

Developing Instructional Book of English for Theologys Students, at Faculty of Theology, Indonesia Christian University of Toraja

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Abstract.

English for Theology is conducted as English for Specific purposes (ESP) because this course focuses on aspects of English related to the study of theology, including theological terms. Pierson et al (2010b) classify English for Theology into English for Academic Purposes (EAP). EAP course is generally for students who are learning in a classroom or another academic setting. English for Theology course is categorized into EAP because most students require this knowledge for academic purposes.

In applying English for Theology (ET) course at Theology faculty, the students in this institution encountered the difficulty when they learn this course. Instructional design is a systematic process that is employed to develop education and training programs in a consistent and reliable fashion. However, instructional design is a complex process that is creative, active, and interactive. ADDIE illustrates the conceptual components of instructional design. Instructional design models indicate how to practice instructional design. Instructional design models allow people to visualize the overall process and establish guidelines for managing instructional design processes. Instructional design provides a means for communicating among team members, clients, and stakeholders.

The topics and subtopics which composed as the contents of instructional book for English for thfor Theology Course are:

1. *Prayer* : *Lord's Prayer and Classroom Prayer*
2. *Holy Bible* : *Books of the Old Testament and Books of the New Testament*
3. *God* : *The nature of God and The Attributes of God*
4. *Jesus Christ* : *The person of Christ and The work of Christ*
5. *Holy Spirit: The work of Holy Spirit and The names of Holy Spirit*
6. *Man* : *The creation of man and The fall of man*
7. *Church* : *Worship, Sacrament, Tools and parts of the church and Membership in the church*
8. *Salvation* : *Repentance and Faith*
9. *Last Things* : *The second coming of Christ and Judgement*
10. *The Prophets and The Apostles* : *The Prophets and The Apostles*

Keywords. Instructinal book, English for Theology

A. INTRODUCTION

English is one of global languages has played the important role in communication between people all over the world. In Education English is one subject taught and included in national curriculum of Education affair of Indonesia. It is thought begin from Secondary school up to university. Eventhough thirteen (13) curriculum English excluded for elemetary course, but English is included as local content for several places. Curriculum of Theology Faculty of Christian University of Indonesia Toraja has two English courses that are English 1 for General English and English 2 is English for Theology.

English for Theology is conducted as English for Specific purposes (ESP) because this course focuses on aspects of English related to the study of theology, including theological terms. Pierson *et al* (2010b) classify English for Theology into English for Academic Purposes (EAP). EAP course is generally for students who are learning in a classroom or another academic setting. English for Theology course is categorized into EAP because most students require this knowledge for academic purposes.

Hutchinson & Water (1987) argued that in applying ESP, the contents or topics have to be based on the students' need. In line with this idea, Richards (2001) said that the procedure used to collect the information about the learners' needs is called as the needs analysis. But based on the information got from the lecturers, they claimed that the topics and the materials they taught to the students in English for Theology Course were designed by their own perspectives not based on the needs analysis. Therefore, Needs Analysis was necessary to conduct for this course in order to gain the information about the students' need.

In applying English for Theology (ET) course at Theology faculty, the students in this institution encountered the difficulty when they learn this course. For instance, they were difficult to understand the specialized vocabulary or jargon used in theological reading or writing. Of course this case can impede their understanding in learning ET. The students also said that the contents or the topics that they learn in ET do not really relevant to theology field. Whereas, the students need the topics which relate to theology so that they can improve and use their English in

Theology. Also, they said they need to learn more the theological vocabulary because their vocabulary was still lack. In essence, the most common problem is on the mastery of vocabulary especially vocabulary with theological meaning.

Referring to the background described above, the research questions is What kind of instructional book is developed to meet the students' needs in ESP Course? and the objectives of the research is to develop the instructional to meet the students' needs in ESP Course?

B. REVIEW OF RELATED LITERATURE

The teaching of English as a Foreign Language (EFL) or as a Second Language (ESL) is divided into several branches. Hutchinson & Waters (1987) drew that EFL consists of English for General Purposes (EGP) and English for specific Purposes (ESP). The purpose of EGP is that students can get a general idea of the English language and can use it in daily life. In addition, the differences of ESP and EGP according to Wello & Dollah (2008) are the words and sentence learned, the subject matter discussed in ESP all relate to a particular field; the materials in ESP are specially design to meet the needs of the learners; and the tuition of ESP may be higher than General English course.

Hutchinson & Waters (1987:17) stated that: "ESP is broken down into three branches: (1) English for science and Technology (EST), (2) English for Business and Economics (EBE), (3) English for Social Studies (ESS)". Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

English for Academic Purposes (EAP) is aimed for the learners who are studying to enter professions. It focuses on the language of academic performance in specific discourse communities (and sometimes preparing for near-future identified workplace needs). Meanwhile English for Occupational Purposes (EOP) is aimed for learners who are working in various sectors of occupation. It focusing on the language of job performance (or preparing for identified employment opportunities).

English for Theology, etymologically, theology is a combination of two Greek words: *Theos* and *Logos*. *Theos* means God, and *logos*, means word or discourse. Thus, theology is the discourse or study of God. In line with the definition, Cantelon (2007) argues that theology is the science of God. It means that theology is systematic and formulated knowledge of God. The term “theology” can be used both specifically and generally. It is used specifically to refer just to the study of the doctrine of God and used generally to apply all the studies related to the Christian religion (biblical studies, preaching, missions, etc).

Drewes and Mojau (2011) wrote that there four primary classifications of theology. There are Exegetical (Biblical) Theology, Historical Theology, Systematic Theology and Practical Theology. Biblical Theology is a methodology that takes its material in an historically oriented manner from the Old and New Testaments and arrives at a theology. It studies the content of scripture (biblical language, archaeology, canon, principles of interpretation, etc). Historical Theology is the unfolding of Christian theology throughout the centuries. It is cognizant of the development, growth, and changes of Christian theology. Systematic Theology arranges in a logical order those materials from exegetical and historical theology. Practical Theology is application to life of the things contributed by exegetical, historical and systematic theology. It studies preaching, pastoral care, church administration, counseling, worship, etc.

English for Bible and Theology (EBT) is the teaching or learning of English used in Theology classes, textbooks, sermons, articles in theology, etc (Pierson et al, 2010b). Furthermore, they explain that one subtype of EBT is Theological English (TE). Theological English focuses on aspects of English related to the study of theology, including theological terms, the range of complex sentence structures used in theological writing and patterns used by theologians in their teaching and writing. Hence, in Theological English, the main focus is how to use English in theology not to learn the theology concepts.

To describe the position of English for Theology in the context of English as a Second Language or English as a Foreign Language, Pierson *et al* (2010b) classify

different categories and subcategories of classes, along with a few of many possible courses in each category as in the following figure.2.1

The figure shows that English for Theology is classified into EAP. EAP courses are generally for students who are learning in a classroom or another academic setting, while EOP are usually for on-the-job workers with very specific and usually non-academic uses for English. English for Theology is placed in the EAP family. English for Theology is categorized into EAP because most students require this knowledge for academic purposes, we consider English for Theology to be a subcategory of EAP, not EOP

Usually, Theological English Course deals with the topics that are more academic, for instance the skills needed for reading theological publications, listening to lectures on biblical themes, discussing opposing theological viewpoints, or writing scholarly articles. But sometimes, this course does not only focus in academic nature. It also can play role on others area such as helping students learn common biblical terms, understand English sermon or read the English Bible or Christian journal articles. Theological English Course should include all four skills: listening, speaking, reading and writing. It also focuses on content areas or the elements of English such as vocabulary, pronunciation, grammar.

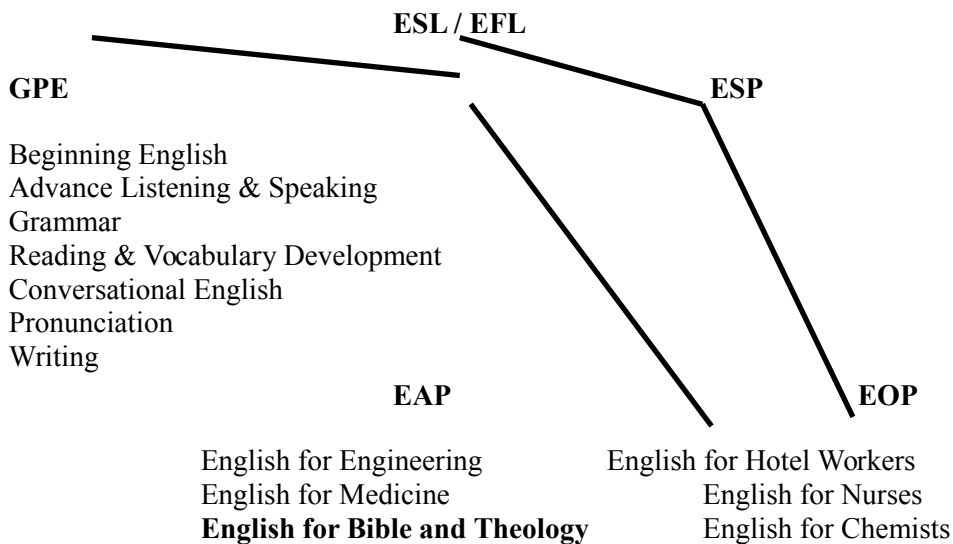


Figure 2.1. Categories of ESL/EFL Teaching and Learning (Pierson *et al*, 2010b)

Language is inseparable from vocabulary. Learning language means learning its component, including vocabulary. The importance of vocabulary knowledge has long been recognized in language development. Vocabulary mastery becomes one of requirements for people to speak language. It cannot be denied that without vocabulary, people cannot say anything.

According to Oxford English Dictionary (1997), vocabulary is defined as “total number of words in a language, words known to a person, list of words and their meaning especially at the back of a book used for teaching a foreign language”. By the definition, vocabulary is total number or list of words, and then it can be arranged into broader forms, such as phrase, clause, or sentence. Those arrangements forming ideas that can be understood by others, ideas will not be able to be performed without vocabulary.

Another definition is given by Hatch and Brown (1995), they argue that vocabulary is a list or set of words for particular language or a list or set of word that individual speakers of language might use. It means that every person must have vocabulary for communicating with others. It is a very significant element of language, with vocabulary people can express their ideas.

According to Nation (2001) vocabulary is typically seen as falling into four main groups:

- High frequency words
- Academic vocabulary
- Technical vocabulary/ specialized vocabulary
- Low frequency words

The usual way of deciding how many words should be considered as high frequency words is to look at the text coverage provided by successive frequency ranked groups of the words. Nation (2001) stated that High frequency words contain 2.000 word families. About 165 word families in this list are function words such as *a*, *some*, *two*, *because* and *to*. The high frequency words of the language are so important that considerable time should be spent on these words by both teachers and learners. This attention can be in the form of direct teaching, direct learning, incidental learning, and planned meetings with the words. The time

spent on them is well justified by their frequency, coverage and range, and by the relative smallness of the group of words.

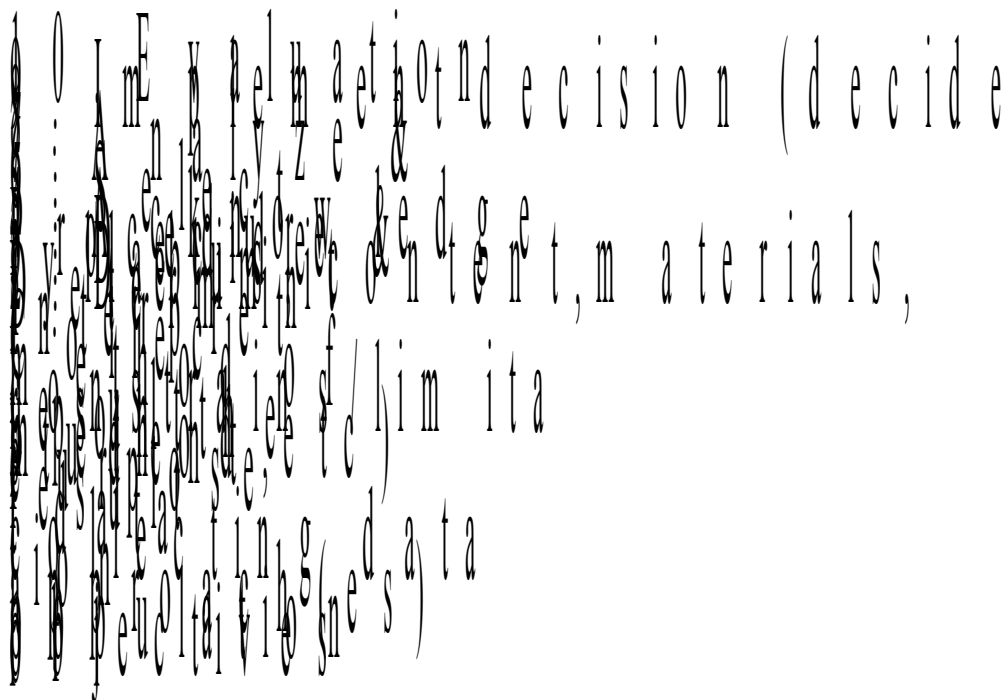
Academic vocabulary usually used in an academic textbook and it contains many words that are common in different kinds of academic texts for instance: *policy, phase, adjusted, sustained*. Nation (2001) assumed that the words in the academic vocabulary are useful for learners studying humanities, science or commerce. The list is not restricted to a specific discipline. The academic vocabulary has sometimes been called sub-technical vocabulary because it does not contain technical words but it contains rather formal vocabulary.

Specialized vocabulary is made by systematically restricting the range of topics or language uses investigated. It is possible to have special vocabulary for speaking, for reading academic texts, for reading newspapers, for reading children's stories, or for letter writing. In essence, technical or specialized word is one that is recognisably specific to a particular topic, field, or discipline. Some specialized vocabulary made by doing frequency counts using a specialized corpus. Some are made by experts in the field gathering what they consider to be relevant vocabulary. Nation (2001) suggests four categories to distinguish technical vocabulary from other vocabulary.

The result of this Needs Analysis also expected to be useful for the users such as:

- a) The students of theology. The findings of the Needs Analysis would help the students of theology to learn English for Theology especially in learning the theological vocabulary.
- b) The lecturers of English for Theology Course. The findings of the Needs Analysis would help the lecturers to design the topics and the specialized vocabulary for English for Theology Course.
- c) The policy makers in theology field. The findings of the Needs Analysis would give the information to evaluate the adequacy of existing syllabus or to the design a syllabus, curriculum and materials in English for Theology

Jordan in Wello & Dollah (2008:67) drew the steps in conducting Needs Analysis. They are:



A n a l y s i s

Figure .2.2. Steps in Needs Analysis

Needs Analysis was conducted in order to find out the topics and the vocabulary that need to be learned by the students in English for Theology course at Theology Faculty of UKI Toraja. The steps of needs analysis in figure b.1 were applied to achieve the objectives of this research.

Needs Analysis started by deciding the purpose of analysis. The purposes of this research were to gain the information about the topics and specialized vocabulary in each topic that need to be learned by the students in English for Theology Course at Theology Faculty, Christian University of Indonesia Toraja.

The approach used was Learning-Centered Approach as given by Hutchinson and Waters (1987). They divided needs into *target needs* (what the student has to do in the target situation) and *Learning needs* (what the student needs to do in order to

learn). Target needs which reflect the learners' needs is classified into three types namely Necessities(What is necessary in the learners' use of language?) It means that what the learners have to know; Wants (What do the learners wish to learn?) It means that what the learners want to know; and Lacks (what do the learners lack?) It means that what the learners know already.

Giving limitation was necessary to be done in order to achieve the main purpose of the research. In this case, Necessities was chosen because the focus of the research were on finding out the topics and specialized vocabulary in each topic that need to be learned by the students in English for Theology Course.

Concept of Developing Instructional Design and Develop

Instructional design and develop center on individual learning, has immediate and long-range phases, is systematic, and uses a systems approach about knowledge and human learning. Internal conditions premised on a model of information processing should be supported by a deliberately arranged set of external events. Instructional design is an iterative process of planning performance objectives, selecting instructional strategies, choosing media and selecting or creating materials, and evaluation. Types of analysis include needs or front end, instructional (such as content or task), and learner. Other considerations include resources, teacher preparation, and diffusion. Because curricula are usually structured around content rather than human capabilities resulting in gaps between broad goals and specific objectives designers should work backward from desired outcomes of human performance using taxonomy of learned capabilities to group and sequence objectives, then plan external conditions to support internal conditions for learning.

Instructional design is a systematic process that is employed to develop education and training programs in a consistent and reliable fashion. However, instructional design is a complex process that is creative, active, and interactive. ADDIE illustrates the conceptual components of instructional design. Instructional design models indicate how to practice instructional design. Instructional design models allow people to visualize the overall process and establish guidelines for managing

instructional design processes. Instructional design provides a means for communicating among team members, clients, and stakeholders.

Instructional design is characterized as learner centered, goal oriented, focusing on meaningful performance, assuming that outcomes can be measured, procedures are based on empirical evidence, interactive, self-correcting, and typically a team effort. Therefore, students and their performance are the focal point of the principles of instructional design. Teaching is a means to facilitate student performance. Students actively participate in determining objectives, instructional methods, and goals. Goals are central to the principles of instructional design and should reflect the expectations of the primary stakeholders, such as the students, teachers, and clients. Goals also help maintain focus on meaningful performance throughout the ADDIE process and avoid tasks that are trivial, contrived, and over-simplified.

Tennyson (1997:29) describes about instructional design is development of instructional specifications using learning theory to ensure the quality of instruction. It is the entire process of analysis of learning needs and goals of development of a delivery system to meet those needs .It is included development of instructional materials and activities the be tried out and evaluated of all instructional instruments. Miller (2008:32) also states that instructional design is a framework for developing modules or lesson that increase the possibility of learning and encourage the engagement of learners, so that they learn faster and gain deeper level of understanding.

For those reasons, instructional designers should be able to define important terms as performance, efficiency and effectiveness. Where performance refers to the result of human skills, knowledge, and attitudes. Efficiency is usually understood to mean the ration between the resources needed to achieve the result (input) s, and effectiveness is usually means the match between results achieved and those needed or desired. Yacob et.al (2000:3)

Furthermore, Harris and Castillo (2002:5) instructional design is not just a field but also be regarded as a process for examining performance problems and identifying solutions. Its success depends on systematic application. Therefore, instruction is

guided by a model of instruction. A model is a simplified representation of a process, device, or concept. It is designed to help the comprehension problems, situation, or process. Instructional design is also based on open systems. An open system receives *inputs* from the environment, transforms them through operations within the system, submits outputs to the environment, and receives *feedback* indicating how well these functions are carried out. *Inputs* include raw materials. *Outputs* are services or finished goods released into the environment by the organization (Richey 1993:5).

The basic principles materials developments are clearly listed by Nunan (1991) are as follows:

1. We have to consult the syllabus to identify the theme, sub-theme, the objectives that are prescribed in it and we select some sources, such as books, magazines, newspaper, and other authentic materials that related to the theme.
2. Materials should be workable for the students and teachable for the teachers.
3. Material is relevant to the students' level and their real world.
4. Material should suit the students' needs and interests.
5. Material should be feasible to be developed for language skills or language components.
6. Materials should stimulate interaction.
7. Materials should encourage learner to apply their developing language skills to the world beyond the classroom.

Based on the principles of development materials described above, it seems that developing materials should integrate language skills; listening, speaking, reading and writing which at the same time gives space for language elements, such as structure, vocabulary, pronunciation and spelling in the teaching process in classroom setting.

One important thing should be considered in developing materials is the using authentic materials, in which are originally used in real situation and are not designed for use in language teaching, such materials are used in the classroom to expose the learners to language in real use. The using authentic materials are significant because it increase students' motivation for learning, makes the learners be exposed to the real language. The main advantaged of using authentic materials have pointed by Baharuddin (2007) are (1) they have positive effect on learners'

motivation, (2) they provide authentic cultural information, (3) they provide exposure to real language, (4) they relate to some closely to learners' needs, and (5) they support a more creative approach to teaching.

A number of criteria need to be considered in selecting authentic texts for classroom use according to Wello and Dollah (2008:37):

1. Relevance (to syllabus and to the learners, needs)
2. Intrinsic interest of topic/ theme (interested learners)
3. Cultural appropriateness (religiously, socially, and politically)
4. Linguistic demands (language proficiency)
5. Cognitive demands (maturity and knowledge)
6. Logical consideration (length, legibility/audibility)

The types and sources of authentic materials books, audio, visual, and audio-visual media, recording live events, and others authentic materials.

3. ADDIE Approach to develop Instructional Book at Theology Students faculty of Theology, UKI Toraja.

Analyze, Design, Develop, Implement, and Evaluate. It is commonly called ADDIE approach. The ADDIE concept is being applied here for constructing performance-based learning. The educational philosophy for this application of ADDIE is that intentional learning should be student centered, innovative, authentic, and inspirational. The concept of systematic product development has existed since the formation of social communities. Creating products using an ADDIE process remains one of today's most effective tools. Because ADDIE is merely a process that serves as a guiding framework for complex situations, it is appropriate for developing educational products and other learning resources. As Branch (2009:17) foist that instructional design or instructional development should contain at least the following five activities. And it is commonly called ADDIE model; (1) **analysis**, (2) **design**, (3) **development** (4) **implementation** and (5) **evaluations**.

The five phases of ADDIE approach of instructional develop can be seen in the following table (Pongsapan, 2016)

Table 2.1 Common instructional develop procedures organized by ADDIE

<i>Analyze</i>	<i>Design</i>	<i>Develop</i>	<i>Implement</i>	<i>Evaluate</i>
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<i>Identify the probable causes for a performance gap</i>	<i>Verify the desired performances and appropriate testing methods</i>	<i>Generate and validate the learning resources</i>	<i>Prepare the learning environment and engage the students</i>	<i>Assess the quality of the instructional products and processes, both before and after implementation</i>
1. Validate the performance gap	7. Conduct a task inventory	11. Generate content	17. Prepare the teacher	19. Determine evaluation criteria
2. Determine instructional goals	8. Compose performance objectives	12. Select or develop supporting media	18. Prepare the student	20. Select evaluation tools
3. Confirm the intended audience	9. Generate testing strategies	13. Develop guidance for the student		21. Conduct evaluations
4. Identify required resources	10. Calculate return on investment	14. Develop guidance for the teacher		
5. Determine potential delivery systems (including cost estimate)		15. Conduct formative revisions		
6. Compose a project management plan		16. Conduct a Pilot Test		

<i>Analysis</i>	<i>Design</i>	<i>Learning</i>	<i>Implementatio</i>	<i>Evaluation</i>
<i>Summary</i>	<i>Brief</i>	<i>Resources</i>	<i>n</i>	<i>Plan</i>
			<i>Strategy</i>	

Analyze phase and design phases have already conducted for institutional research in 2016. And the result are:

- A. Need Analyzsis has found out is (1) Lack of Resources, (2) Lack of Motivation, and (3) Lack of Knowledge and Skill of English for Theology students, Theology Faculty of, UKI Toraja.
- B. Design Phase. The purpose of the Design phase is to verify the desired performances and appropriate testing methods.

The result of this phase is a Design Brief. Common components of a Design Brief are as follows:

1. A task inventory.
2. A complete set of performance objectives
3. A complete set of test items
4. A testing strategy

C. Develop Phase

The purpose of the develop phase is to generate and validate selected learning resources the common procedures are as follows:

1. Generate Content
2. Select or Develop Supporting Media
3. Develop Guidance for the Student
4. Develop Guidance for the Teacher
5. Conduct Formative Revisions
6. Conduct a Pilot Test

Upon completion of the develop phase, identify all of the resources that will be needed to undertake the planned episodes of intentional learning. Further, by the end of this phase, should have been selected or developed all of the tools needed to implement the planned instruction, evaluate the instructional outcomes, and complete the remaining phases of the ADDIE instructional design process. The result of this phase is a comprehensive set of learning resources. The primary resources that should be available at the end of this phase are the following:

1. Content
2. Sources for additional content
3. Lesson plans
4. Instructional strategies

5. Selected media to facilitate the learning process
6. A comprehensive set of directions for each instructional episode and independent activities that facilitate the student's construction of knowledge and skills
7. A comprehensive set of directions that will offer guidance to the teacher as he or she interacts with the students during the course of the planned instruction
8. A formative evaluation plan
9. The results of a pilot test.

Content is the focal point for engaging the student during the process of knowledge construction. However, content should be strategically introduced during the teaching and learning sessions. Thus, instructional strategies become the overt means by which knowledge, skills, and procedures are exchanged during an episode of intentional learning. Effective episodes of intentional learning should have a beginning, middle, and an end. Instructional strategies organize the external events that occur during each learning episode.

Instructional Strategies. Student-centered strategies should be the guiding framework for accomplishing the performance objectives. The planned activities should be based on the performance objective and the student's background. While the goals and objectives remain constant, the prerequisites and communication methods will vary depending on a student's reason for participating in an instructional episode (motivation), a student's capacity to construct knowledge and skill (rate), and a student's expression for how she or he prefers to learn (style). Instructional strategies should seek to accommodate the student's motivation for learning, the students' rates of learning, and the each student's

Develop Guidance for the Student. Guidance for the Student: Theory The basic theory for developing guidance for the student is that of advance organizer. An advance organizer is an overview of the information that will follow. There are variations for developing guidance for the student. Consider these guiding questions:

1. Do the episodes of intentional learning have an orderly flow?
2. . Does each learning episode have a logical sequence?
3. Does one part of an instructional strategy transition smoothly into the next part of the instructional strategy?
4. Does the sequence of content for the student follow the same sequence of content for the teacher?

Develop Guidance for the Teacher The teacher's role is to move from being the "Sage on the Stage" to the Guide on the Side. Artifacts that guide the teacher are often the vehicles that define the quality of the entire instruction. Guiding artifacts reflect the designer's selection of tasks to be performed by the students, definition of objectives to be fulfilled, selection of instructional strategies, and determine the pace of instruction. The teacher's role is to move from being the "Sage on the Stage" to the Guide on the Side. Artifacts that guide the teacher are often the vehicles that define the quality of the entire instruction. Guiding artifacts reflect the designer's selection of tasks to be performed by the students, definition of objectives to be fulfilled, selection of instructional strategies, and determine the pace of instruction. Guidance for the Teacher focuses on the elements that enable the teacher to guide the student through the planned instructional strategies.

Conduct Formative Revisions. There are two main types of evaluation used in the ADDIE approach: (1) Formative Evaluation and (2) Summative Evaluation. Formative Evaluation Formative Evaluation is the process of collecting data that can be used to revise the instruction before implementation. Summative Evaluation is the process of collecting data following implementation. Summative evaluation will be discussed in a later section. This episode focuses on Formative Evaluation. The purpose of Formative Evaluation is to determine the potential effectiveness of learning resources under development and to identify any learning resources or parts there of that need to be revised. Formative evaluation also provides opportunities to ascertain student attitudes toward the learning resources and the potential effectiveness of the learning resources.

Formative evaluation in instructional design can be defined as collecting data about how students learn within certain contexts. The data are analyzed and synthesized into meaningful information. There are three typical phases of Formative Evaluation:

1. One-to-One Trial
2. Small Group Trial
3. Field Trial.

D. . Implement

The purpose of the Implement phase is to prepare the learning environment and engage the students. The common procedures associated with the implement phase are the following:

1. Prepare the teacher
2. Prepare the student

e) Evaluate

Cunningsworth (1987: 75) presents the checklist of criteria of textbook evaluation around the language content, types of syllabus, theories of learning, language skills and communicative ability, motivation and learners, and overall evaluation. The purpose of the Evaluate phase is to assess the quality of the instructional products and processes, both before and after implementation. The common procedures associated with the evaluate phase are as follows:

1. Determine evaluation criteria
2. Select evaluation tools
3. Conduct evaluations

Upon completion of the Evaluate phase, identify successes, recommend improvements. The result of this phase is an Evaluation Plan. Common components of an Evaluation Plan are as follows: (1) A summary outlining the purpose, data collection tools, timing and person or group responsible for the level of evaluation, (2) A set of summative evaluation criteria, and (3) A set of evaluation tools.

Then ADDIE approach to instructional design promotes three levels

Of evaluation:

Level 1: Perception

Level 2: Learning

Level 3: Performance.

Level 1. Perception

Who : Administered by the Teacher

What: Measure student perception

When : Immediately at the conclusion of the course

Where: Within the learning space (classroom)

Why : Determine degree of satisfaction with the content and determine degree of satisfaction with the teacher.

How: Survey, Questionnaire, Interview, Likert Scales and Open-ended questions.

Level 2: Learning

Who : Administered by the teacher or other designate

What : Measure knowledge and skill acquisition

When : Typically immediately upon completion of a course of study, however, could be any time during the period beginning with the completion of the course until a date prior to the application of the newly acquired knowledge and skills on the job.

Where: Learning space (classroom) and performance space (on the job)

Why : Determine student potential to perform on the job and determine quality of the learning resources

How: Examinations, role plays, observations, practice, and simulations

Level 3: Performance

Who : Administered by a supervisor or a neutral third party

What : Measure actual learning transfer

Where: Performance space (on the job) within a functional work unit

When: A period beginning immediately after the student returns to the job until a date that represents a complete task cycle that required the need to perform the newly acquired knowledge and skill

How: Authentic work tasks, performance checklists, supervisor assessments, Peer reviews and observations.

C. RESEARCH METHOD

This research was conducted at Theology Faculty at Christian University of Indonesia Toraja. The subjects of this research are the seventh semester students of academic year 2014/2015 and Theological lecturers. This research applied purposive sampling technique in taking the subjects. The criteria for the prospective respondents were the students who have studied the English for Theology Course, the lecturers who taught English for Theology Course and the lecturers who had ability in both English and Theology.

In a qualitative study there are no principles in determining the exact number of participants (Gay, Mills & Airasian, 2006). Therefore, the data collected from the

selected respondents until all the objectives were achieved. In line with this idea, Mukhtar (2013) stated that in qualitative research, the data is collected until it is saturated. So, in this research, the data reached the saturation and did not need additional subjects after collecting data from sixteen students and four lecturers; two lecturers who taught English for Theology Course; and two lecturers who taught courses related to Theology field, also they were theologian who known English.

This research used questionnaire as technique of data collections. According to Gay, Mills & Airasian (2006) questionnaire is a written collection of self report questions to be answered by a selected group of research participants. Furthermore, they explained that questionnaire allow the researcher to collect large amounts of data in relatively short amount of time. Open-ended questionnaire were distributed to the students. In this research, the questionnaire was used to obtain data about students' needs in English for Theology Course especially in the topics and specialized vocabulary that need to learn by the students.

Questionnaire was used as instrument of data collections. Before starting to collect the data, the researcher consulted the appropriate time and place to all of the respondents. Then, the researcher explained to the respondents about the purpose of the research.

The data of this research was analyzed through qualitative data analysis. In the first step, the data was analyzed by examining and reducing the key information needed from the questionnaires and the interview transcripts. Afterwards, the researcher did the triangulation for the data collected via interview and questionnaire. As Gay, Mills & Airasian (2006) said that triangulation is used to get a more complete picture of what is being studied and to cross-check the information gathered in the research. Thus, the triangulation is important to conduct in this qualitative research. Afterwards, identifying the specialized vocabulary in each topic was applied. This step was called verification. The vocabulary found in Triangulation was verified by consulting with experts in the particular field and with the technical dictionary as suggested by Coxhead (2013). In this case, consultation was conducted with the lecturers who had ability in both English and Theology (with the L1, L3 and L4) and with using theological dictionary. The result of data analysis contained the list

of topics and subtopics with their theological vocabulary that need to be learned by the students in English for Theology Course.

D. DISCUSSION

Needs Analysis was used in order to answer the problem statements in the chapter 1. It conducted by applying the steps stated by Jordan in Wello & Dollah (2008:67). The result of this analysis contained the topics, subtopics and specialized vocabulary in each topics need to be learned by the students. In addition, it was found some issues related to English for Theology Course at Theology Faculty, Christian University of Indonesia Toraja which explained in the last part of findings. The discussion is based on the presented data on the findings.

The result of the research explained in the findings are the topics and subtopics which need to learn by the students are the following:

2. Prayer : Lord's Prayer and Classroom Prayer
3. Holy Bible : Books of the Old Testament and Books of the New Testament
4. God : The nature of God and The Attributes of God
5. Jesus Christ : The person of Christ and The work of Christ
6. Holy Spirit : The work of Holy Spirit and The names of Holy Spirit
7. Man : The creation of man and The fall of man
8. Church : Worship, Sacrament, Tools and parts of the church and Membership in the church
9. Salvation : Repentance and Faith
10. Last Things : The second coming of Christ and Judgement
11. The Prophets and The Apostles : The Prophets and The Apostles

E. CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concluded that:

First, the instructional book was produced ten topics which need to be learned by the students. Beside topics, there are also subtopics of each topic except on the Ten Commandments and the Apostle's Creed. The topics and subtopics which presented here can answer the first problem statement.

The topics with their subtopics that the students need to learn in English for Theology Course are:

1. Prayer : Lord's Prayer and Classroom Prayer
2. Holy Bible : Books of the Old Testament and Books of the New Testament
3. God : The nature of God and The Attributes of God
4. Jesus Christ : The person of Christ and The work of Christ
5. Holy Spirit: The work of Holy Spirit and The names of Holy Spirit
6. Man : The creation of man and The fall of man
7. Church : Worship, Sacrament, Tools and parts of the church and Membership in the church
8. Salvation : Repentance and Faith
9. Last Things : The second coming of Christ and Judgement
10. The Prophets and The Apostles : The Prophets and The Apostles

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