INVESTIGATING THE IMPLEMENTATION OF CONSTRUCTIVIST PEDAGOGY IN *BAHASA INGGRIS I* CLASS B OF THEOLOGY STUDY PROGRAM SANATA DHARMA UNIVERSITY

A *SARJANA PENDIDIKAN* THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

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Rohandi, Ph.D.
“Thank be to God for His indescribable gift!”

(2 Corinthians 9:15)

This Thesis is dedicated to Lucia Dwi Utami Riyawati, By. Rustiyono Ispriyadi, Paskalis Optito Satria, and Myself.
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

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The writer

Veronica Noviatri Indraswari
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ABSTRACT


Theology Study Program in Sanata Dharma University has a goal to create a human being who can be excellent to struggle for truth and justice for the sake of humanity. After graduating from the university, a student of Theology Study Program is expected to become a devout expert in developing society and be able to reflect and implement his faith in the real life critically through a dialogue. In order to answer the Theology Study Program’s need, constructivist pedagogy is used by the lecturer in Bahasa Inggris I Class B. Constructivist pedagogy emphasizes students to be active in the learning process because this pedagogy demands students to construct their own understanding of knowledge and the meaning of life. Since constructivist pedagogy helps students to be proactive in the learning process, this activeness also prepares students to be proactive in the society. This study aimed to investigate the implementation of Constructivist Pedagogy. The subject of this study was Bahasa Inggris I Class B batch 2015.

The goal of this study is to solve two research problems: (1) How was the implementation of constructivist pedagogy best described? (2) To what extent did the implementation of constructivist pedagogy affect students’ motivation to learn English?

This study used a qualitative approach. In order to gain the qualitative data, this research used observation, interview, and self-reflexivity. Observations were done a semester in that class. The interview was conducted at the end of the semester.

The results of the study showed that the lecturer implemented constructivist pedagogy in two ways. Firstly, the lecturer conducted constructivist activities in the classroom in the forms of valuing the learning process, building student’s enthusiasm, and seeking accountability. Secondly, the lecturer selected supporting materials in implementing constructivist learning. Based on the interview, constructivist pedagogy could motivate the students to learn English.

For the conclusion, the implementation of constructivist pedagogy is appropriate to encourage the students to have self-autonomy. Besides, they become independent and responsible for learning. As recommendations, this study can be used to conduct another inquiry related to this topic and as one of the sources in implementing constructivist pedagogy.

Keywords: Constructivist pedagogy, implementation, Bahasa Inggris class, motivation
ABSTRAK


Tujuan dari penelitian ini adalah untuk memecahkan dua masalah penelitian: (1) Bagaimana pendiskripsian terbaik dari penerapan pedagogi konstruktivis? (2) Seberapa jauh penerapan pedagogi konstruktivis mempengaruhi motivasi para mahasiswa untuk belajar Bahasa Inggris?


Sebagai kesimpulan, penerapan pedagogi konstruktivis tepat untuk mendorong para mahasiswa untuk mempunyai otonomi diri dan menjadi mandiri serta bertanggung jawab dalam pembelajaran. Sebagai rekomendasi, penelitian ini dapat digunakan untuk mengadakan penelitian lain dengan topik yang sama dan sebagai salah satu sumber dalam penerapan pedagogi konstruktivs.

Kata kunci: Constructivist pedagogy, implementation, Bahasa Inggris class, motivation
ACKNOWLEDGEMENTS

In this great opportunity, I would like to show my gratitude to all of those who have supported me to finish my thesis. I am so blessed to have been among good people who always cheer me up during my study. I am thankful to my beloved Lord, Jesus Christ for His blessings and love in my whole life so that I can complete my study in this impressive campus, Sanata Dharma University.

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My gratitude also goes to all members of Bahasa Inggris I Class B of Theology Study Program batch 2015 who have welcomed me in their class, so that I am able to conduct my research there. Their cooperation, kindness, and enthusiasm make me glad. Therefore, I can do my thesis passionately.
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Veronica Noviatri Indraswari

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CHAPTER I
INTRODUCTION

In this chapter, there are six points to be discussed. The first is research background. The second is research problems. The third is research limitation. The fourth is research objectives. The fifth is research benefits. The last is definition of terms. These six majors are provided to give the basic information in order to prevent misunderstanding on this research.

A. Research Background

Theology Study Program in Sanata Dharma University is a study program for priest candidates. They are prepared to have certain characteristics; (1) being able to reflect and communicate critically the Christian faith in the real life through a dialogue, (2) being able to develop their communities or congregations through cooperation with others and (3) being able to be excellent in finding the truth and justice for the sake of humanity (Buku Pedoman Studi, 2015).

In order to complete those three goals, Theology Study Program provides learning activities for the students. From the learning activities which are conducted by the lecturers, the students are expected to pursue meaningful victories so that they are ready to act meaningfully in achieving the goals of Theology Study Program. The lecturers should create appropriate learning activities so that the students are able to convey their ideas independently as a
form of constructing their own understanding. Brooks and Brooks, in their book *The Case For Constructivist Classrooms* (1993) say that:

Every day, millions of students enter school wanting to learn, hoping to be stimulated, engaged, and treated well, and hoping to find meaning in what they do. And every day educators stimulate and challenge students to focus their minds on meaningful tasks, to think important issues, and to construct new understanding of their worlds. Teachers and students achieve a meaningful victory (p.119).

Based on a Brooks and Brooks’ statement above, it is really important to set up learning methods and select profound materials that can encourage students to be engaged actively in the learning process. One of the solutions to design active classrooms that students can be involved in the learning environment is offering constructivist pedagogy. Constructivist pedagogy is viewed as one of the ways to help students to construct their own knowledge. The characteristics of constructivist learning are student-to-student interaction is encouraged, cooperation is respected, assignments and materials are interdisciplinary, and students are free to choose their own preference (Brooks & Brooks, 1993). However, it is not easy to implement constructivist pedagogy in every course. There are still many lecturers who investigate the best strategy to build constructivist learning.

The idea of this study comes out after the researcher found that there is no tangible act in constructivist pedagogy. Based on the classroom observations, the researcher chose an English class in Theology Study Program to see the implementation of constructivist pedagogy. The English class is offered as one of the profession skill courses in Theology Study Program. English learning is provided in the semester one and two to improve the four language skills of
students. This study was conducted in Bahasa Inggris I Class B. The lecturer in Bahasa Inggris I Class B has an interest in constructivist pedagogy. This course facilitates the students to expand English abilities. Besides, the course is designed to comprehend the text with moderate difficulties. The class is organized in such a way to discuss the newest issue studies through English. The students are expected to acquire information and respond to those issues. Bahasa Inggris I Class B is provided to prepare the priest candidates to use English for their future. They are prepared to give services in English; to access much information related to their study from English sources; and to another responsibility that demands them to use English. Bahasa Inggris I Class B is a one-credit course. This study sought to the learning methods and the materials that were used by the lecturer in implementing constructivist pedagogy in this class for one semester. The researcher wanted to know some strategies to implement constructivist pedagogy, the strengths of this pedagogy and the perceived effects of it toward students’ motivation to learn English.

B. Research Problems

Regarding the research background that is explained before, there are two research problems need to be solved namely:

1. How was the implementation of constructivist pedagogy in Bahasa Inggris I Class B of Theology Study Program best described?

2. To what extent did the implementation of constructivist pedagogy affect students’ motivation to learn English?
C. Research Limitation

This is a qualitative study. The researcher limits the study in one class with the students of Theology Study Program batch 2015 who took Bahasa Inggris I Class B and the lecturer from The English Language Education Study Program who taught the class. Hence, the answers to the research questions are very specific to this class and may not be generalizable to other locations. This study concerns the features of constructivist learning in Bahasa Inggris I Class B. This research was limited to observing the learning strategies based on constructivist pedagogy that were used in the class for one semester. Moreover, the researcher investigated the impacts of the learning strategies to the students in learning English. Bahasa Inggris I Class B was selected by the researcher because based on the discussion with the lecturer; he tried to implement constructivist pedagogy in the class. The researcher analyzed the observation results that had been conducted for one semester. Furthermore, interview results were analyzed by the researcher to strengthen the data.

D. Research Objectives

There are two research objectives that are intended in this study. Firstly, this study is conducted to describe the implementation of constructivist pedagogy in Bahasa Inggris I Class B of Theology Study Program. Secondly, this research describes the effects of constructivist pedagogy in Bahasa Inggris I Class B of Theology Study Program toward students’ motivation to learn English.
E. Research Benefits

The researcher supposes that this research has some benefits for the researcher, the English Language Education Study Program students, the lecturers, and the students of Bahasa Inggris I Class B of Theology Study Program.

1. For the researcher

This study gives some advantages for the researcher to know how constructivist learning is built in the class. It can bring inspiration for the researcher as a student of the ELESP to develop her teaching skill. This study also helps the researcher to find strengths of constructivist learning. The researcher also attained profound English knowledge that had been shared because she followed the class for one semester.

2. For the students of English Language Education Study Program

From this research, the ELESP students as English teacher candidates can learn how to be creative in developing teaching strategies in the class. The researcher hopes that this study can inspire the ELESP students to consider constructivist pedagogy as an effective strategy to be implemented in the class.

3. For the lecturers

This study is intended to help the lecturers to find the best way in teaching. The lecturers are supposed to understand more about the role of teaching in the class as one of the important aspects in succeeding the learning process. The researcher hopes that this study can describe the implementation of constructivist
pedagogy and the perceived impacts of constructivist pedagogy toward students so that the lecturers can evaluate each other and get inspiration from each other.

4. **For the students of Bahasa Inggris I Class B of Theology Study Program**

The students of *Bahasa Inggris* I Class B of Theology Study Program are expected to get benefits from this research. They can know what is supposed by the lecturer who teaches them through constructivist pedagogy. The implementation of constructivist pedagogy would be the strategies to the students to understand more about constructivist pedagogy. They can discover constructivist pedagogy and start to implement it in many subjects in order to succeed the learning process.

F. **Definition of Terms**

The researcher explains four terms in the following discussion in order to provide brief understanding on this research.

1. **A Case Study**

   According to Yin (2009), a case study is one of the research methods. A case study is a study to research an object as a case. The aim of a case study is to dismantle and express a case. Creswell (2009) as cited in Gunawan (2013) argues that a case study is an exploration of a “bounded system” or a case over time through detailed, in-depth data collection entangling many sources of information rich in context. A case study uses a qualitative research approach in which the researcher demolishes a case and reports case description. The examples of multiple source information are observation, interview, material, document or
report. The method of this research is a case study. The researcher studies on the learning process of *Bahasa Inggris* I Class B in order to investigate deeply about the implementation of constructivist pedagogy through finding much information from the class.

2. **The Learning Process**

A learning process is a process where students can acquire some information and learn facts, concepts, skills, and ideas. According to Ober, Bentley and Miller (1971), a learning process is operated by the teacher and can be described in terms of three sets of functional variables. They are establishing learning objectives, facilitating learning or instruction, measuring and evaluating learning. In the learning process, both students and teacher must know what the goal of it so that they can be responsible for themselves and for others. Byrne (1955) notes that learning process is like medicine, is always going forward. There are always new experiments being made and new ideas being tried out. The real teacher must go on learning and reading and experimenting until the day he or she retires. In the learning process, there is always an opportunity for improvement.

3. **A Lecturer**

Hills (1986) says that a lecturer exists to aid students to perceive the communication as clearly as possible and should. The role of a lecturer does not only disseminate knowledge but also manage the learning process with various strategies. Learning strategies are required to help students following the lesson. In accordance with Fleming which is stated in Hills (1986), a lecturer acts as a
student’s motivation, a promoter of learning, an observer of growth, a craftsman, a
technician, an administrator and a therapist.

4. Semester One Students of Theology Study Program

Students of semester one of Theology Study Program are students in the first grade of Theology Faculty. They are priest candidates. They just have entered the university to study. Their ages are around twenty to twenty two. In this study, the researcher chose the students of Theology Study Program in semester one who took Bahasa Inggris I Class B to be the research participants. There were twenty two students in the class.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of two sections. The first section explains about the theoretical description. It discusses several theories that are used as the bases in this study. The second section is the theoretical framework. In theoretical framework, the researcher explains more about how the theories help the researcher to find out the answer of the research problems.

A. Theoretical Description

The researcher discusses three theories which are related to this research. The theories are: constructivist pedagogy, learning strategies, and motivation. All of those theories helped the researcher to support findings and discussion in this study.

1. Constructivist Pedagogy

There is a constructivist learning approach in the educational world. The main idea of constructivist learning is that knowledge is constructed actively by students instead of being transferred from other people. Knowledge is the result of cognitive construction of reality through somebody. The process of constructing knowledge runs continually by reorganizing a new idea (Brooks & Brooks, 1993). According to Brooks and Brooks (1993), constructivist pedagogy emphasizes that knowledge and reality do not have an absolute value. The dynamic and changing in the world may be influenced by time, space, and perspective. Constructivist
learning regards knowledge as the result of multiple perspectives because it respects the dynamic. In constructivist learning, teachers have willingness from the learners to take responsibility for their own learning, to be autonomous thinkers, and to develop integrated comprehensions of abstraction (Brooks & Brooks, 1993). Brooks and Brooks (1993) state that constructivist learning is pedagogy which is known as constructivist pedagogy. In this part, there are three points that are discussed. The first point is the elements of constructivist pedagogy. The second point is the differences between constructivist learning and traditional learning. The last point is the beliefs of constructivist pedagogy.

a. The Elements of Constructivist Pedagogy

Suparno (1997) says that there are two influences of constructivist pedagogy. Constructivist pedagogy which is more personal is influenced by Piaget meanwhile constructivist pedagogy which is more social is from Vygotsky.

1) Cognitive Constructivism

According to Zimmerman and Schunk (2001), cognitive part of human being is the underlying basis for human learning and recall. Cognitive functioning assumes that students play an active personal role during the learning process. Cognitive constructivism is influenced by Piaget (Zimmerman & Schunk, 2001). Piaget concerns with cognitive development and the formation of knowledge. According to Piaget as cited in Brooks and Brooks (1993), cognitive development of people is the main factor in the process of constructing knowledge. Piaget states that the growth of knowledge is the result of individual construction made by the students (Brooks & Brooks, 1993). Constructivism is viewed as a way of
explaining how students come to know about their world. Human mind is viewed as dynamic sets of cognitive structures that help us to make sense of what we receive. A cognitive part of people grows in intellectual complexity as people get mature and as people communicate with the world people come to know and as people gain experience (Brooks & Brooks, 1993). Cognitive constructivism sees that students can improve their cognitive development through constructing their prior and new knowledge by themselves. Constructivist accounts emphasize the value of personal skills in developing strategies to learn or perform a task, such as using elaborative questioning or note-taking to improve abilities of students. In the learning process, a teacher can facilitate students to construct their comprehensions by providing materials. According to Suparno (1997), a learning material is a medium to construct knowledge.

2) **Social Constructivism**

A self is constructed by the individual and by the surrounding social community (Zimmerman & Schunk, 2001). Thinking and learning are united in social situations. Suparno (1997) says that Vygotsky influences constructivist pedagogy and see constructivism in a social perspective. Vygotsky offers his theory that is ZPD to support constructivist pedagogy. ZPD or Zone of Proximal Development (ZPD) is defined as:

“...the distance between the actual development level as determined by independent problem solving and the higher level of potential development as determined through problem solving under guidance and in collaboration with more capable peers”. (Vygotsky, 1978, p.86 as cited in McLeod, 2010)
It means that Zone of Proximal Development sees the relationship between individual’s cognitive development and social interaction. In this case, social interaction prefers to collaborative learning. Collaborative learning will optimize students’ growth in learning. According to Brooks and Brooks (1993), the growth of knowledge is the result of students’ constructions made by them and collaborative learning has a significant role in constructing cognitive development. In pursuit of new understanding, students are led by their own standpoints and informed by the ideas of others (Brooks & Brooks, 1993). Cognitive skills of students can be more improved when they are involved in collaborative learning with their friends. Zone of Proximal Development is illustrated in the figure 2.1.

Figure 2.1 Zone of Proximal Development (McLeod, 2010)

Zone of Proximal Development is a zone, in which an individual’s optimum learning can occur. After discussing two elements of constructivist pedagogy, it can be concluded that this pedagogy stands on three main factors. Constructivist pedagogy appreciates the dynamic of the learning process.
Constructivist pedagogy really requires individual’s cognitive development for constructing knowledge. Constructivist pedagogy will be optimally improved in the Zone of Proximal Development or when independent learning and collaborative learning are integrated.

b. Constructivist Learning versus Traditional Learning

Constructivist learning is different from traditional learning. Constructivist learning assists learners to make a meaning in the learning process to get information (Brooks & Brooks, 1993). Students construct the process and the understanding rather than having it done for them. Traditional learning only focuses on extending the absolute value to learners. Table 2.1 is the comparison between traditional and constructivist learning.

Table 2.1 A Look at School Environments (Brooks & Brooks, 1993)

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<th>No</th>
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<td>1</td>
<td>Curriculum is presented part to whole, with the emphasis on basis skills.</td>
<td>Curriculum is presented whole to part, with the emphasis on big concepts.</td>
</tr>
<tr>
<td>2</td>
<td>Strict adherence to fixed curriculum is highly valued.</td>
<td>Pursuit of learners’ questions is highly valued.</td>
</tr>
<tr>
<td>3</td>
<td>Curricular activities rely heavily on textbooks.</td>
<td>Curricular activities rely heavily on primary sources of data and manipulative materials.</td>
</tr>
<tr>
<td>4</td>
<td>Learners are viewed as “blank space” onto which information is etched by the teacher.</td>
<td>Learners are viewed as thinkers with emerging theories about world.</td>
</tr>
<tr>
<td>5</td>
<td>Teachers generally behave in a didactic manner, disseminating information to learners.</td>
<td>Teacher generally behaves in an interactive manner, mediating the environment for learners.</td>
</tr>
<tr>
<td>6</td>
<td>Teacher seeks the correct answer to validate learner’s learning.</td>
<td>Teacher seeks the learners’ point of views in order to understand learners’ present conceptions for use in subsequent lessons.</td>
</tr>
<tr>
<td>7</td>
<td>Assessment of learner’s learning is viewed as separate from teaching and occurs almost</td>
<td>Assessment of learner learning is interwoven with teaching and occurs through observations of learners at</td>
</tr>
</tbody>
</table>
entirely through testing.  

work and through learner exhibitions and portfolios.  

| 8 | Learners work alone | Learners work in groups. |

The characteristics of a constructivist classroom are student-to-student interaction is encouraged, cooperation is respected, assignments and materials are interdisciplinary, and students are free to choose their own preferences or ideas (Brooks & Brooks, 1993). The impact of implementing constructivist pedagogy in a classroom is that students come to a class with their own world knowledge. Failure to accommodate their world knowledge will disrupt the attainment of the learning. A teacher who establishes a constructivist classroom permits students to be involved more in the learning process. Students are set to be more likely to take risks and accomplish tasks with a willingness to accept challenges to their current understanding (Brooks & Brooks, 1993). According to Brooks and Brooks (1993), there are twelve characteristics of a constructivist teacher. First, constructivist teachers evoke and accept student’s autonomy and initiative. Second, constructivist teachers use raw data and primary sources, along with manipulative, interactive, and physical materials. Third, when framing tasks, constructivist teachers implement cognitive terminology such as “classify,” “analyze,” “predict,” and “create”. Fourth, constructivist teachers allow students’ responses to drive lessons, shift instructional strategies, and alter content. Fifth, constructivist teachers inquire about students’ understanding of concepts before sharing their own understanding of those concepts. Sixth, constructivist teachers empower students to engage in dialogues, both with a teacher and with their classmates. Seventh, constructivist teachers encourage students’ inquiries by
asking thoughtful, open-ended questions and encouraging students to ask questions of each other. Eighth, constructivist teachers seek elaboration of students’ initial responses. Ninth, constructivist teachers engage students in experiences that might engender contradictions to their initial hypotheses and then encourage discussion. Tenth, constructivist teachers allow wait time after posing questions. Eleventh, constructivist teachers provide time for students to construct relationship and create metaphors. Twelfth, constructivist teachers nurture students’ natural curiosity through frequent use of the learning cycle model. In order to make the learning environment engages students, a teacher has to cultivate motivation to students. Suparno (1997) states that in constructivist learning, a teacher should be able to motivate learners so that the success of learning can be theirs.

c. The Beliefs of Constructivist Pedagogy

Regarding constructivist pedagogy which really honors students’ ideas, teachers need empower students to be involved in the learning activities. Therefore, constructivist teachers have responsibilities to build learning atmosphere that lets students to assume the responsibility which is rightfully and naturally theirs (Brooks & Brooks, 1993). These learning conditions can be obtained if an educator is able to touch students’ enthusiasm in learning. There are two beliefs of constructivist pedagogy that teachers should embody in order to raise students’ willingness to learn. They are high expectations and self-reflexivity.
1) **High Expectations**

Language has powerful influence to empower or dishearten people. If people fill their world with words such as lazy, stupid, and bad, that is the behavior which follows. It can produce negative reaction. Negative reactions can lead self-regulative actions of students such as lowered expectations, social avoidance or helplessness (Zimmerman and Schunk, 2001). However, if people use words such as courage, helpfulness, and flexibility, people are empowering those behaviors for others. This rule also happens in a class. When teachers can use positive words to their students, then a teacher grows positive self-esteem to the students. It can create good custom in the learning environment. According to Zimmerman and Schunk (2001), if students act good custom leads to positive acceptance; it is likely that students will direct their behavior and learning to become a better human being.

Language has a power to create people. Popov (1997) categorizes the power of language. The first category is the power of language to shape culture. The virtues language can enhance strong values in the class. A teacher can provide a simple language of spirituality, mastery and meaning, which is used to support students’ growth. When students are acting on their lower impulses, teacher can also use the language of virtues to call them back to the best of which they are capable in that moment. A positive culture is built in the learning process. The second category is the power of language to transform. Every student is a gift who has potential. However, it can be used or misused, remain dormant or become developed. For example, students who have high energy to speak just like
an extrovert person, they can be a leader to guard others or they can harm people and dominate others. It depends on how people educate them with language. A student who has strong personalities can become a leader or a bully depending on how he sees himself mirrored in a teacher’s eyes. What determine the differences are how he is trained and educated, the images and models he is exposed to, and a teacher’s skill at challenging and directing his natural tendency.

High expectations mean that a lecturer gives high trusts to his or her students through positive language. A lecturer should try to raise students’ expectations. A lecturer reinforces students’ expectations about success and self-perceptions or self-concepts of ability through effort, persistence, and choice (Schunk, Meece & Pintrich, 2014). High expectations must be developed and sustained for all students because a classroom is created where all students experience similar opportunities to learn. If the value of someone’s contribution or ideas is predicted to be high, that person will, in fact accept more opportunities to contribute and express ideas or suggestions. It can be deduced that teachers who hold high expectations believe that every students can learn and grow. Strong beliefs can brings satisfaction, happiness, pride, and positive impact for students who are struggling to learn something (Zimmerman & Schunk, 2001). Students’ beliefs about ability and effort are predominant influences on the perceptions of their own competence (Zimmerman and Schunk, 2001).

High expectations reinforce self-efficacy and assist students to set goals that are challenging yet attainable (Zimmerman & Schunk, 2001). High expectations also can be implemented by teachers through giving challenge for
students. Teachers can trust students to execute the challenges. A positive challenge is one of the ingredients vital to develop a healthy level of motivation. According to Hawley and Hawley (1979), challenge provides positive effects rather than threat. A challenge evokes students’ enthusiasm to prove that they are able to accept the challenge. A successful performance of the challenge motivates them. In addition, threat leads students to have fear and it decreases students’ motivation.

2) Self-Reflexivity

Self-reflexivity means having an on-going conversation with your whole self about what you are experiencing as you are experiencing it (Nagata, 2004). To become more self-reflexive, people engage feeling and thought while being in the moment. The advantage of being reflexive is that people can make better quality of themselves. Being reflective has profound impacts on students’ senses of self. The most marked outcomes are sense of one’s ability, feelings of self-esteem and self-worth (Zimmerman & Schunk, 2001). Self-reflexivity demands people to be more emphatic and to feel what other people feel. According to Zimmerman and Schunk (2001), constructive thinking yields two key principles. First, there is an intrinsic motivation to seek information. Second, reflection and reconstruction stimulate learning. Students do not only construct their own knowledge but also construct themselves through reflections.

2. Learning Strategies

Learning strategies are learners’ strategies which involve some steps taken by students to enhance their own learning. According to Oxford (1990), learning
strategies are operations employed by students to make learning faster, easier, more self-directed, effective, enjoyable, and transferable to new situations.

There are two learning strategies that would be discussed in this part. The first one was content-based learning and the second was collaborative learning. Those two learning strategies were the strategies that were used in Bahasa Inggris I Class B to support the constructivist classroom.

a. **Content-Based Learning**

Content-based learning is an effective technique to learn English language. Students can evolve their English language and extend world knowledge through content-based learning. The main focus of the learning process is the topic. The content itself is provided by the language used. The class focuses on content or meaning rather than the grammar forms which appear in the materials. Content-based instruction is the integration of particular content and language-teaching aims (Brinton, Snow, Wesche, 1989).

Content-based learning is important to be applied because it unites all of the four language skills such as speaking, listening, reading, and writing. It employs authentic reading materials which require students not only to understand information but to interpret and evaluate it as well (Brinton, Snow, Wesche, 1989). Students are demanded to respond orally to reading and lecture materials. Listening and reading material aid students to synthesize facts and ideas from multiple sources as preparation for writing. This technique exposes students to learn four language skills.
In selecting materials for content-based learning, a teacher should consider the content of the material that can attract students’ attention. Besides, the selected materials should give benefits to the students. A teacher selects appropriate and motivating contents domain as well as agreeing upon challenging language and content-specific teaching materials to us in a classroom (Brinton, Snow, Wesche, 1989). They note that every effort should be made to select materials which cover the needs and interests of the students and to choose content areas in which language lecturer has an interest or expertise. Brinton, Snow, and Wesche also offer steps for selecting the appropriate material in content-based learning. First, the lecturer should consider about content authenticity. The materials should give learners to practice the more extensive types of reading, writing, listening, and speaking. Second, task authenticity should be considered by a lecturer to select materials. The materials are expected to promote critical thinking of the students. Third, the material should engage the students’ interests. Fourth, the material should be appropriate for the proficiency level of the students. Fifth, the flexibility of the material should be considered by a lecturer. The materials which are offered to the students should encourage the integration of skills such as writing, reading, listening, and speaking.

In learning English language, content-based learning helps students to develop their second language through content knowledge (Brinton, Snow, Wesche, 1989). Therefore, students can get two main benefits from content-based learning which are improving their English skills and mastering the knowledge from the content.
b. Cooperative Learning

Cooperative learning is one of teaching methods in which students work in small group discussions. Students are expected to help one another to learn something. In a cooperative classroom, students are supposed to discuss and argue with each other, to assess each other’s current knowledge and fill in gaps in each other understands (Slavin, 1994).

According to Slavin (1994), there are two categories that help cooperative learning works namely motivational theory and cognitive theory. Motivational theory emphasizes the reward. Cooperative goal structures create a situation in which the only way group members can obtain their own personal goal if the group is successful. Moreover, to achieve their personal goals, group members must assist their group mates to do whatever to make the group successful, and, perhaps more significant, they have to encourage their group mates to exert maximum effort. Cognitive theory highlights the effects of working together in itself. Collaborative learning promotes growth. People can improve their knowledge, language, values, rules and morality through collaboration. Cooperative learning engenders a sense of the excitement of learning and students can transfer their interests to the classroom, conferring a sense of ownership of new images as students apply to practice (Bransford et al., 2000). In addition, students who collaborate on their studies develop considerable commitments and caring for each other. Collaborative learning promotes communicative interaction among students. It gives feeling of psychological acceptance, success and high self-esteem (Johnson, Johnson, Holubec, Roy, 1983).
Cooperative learning is suggested in the learning process because it has some benefits for the students. Cooperative learning motivates students to have accurate perspective-taking, liking for other students, expectations of rewarding, high self-esteem, pleasant, and enjoyable future collaboration, dynamic, differentiated, and realistic point of view of other students and one’s self (Johnson, Johnson, Holubec & Roy, 1983). A teacher must promote the kind of intellectual camaraderie and attitudes toward learning that create a sense of community (Bransford et al., 2000). In cooperative learning, other people also play roles as guides in fostering the development of students (Bransford et al., 2000). Thus, cooperative learning creates learning community to support students’ effort.

3. Motivation

Motivation has significant effects for students. Motivated students can perform well in the learning process. Moreover, they can catch positive feeling because of motivation in the learning environment.

a. The Definition of Motivation

Motivation comes from the Latin verb *movere* which has meaning as to move (Schunk, Meece & Pintrich, 2014). Movement in its meaning is something that keeps us working and growing. Regarding the role of motivation during learning, it can influence what, when, and how people learn (Zimmerman & Schunk, 2008 as cited in Schunk, Meece & Pintrich, 2014). Motivation can keep students’ enthusiasm to learn English. Schunk, Meece, and Pintrich (2014) note that motivation has been viewed as due to enduring traits, inner forces, rewards,
beliefs, and impacts. Learner’s motivation is the result of the accumulation of positive attitude that comes from a teacher and students’ selves. Motivation involves physical and mental activities that can influence the inner of a self. Motivation is the long process whereby goal-directed activities are instigated and sustained (Schunk, Meece, Pintrich, 2014). Schunk, Meece, and Pintrich (2014) break down physical activities into two points namely effort and persistence. Effort is struggle to achieve goals through supporting activities. People who can keep their effort will be reluctant to give up. For example, students work hard in practice. Practice with continued success brings feeling of mastery and satisfactions and the belief that similar and even more difficult tasks can be mastered easily in the future (Zimmerman & Schunk, 2001). According to Twinning (1991), success can be theirs if students believe in themselves, understand the importance of taking appropriate actions and have willingness to make effort to act. Persistence means the act of being persistent to reach success. Persistence is positive attitude which is performed continuously by people. Moreover, Schunk, Meere, and Pintrich (2014) also define mental activities which entail seven parts namely planning, rehearsing, organizing, monitoring, making decisions, solving problems and assessing progress. Planning is designing a future plan in order to guide the step of people to accomplish their goals. Rehearsing means repeating what has been done or retells positive thought can accumulate and develop skills of people. Organizing is arranging in working order or giving structure to a future step in order to optimize the function of each act. Monitoring is overseeing people’s acts to guard them to achieve their dreams. People can supervise their
own tracks so that they can evaluate their steps. Making decision means the skills of being independent to make right decisions by considering the risk that will come. Solving problem is overcoming difficulties or problems by offering solution which is good and relevant to minimize the risk. Assessing progress means measuring progress by evaluation or calculation of entity. People can know their progress by assessing it. Therefore, they can act better.

b. The Role of An Effective Model to Students’ Motivations

A real model in the classroom can also motivate students to learn (Shchunk, Meece & Pintrich, 2014). When teachers set out to teach students, they are automatically asking students to trust them. Teachers want students to believe that they have something worthwhile to teach (Peterson, 1992). In accordance with Peterson (1992), teachers want students to feel some senses of motivation about learning and want them to have faith that the information from teachers is worth having. Teachers can earn students’ trust by becoming an effective model. Learners who trust their teachers will prove more cooperative in the classroom (Peterson, 1992).

A teacher who can be an effective model could influence students to perform and act successfully in the learning process. They are inspired by their teachers’ actions and habits in learning. An effective model can evoke students’ enthusiasm so that they could be engaged in the process of learning. Schunk, Meece and Pintrich (2014) identify characteristics of an effective model that are important namely:
1) Competence

Model who performs competently will inspire students to attend to and pattern their actions (Schunk, Meece & Pintrich, 2014). Teachers should show their competence in order to earn students’ trust. Teachers should demonstrate in some tangible and practical fashion that they are worth trusting here and now. Competent teachers invite students to learn from the habit of their teachers.

2) Perceived Similarity

Students can be motivated from the teachers who show similarity conditions. Teachers who can face hurdles and solve it will motivate students to believe the consequence of actions. Therefore, they get braveness to take a risk in the learning process.

3) Credibility

Trust involves persistence of the model. Students believe that their teachers are credible if they can show their competences and good customs frequently. A teacher has a very important role to play in setting a high trust atmosphere. Credibility of the teacher supports a high trust environment. Models who can act consistently with their positive behavior are more likely to be judged by students as credible and to be emulated than are models who act differently with what they teach (Shchunk, Meece, Pintrich, 2014).

4) Enthusiasm

Teachers who present their messages enthusiastically enhance students’ learning and motivational processes better than less enthusiastic model (Schunk, Meere & Pintrich, 2014). Teachers can show their enthusiasm about the learning
process so that students will be enthusiastic too. As a result, students will accept challenges, tasks, and assignments quite readily. An enthusiastic teacher hopes to empower students to act in ways they advocate (Schunk, Meere & Pintrich, 2014).

c. The Relation of Motivation to The Learning Process

The role of motivation to the learning process and a student’s performance is really precious. Motivation will affect students how to learn so that they can make strategies for themselves in order to achieve the goal of learning. Motivation is crucial to improve student’s performance. Zimmerman, (2000) as cited in Schunk, Meece and Pintrich (2014) notes that:

Students motivated to learn about a topic are apt to engage in activities they believe will help them learn, such as attend to instruction, mentally organize and rehearse material to be learned, take notes to facilitate subsequent studying, check their level of understanding, ask for help when they do not understand the material, hold positive beliefs about the value of learning and their capability for learning, and create a productive emotional climate for learning. (p5)

Motivation can empower students to act positively and enthusiastically in the learning process. Motivated students will be more active in the classroom rather than unmotivated students because they realize their goals in learning. Unmotivated students will seem not enthusiastic to follow the class and they become passive learners. Therefore, a lecturer who can cultivate great motivation well to the students will bring successful learning. Motivation affects students’ feelings and performances in the learning dynamic. There are explanations about classification of emotions related to students’ feelings. Schunk, Meece and Pintrich (2014) propose a general taxonomy of emotions that is relevant to motivation, learning, and achievement of students.
Table 2.2 Taxonomy of Student’s Emotions

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task-related</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process-related</td>
<td>Enjoyment</td>
<td>Boredom</td>
</tr>
<tr>
<td>Prospective</td>
<td>Hope</td>
<td>Anxiety</td>
</tr>
<tr>
<td></td>
<td>Anticipatory joy</td>
<td>Hopelessness (Resignation/despair)</td>
</tr>
<tr>
<td><strong>Retrospective</strong></td>
<td>Relief</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Outcome-related joy</td>
<td>Sadness</td>
</tr>
<tr>
<td></td>
<td>Pride</td>
<td>Disappointment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shame/guilt</td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td>Gratitude</td>
<td>Anger</td>
</tr>
<tr>
<td></td>
<td>Empathy</td>
<td>Jealous/envy</td>
</tr>
<tr>
<td></td>
<td>Admiration</td>
<td>Contempt</td>
</tr>
<tr>
<td></td>
<td>Sympathy/love</td>
<td>Antipathy/hate</td>
</tr>
</tbody>
</table>

Students who attain motivation seem to have positive feeling toward the learning environment. In addition, students’ performances are also improved because of motivation in learning. Motivated students tend to have efforts and persistences. Based on Schunk, Meere, and Pintrich (2014), a good learning performance is the outcome of excellent skills in planning, rehearsing, organizing, monitoring, making decisions, solving problems and assessing progress.

**B. Theoretical Framework**

In this part, the researcher describes how the theories will assist to solve two research problems of the study. First, how the implementation of constructivist pedagogy in Bahasa Inggris I Class B was best described. Second, to what extent constructivist pedagogy affects students’ motivation to learn English. The researcher chose this class because the lecturer of the class tried to implement constructivist pedagogy to teach his students.
The theory of constructivist pedagogy by Brooks and Brooks (1993) supports the researcher to find the features of constructivist learning in Bahasa Inggris I Class B. This theory aids the researcher to see how the lecturer reaches constructivist pedagogy appropriately through the theory of high expectations and the theory of self-reflexivity. Rewarding students’ effort in the learning process combined with strong beliefs that every pupil is a potential gift allows students to have high self-acceptance and high self-esteem. The theory of an effective model by Schunk, Meece, and Pintrich (2014) helps the researcher to seek the accountability of the lecturer who implemented constructivist pedagogy.

The theory of content-based learning purposed by Brinton, Snow and Wesche (1989) helps the researcher to analyze the selecting materials in Bahasa Inggris I Class B which can involve students in the learning activities. From this theory, the researcher sees how selected materials, students’ opinions and beliefs are often rephrased and incorporated into repertoire of ideas presented in the classroom.

The theory of cooperative learning supports the researcher to recognize the strategies that help in implementing constructivist pedagogy. Constructivist pedagogy instructs teachers to give self-autonomy followed by beneficial strategies such as cooperative learning and good circumstance for learners. Hence, they are responsible to learn and perceive the joy of learning.

The theory of motivation by Schunk, Meece and Pintrich (2014) helps the researcher to identify the perceived effects of constructivist pedagogy. This theory describes the students’ motivation to learn English. All of the theory descriptions
that have been explained before were used as the basic for making categories for
the observation and interview results. Both observations and interviews are
explained more in chapter three.
CHAPTER III
RESEARCH METHODOLOGY

This chapter shows the methodology that has been conducted by the researcher. They are research method, research participants, research setting, research instruments, data analysis technique, and research procedure. The methodology helps the researcher to solve two problems formulated in this research.

A. Research Method

The researcher used a qualitative approach to answer two research questions. According to Merriam (2002), the key of qualitative research comes with the idea that meaning is constructed by individuals in interaction with their world. The researcher investigated the features of constructivist pedagogy which were built in Bahasa Inggris I Class B by observing the class for one semester. According to Peterson (1992), this observation offered the researcher a useful form of a “real life” experience in a highly focused and flexible form of learning. A qualitative approach was chosen in this study because it could provide a deeper understanding of social phenomena than would be obtained from purely quantitative data (Silverman, 2005).

There were some types of qualitative research and the researcher employed a case study in this research. A case study is an intensive description and analysis of a phenomenon or social unit such as an individual, group, or community
(Merriam & Associates, 2002). Yin (2009) states that a case study retains the meaningful characteristics of individual life cycles, small group behavior, organizational and managerial processes, or school performances. Yusuf (2014) purposes four characteristics of a case study. Firstly, a case study explores a particular unit deeply. Secondly, case study also focuses on every important aspect in the unit. Therefore, detailed and complete results can be obtained from a case study. Thirdly, it takes a long time and process to discover a case. Fourthly, case study is descriptive. Fifthly, a case study has heuristic characteristic because a case study can explain the reason of a case (what, why, and how). Sixly, the differences of researchers’ backgrounds will bring different goals of the study.

In this study, the researcher analyzed the process of constructivist learning in the class based on the data collections which were obtained from multiple source information. The researcher conducted classroom observations for one semester and interviews for all students in Bahasa Inggris I Class B at the end of the semester.

According to Merriam (2002), there are four strategies for promoting validity and reliability in a qualitative research. Those strategies ensure for adequate treatment in a qualitative inquiry. It can shore up the findings of a study. The researcher employed those four strategies namely:

1. **Triangulation**

    The researcher used triangulation to confirm emerging findings. A qualitative inquiry establishes multiple data collection methods commonly (Merriam, 2002). The researcher collected data through a combination of
interviews, observations, and literature identified constructivist pedagogy. The interview results were checked against what the researcher observed in the class and what the researcher read in literature relevant to the study.

2. Member Checks

According to Merriam (2002), member checks is “taking data and tentative interpretations back to the people from whom they were derived and asking if they were plausible.” (p. 31). In the interview section, the research participants were asked to agree or disagree about interpretation of the data. The researcher also confirmed the data interpretation to the lecturer in *Bahasa Inggris* I Class B. The researcher asked whether the interpretation is acceptable or not.

3. Peer Reviews

The researcher had discussions with colleagues in the process of the study. The colleagues read and commented on the findings. The researcher conducted peer review or peer examination with colleagues who are familiar with this research. The researcher and her colleagues discussed the harmonies of emerging findings and tentative assumptions related to the study.

4. Self-Reflexivity or Researcher’s Position

Self-reflexivity is “critical self-reflection by the researcher regarding assumptions, worldview, biases, theoretical orientation, and relationship to the study that may affect the investigation” (Merriam, 2002, p. 31). The researcher used self-reflexivity in order to be more reflective in this study. Thus, the researcher could process the findings profoundly and reveal in-depth meanings of
the study. Self-reflexivity will be more discussed in data analysis technique section.

B. Research Participants

The participants of this research were students of *Bahasa Inggris* I Class B of Theology Study Program Sanata Dharma University. There were twenty two students batch 2015 in the class. The students are priest candidates who are trained to have professional skills so that they can fill the needs of Indonesian Churches. *Bahasa Inggris* I class was a compulsory subject that must be taken by students in semester one in Theology Study Program. The students are expected to master English in order to support their service. This class was held every Monday at 9.30 a.m. until 11.00 a.m.

C. Research Setting

The research setting of this thesis was Theology Study Program Sanata Dharma University Yogyakarta. Theology Study Program belongs to Theology Faculty which is located in Kentungan, Jalan Kaliurang KM 7 Sleman Yogyakarta. The researcher established the study during 2015/2016 academic year. There were three English classes in semester one. They were *Bahasa Inggris* I Class A, B and C. This research was done in *Bahasa Inggris* I Class B This was a chance for the researcher to develop research in this class because she wanted to know how constructivist learning was built in the class. In addition, the researcher
sought to the impact of constructivist learning for student’s motivation to learn English.

D. Research Instruments and Data Gathering Technique

Since this study used a qualitative approach, the researcher used two instruments to collect the data. These two instruments were observation and interview. They were used to answer the research problems of the study. Here, the researcher gives further explanations about those two instruments:

1. Classroom Observations

The first instrument was classroom observation. Classroom observation which was conducted by the researcher aimed to record the dynamics in the class. The observations were done every Monday at 9.30 a.m. in Bahasa Inggis I Class B. The researcher recorded the activities of the students whilst they were starting the class, preparing the learning activities, doing the activities, evaluating the activities until ending the class. The data from the observation used as the supporting data to discuss the research problems. It also served as a physical reminder of just how far the students had progressed. In the observation note, the researcher noted three important elements in order to develop her self-awareness so that the researcher could analyze the data deeply. Those elements were activities, reflections, and questions related to the classroom activities that were appeared in the class. Besides, the researcher also always took her whole reflection about learning activities in the class in the observation note.
2. Interviews

An interview is usually used in qualitative research as a method to get the data. This method highlights the advantages of qualitative research in offering a deeper picture (Silverman, 2005). According to Silverman (2005), there are three versions of interview data. They are positivism, emotionalism, and constructionism. The researcher followed emotionalists to conduct interviews. This kind of interview aims to access the subject behind the interviewee. The main concern is to reveal lived experience. Interviews were conducted to access interviewee’s feeling by describing interviewee’s inner experiences and to convey their own emotions. Interviews were conducted at the end of the semester. The interview sections were facilitated by the proficient lecturer who taught the class. The researcher used open–ended interviews to gather the data. The students in *Bahasa Inggris* I Class B were interviewed to reveal the impacts of the learning process. The question was only one: how the students felt when they joined *Bahasa Inggris* I Class B.

E. Data Analysis Technique

In this section, the researcher describes data analysis technique. In qualitative research, the term of data analysis means the process of making sense of sifting, organizing, cataloguing, selecting and determining themes then processing the data (Holliiday, 2002). In this chapter, the researcher explains how the researcher analyzed the data. There were three steps to analyze the data to obtain the research result.
The first step was analyzing the results of the observation in order to answer the research questions. Observation data was written in the form of a table which contained three parts. The activities in the classroom, the reflection of each activity and the critical questions for each activity in order to get the meaningful understanding the learning process in *Bahasa Inggris* I Class B of Theology Study Program Sanata Dharma University Yogyakarta.

The second step was analyzing the researcher’s reflection about the whole activities in the classroom. After conducting the observation, the researcher always made a reflection related to the learning process in the class. The researcher used self-reflexivity to understand the phenomena in the study deeply. Self-reflexivity evokes researchers to think and act (Holliday, 2002). According to Holliday (2000), self-reflexivity most helpfully as the way in which a researcher come to terms with and indeed capitalize on the complexities of their presence within the research setting. Self-reflexivity helped the researcher to be tangled with the study. Self-reflexivity is self-critical and committed to objectivity (Holliday, 2002). The researcher used her self-reflexivity to find the characteristics of constructivist learning which was implemented by the lecturer in *Bahasa Inggris* I Class B and the perceived effects of the constructivist classroom. All of the reflections and the observation results were consulted with the lecturer in *Bahasa Inggris* I Class B to maintain trustworthiness about the data.

The third step was analyzing the result of the recorded interviews. The interview was written in the form of interview transcript. The interview was conducted for the students in *Bahasa Inggris* I Class B of Theology Study
Program Sanata Dharma University because they had the experiences in the learning process which was studied by the researcher in this paper. The third step was employed because the researcher also wanted to fit the observation data and interview data. Therefore, this interview could strengthen the observation data and decrease the possibility of bias.

F. Research Procedure

There were some steps to conduct this research. Those are discussed in this part. First, the researcher asked the permission to the lecturer to conduct the study and observe his class in *Bahasa Inggris* I Class B of Theology Study Program Sanata Dharma University Yogyakarta. Second, in the first presence of the researcher, the lecturer introduced the researcher and explained what she did in the class that was to observe the learning activities as partial fulfillment of the requirements of a thesis. Therefore, the students could welcome the researcher to conduct the research. The data was collected in the table which consisted of the class activity, researcher’s reflection, and researcher’s question. Third, the researcher came to the class every Monday at 09.30 a.m. up to 11.00 a.m. for one semester and observed the class by taking note all the activities of the class. Fourth, after the class was done, the researcher discussed the observation result with the lecturer in order to confirm the data. Fifth, in the end of the semester, there were interviews for students of *Bahasa Inggris* I Class B to clarify and complement the data.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the research findings from the two problems formulated in this research. First, the implementation of constructivist pedagogy in Bahasa Inggris I Class B was best described. Second, to what extent the implementation of Constructivist pedagogy affected students’ motivation to learn English. The findings were analyzed using theories that have been introduced in chapter II. Since this research used a qualitative approach, the findings were portrayed in a form of description.

A. The Implementation of Constructivist Pedagogy

Constructivist learning believes that students can construct their own knowledge through experiences and relations with others. The process of constructing knowledge runs continually by reorganizing a new idea (Brooks & Brooks, 1993). The implementation of constructivist pedagogy in Bahasa Inggris I Class B was reflected in two forms. The first part was the application of constructivist activities and the second part was the supporting materials in implementing constructivist learning.

1. The Application of Constructivist Activities

Constructivist pedagogy could be seen whilst the lecturer taught the class. The lecturer actively inquired into students’ thinking and created classroom conditions under which students’ standpoints could be revealed. He often invited
students to be engaged in the classroom by asking questions, answering questions, sharing ideas and feeling, discussing the materials, discussing the assignments and even discussing students’ difficulties. In this part, the researcher presents two examples of the way the lecturer teaches under the form of constructivist learning. The lecturer viewed students as thinkers with emerging understanding about the world.

Based on the observation on October 26, 2015, when discussing a material about body posture in the classroom, the students were asked to mention as many as possible about how animals show their powers through body posture based on their knowledge. They seemed to have a dialogue and asked each other about the power of posing in animals confidently. The students were also invited to discuss people’s characteristics through body posture. The lecturer drew out and worked with the pre-existing understanding that students bring in the class. In accordance with Brooks and Brooks (1993), constructivist learning encourages learners’ inquiry by asking thoughtful and evoking students to ask questions of each other. He offered an open-ended opportunity for students to interact with purposefully selected materials.

In the class, the lecturer emphasized students to understand the texts or materials by generating 5W+1H questions. One of the topics in the class was Laudato Si. Laudato Si is an encyclical by Pope Francis which asks people to take care of the earth. He tried to foster students’ critical thinking about the earth by asking whether global warming is caused by nature or human activity. The students looked to have tough discussion in the class about the environment. From
this activity, he attended to design classroom activities and help students to contribute to the topic discussion with personal comments and criticism through a dialogue. In order to analyze constructivist learning deeply, the researcher presents Table 4.1 which includes teaching dynamic and beneficial materials of *Bahasa Inggris* I Class B that helped students in constructing their knowledge.

**Table 4.1 Learning Activities**

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 24, 2015</td>
<td>• Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Feeling Down? Here Are 12 ways You Can Feel Better Instantly.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Aug 31, 2015</td>
<td>Value Clarification For Character Education.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sept 7, 2015</td>
<td>Draw Your Future (Patti Dobrowolski).</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sept 14, 2015</td>
<td>Pope Calls for Worldwide Effort Against Global Warming.</td>
<td>Quiz</td>
</tr>
<tr>
<td>5</td>
<td>Sept 21, 2015</td>
<td>Laudato Si</td>
<td>• Listening to the audio and doing assignments about Laudato Si.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Correcting the assignment together.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Discussing Laudato Si</td>
</tr>
<tr>
<td>7</td>
<td>Oct 5, 2015</td>
<td>Laudato Si</td>
<td>Listening Quiz about Laudato Si.</td>
</tr>
<tr>
<td>8</td>
<td>Oct 12, 2015</td>
<td>Mid-term test</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Oct 19, 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Oct 26, 2015</td>
<td>Your Body Posture Can Change Your Brain.</td>
<td>• Doing make-up test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Correcting make-up test together</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Discussing body posture</td>
</tr>
<tr>
<td>11</td>
<td>Nov 2, 2015</td>
<td>Homily</td>
<td>• Practicing homily in a small</td>
</tr>
<tr>
<td>Date</td>
<td>Activities</td>
<td>Group Activities</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 12 Nov 9, 2015 | • Moral value of storytelling video.  
               • Revisiting the Gun Debate in America.                                  | • Sharing about storytelling videos in a small group.                            |
| 13 Nov 16, 2015 | • Moral value of storytelling video.                                     | • Discussing home assignments.  
                           • Sharing about storytelling videos in a small group.                        |
| 14 Nov 23, 2015 | Introvert and Extrovert. Which One Are You?                               | • Sharing about introvert and extrovert person in a small group.                  |
| 15 Nov 30, 2015 | • WHO: Bacon, Hot Dogs Can Cause Cancer.  
                             • Women’s Entrepreneurship on The Rise.  
                             • Vietnam Shoots to YouTube’s Top 10 Countries.  
                             • On The Wrong End of Globalization: The Kolkota Slums.              | • Preparing final test by discussing final test materials together.              |

All activities above bolstered students’ curiosity and understanding of the content. Based on Table 4.1 and the data collecting, the researcher found three main features of the application of constructivist pedagogy which held by the lecturer. The first feature is valuing the learning process. In valuing the learning process, three characteristics of constructivist learning offered by Brooks and Brooks (1993) were summarized. Those three characteristics are pursuit of learners’ questions is highly valued, students are viewed as thinkers with emerging theories, and a teacher seeks the learners’ point of views in order to understand learners’ present conceptions for use in subsequent lessons.
The second feature is building students’ enthusiasm. According to Brooks and Brooks (1993), constructivist teacher should encourage students’ autonomy, initiative, inquiry, and natural curiosity. On the other words, constructivist learning should engage students’ enthusiasm. The lecturer strengthened students’ excitement in learning through self-reflexivity and high expectations.

The third feature is seeking accountability. Constructivist learning requires students’ cooperation in the process of learning. Students will more cooperative in the classroom when a teacher can be trusted by them (Peterson, 1992). The researcher points out lecturer’s attitude to gain learners’ trust by becoming an effective model who is accountable. Those three applications of constructivist learning are discussed in the following parts.

a. Valuing The Learning Process

Constructivist teachers have willingness from the students to take responsibility for their own learning, to be independent thinkers, and to develop integrated understandings of concepts (Brooks & Brooks, 1993). It requires students’ participation and teacher’s respect toward students’ effort. Valuing the learning process leads the teacher to give opportunities for the students to express their standpoints in a confident manner. Valuing the learning process was reflected in the lecturer’s strategies to value one’s point of view and to value cooperative learning.

1) Valuing One’s Point of View

The lecturer of Bahasa Inggris I Class B maximized opportunities for students to verbalize their point of view, conceptions and to grow intellectually.
Every meeting, the lecturer often asked the students by saying, “Is there any question?” or “Do you want to confirm to me?” in the class. He also invented discussion by generating questions and allowing students to uncover their ideas. Uncovering students’ ideas could be seen when the lecturer discussed grammatical knowledge. He gave grammatical knowledge through generating questions. For example, he discussed grammar in the middle of the content-based learning. He said to his students such as “Are you excited or exciting?”, “I am interested or interesting”, “I am bored or boring”. These questions provoked the students to share what they know. The Students seemed to answer passionately. Some of them said “I am interested in” and the rest said “I am interested with”. However, the lecturer was not angry if his students had wrong answers. He kept smiling and challenged them to discuss the answers with their friends. He did not underestimate the students’ answers. In addition, the lecturer asked the students by giving a question rather than a command. He said “Can you draw the rule? Kalau ada ing berarti me”. Learners’ opinions were honored in the learning process so that they understood that their lecturer was genuinely interested in knowing more about what they think and why. There was an elaboration between the lecturer and the students that became a regular classroom custom. He manifested his attention to the students while they were narrating their standpoints. Therefore, the students seemed to enjoy verbalizing their ideas.

One example of valuing the learning process was also noted by the researcher on her observation on October 26, 2015. At that moment, the lecturer gave an assignment to the students to prepare a simple homily and share it in a
small group at the next meeting. Jo one of the students asked question about passage theme of the homily. The lecturer replied, “Very good question. What do you think?” The lecturer appreciated Jo’s question by considering the question as a really good question. He stopped for a while after saying his question for Jo. A constructivist lecturer allows wait time after posing question so that students’ mentally engaged in lecturer-posed questions because they have had the opportunity to develop hypothesis (Brooks & Brooks, 1993). The lecturer added, “If you generate question you know the answer.” He challenged Jo’s respond and led him to rethink and, equally importantly, reveal his preference. Jo said, “Okay. Well. I suggest using John the first later chapter 4, 1-6.” Eventually, the lecturer recommended students to choose a theme that they were excited in. The lecturer accepted students’ autonomy and initiative. Hence, students were responsible for their own learning. The lecturer always tried to value one’s point of view as the principle of constructivist learning.

2) Valuing Cooperative Learning

The lecturer built a sense of community through cooperative learning. In the learning process, the students were given some homework to watch inspiring storytelling videos and narrate the story and the meaningful sense that they attained in a small group. There were three members for each group. The students enjoyed the discussion and seemed really excited in sharing the children story that they chose. Some of them chose stories of treasure hunter or frog prince. If the member of the group had difficulties to find appropriate vocabularies, they would help each other to find the vocabulary together. The students also gave questions
to each other in order to ask in-depth explanations. Those cooperation in the community helped students building each other’s knowledge, asking question to construe explanations, and suggesting avenues that would move the group toward its purpose. They also provided positive feedback to each other. Those activities proved Bransford’s statement (2000) that other students play roles as guides in fostering the growth of students. While having group discussions, the lecturer visited each group and listened to them energetically. He was communicative in the learning process so that students could enjoy sharing their stories and even asking questions to him. According to Brooks and Brooks (1993), constructivist learning allows students to work in a group and the teacher generally behaves in an interactive manner and becomes a mediator in the learning environment. The lecturer apprehended that a cooperative strategy helped students to obtain their self-improvement. Therefore, a group discussion was really created in the class. Furthermore, some students who were interviewed felt that they were challenged to be brave to speak up in the group. They felt more confident to learn English when they were in cooperative learning even if they made mistake in the way they spoke English because in cooperation, the students’ boundaries of learning were not immutable but constantly changing with the students’ increasing of independent competence. Cooperative learning motivated the students to have happiness, high self-esteem and enjoyable cooperation (Johnson, Johnson, Holubec & Roy, 1983). The Zone of Proximal Development also explains that students can grow optimally through collaboration. Jo one of the students said that telling story in a small group was really great because he could measure and
evaluate his English ability. He felt that he was in a group which consisted of students who had good skills in English. He was motivated to improve his English competence after evaluating his performance through cooperative learning.

b. Students’ Enthusiasm Building

A constructivist teacher has a responsibility to build a learning environment that lets students assume the responsibility which is naturally theirs (Brooks & Brooks, 1993). According to Brooks and Brooks (1993), support from the lecturer is really weighty to promote students’ enthusiasm in learning. The lecturer combined high expectations and self-reflexivity to create students’ excitement. High expectations guided students to perceive themselves as a competent figure and self-reflexivity allowed students to make a better quality of themselves.

1) High Expectations

High expectations could be clearly seen in the lecturer’s attitude. The way he taught his students to believe in themselves. As the result, he tried to encourage students’ competence by raising their level of difficulties. Based on the observation on September 21, 2015, he explained to his students about why they needed to raise their bar and the goal of choosing Laudato Si materials which required a high degree of thinking. Laudato si was the learning material from VOA which was offered by the lecturer. Laudato si is an encyclical by Pope Francis to against global warming by taking care the earth. In discussing Laudato Si, the lecturer facilitated listening section in the advanced level. He also provided the text of Laudato Si in the advanced stage. The lecturer believed that his
students would raise their level of difficulties to learn English. Laudato Si could help students in raising their bar. He trusted that his students will succeed the learning process if they could value the hurdles of learning. Based on Popov (1997), he created positive culture through high expectations.

In the earlier meetings, some students were overwhelmed because there were many assignments given by the lecturer. They felt that the given assignments were so hard. Students might say to themselves that they could not do this or it was too hard for me. “I can’t do this” is a simple but negative phrase. In order to prevent students’ anxiety and fear even fear of failure, the lecturer chose to trust students’ effort so that it could generate a feeling of good will. He always respected students and gave positive feedback toward students’ effort such as “Great”, “Nice”, “Excellent” to show his support. The students were given the opportunity and appropriate support by the lecturer. Therefore, they were able to bring their inner difficulties in the conscious level and were able to solve their own misbehaviors. Because of high expectations from the lecturer, the learners could enjoy the process of learning after facing the difficult times at the beginning of meetings.

The lecturer had a strong belief in his students’ abilities which influenced students to own pride, satisfaction, and positive effects. Tough creed from the lecturer manipulated students’ belief toward self-competence. Students’ beliefs about ability and effort are significant influences on the perceptions of their own competence (Zimmerman and Schunk, 2001). The positive attitude was shown by the lecturer through high expectations such as “I believe everybody will challenge
themselves” The lecturer had high expectations that learners were capable of performing task. The other example of high expectations were “You need to rely on yourself”, “Great”, “This is what I believe. Everybody makes different”, “I believe everybody has done the assignment”, and “Anda akan menjadi Romo teladan”. It could be seen that the lecturer even believed that his students would be great priests. The consequences of being strongly trusted by the lecturer were better learning and higher achievement. One of the students said in the interview section that he was glad to follow Bahasa Inggris I Class B because the lecturer was never angry with the students. It indicated that the lecturer accepted students’ endeavor. He expected that the students would improve positive behavior in order to enhance their English skills. According to Zimmerman and Schunk (2001), if learners act good habit leads to positive acceptance; it is likely that students will direct their behavior and learning to become a better human being.

High expectations which are categorized as positive attitude also empowered the lecturer to give challenges rather than threats for his students. He often said “Do you dare to get this challenge?”, “Do you feel challenged?”, “Are you excited?”, or “I will challenge you”. He encouraged students to raise their bar when he was challenging his students. According to Hawley and Hawley (1979), when students are forced to do assignments which they perceive as threats, their opportunities for success are diminished while the possibility of damaging their self-concepts increases. The figure below explains more about challenge and threat.
It can be seen from the figure above that giving challenges can increase potentials of the students. The students accepted challenges and assignments quite readily because of high expectations from the lecturer. Based on the interview section, many students felt challenged in the learning process. Although there were a lot of assignments, they could understand that all assignments challenged them to improve their English.

2) Self-Reflexivity

Reflection activities were attuned in Bahasa Inggris I Class B by the lecturer in order that students could arouse self-reflexivity to evaluate themselves. Reflection activities were presented in Table 4.2

<table>
<thead>
<tr>
<th>Date</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 21, 2015</td>
<td>After discussing the passage, the lecturer asked to write their feeling after listening “Living on Earth” in the form of reflection. The lecturer saw students’ reflection one by one then he gave positive feedback.</td>
</tr>
<tr>
<td>Oct 5, 2015</td>
<td>After correcting the work, the lecturer said “I want you to do some reflection about what you have done”. “I want you to think what you learned from the activity” The lecturer read the reflection one by one and gave feedback.</td>
</tr>
</tbody>
</table>
I and another researcher gave feedback about students’ reflection that students wrote in the mid-term test.

Lecturer chose some students to share about their reflection.

Students shared moral value, reflection, and lesson from the video that they got in a small group.

Students shared their feelings about the learning process in the form of small group discussion.

Students shared their feelings about the learning process in the form of small group discussion.

Reflections of Theology students were more likely to help to confront learning hurdles and to use the abilities and strategies that they possessed. One of the interviewee named Ad mentioned his experience toward reflection activities. He obtained meaningful benefits from being a reflective student.

“I felt so busy with English assignments because it was related to other assignments. English assignments gave its difficulties for me. However, when I could understand it, it is just like what Pak M said that English language is about habituation. So, about all assignments, I could understand and accepted it because finally I am assisted to learn English more deeply through reflection’s task that was given by Pak M.”

A lot of assignments in his class did not lead sadness or dejection. Conversely, as he started to value English assignments as positive habituation, he accepted the learning assignments. Self-reflexivity guided him to recognize his difficulties. Nagata (2004) emphasizes that self-reflexivity is an on-going internal conversation. It is analysis about us to ascertain our relative strengths and weaknesses. This concept guides students to be grateful for what have been
improved, to recognize their infirmity, and to decide real action to surmount their weaknesses. The students could value English assignments and all learning difficulties through reflection activities. Another example of being reflexive was seen in the observation on October 5, 2015, one of students shared his reflection in the end of the class. He said “We are born to be different and I learn to smile in every condition”. Then, the lecturer emphasized the point and said “This is what I believe. Everybody makes different.” Self-reflexivity leads students to perform well in learning activities. That student could respect himself and it could lead him to find his strengths in learning. Self-reflexivity which is harmonized with high expectations awakened student’s enthusiasm in the learning environment from the bottom of their heart. Therefore, constructivist learning could be seen from this class because they could be active in the learning process.

c. Accountability Seeking

Teachers and students are in charge of learning. Educators’ act must be inspiration for students. The researcher noted that the lecturer created constructivist settings by earning students’ trust. Learners who trust their teachers will prove more cooperative in the classroom (Peterson, 1992). In order to own students’ trust, he showed a real model to the classroom. Accountability means the state of being accountable or responsible. Rewarding learning will be owned if students can be motivated through the model who is responsible. Schunk, Meece, and Pintrich (2014) identify characteristics of an effective model that are important namely:
1) Competence

Students learn from their lecturer’s habitual practice and lead to improvement so long as the lecturer is competent and is displaying behaviors in their areas of expertise. The lecturer performed reading aloud in the classroom with excellent pronunciation, intonation, and gesture. While teaching English, he explained the meaning of some words to enrich students’ vocabulary. He shared his knowledge to the students. He also executed good storytelling to the learners in order that they were motivated to perform well. The act of a real model could influence students’ performances. The students in Bahasa Inggris I Class B were influenced by the lecturer. They showed hard efforts to do all English assignments in order to improve their competence. Model who performs competently will inspire students to attend to and pattern their actions (Schunk, Meece & Pintrich, 2014). The evidence of model’s competence will be presented below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 21, 2015</td>
<td>The Lecturer read transcript conversation about Laudato Si in front of the Class. (He shared his competence in reading aloud).</td>
</tr>
<tr>
<td>September 21, 2015</td>
<td>The lecturer explained the meaning of some words. “Plaguing the world means menjangkiti”, “Steward means pelayanan”. (He shared his competence in vocabulary).</td>
</tr>
<tr>
<td>September 21, 2015</td>
<td>The lecturer told about the concept of combustion of fossil that leads to global warming. (He shared his knowledge).</td>
</tr>
<tr>
<td>November 23, 2015</td>
<td>The lecturer shared his life story with title Committed to Doing Great to the students. (He shared his competence in storytelling and meaning making).</td>
</tr>
<tr>
<td>November 30, 2015</td>
<td>The lecturer shared his life story about choosing unhappy or happy things in stressful condition. (He</td>
</tr>
</tbody>
</table>
shared his competence in storytelling and meaning making)

2) Perceived Similarity

Bandura (1986) as cited in Schunk, Meece and Pintrich (2014) notes that similarity to model forms weighty sources of information and can be motivating. The lecturer shared his experience in the class that he ever got a bad score in a listening subject. Meanwhile, he always kept practicing English so that he can master four language skills. He made habituation of learning. In addition, he explained and gave understanding of the important of habituation in learning to his students. Making hard efforts and holding positive attitude in learning should become the habit of every student in order to gain successful learning. Because of the lecturer’s explanation about habituation in learning, students were reluctant to give up in the process of learning. He acted as a real model to strengthen students’ interests toward English through telling his hurdle and solution. When students are doubt about what to do, they can observe the model who has similarity condition (Schunk, Meece & Pintrich, 2014). The model who faces hindrance and overcomes it satisfyingly will motivate learners to belief about the consequence of actions if students do as the model does.

3) Credibility

Credibility could be seen when the lecturer taught his students. Even though grammar was not the main concern of Bahasa Inggris I Class B, the lecturer accounted for students’ grammar knowledge through tasks and quizzes frequently. Before having tests, the lecturer always invited students to apply
grammatical awareness and detect grammatical knowledge. Every wrong spelling in students’ answer would be considered as false. In addition, the lecturer often gave grammatical skills through the learning activities. Therefore, the students could improve their grammatical knowledge. The lecturer was credible for students’ grammar. Models who can act consistently with their positive behavior are more likely to be judged by students as credible and to be emulated than are models who act differently with what they teach (Shchunke, Meece, Pintrich, 2014). Credibility was also mirrored when the lecturer shared his homily and said “That’s the little homily that I make. Jadi saya tidak hanya meminta Anda tapi saya juga buat sendiri.” He also acted what he taught to the students.

4) **Enthusiasm**

The lecturer used to show his interest toward the materials. He shared his life experience such as *Committed to Doing Great* and *Choosing Unhappy or Happy Things in Stressful Condition* passionately. He said that he did what he taught. He did not only ask students to make a homily related to their experiences but also he made his homily. He did not only ask the students to verbalize their homilies, feelings, and experiences but also he shared his own experiences. Enthusiasm promotes the value of students’ tasks, especially if the models practice what they preach (Schunk, Meere & Pintrich, 2014). The lecturer showed his gaiety toward the learning process so that students’ curiosity was raised and could lead them to discover value they had overlooked. He often declared that he was happy to teach English in Theology Study Program. The lecturer used not to complain anything in the classroom. He even gave advice for his students not to
feel complicated if students have problems because if people feel complicated then it will be complicated, but if people do not feel complicated then it will not be complicated. An enthusiastic teacher hopes to empower students to act in ways they advocate (Schunk, Meere & Pintrich, 2014). The lecturer shared his happiness by valuing the learning activity. He said, “What I learn is that real learning is happiness itself.” Lecturer’s enthusiasm can be powerful and contagious to influence students’ excitement.

2. The Supporting Materials in Implementing Constructivist Learning

A constructivist classroom cannot be completed well without impressing materials to build knowledge. According to Suparno (1997), learning material is a media to construct knowledge. Constructivist teachers encourage students to engage in dialogue, both with the teacher and with one another (Brooks & Brooks, 1993). Furthermore, according to Brooks and Brooks (1993), constructivist teachers seek elaboration of students’ initial responses. The lecturer selected learning materials which could evoke the students to dialog their initial responses and to share their opinions, thoughts, and preferences. Since the lecturer applied content-based learning, the supporting themes of the class could facilitate students to ameliorate their English through the material content. Profound materials which encouraged language skills were reflected in three themes. The first theme is framing story through homilies and children stories. The students were asked to communicate their ideas in the form of a homily. They were also invited to focus on topics and meanings whilst they were retelling children stories. The second theme is attracting students’ interests through world knowledge. The lecturer
provided learning materials from TED and VOA to enrich the students’ knowledge about the world. The third theme is seeking students’ point of views through reflective passages. The lecturer also facilitated reflective passages from TED and VOA to his students. The lecturer empowered the students to engage in a dialogue to discuss and reflect the learning materials.

a. Framing Story through Homilies and Children Stories

The lecturer of Bahasa Inggris I Class B challenged the learners to make a homily based on the passage that they excited in and construe it to the class. The students should have read the theme passage based on the bible and write the homily to be submitted to the lecturer. In addition, they had to share their homilies in a small group. Content-based learning is the integration of particular content and language-teaching aims (Brinton, Snow & Wesche, 1989). The lecturer integrated four English skills (reading, writing, speaking, and listening) of the students through verbalizing a homily. When telling their homilies, the students interpreted the passage and related it to their experiences so that they could make a meaning about life. Content-based learning employs materials which require students not only to understand information but also to interpret and evaluate it as well (Brinton, Snow & Wesche, 1989). He bestowed creed to his students for taking greater pieces of the authorial responsibility through communicating a homily. In addition, they were given twenty inspiring stories which have precious meanings. The students were invited to verbalize their chosen children stories combined with their reminiscences. A great number of relationships and life values were found during this activity, and none of them came from the lecturer.
Providing students with practice at telling stories was an impetus to the growth of language skills. This prowess prods the students to raise their levels of confidence. Most of the students could enjoy and become confident when they told stories to their classmates. Moreover, telling stories in a small group can take over the leadership role in constructing personal narratives (Bransford et al., 2000).

b. Attracting Students’ Interest through World Knowledge

In-depth coverage of world knowledge topics promotes effective learning. Talking about what happens in the world induces students to own concern about the future life. The students of Theology Study Program are required to take apart in thriving society development so that people can surmount world thoughtfulness. As stated in *Buku Pedoman Studi Tahun Akademik 2015/2016*, one of missions in Theology Faculty of Sanata Dharma University is

*Mengambil bagian dalam pengembangan masyarakat (lokal dan dunia) yang terbuka, majemuk, demokratis, dan cinta lingkungan (ekologis).*

(Take apart in developing society (local and global) which is open, diverse, democratic, and able to love the environment (ecology).)

The lecturer aided the students to grasp this mission by providing materials which contained world knowledge. One of the materials is an encyclical Laudato Si by Pope Francis on care for our common home and listen the cry of the earth. The students were approached with an eye toward supporting them to develop an understanding meaningful pattern of global information. The learners seemed happy to dialog about Laudato Si because this material was more closely intertwined with their necessities. As mentioned by one of the students in the interview section named Ha that:
Saya tertarik dengan materi-materi yang diberikan karena menyangkut kehidupan saya misalnya dari Laudato Si dan itu sangat update sekali dengan situasi sekarang ini. Dan baru baru kami juga sedang mengadakan diskusi akademik di konfik kami dan berbicara tentang Laudato Si dan saya rasa sangat relevan sekali. Dan saya semakin termotivasi untuk mencari bahan-bahan tentang Laudato Si itu selain untuk diskusi akademik saya juga belajar Bahasa Inggris dari situ. Jadi saya tidak hanya belajar tentang grammar tetapi juga mencari makna di balik materi itu.

(I was interested in materials which were given because it was related to my life. For example, the material from Laudato Si was really updated in recent situation. Newly, we were also conducting academic discussion in our congregation and we were talking about Laudato Si. I felt that it was really relevant. I was motivated to find more the materials about Laudato Si. It was not only for my academic discussion but also for my English improvement. So, I did not only learn about grammar but also found the meaning behind those materials.)

Accessing world cognizance empowered the students to see the usefulness of what they were learning and what they could use that information to do something that has effects on others especially their local community. Ha used the material of Laudato Si as a source to have a dialogue in his community. Ha could improve his language skills through the materials. The materials in content-based learning which are offered to the students should encourage the integration of skills such as writing, reading, listening, and speaking (Brinton, Snow & Wesche, 1989)

He was interested in finding more information about Laudato Si. He improved his reading skill. He also improved his speaking and listening when discussing the materials. Laudato Si had attracted Ha’s interest so that he wanted to learn more about it. In selecting material for content-based learning, teacher should consider the content of the material that attracts students’ interest (Brinton, Snow & Wesche, 1989). Other world knowledge materials which were prepared
namely: *Laudato Si; Revisiting the Gun Debate in America; WHO: Bacon, Hot dogs Can Cause Cancer; Women’s Entrepreneurship on The Rise; Vietnam Shoots to Youtube’s Top 10 Countries; On The Wrong End of Globalization: The Kolkota Slums*. Those materials were in an advanced level. Students need a high degree of thinking to analyze those materials. Based on Brinton, Snow and Wesche, (1989), the second step for selecting the appropriate material in content-based learning is that learning materials should promote critical thinking of the students. The students were given an opportunity to discuss the materials together in a small group. They tried to help each other and find the vocabulary that they did not know. From those activities, the lecturer provided facilities to dialog and build relationships. Constructivist teachers provide time for students to construct relationships (Brooks & Brooks, 1993).

c. **Seeking Students’ Point of Views through Reflective Passages**

*Bahasa Inggris I* Class B employed reflective subject matter that could hearten students’ growth. The students were invited to learn reflective passages which were brought by the lecturer named: *Draw Your Future* (Patti Dobrowolski); *Your Body Posture Can Change Your Brain; You Ask Yourself, “How Can I Make It Happen?”*(Maya Angelou); *Introvert and Extrovert. Which One Are You?; Feeling Down? Here Are 12 ways You Can Feel Better Instantly*. All members of the class expressed those topics in the term of dialogues and cheered each other vigorously. Teachers must enable to establish a community of learners among them (Bransford, et. al. 2000). Those reflective passages helped the students to learn, monitor, and regulate their own understanding about
themselves. Based on the observation on November 23, 2015, the students were divided into small groups to discuss introvert and extrovert characteristics. They could share their point of views to their classmates. From this discussion, each member had a turn to identify themselves as introvert or extrovert person. They mentioned the strengths and the weaknesses of being introvert or extrovert. Other members would give some suggestions to overcome their weaknesses or to find their potential. It could be seen from this activity that the students constructed their own understanding about introvert and extrovert through collaborative learning. According to Brooks and Brooks (1993), the growth of knowledge is the result of student construction made by them and collaborative learning has a significant role in constructing cognitive development.

B. Constructivist Pedagogy Affects Students’ Motivation to Learn English

Suparno (1997) states that in constructivist learning, teacher should be able to motivate learners so that the success of learning can be theirs. Regarding the role of motivation during learning, it can influence what, when, and how people learn (Zimmerman & Schunk, 2008 as cited in Schunk, Meece & Pintrich, 2014). Motivated students are apt to engage in activities they believe will help them improve, such as mentally organize and rehearse material to be learned, attend to instruction, evaluate their level of comprehension, ask help when they do not understand the subject matter, hold positive beliefs about the value of learning and their capability for learning, and create a productive emotional climate for learning (Zimmerman, 2000 as cited in Schunk, Meece, Pintrich, 2014).
Motivating students became habit of the lecturer in *Bahasa Inggris* I Class B in order to succeed effective learning. Tough creed and high acceptance from the lecturer motivated students’ feeling. Moreover, learning strategies which offered fluent practices and self-authority also gave impacts on students’ performance. Ni, one of the students asserted that:

*Pak M adalah guru yang baik dalam menjelaskan dan memberikan motivasi bagi kami untuk terus get an improvement.*

(Mr. M is a good teacher in explaining and giving motivation to us to keep getting an improvement.)

Ni found that the lecturer gave motivation to the students to develop their talents. Ni had willingness to use his opportunities in the learning process to improve himself. Motivation in the classroom also touched Hen. He admitted that:


(For me, it depends on the teacher. I think Mr. M not only gives encouragement to struggle but also provides motivation. It rarely happens that lecturers want to give motivation when their students in a difficult condition.)

Hen was helped because of motivation that was given by the lecturer. The lecturer did not only empower students to have a hard effort but also motivated them. He appreciated the class because he could find motivation. He rarely got motivation from another class. The lecturer proved constructivist pedagogy through motivating the students in order that they would be engaged in the learning process. Motivation really helped Hen especially when he was in a difficult time. Motivation encouraged Hen to work hard in the process of learning by holding positive beliefs and trusting his ability. The students grasped
motivation from the learning activities and materials based on constructivist pedagogy that was created by the lecturer. Motivation effects toward students of Bahasa Inggris I Class B were mirrored in two points: (1) students’ feeling, and (2) students’ performance.

1. Feelings of Students

Since constructivist learning demands students to be involved actively in the learning environment, a constructivist lecturer should create optimistic and enjoyable atmosphere in the process of learning. Students’ feelings should be considered as energy to empower them in enjoying the joy of learning. Feeling is related to students’ impression or emotion toward the process of learning. Positive emotions, such as the experience of enjoyment in doing assignments may raise motivation of a student. Negative emotion, such as boredom in the class allows negative actions.

Based on the interview sections to the students in Theology Study Program, they seemed have positive emotions. They were proud, happy, and enthusiastic and even felt alive. If students feel pride, however, they usually are thinking about particular event such as succeeding learning (Schunk, Meece & Pintrich, 2014). Positive feeling was experienced by the students. As what one pupil, Na said that:

*Saya begitu menikmati semua tugas yang diberikan.. terlebih ada sisi positif dalam mengerjakan tugas-tugas bahasa Inggris karena butuh refleksi.*

(I do enjoy all assignments that are given. Especially, there is positive side in doing English assignments because it needs reflection.)
According to Schunk, Meece and Pintrich, (2014), Na received the process-related emotions of enjoyment. He was not bored in the English learning activities. It reflected that the students accepted pleasantness rather than unpleasantness. Reflections helped him to detect his feeling.

A process of learning purports to want students to be thinking, exploring individuals who generate ideas and test them out (Brooks & Brooks, 1993). Autonomy, initiative, and leadership are to be nurtured in individual classrooms by a constructivist teacher. The lecturer yielded cooperative learning in *Bahasa Inggris* I Class B. He provoked a sense of belonging in a learning community. As a result, the students were happy to take responsibility for their own learning and became problem solvers and, perhaps more significant, problem finders in cooperative learning. Fra stated in the interview section that:

*Jadi ketika saya bersama J, kami sering diskusi dengan N dengan N, kadang bertanya gimana hasilnya, gimana prosesnya, kadang saling membagi kesulitan dan itu menjadi kebahagiaan bersama bagi kami.*

(So when I was with J, we often discussed with N and N, sometimes we asked about the results, the process, sometimes we shared our difficulties together and it became our happiness.)

A community-centered approach supports core learning values. Fra attained happiness from cooperative learning methods. In pursuit of new understanding, students are led by their own standpoints and informed by the ideas of others (Brooks & Brooks, 1993). Fra and his friends were glad to get freedom to play with ideas, explore issues, and encounter new information through a community. A learning community can make a sense of comfort with questioning rather than knowing the answer and can create a model who has
contributions of individual members. Cooperative learning engenders a sense of the excitement of learning. The lecturer gave high acceptances and strong beliefs to students’ perspective through cooperative learning and reflections. Those principles influenced their feeling.

2. Performances of Students

Constructivist classrooms can have stronger influence on students’ performances. Teachers who can structure classrooms in such a way lead increasing of student’s motivation to master subject matters. An educator should promote learning strategies effectively, appropriately, and independently. One strategy from the lecturer was giving challenges for his students in order to encourage their motivation. Students who think that intelligence is malleable are more willing to struggle with challenging task and they are more comfortable with risk (Bransford et al., 2000). The lecturer evoked the students to challenge themselves. As stated by another student named Fra that:

Awal-awal saya mencoba cara tulis bahasa Indonesia nya terus ditranslate ke Inggris tapi pelan –pelan saya mulai menantang diri saya langsung berpikir dan menulis dengan Inggris.

(At first, I tried to write in the Indonesian Language then translated it into English. However, step by step, I started to challenge myself to think directly then wrote my idea into English.)

Fra improved his performance and showed his effort by challenging himself. According to Twinning (1991), success can be them if students believe in themselves, understand the importance of taking appropriate action and have willingness to make effort to act. Fra practiced his English and tried to conquer his weaknesses. Practice with continued success brings feelings of mastery,
satisfactions, the beliefs that similar and even more difficult tasks can be mastered easily in the future (Zimmerman & Schunk, 2001).

The impact of learning methods which used by the lecturer was also obtained by Har. As stated in his statement that:


(By using this method, I was challenged to give more time to study. So, I do not only follow the class, sit down, listened, and became active in the learning process but also considered about the preparation. I felt lacking so that I needed preparation to follow this class.)

Har recognized what to be improved from him. Har became a tough student to solve his hurdles in learning. He did not give up or hate the English learning even though he felt lacking in English. Moreover, the method which was given by the lecturer, challenged him to conduct preparation before following the class. Har enhanced his performance through preparation toward the learning process. Har could overcome his learning obstacles and did not feel anxious and threatened because the lecturer used high expectations and shared positive attitude rather than gave negative feedback. Negative reactions can lead self-regulative actions of students such as lowered expectations, social avoidance or helplessness (Zimmerman and Schunk, 2001).

Eventually, learning strategies based on constructivist pedagogy demands students to be active learners to design and make meanings about the world and their experiences. Students are expected to construct their understanding about knowledge and the meaning of themselves. Teacher’s role is as a facilitator and he
or she should provide beneficial strategies which can accept and encourage students’ activeness in the classroom and even outside the classroom. One student found that in *Bahasa Inggris* I Class B the lecturer gave liberty which demanded discipline and personal growth of each student. An achievement of constructivist pedagogy was concluded in his point of view. Constructivist pedagogy believes in students that they are precious gifts.

From this class, the researcher found that the implementation of constructivist pedagogy needs high beliefs from the lecturer that every student can grow. Constructivist learning engaged students to rejoice the process of learning. Moreover, selecting extensive materials would attract students’ interests so that they could be involved in the learning. Ultimately, constructivist pedagogy fostered students to have self-autonomy and become proactive in the classroom. This activeness prepared them to be active in society.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter expounds two parts. The first part is the conclusions of the study. The second part contains the recommendations for English lecturers and future researchers who want to conduct the similar inquiry.

A. Conclusions

This study was conducted to know the implementation of constructivist pedagogy in Bahasa Inggris I Class B of Theology Study Program. The findings of the research showed that the implementation of constructivist pedagogy was drawn in terms of constructivist activities as the learning strategies and constructivist materials. Constructivist activities were materialized in three major aspects, namely: (a) Valuing the learning process; the lecturer honored students’ standpoint through a learning environment. (b) Students’ enthusiasm building; he brought up students by investing high expectation and self-reflexivity in order to evoke their excitement in learning. (c) Accountability seeking; the learners were motivated by a real model that is responsible toward what he preaches.

In addition to the types of activities, the application of constructivist pedagogy was also supported by the selected materials in the class. Learning materials also contributed as media to construct knowledge. Since the class used content-based learning, subject matter was aligned with students’ needs. The lecturer selected learning materials which could facilitate students to be engaged
in a dialogue and be responsible and independent for learning. They were (1) framing story through homilies and children stories, (2) attracting students’ interests through world knowledge, and (3) seeking students’ point of views through reflective passages. Three authentic material themes were integrated to help students not only attain information but also find the sense of their life.

The observation and interview results of the research also showed that the implementation of constructivist pedagogy affected students’ motivation in the form of good feelings and performances in learning English. The lecturer gave rooms for improvement and respected students’ efforts. Constructivist pedagogy could encourage the students to have self-autonomy. Moreover, the students became independent and responsible in the process of learning.

B. Recommendations

After conducting this study, the researcher wants to give recommendations about the implementation of constructivist pedagogy for English lecturers of Bahasa Inggris I and future researchers.

1. English Lecturers of Bahasa Inggris I

The lecturers are expected to prepare learning materials where students’ interests can be attracted. The researcher recommends English lecturers of Bahasa Inggris I to choose topics which are up-to-date and relevant to the students of Theology Study Program. The researcher hopes that the lecturers select constructivist activities which make the students can share their ideas by offering cooperative learning. Therefore, the students can improve their four English skills
and communicate their standpoints. The lecturers are also expected to respect students’ preferences and efforts by implementing constructivist pedagogy so that the students have willingness to try and be engaged in the process of learning.

2. Future Researchers

This study may inspire the future researchers who desire to conduct another study related to constructivist pedagogy. The researcher recommends this study as a reference to develop constructivist pedagogy. The researcher recommends the future researchers to reveal more about the implementation of constructivist pedagogy and constructivist materials. It is because every class has its own strategies to implement constructivist pedagogy. The researcher also suggests the future researchers to conduct study on students’ perception toward constructivist learning and teachers’ understanding about constructivist pedagogy. Therefore, the future researchers will know to what extent constructivist pedagogy as one of solutions to make an active classroom is understood by teachers.
REFERENCES


APPENDIX A

Observation Results
The Observation in *Bahasa Inggris* I Class B of Theology Study Program

September 21, 2015

09.30 a.m – 11.00 a.m

<table>
<thead>
<tr>
<th>No</th>
<th>Observation</th>
<th>Reflection</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The lecturer asked students to listen to the audio about Laudato Si. However, They had been given a chance to practice listening at home.</td>
<td>Choosing the newest passage is important. The teacher should find good materials for the learning process. Students are prepared to follow the class. The students’ prior knowledge and learning experiences should be valued and built upon.</td>
<td>Do the students practice a lot at home?</td>
</tr>
<tr>
<td>2</td>
<td>While listening to the audio, students were asked to do the assignment. The lecturer went around the class and checked students’ work</td>
<td>A teacher monitors students’ activity and helps students if there is any difficulty.</td>
<td>When a teacher focuses on one student, do other students will make noise?</td>
</tr>
<tr>
<td>3</td>
<td>The lecturer played the audio three times.</td>
<td>Using audio because it can help students to learn the pronunciation of English.</td>
<td>Is it effective or is it wasting time for the students?</td>
</tr>
<tr>
<td>4</td>
<td>The lecturer asked students to exchange their work and discussed it together.</td>
<td>A teacher guides the discussion in the class.</td>
<td>How to make them feel being involved in the discussion?</td>
</tr>
<tr>
<td>5</td>
<td><strong>The lecturer corrected some mispronunciation. Example: “Economic”, “science”</strong>.</td>
<td>A teacher implements integrated-learning because it does not only improve listening skill but also speaking skill.</td>
<td>How many new pronunciations that can be memorized by students?</td>
</tr>
<tr>
<td>6</td>
<td><strong>The students were active to answer the questions.</strong></td>
<td>Students are active in the class.</td>
<td>How to raise students’ enthusiastic in the class?</td>
</tr>
<tr>
<td>7</td>
<td>The lecturer gave answers to the students who tried to ask confirmation about the answer.</td>
<td>The ability of reasoning is needed for the teacher.</td>
<td>Do the students feel satisfied with teacher’s answer?</td>
</tr>
<tr>
<td>8</td>
<td>After discussing the topic together, the lecturer asked students to mention their score one by one. The lecturer wrote the score at that time in the list score.</td>
<td>Score is one of many ways to give reward and see students’ improvement.</td>
<td>How do they feel if they get a bad score?</td>
</tr>
<tr>
<td>9</td>
<td><strong>For the next activity, the lecturer tried to give</strong></td>
<td>Goal orientation and Situation: The goals of</td>
<td>Does it help them to imagine what they</td>
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
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<td>76</td>
<td><strong>image what we were going to do. He said, “We need to raise the bar”. He also talked why he chose Laudato Si as the learning material.</strong></td>
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<td>learning must be clear for the students. Preferably students are stimulated to formulate their own goals, but if this is not possible, teachers should clarify the goals. In relation with this, tasks and problems that students perform must be authentic and situated in a meaningful context.</td>
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<td>10</td>
<td><strong>The lecturer gave transcript conversation about Laudato Si. Students were asked to listen to the audio and read the transcript. The audio was more difficult than the first.</strong></td>
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<td></td>
<td>Content-based learning. Learning English through the real issue (Laudato Si). English as a media. Students are asked to raise their bar.</td>
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<td>11</td>
<td><strong>The lecturer asked students to identify the passage. He said, “Who was a chemical technician in Argentina?”, “Who is Pope Francis before joining the seminary?”, “Who is Christiana Peppard?”, “Who is Assistant professor of Theology?”.</strong></td>
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<td></td>
<td>Generalization: This technique decontextualizes domain-specific knowledge and skills and aims at the transfer of this knowledge and skills to a higher non-specific level. Students learn how to generate questions.</td>
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<tr>
<td>12</td>
<td><strong>The lecturer did reading aloud in the class. He read the transcript.</strong></td>
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<td></td>
<td>Modeling occurs when an expert (the teacher) carries out complex tasks and informs students about the processes that are required to accomplish these tasks. Modeling can refer to physical processes and to thought processes that underlie the actual performance.</td>
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<tr>
<td>13</td>
<td><strong>After discussing the passage, the students were asked to write their feeling after listening “Living on Earth”.</strong></td>
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<td></td>
<td>Evaluation is the part of learning process. Students are asked to evaluate themselves. Metacognitive awareness is emerged.</td>
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<tr>
<td>14</td>
<td><strong>Sometimes, the lecturer explained the meaning of some words. “Plaguing the world</strong></td>
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<td></td>
<td>Enriching vocabulary is needed.</td>
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<td>Get if they take the learning process?</td>
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<td>Do the students feel happy and being challenged with this difficulty?</td>
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<td></td>
<td>Can generate question improve students’ understanding?</td>
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<td></td>
<td>Do students inspire with the teacher’s reading aloud?</td>
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<td></td>
<td>Does self-reflection make them honest with themselves in the class?</td>
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</table>
|   | Do students note the new vocabulary in their note or they memorize it in their
<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Content</th>
<th>Question</th>
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</thead>
<tbody>
<tr>
<td>15</td>
<td>The lecturer saw students’ reflection one by one in the class. Then</td>
<td>Feedback and checking from the teacher raise students’ motivation to learn.</td>
<td>Does teacher’s feedback give effect to students?</td>
</tr>
<tr>
<td>16</td>
<td>The lecturer shared his story about listening. He said that he got C</td>
<td>The meaningful message may be shared in the class if it can motivate students that people learn from their failure. People should be bold to try and try.</td>
<td>Can the story touch their awareness?</td>
</tr>
<tr>
<td>17</td>
<td>He talked about habituation and how to generate question</td>
<td>The lecturer explains that new habituation is not easy and not comfortable. However, we should dare to create new habituation. The aim from generating questions is to maintain information and the knowledge.</td>
<td>Does it motivate them to make good habituation? Does generating question improve their understanding?</td>
</tr>
<tr>
<td>18</td>
<td>The lecturer made some questions as the media for discussion.</td>
<td>A teacher practices how to generate questions.</td>
<td>What is the most effective way to conduct a discussion?</td>
</tr>
<tr>
<td>19</td>
<td>The lecturer told about the concept of combustion of fossil that leads</td>
<td>A teacher shares knowledge to students. Students should learn any things as much as possible.</td>
<td>Are students enthusiasts with the information?</td>
</tr>
<tr>
<td>20</td>
<td>“Global warming is caused by nature or human activity?”</td>
<td>Actually, this is the point that Pope Francis wants to say through “Laudato Si”. A teacher emerges students’ opinion.</td>
<td>How far students understand the material?</td>
</tr>
<tr>
<td>21</td>
<td>“Do you know three major issues of Sanata Dharma concern?”</td>
<td>Knowing Sanata Dharma concern shows that the lecturer knows about Sanata Dharma.</td>
<td>Does it make students be aware of three major issues of Sanata Dharma?</td>
</tr>
<tr>
<td>22</td>
<td>“Learn language through getting knowledge.”</td>
<td>The principle of content-based learning.</td>
<td>Does the concept help students to follow the learning process?</td>
</tr>
<tr>
<td>23</td>
<td>Sometimes, the lecturer moved from one side to another side.</td>
<td>A teacher manages the class so that he can catch up all of the students.</td>
<td>Does the teacher really catch all the students in the class?</td>
</tr>
</tbody>
</table>
Today, I could learn many things from the learning process. The lecturer applied content-based learning in the class. The class was provided the newest issue of Pope’s Encyclical Laudato Si. The students learned English through this Encyclical. When the students did their assignment in the class, the lecturer moved from one student to another student. He seemed to see how the students did the assignment. He brought the score result of previous assignments when he walked to see his students working. I guessed that he tried to monitor the students who had good ability in processing the learning material and who still needed improvement to study English. I confirmed my assumption about it to the lecturer after the class. Then, he agreed with my guess. From this class, I could learn how to identify the students so that we could find a way to help them to follow the lesson passionately. I acquired many things from today’s activity. I learn that we must extend our knowledge with everything so that we can be an open-minded person and we can share our knowledge with the others.
# The Observation in *Bahasa Inggris* I Class B of Theology Study Program

**October 5, 2015**

**09.30 a.m. – 11.00 a.m.**

<table>
<thead>
<tr>
<th>No</th>
<th>Observation</th>
<th>Reflection</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students were greeted by the teacher. Then, the teacher made sure that everybody was here. “Is everybody here?”</td>
<td>A teacher gives notice to everybody in the class and makes sure that everybody comes.</td>
<td>Do they feel being paid attention by the teacher?</td>
</tr>
<tr>
<td>2</td>
<td>The lecturer gave the test paper and instruction. “Still face down no touching”. Today there was a listening quiz about Laudato Si.</td>
<td>Students are trained to be disciplined and follow the instruction.</td>
<td>Do they prepare the quiz?</td>
</tr>
<tr>
<td>3</td>
<td>The lecturer informed that there would be no class for next week. He gave question “are you happy if there is no class?” to the students.</td>
<td>A teacher enters students’ world by talking some easy conversation. Before the quiz, students are invited to relax first.</td>
<td>Do they feel ready or not?</td>
</tr>
<tr>
<td>4</td>
<td>There was one student who had not come. The lecturer asked the students “Do you think we leave him?” before starting the quiz. Then the lecturer waited for the student who had not come.</td>
<td>A teacher asks students opinion. Students are involved in making decision in the class.</td>
<td>How far they feel being involved in the class? Why do they choose to wait for their friends?</td>
</tr>
<tr>
<td>5</td>
<td>While waiting for one student to come, the lecturer gave the task to make a little homily. He said, “Does anybody dare to get the challenge?”</td>
<td>The teacher motivates the students to take a challenge. The teacher chooses a positive language to burn their spirit. The teacher manages the time and run the plan b in the class.</td>
<td>How many students who take the challenge passionately?</td>
</tr>
<tr>
<td>6</td>
<td>The teacher invited some volunteer to share their homily. “Any volunteer?”</td>
<td>Students are evoked to involve in the learning process.</td>
<td>How many students who want to share their homily?</td>
</tr>
<tr>
<td>7</td>
<td>Giving applause after someone shared their homily.</td>
<td>Students’ effort is rewarded.</td>
<td>Does giving applause affect students’ motivation?</td>
</tr>
<tr>
<td>8</td>
<td>After all the students came, the teacher gave the rule of the quiz and motivated students that learning is happiness.</td>
<td>The teacher encourages students to enjoy learning.</td>
<td>What they feel after getting the encouragement?</td>
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<tr>
<td>9</td>
<td>“If there is wrong spelling in your answer, it means your answer is wrong.”</td>
<td>The teacher shows how to be firm to the students. How do they prepare for the quiz and make sure that they will not make wrong spelling?</td>
<td></td>
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<tr>
<td>10</td>
<td>Before taking the quiz, the lecturer said “I don’t believe nobody will cheat”</td>
<td>The teacher gives good trust to students. Does teacher’s trust build student not to cheat?</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>“I believe everybody will challenge themselves”</td>
<td>Positive words are really needed to increase students’ motivation. What is the impact of positive words to students?</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>“When you’re confused, part of the problem is that everything is confusing”</td>
<td>The teacher gives understanding to the students that life is not easy but we can pass it if we struggle. Do they get the concept of a problem that the teacher explains?</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>“You need to rely on yourself”</td>
<td>The teacher builds students’ self-confidence and responsibility. How far their self-confident was built in the class?</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>When did the quiz, the lecturer always remind students. He said “Make sure every single mistake spelling will be considered as wrong”</td>
<td>The teacher always reminds the rule of the class so that the students can follow the rule. Does this activity improve their grammatical knowledge?</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>“Make sure that you have time to think about the grammar”</td>
<td>The teacher improves students’ grammar through listening activity. How far their grammatical knowledge is improved?</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>After finishing the quiz. Then the lecturer asked the students to exchange their work. The class corrected the work together and gave score together.</td>
<td>The teacher believes in students to correct and give score by themselves. The teacher conducts the discussion in the class. How do they feel when they correct their friends’ work?</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>After correcting the work the lecturer said “I want you to do some reflection about what you have done” to the students.</td>
<td>Students evaluate themselves. Does this activity increase students’ awareness?</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>“I want you to think what you learned from the activity”</td>
<td>The teacher makes students improve their writing skills by making reflections. He makes them realize their strength. Does the reflection give comment or suggestion to the teacher too?</td>
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<tr>
<td>No.</td>
<td>Paragraph</td>
<td>Question</td>
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<tr>
<td>19</td>
<td>The lecturer read the reflection one by one. He gave an explanation if there was wrong spelling or grammatical mistake on the sentences that students made. He said “Pakai ‘it happens saja’ sudah kata aslinya. Tidak pakai was atau is. Ini bukan kalimat passive”</td>
<td>How much do they master grammatical knowledge?</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>“Good point”, “well”, “nice”, “okay”, “great”</td>
<td>Does reward raise their enthusiasm?</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>After doing the reflection, The lecturer did another activity. He asked the students to correct their work based on the video that he gave to the students in the last meeting.</td>
<td>Does the activity test their honesty?</td>
<td></td>
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<tr>
<td>22</td>
<td>Students were enthusiastic to answer the task. The task was about the true or false task. Students answered it and the lecturer confirmed the answer. He said “Children do not learn from people they don’t like”</td>
<td>What is the other activity to establish an active atmosphere in the class?</td>
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</tr>
<tr>
<td>23</td>
<td>“Pak Markus is wrong because the statement that I made is not clear. I apologize”</td>
<td>How to be detail in making assignment?</td>
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</tr>
<tr>
<td>24</td>
<td>Giving applause</td>
<td>How they feel about applause?</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>The lecturer gave a chance to the students who wanted to answer. He asked for a volunteer in each question. The</td>
<td>How many students who want to be a volunteer but do not raise their hand?</td>
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<tr>
<td><strong>26</strong></td>
<td>“Who is next? Next yes”</td>
<td>The teacher gives a chance to students to be active in the class. How big their braveness to raise their hand?</td>
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</tr>
<tr>
<td><strong>27</strong></td>
<td>The lecturer underlined the question number 8. He said, “Number 8 is very important.”</td>
<td>The teacher establishes our awareness that it is important to understand first than to be understood. Does the meaningful message impact their motivation?</td>
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<tr>
<td><strong>28</strong></td>
<td>“Understand first than to be understood”. “People are very happy to be angry. They do not understand”</td>
<td>The teacher highlights the life value through the activity in the class. Does the meaningful message impact their motivation?</td>
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<tr>
<td><strong>29</strong></td>
<td>Telling about a story. The lecturer told stories of his friend. He said “Dia sukanya bilang: Aku nek karo konco-konco ku mesti mik digawe sengsoro”</td>
<td>The teacher tells stories based his experience to the students. The teacher catches students’ attention by telling story. The story emphasizes that we better not to have negative thinking because it can limit us to develop ourselves. What do they think about the story? Do they like to listen story?</td>
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<tr>
<td><strong>30</strong></td>
<td>After discussing about the video. Students were asked to make reflection.</td>
<td>Building students’ awareness. Are they honest in writing their reflection?</td>
<td></td>
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<tr>
<td><strong>31</strong></td>
<td>The lecturer asked some students who had not spoken in the class. He said “I like to invite who has not talk?”. But there was no one raises his hand. The lecturer said “Then I will take name”</td>
<td>The teacher keeps building their passion. The teacher gives a chance to students who have not been active in the class. Every student is different and unique with their own way. How to raise their enthusiasm to speak up in the class?</td>
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<tr>
<td><strong>32</strong></td>
<td>Some students read their reflection in the class. One of Students’ reflections: We are born to be different; I learn to smile in every condition.</td>
<td>The teacher gives a chance to the students to read what they have done. It will be great. The class appreciates their reflection. Does their speaking skill is improved?</td>
<td></td>
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<tr>
<td><strong>33</strong></td>
<td>The lecturer emphasized the point. He said “This is what I believe. Everybody makes different”</td>
<td>The teacher convinces the students that everybody is beautiful in their own way. How do they look themselves?</td>
<td></td>
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<tr>
<td><strong>34</strong></td>
<td>The lecturer told about Finland that has the best</td>
<td>The teacher shares his knowledge to the students. What do they respond about the fact of Finland</td>
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</tbody>
</table>
education. Besides, in America the value of the goal is competition. Finland makes sure the chance for every kid. The world is not about the competition. For example, the lecturer here knows about Finland as the best education system in the world because Finland respects all of children there to get school and every child should get the same chance. and America?  

35 For the closing part to today activity, the lecturer said that he would give the material for midterm test next week. He also asked to submit students’ work (listening quiz) to record their score. The teacher gives explanation to the students about what they are going to do in the next meeting. The teacher gives brief reason to the students why he asks something to them. For example, giving reason why the students should submit their work. Will they prepare the midterm test enthusiastically? Is it difficult material or not to them?

My Reflection  
October 5, 2015

Today was a beautiful day. I came to the class earlier than the last meeting. There were me and the lecturer in the class. One by one student came to the class. A number of the students gave greeting to the lecturer and me. The activity was started, I sit on the side that I could see all the learning process in the class. The lecturer opened the class by talking a simple conversation. This activity was good to get students’ attention. Then, I observed English Class I. I learned from the lecturer to tell a story or share his knowledge with the class. I know that being a teacher is not easy. I should read lots of book, article, website, and many sources to gain my knowledge. Even I am the candidate of English teacher, I must be “up to date” teacher that means knowing what issue that is happening in the world now. The lecturer in English Class I gave information about Finland which has a good education system and provided Laudato Si as the learning material. I also learned how to be a creative teacher when something out of my control happening. In this day, one of the students came late. Actually, today there would be a quiz. The lecturer made decision to wait him for 5 minutes. While waiting him, the lecturer asked students to make homily. I think this was a good activity, remembering that the students of English Class I in Theology Faculty were prepared to give homily.
The Observation in Bahasa Inggris I Class B of Theology Study Program

October, 26 2015

09.30 a.m. – 11.00 a.m.

<table>
<thead>
<tr>
<th>No</th>
<th>Observation</th>
<th>Reflection</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students were listening to the audio about body posture when the observer came. Today, they had make-up test. Make-up test is needed to raise their motivation to get better score. I was amazed because they prepared themselves.</td>
<td>How they feel about the make-up test?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The lecturer came to the class and gave greeting. “Good morning”. Greeting is important to make us close to the students.</td>
<td>Does greeting can start good communication in the class?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The lecturer gave instruction to do the little make-up test directly. “put everything away please”.. “what you need to do is fill out the missing words with correct words.....”, “this allow you to apply grammatical awareness” The teacher gives brief explanation before asking students to do something. All the rule of the class is explained to create disciplinary in the class.</td>
<td>Do students really understand with the instruction? Is it hard to build disciplinary in the class?</td>
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</tr>
<tr>
<td>4</td>
<td>The teacher examined students’ grammar through the test indirectly. “Try to detect grammatical issue, grammatical knowledge, for example 3rd verb....” Improving grammatical knowledge through content-based learning.</td>
<td>How far their grammatical knowledge is examined through the test?</td>
<td></td>
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<tr>
<td>5</td>
<td>The lecturer played the audio for three times. “twice is enough?”. Then the students said “No, one more”. Offering students to play the audio again. A simple form of communication in the class.</td>
<td>Is it really enough for playing the audio three times?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The lecturer gave instruction to the second section. “Are you ready for the next section?”, “My assumption because you have read all then you will remember all point”. The teacher gives clear explanation and high expectation to the students. To what extend high expectation motivates students?</td>
<td></td>
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<tr>
<td>7</td>
<td>“I don’t think this is difficult, it’s just about give attention to the details”. Conveying students that the test is not difficult. Building students’ confident.</td>
<td>Does students’ confident really rise?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Then, the lecturer played the second audio for three Repetition can make the students understand deeper.</td>
<td>Is it really enough for playing three times?</td>
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<td>Page</td>
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<td>9</td>
<td>The lecturer and the students corrected the test together directly. The students were asked to stand up and gave their work to the right. The students are trusted to correct their work. What another activity that can be implemented to correct work in the class?</td>
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<tr>
<td>10</td>
<td>After correcting their work, I and the other researcher as observer were invited to give feedback about their reflection in front of the class. Students need feedback to improve their English. Feedback as a form of attention from the teacher to students. How do students feel when there are other persons joining the class?</td>
<td></td>
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<tr>
<td>11</td>
<td>After giving feedback, the lecturer invited the students to give question or to confirm anything to us. “Any question to three of us?” Students are provoked to be critical and to ask question. How many students who want to confirm and ask question?</td>
<td></td>
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<tr>
<td>12</td>
<td>Some students confirmed about their reflection to the lecturer. As a teacher, we should prepare about comments, critic, or confirmation. Do they satisfy with teacher’s answer?</td>
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<tr>
<td>13</td>
<td>“we will do next activity”, the lecturer challenged students to demonstrate the example of body posture that showing power. This activity can raise their spirit in the class. They look happy. The teacher finds nice activity in the class. What is another activity to raise the class?</td>
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<tr>
<td>14</td>
<td>“Who willing to be the volunteer of power of posing look like?” “Yes, Stand up please” The teacher asks students to be engaged in the class. How many students want to be the volunteer in the class?</td>
<td></td>
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<tr>
<td>15</td>
<td>“Thank you for being a volunteer” Say thank you as the form of appreciation to the students is needed. Do students feel being appreciated from the teacher?</td>
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<tr>
<td>16</td>
<td>“How about this?” “Do it”. The lecturer asked the students to put their feet to the table. Actually, in English Class we can learn many things. Today we learn about body posture. Does content-based learning improve students’ English language?</td>
<td></td>
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<tr>
<td>17</td>
<td>“What else?”, “What about peacock?”, “How does the cobra show the power?” The students can give examples and expand what they have known. They can share their knowledge in the class. Do students feel free to share their knowledge?</td>
<td></td>
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<tr>
<td>18</td>
<td>The lecturer confirmed to the student whether there is access to the internet or not. “is it possible to As a teacher, we should consider the access of the students to get the material. How if there is limited access to the internet? What will the teacher do?</td>
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<tr>
<td>19</td>
<td>Then, the lecturer shared the next activity in the next meeting. The lecturer divided the class into three groups. They were asked to make homily then share it in the group.</td>
<td>Next activity is better to be explained so that the students can prepare themselves and they come to the class with clear goal for that day.</td>
<td>Do students prepare for next activity?</td>
</tr>
<tr>
<td>20</td>
<td>Then, the lecturer shared the next activity in the next meeting. The lecturer divided the class into three groups. They were asked to make homily then share it in the group.</td>
<td>Next activity is better to be explained so that the students can prepare themselves and they come to the class with clear goal for that day.</td>
<td>Do students prepare for next activity?</td>
</tr>
<tr>
<td>21</td>
<td>“Let’s up the deal know”, “is that okay?”</td>
<td>Students are involved in the decision making in the class.</td>
<td>Do they feel being involved in the decision making?</td>
</tr>
<tr>
<td>22</td>
<td>“Is it scary or not?”, “do you feel challenge?”, “Are you excited?”</td>
<td>Convince students that this is a good challenge.</td>
<td>Does it makes them feel challenge or scared?</td>
</tr>
<tr>
<td>23</td>
<td>The lecturer gave knowledge about grammar. “Are you excited or exciting?”, “I am interested or interesting?” (Fascinated, fascinating, bored, boring, surprised, surprising)</td>
<td>Learning grammar through content-based learning. The teacher finds common or basic mistake in the class, and then corrects it soon.</td>
<td>Do the teacher should correct every single mistake of grammar?</td>
</tr>
<tr>
<td>24</td>
<td>“Can you draw the rule? Kalo ada ing berarti “me”</td>
<td>Students are asked to draw their own rule based on what they understand about teacher’s explanation. They are given privilege to build their knowledge.</td>
<td>Do they can draw teacher’s explanation? Do they understand?</td>
</tr>
<tr>
<td>25</td>
<td>The lecturer closed the class. But, he still waited the students who wanted to ask question. “If you are not comfortable to share your feeling, please email”, “Any question?”</td>
<td>Questions can make students to be critical. The teacher should prepare about questions. Students can communicate with the teacher through email.</td>
<td>Is it effective to evaluate the teacher?</td>
</tr>
<tr>
<td>26</td>
<td>One of students gave question about the activity to make homily in the next meeting. He asked what reading about.</td>
<td>It is important to build students’ confident to ask question.</td>
<td>How to raise students’ confident to give questions?</td>
</tr>
<tr>
<td>27</td>
<td>“Very good question. What do you think?”, “ If you generate question you</td>
<td>Creating students’ criticism. Students’ opinion should be listened and</td>
<td>Does he enjoy to share his idea in the class?</td>
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</tbody>
</table>
**My Reflection**

October 26, 2015

It was the third meeting for me facing English class I in Theology Faculty. I got precious thing from today’s learning process. It was a crazy and happy class. I came first to the class than the lecturer. Surprisingly, they were listening audio about body posture in the class. They were preparing themselves to do make-up test. I could see that they were responsible to themselves. Then, the lecturer came and gave instruction to do the make-up test. The test did not need so much time. The makeup test was simpler than the mid test. Their score were not really good, that’s why the lecturer conducted the makeup test to raise their score. After having a make-up test, I and the other researcher were invited to give feedback about their reflection in front of the class. I was grateful because the lecturer gave challenge and freedom to us to speak and evaluate students’ reflection in the class. I learned about freedom, the important of freedom and responsibility. The next activity was about showing power through body posture. The lecturer invited volunteer to demonstrate body posture that showing power. This was kind of an unconditional activity in the class. The lecturer also asked the students to put their feet on the table as a symbol of showing power. I could see that the students enjoyed this activity and they looked happy. I learn how to find fun activities to be implemented in the class. Today, the lecturer also discussed grammar spontaneously. He asked the students to identify excited or exciting, bored or boring, fascinating or fascinated and so on. The students then were asked to draw the rule by themselves. This, I could say that we could learn English language especially grammar through the content-based learning.
### The Observation in *Bahasa Inggris* I Class B of Theology Study Program

November 9, 2015

09.30 a.m. – 11.00 a.m.

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<tr>
<th>No</th>
<th>Observation</th>
<th>Reflection</th>
<th>Question</th>
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<tbody>
<tr>
<td>1</td>
<td>Lecturer gave greeting to the students. “How’s your life?”</td>
<td>Greeting and asking “how are you” can identify whether students are ready to follow the class or not.</td>
<td>What do they expect from the class today?</td>
</tr>
<tr>
<td>2</td>
<td>Lecturer chose some students to share about their reflection, “I will pick up some students randomly”</td>
<td>Inviting students to share what they have done will encourage them to do the best. They are asked to show their idea in front of people.</td>
<td>How big they passion to get this challenge?</td>
</tr>
<tr>
<td>3</td>
<td>“I believe everybody has done the assignment”</td>
<td>Students are trusted by the teacher.</td>
<td>What they feel about the teacher’s trust?</td>
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<tr>
<td>4</td>
<td>Some students shared their reflection orally.</td>
<td>Sharing their reflection orally will improve their speaking skills.</td>
<td>How far this activity helps students to practice their speaking skill?</td>
</tr>
<tr>
<td>5</td>
<td>The teacher made question to the class to dig student’s reflection that had been shared. “how about the value?”, “How about the message based on your own word?”</td>
<td>Asking students’ opinion about their friend’s reflection helps them to practice their speaking skills and to share their own words.</td>
<td>Can they give their idea, opinion, thought in the class freely?</td>
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<tr>
<td>6</td>
<td>The teacher divided the class into small groups. Each group consisted of three people. They were asked to retell the story and share their reflection based on the video in the group.</td>
<td>Some of them become braver to speak in a small group. Team work can support each other. They give feedback and respond to the member of group.</td>
<td>Do they feel free to speak up in a small group? To what extend team work encourages them to improve English?</td>
</tr>
<tr>
<td>7</td>
<td>The teacher visited each group to listen and give feedback.</td>
<td>The teacher monitors students, listens and gives feedback to their story and their speaking skills.</td>
<td>To what extend feedback gives impact for students?</td>
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</tbody>
</table>
I went to the class and sit down in the corner. I observed and took down my observation in the paper as usual. I did my observation alone because my partner could not come. The lecturer said greeting to them. Today, the lecturer asked them to make group which consisted of three members. They shall share their reflections and give response to each other. I keep being busy with my paper. I watched the lecturer came to each group listening to them. I observed the students in the class. They looked so active discussing something. Actually, I was curious about their reflections. I could not listen to them clearly. Surprisingly, the lecturer came to me and asked me to join them, move from one group to another group, and listened to them. He said, “You can go to them and listen their stories. Just feel free”. I went to the first group. They asked me about some sentences. “Indras, how to say that God is not always listen to us”. They discussed it together. “Masak tidak selalu? Bukan itu kalimatnya nanti salah pengertian”. One of them said like that. “kalo mengabulkan doa kita dan memberikan yang terbaik?”. I offered my sentences to them. “He does not always listen to us but he answers our prayers. He will give the best for us”. They discussed it again. I was happy to see them having discussion. They shared their opinions and constructed the conclusion together. Then, I moved to another group. The second group had three members who could speak English fluently. When I came, one of them was telling story. Other members were listening to him. He told story about treasure hunters. Another told story about Frog Prince. Then they shared the value of the story. I could enjoy listening to them. One who told about frog Prince said that he learned about promise. “Can you explain more about promise that you mean?” I said. Then, I was surprised because he told about his experience with his ex-girlfriend. He ever had long distance relationship with his girlfriend. He made promise to her that he would meet her but because of the condition, he could not do it. However, she got married in this year. It was nice because the discussion became more interesting. They could speak up freely. Then I gave question to him about when the first time he chose to join Seminary. He shared it. Other members also shared their experiences to stand on their preference to become a priest. They were inspired by a priest who was humble and had powerful charisma. They also built their preference since they were in elementary school. They were involved actively in their church. They joined misdinar, adoration, etc. There were some another main reason to join seminary that they shared for us. I was really fascinated by their story and their effort to stand on their preference. I gave some feedback to them. We enjoyed our conversation until the lecturer said that the time for discussion was enough. I went back to my chair and did my observation again. The lecturer gave the material that was used in English Extension Course. We continued the next activity. In the end of the class, one of student who was the member of the second group that I visited came to the lecturer and I. He shared that cooperative learning was really good. He could measure their English ability. “Ya kalo kayak gini bagus banget Pak. Saya kan tadi bertiga sama N juga. Dia bahasa Inggrisnya bagus jadi saya bisa mengukur kemampuan saya. Saya liat kelompok yang lain juga aktif Pak. Tadi yang disebelah sana. Kalo saya sama mereka nanti saya terus yang bicara”. From his utterances I know that group work should consider the members. It is better if we can know our students well so that we can mix them in the group to improve their skills. Today, I enjoyed the learning process. I learned that people was created by story. We can learn many things including English through story.
The Observation in *Bahasa Inggris I Class B of Theology Study Program*

**November 16, 2015**

09.30 a.m. – 11.00 a.m.

<table>
<thead>
<tr>
<th>No</th>
<th>Observation</th>
<th>Reflection</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher greeted students.</td>
<td>Greeting is the part of learning process. I learn how to welcome students.</td>
<td>Are they ready for the class?</td>
</tr>
<tr>
<td>2</td>
<td><strong>The teacher invited students to enjoy laughing therapy. He played laughing audio. “I will challenge you to enjoy laughing therapy.”</strong></td>
<td>New activity brings new atmosphere in the class. Students get new experience in the class. Laughing therapy has a good impact for people.</td>
<td>To what extend laughing therapy aids students to burn their spirit to face the class?</td>
</tr>
<tr>
<td>3</td>
<td>All of students laughed because of the audio.</td>
<td>The teacher should find fun activity to be the variation in the class.</td>
<td>How do they feel about laughing therapy?</td>
</tr>
<tr>
<td>4</td>
<td>The teacher invited students to discuss the “true and false” assignment that was given at home.</td>
<td>Students’ comprehension is dug through the assignment. Practice makes perfect.</td>
<td>Do they really do their assignment and practice their comprehension?</td>
</tr>
<tr>
<td>5</td>
<td>The teacher admitted his mistake if there was statement that could not be understood by students. “You do not understand the statement?” “Yes. Because the mistake is the part of me. I’m sorry.”</td>
<td>People should be brave to admit their mistake. Mistake is the part of the learning process.</td>
<td>How do they feel about the mistake of the teacher?</td>
</tr>
<tr>
<td>6</td>
<td><strong>The teacher asked students to share their difficulties to get the access for internet because much material was available on the internet. Students shared their challenges to get the material.</strong></td>
<td>Students should be supported in their learning process.</td>
<td>How far their honesty is revealed in the class?</td>
</tr>
<tr>
<td>7</td>
<td>Students were divided into small group that consisted of three people for each group to continue sharing the moral value from the video that they watched. The teacher offered</td>
<td>Students are trusted to make their decision. The skill of decision-making should be improved in the learning process.</td>
<td>Are they ready to work in group? To what extend team work helps students to improve their English?</td>
</tr>
</tbody>
</table>
The class was opened by enjoying laughing therapy. The lecturer played the laughing audio. All of the students laugh because of the audio. There was one student who could not control his laugh. He seemed over happy. He touched his stomach to control his laugh. Everybody in the class laughed. After enjoying laughing therapy, the lecturer explained the benefit of it. I think this activity is new to bring in the classroom. As a teacher, we should be able to find variant activity to conduct the class. Laughing therapy is one the newest activity to burn students’ spirit. Teacher is in charge to make the classroom live. The next activity was discussing the assignment. Every assignment that was given to students was reviewed in the class. Lecturer had a chat with students. They discussed the difficulties to get access of the internet. After that, the class was divided into small group to share their little reflection about the video that had been given. Actually, the video was about story telling video which had meaningful message. They practiced their speaking skills in the group. However, before they came to the class they were invited to write their reflection in a paper so that they would be ready to share it in the group. Students were involved to make decision in the class. They were asked to divide the class by themselves. Decision-making was practiced in this classroom. Teacher’s role is to facilitate them to get improvement.
### The Observation in *Bahasa Inggris* I Class B of Theology Study Program

November 23, 2015

09.30 a.m. – 11.00 a.m.

<table>
<thead>
<tr>
<th>No</th>
<th>Observation</th>
<th>Reflection</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher gave greeting to the students.</td>
<td>Greeting welcomes students.</td>
<td>Do they feel being welcomed by the teacher?</td>
</tr>
<tr>
<td>2</td>
<td>The teacher shared his life’s experience with title “Committed to doing great” that became his reflection to the students.</td>
<td>Learning English through story telling is good. Language as vehicle to understand the story.</td>
<td>What is the significant skill that is helped by listening story?</td>
</tr>
<tr>
<td>3</td>
<td>The teacher explained some difficult words while he was sharing his story.</td>
<td>Enriching vocabulary through story-telling. Students will understand more if they learn English through context.</td>
<td>To what extent understanding the story will enrich their vocabulary?</td>
</tr>
<tr>
<td>4</td>
<td>“That’s the little homily that I make. Jadi saya tidak hanya meminta anda tapi saya buat sendiri”</td>
<td>The teacher does the same thing like what he asks for students.</td>
<td>Do I as a teacher candidate can give good example or model for students?</td>
</tr>
<tr>
<td>5</td>
<td>The teacher invited students to review introvert and extrovert by answering the assignment.</td>
<td>Students’ comprehension about the material (introvert and extrovert) is enhanced by answering the assignment. The main point is that they learn English through context.</td>
<td>To what extent the assignment helps students to dig their comprehension?</td>
</tr>
<tr>
<td>6</td>
<td>The teacher divided the class into small groups to discuss introvert and extrovert. Students turned to their previous group.</td>
<td>They are asked to improve their speaking skills and be brave to share their idea.</td>
<td>Does small group encourage them to share their idea?</td>
</tr>
<tr>
<td>7</td>
<td>The teacher went to some groups to get evaluation for the learning process during the class.</td>
<td>The teacher goes to some groups for a minute to interview students about the learning process. They are encouraged to be brave to give evaluation and their opinion about the learning process in English Class during this semester.</td>
<td>To what extent evaluation assists students and the teacher to be better?</td>
</tr>
</tbody>
</table>
My Reflection

November 23, 2015

Telling story was not easy. The lecturer opened the class by telling his story. He argued that he did what he asked to students. His story also became media to learn grammar because he explained some difficult words to students. The teacher reviewed about introvert and extrovert person through assignment to practice students’ understanding. The material about introvert and extrovert was available on the internet. Students are engaged to use internet actively. The teacher implemented cooperative learning. He divided the class into small group to discuss extrovert and introvert based on their own words. This activity could improve their speaking skills. They were encouraged to share their idea bravely. When, I came to one of the groups, one said that he could speak up in the small group freely. He could practice his speaking skills. The material about extrovert and introvert was good. They could identify themselves as extrovert or introvert. They could mention the weakness and the strengths of their characteristics. They knew themselves. The class was built in a meaningful way.
The Observation in *Bahasa Inggris* I Class B of Theology Study Program

November 30, 2015

09.30 a.m. – 11.00 a.m.

<table>
<thead>
<tr>
<th>No</th>
<th>Observation</th>
<th>Reflection</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher greeted the students. <strong>“Good morning”, “How are you feeling?”</strong></td>
<td>Students are welcomed by the teacher.</td>
<td>What are the variations to greet students?</td>
</tr>
<tr>
<td>2</td>
<td><strong>The teacher asked students why they became stressful.</strong> Students answered that many tasks made them stressful.</td>
<td>Having conversation with students is important to make the teacher is closer to the students. The teacher is better to understand that students also have many tasks outside the class.</td>
<td>Does their honesty can reveal their stress?</td>
</tr>
<tr>
<td>3</td>
<td><strong>The teacher gave explanation to the students that if you feel complicated then it will be complicated, but if you don’t then it will not be complicated.</strong></td>
<td>Students are motivated by the teacher. The teacher gives introduction before he shares his story so that students will understand the topic that the teacher will give.</td>
<td>To what extend motivation can affect students?</td>
</tr>
<tr>
<td>4</td>
<td><strong>The teacher shared his experience to the students about choosing unhappy things or happy things in stressful condition.</strong></td>
<td>The teacher tells his story to inspire students to pass stressful condition. The teacher should be inspiring figure to students.</td>
<td>To what extend the story can motivate students?</td>
</tr>
<tr>
<td>5</td>
<td><strong>The teacher gave reason why he shared his story. The teacher motivated students.</strong> “I am telling story”, “You need to obtain inspiring story”, “Anda akan menjadi Romo teladan”,</td>
<td>The teacher motivates students and acts as a model for storytelling.</td>
<td>How to find explanation for what we act?</td>
</tr>
<tr>
<td>6</td>
<td><strong>The teacher distributed the material of final exam to the class.</strong></td>
<td>Students are more prepared to face final exam.</td>
<td>Do they prepare the final exam after getting the material?</td>
</tr>
<tr>
<td>7</td>
<td><strong>The teacher offered material that was more challenging to the students who wanted to get more challenge.</strong></td>
<td>Offering challenges to students is a part of building students’ passion.</td>
<td>Do they take the challenge enthusiastically?</td>
</tr>
<tr>
<td>8</td>
<td><strong>The teacher explained about the material for final exam.</strong></td>
<td>Preparing final exam so that students can learn before they do their final exam.</td>
<td>To what extend the material helps students to face their final exam?</td>
</tr>
<tr>
<td>9</td>
<td><strong>The teacher gave time to</strong></td>
<td>Small group is a part of</td>
<td>To what extend team</td>
</tr>
<tr>
<td>students to read and study the material of final exam in small group.</td>
<td>collaborative learning. Collaborative learning assists them to improve and support each other.</td>
<td>work helps them to understand the material?</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>10 The teacher called some students to be interviewed outside the class.</td>
<td>When the teacher and some students go outside the class. The teacher asks observer to stay in the class and join students to prepare their final exam. The teacher is finishing interview. As a teacher, we should finish our responsibility or work.</td>
<td>How to build trust to students?</td>
<td></td>
</tr>
<tr>
<td>11 The teacher ended up the class by introducing five students who conduct their research there.</td>
<td>Four observers introduce themselves and explain why they are here.</td>
<td>How do they feel that there are five people who conduct research in their class?</td>
<td></td>
</tr>
</tbody>
</table>

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**My Reflection**

November 30, 2015

Today was the last meeting in this semester. Students had come to the class first then the lecturer came and said hello to them. Before entering the material for today, the lecturer asked students about the reason why they felt stressful. Students shared their reasons enthusiastically. Then, the lecturer gave a quote to the students passionately. He said that if you feel complicated then it will be complicated, but if you don’t then it will not be complicated. The lecturer shared his newest experience about choosing happy things in stressful condition. He told about his experience in the airport waiting for the plane because his flight was delayed. Actually, he had important meeting in Jakarta. He knew that he would be late because of the delay. He started to be worry and stressful. However, he told that he chose to kill the time by making inspiration writing rather than becoming stressful and angry. Finally, he could produce writing then he shared it in the class. After sharing section, lecturer shared the material for final exam to the class. Students were asked to read and study it in a small group. They studied together and tried to find the meaning of vocabulary that had not been known by them. Today, the lecturer opened the class by an inspiring story. It invited us to overcome our stressful condition.
APPENDIX B

INTERVIEW RESULTS
Pengalaman Belajar di Kelas Bahasa Inggris I Program Studi Teologi

M : Saya mewawancarai beberapa mahasiswa seminar untuk menanyakan seberapa jauh materi memiliki pengaruh terhadap cara belajar dan motivasi mereka. Oke. Saya bicara dengan siapa. Menurut frater pengalaman belajar ini seperti apa dampaknya?


M : Terima kasih frater Kar. Dari komunitas mana?

Fr. Kar: Dari Projo Semarang.

M : Oke selanjutnya. Dengan pembelajaran kita selama ini, kira-kira apa yang dirasakan?

Fr. Kri: Saya frater Kri dari Projo Semarang. Kalau saya merasakan materi yang diberikan dosen saya alami membantu dalam kehidupan sehari-hari. Misalnya kemarin diberi materi VOA. Yang bagaimana sikap duduk yang benar, sikap membantu punggung harus tegak itu. Itu hal-hal sederhana yang kalau diperkuliahan ini apa gak penting gitu. Tapi bila diraskan sungguh di dalam realita sungguh membantu dalam pembelajaran.

M : Oh maf ini dr ammy cuddy itu ya power possing itu ya?

Fr. Kri : Iya

M : Oke terima kasih klarifikasinya. Terus dari cerita-cerita dari video apa pengaruhnya?


M : Pertanyaan sama untuk frater Jo. Oke frater Jo dari SCJ.

kemampuan saya. Lalu juga ketika dalam kelompok seperti ini. Dan mengatakan apa idenya. Itu saya tertantang percaya diri untuk bicara bahasa Inggris.

120531_003


Fr. Ni: Saya Ni dari kongregasi CC. Jadi untuk saya sendiri saya sangat terbantu dari pembelajaran yang disampaikan oleh Pak M karena ini menimbulkan sebuah tantangan dalam diri untuk memperbaiki apa yang kurang. Untuk menambah pengetahuan dengan video-video dengan audio dengan tugas yang diberikan. Justru bagi saya sendiri menambah daya juang bagi saya untuk belajar terus menerus jadi saya bisa mengetahui vocabulary saya apa yang kurang dan grammar juga karena kami di sini diberikan kesempatan untuk menulis. Dan waktu yang diberikan juga dan menurut saya sendiri Pak M adalah guru yang baik dalam menjelaskan dan memberikan motivasi bagi kami untuk terus get an improvement kalo itu dalam Bahasa Inggris saya. Jadi menurut saya kelas ini baik. Saya senang dengan berada di kelas ini. Saya merasa saya benar-benar hidup dan benar-benar belajar di dalam kelas bersama Pak M.

M: Jadi saya membayangkan bahwa ini. Saya mencoba untuk mengintegrasikan video audio tugas di rumah. Itu yang dirasa membantu ya?

Fr. Ni: iya

M : Oke selanjutnya


Fr. Li: Dari saya ST. Menurut saya pelajaran selama ini menarik pak karena pandangan saya selama ini pelajaran hanya mendengarka dari guru lho pak. Karena saya orangnya cenderung cepat bosan lho pak. Kalau menjelaskan lama-lama bosen lalu saya tinggal

M : Saya lebih meyakini bahwa pembelajaran Bahasa Inggris akan kuat ketika Bahasa ditempatkan sebagai sarana saja. Bukan tujuan akhir. Kalau tujuan akhir ya grammarnya harus sempurna. Kita fokus ke situ. Grammatical accuracy and spelling and pronunciation. That’s right. But more than that, I would suppose that the focus of English this is for communication is also a great value. And this only can be done when you enganged with this kind of activities. and then you use English as a way to reach something greater that’s for homily, for understanding and so on. oke. Next.


M : Thanks a lot. So happy to hear all comments.

120531_004


M : Jadi frater Har merasa bahwa di dalam proses belajar selama ini takut ragu itu pernah ada. Tapi dalam proses selanjutnya asumsi ini dihakimi itu nggak ada dan ini justru itu membuat semangat itu muncul ya? Terimakasih. Hal yang lain adalah kalau saya tidak salah menangkap think globally itu maksudnya ini belajar bahasa Inggris tidak hanya sekedar belajar bahasa Inggris tetapi juga mengakses pengetahuan lalu tambah wawasan. Gitu ya?

Fr. Har: iya yang kertas laudato si, gun itu itu ya.


Fr. Fab : Iya belajar-belajar sederhana.

M : Oke ini wawancara dilakukan tanggal 23 November dengan para frater di kelas Bahasa Inggris I. Kita akan mengumpulkan data untuk umpan balik mata kuliah dan dalam rangka perbaikan kurikulum. Pertanyaan saya adalah perasaan ketika para frater terlibat dalam mata kuliah ini.


M : Ehm kondisi yang seperti apa?

Fr. Ad: Kondisi yang misalnya dalam hal bercanda tetapi tetap mengaitkan dengan pelajaran ini. Jadi tidak terpaku pada pelajaran yang kaku dan kering. Itu lebih menegarkan dan menyenangkan.

M : Jadi suasana hati lebih dijaga?

Fr. Ad: Iya.

M: oke. Saya mendengar kalau mata kuliah yang kita kerjakan ya, itu kan kita harus akui pekerjaannya banyak ya. Dengan tekanan ada begitu banyak pekerjaan harus setiap minggu melakukan bebagai macam kegiatan ini. Apa plus minusnya?


Fr. Ha: Kalo dari saya, minta maaf secara manusiawi ketika mengerjakan tugas Bahasa Inggris terkadang jengkel juga. Namun pada kesempatan-kesempatan berikutnya ketika saya merefleksikan ternyata tugas Bahasa Inggris menggugat eksistensi saya sebagai seorang misionaris bahwa sebagai misionaris saya harus mempelajari banyak hal karena nanti saya tidak tahu kedepannya saya akan dimana apabila saya sudah menjadi imam.
Karena tidak mungkin saya ditugaskan di suatu tempat tertentu, tapi akan diutus di seluruh dunia. Itu yang saya refleksikan dari tugas Bahasa Inggris ini.

M : Baik. Pertanyaan selanjutnya adalah yang saya dengar kelas lain tidak banyak tuntutan ya? Itu bagaimana?


M : Jadi adanya keunikan itu atau tekanan yang bermacam-macam itu justru sebagai sarana untuk pengembangan diri ya?

Fr. Ko : Iya


120607_002


M: Jadi suasana hati senang karena tambah pengetahuan ya?

Fr. Ap: iya


M : Berarti ada cara pandang ya ? dari yang tidak suka menjadi suka.


Fr. Mi: Langsung dibahas di kelas kok pak. 


Fr. Lu: Kalau dari saya dibandingkan kelas lain. Saya kira bagus begini. 


Fr. Mi: Kalau saya malah awal-awal cocok itu pak. Mungkin ke depannya mungkin bisa bertahap. 


120607_003 


M: Ya suatu pengakuan yang luar biasa. Terima kasih. Monggo. Ini SCJ po? 

Inggris. Saya merasa terpacu dengan mencoba mendengarkan supaya dengan harapan saya menjadi bisa dengan terbiasa mendengarkan. Itu meskipun dengan perjuangan yang sangat besar dari diri saya. Walaupun perjuangan itu tidak mudah.

M: Ya ada trauma. Lalu ada perubahan sikap ya? ya terimakasih.


M : Oke. Terima kasih ya.


M : Terimakasih frater. Silakan selanjutnya

Fr. Hen: Terima kasih Saya fr Hen dari konfik SCJ. Pengalaman saya belajar bahasa Inggris khususnya bersama Pak M sungguh membantu saya untuk berkembang dalam hal tulis-menulis ataupun mengimprovisasikannya dalam bentuk berbicara untuk berani berbicara. Memang kendala saya sejak awal belajar bahasa Inggris adalah keberanian untuk mengimprovisasikan apa yang saya dapatkan. Memang dalam hal tulis-menulis sudah ada kemauan ada keberani terutama memang dari awal sudah diberi yang baik ketika berada di postulat atau novisiat. Tetapi ketika berada di sini khususnya belajar dengan Pak M. Saya kembali diingatkan kepada diri bahwa saya mampu untuk berbicara bahasa Inggris. Tantangan yang diberikan memang ketika diberi tugas-tugas itu kadang kelabakan karena selain untuk pembagian waktu saya tetapi juga kadang kala saya bingung untuk menggabungkannya antara vocab yang satu dan yang lainnya. Tetapi sejauh ini saya mengalami bahwa apa yang diberikan Pak M sungguh membantu saya untuk berkembang. Tentu dari apa yang saya ungkapkan tadi bahwa sebenarnya tantangan yang diberikan oleh dosen itu juga sebenarnya memberikan kebahagiaan sendiri bagi para mahasiswanya khususnya bagi saya karena dilain sisi memacu diri ini untuk terus berproses dengan baik. Karena memang kalo hidup di sebuah biara kan relatif hidup dibuatnya nyaman jadi apa-apa bisa enak secara bisa dikatakan instan. Lalu ketika diberi tantangan seperti itu paling tidak setiap orang pribadi diajak untuk bergerak. Berarti dia harus sebisa mungkin mengerjakan apa yang dirasa sulit itu tetapi paling tidak itu yang membahagiakan. Lalu bagi saya juga ini tergantung dari pengajarnya.

Menurut saya Pak M ini selain juga memberikan tuntutan untuk bisa berjuang juga
tetapi mau memberikan motivasi. Jarang – jarang sih para dosen mau memberikan motivasi ketika mahasiswa nya dalam situasi yang sulit.
