together, let no man put asunder'

Reflection

1. What is meant by 'vows' in a religious marriage service?
2. Describe ways in which families are important in a faith community.

Action

Imagine if you being the priest of a wedding ceremony, what is the sermon that you will tell to the couple? (write it in minimal 300 words)

Evaluation

“Cohabitation undermines the sanctity of marriage”

Fill the table below to give five reasons for agreeing and five reasons for disagreeing with the statement above

| Agree | Disagree |
|--------------|-----------------|
| | |
| | |
| | |
| | |