ENGLISH FOR SPECIFIC PURPOSES COURSE FOR HOTEL FRONT OFFICERS: INVESTIGATING LEARNERS’ MOTIVATIONS IN LEARNING ENGLISH

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

Novia Mutiaraningtyas
112014041

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
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ENGLISH FOR SPECIFIC PURPOSES COURSE FOR HOTEL FRONT OFFICERS: INVESTIGATING LEARNERS’ MOTIVATIONS IN LEARNING ENGLISH

Novia Mutiaraningtyas

ABSTRACT

It is undeniable that the role of motivation is pivotal in any language learning, especially in ESP. The importance of motivation in ESP can be seen as learners need to be able to make use of the language they learn in their occupation. The present study was conducted in an ESP course intended for Front Office staffs in L Hotel in Salatiga, where the researcher was also the teacher in the course. Five front officers enrolled in the ESP course of L Hotel in Salatiga were the participants of the study. Most of the participants were beginner learners of English. In addition, all of them sometimes found difficulties in interacting with foreign guests; although foreign guests are infrequently visit the hotel. Here, exploring learners’ motivation was considered necessary, as the learning English related to the learners’ occupation would help the learners to cover up the gaps in English. The study attempted to figure out what were learners’ motivations in learning English in the course at the beginning and at the end of the course; whether or not there was motivation exist in each learner. Semi-structured interview was used as the instrument in order to obtain accurate data, through pre and post-course interview sessions. The findings indicated that there were motivation existed in each learner. Extrinsic motivation appeared to be the primary motive for the learners in learning English related to their occupation. Several factors, such as, materials, teachers, and learning activities became learners’ incentives in learning English related to their occupation.

Key words: ESP, Motivation, Extrinsic Motivation

INTRODUCTION

Motivation is inseparable to language learning as it plays a significant role in an individual’s success of learning. Navickienė, Kavaliauskienė, and Pevevičiūtė (2015) claimed that motivation has been admitted as one of the main aspects that affect English language learning. Without motivation, learning process might not be
successful. As motivation is a personal matter, every student might have different motivational factors in learning English. What motivates student A might de-motivate student B, or the other way around.

Problems concerning ESP learners’ motivation might be non-existence of motivation and/or low motivation in the learning process influenced by several factors, both internal and external. According to the results of the study conducted by Navickienė, Kavaliauskienė, and Pevevičiūtė (2015), there were several factors affecting learners’ low motivation, that mostly came from the learners: low language learning abilities, negative attitude towards learning, negative attitude towards learning English, and personality problems (lazy and no understanding of what they ought to learn). It was found out that learners who have low motivation in learning English tend to have no idea of what their learning outcomes should be. This factor may be the reason that leads the learners to have negative attitudes towards learning and learning English.

This study presents a qualitative study that focuses on investigating students’ motivation in learning English in relation to their job as front officers (receptionists) in L Hotel in Salatiga. The main rationale that underlies the research in focusing on learners’ motivations in learning English was the researcher’s curiosity towards learners’ motives in learning English in the ESP course; whether or not there is an existence of motivation of the learners in learning English related to their occupation. The present study attempted to find out students’ motivational factor at the beginning and at the end of the course; whether students’ motivational factor change or not during the course.
Previous studies have been conducted in examining aspects of ESP students’ motivation in learning English (Navickienė, Kavaliauskienė, & Pevcevičiūtė, 2015; Katsara, 2008; Koltai, 2012; Klímová, 2007). The results of the previous studies showed that external factors, such as teacher, materials, and learners became the factors that influence one’s motivation in learning English in ESP courses. Learners seemed to be more extrinsically motivated as the aim of learning the language was intended for the requirements for their occupation. Yet, there were also learners who wanted to learn the language as they want to be part of a community where the language used, as well as, concerning learning the language used in their prospective occupation.

The present study seeks to contribute to the area of research and the findings of the study might benefit ESP instructors, considering that understanding learners’ motivation might be one of the keys to achieve successful teaching and learning process. By understanding learners’ motivation in learning English, the burdens of ESP instructors in designing materials might lessen as the materials will be based on learners’ needs and aspects of motivation, as well as the way they teach during teaching and learning process. Thus, the research question addressed in the present study was: what motivated learners in learning English in the course related to their real-world job as front officers at the beginning and at the end of the course.

**LITERATURE REVIEW**

This section describes the interrelated theories to the study of students’ motivation. In order to present distinct theories underlie the study, four major themes were presented: definition of motivation, the role of motivation in language learning
process in ESP, the types of motivation and factors affecting ESP students’ motivation in learning English.

**Definition of Motivation**

It is not easy to interpret what motivation is (Al-Tamimi & Shuib, 2009). Gardner (2007) stated that it is almost improbable to define motivation in a “simple” way because it is an “abstract and complex concept” (Gardner, 2010, cited in Al-Ghamdi, 2014, p. 3). Here, the term “abstract and complex concept” may refer to various factors of each individual’s motivation that depend on various circumstances. In other words, each individual has different motivational factors.

Melendy (2008) viewed motivation as one’s action in attaining particular goals that comes from a need (cited in Al-Ghamdi, 2014). Similar to this, Johnstone (1999, p. 146) pointed out motivation as an impetus of an individual in attaining particular target (cited in Mahadi & Jafari, 2012, p. 231). In addition, motivation as defined by Ryan & Deci (2000) means “to be moved to do something”. A person who gingers up in attaining particular aim is regarded as having motivation, whereas an unmotivated person refers to those who have no impulse to act. In accordance to English language learning in English for Specific Purposes (ESP) course, motivation is seen as an encouragement comes from particular student and/or the environment to be able to do something with the language.

**The Role of Motivation in Language Learning Process in ESP**

The role of motivation in foreign language learning enhancement are significant and indisputable (Navickienė, Kavaliauskienė, and Pevevičiūtė, 2015; Al-
Tamimi & Shuib, 2009). As motivation plays an important role in an individual’s success of learning, it is inseparable to language learning process. A person who has motivation in the process of language learning tends to have a clear goal to attain. That is, the learning process might be meaningful as the goal is vivid.

It is almost improbable for a person to achieve particular goals in learning with no existence of motivation. Those who have no motivation in learning might show less desire in achieving the goals of the learning. Gardner (2006) argued that levels of students’ motivation affect the learning process. He added that, a higher-leveled motivated student tends to surpass those with lower level of motivation in terms of learning the target language.

In ESP, motivation is crucial as students learn English to fulfill the requirements in their prospect occupation. Therefore, students should be aware of the goals they want to achieve by learning English; is it only for the sake of their occupational factor or other motives. Without motivation, an individual’s learning process might not be successful because they just do not have intentions to learn or engage in any learning activities. Thus, the role of motivation in language learning process in ESP is inevitable.

Types of Motivation

Integrative and Instrumental Motivation

Gardner & Lambert (1972) divided motivation into two types: integrative and instrumental motivation. Integrative motivation is learning a language with an intention to be the part of a community where the language is used. In other words,
integrative motivation is associated with cultural background of the language in the community. According to Anjomosha & Sadighi (2015), being integratively motivated does not mean that a person should be entirely the part of the language community and is “indistinguishable” with the member of the community. In other words, direct interaction with the member of the target language is not a compulsory.

A person can be categorized as having integrative motivation when he/she loves the culture of the target language and may as well want to participate in the culture. Yet, the person does not completely “lose themselves” as the part of the target language community.

Whereas, instrumental motivation is learning a language in order to bolster someone’s occupation or other motives. A person who is motivated to learn a language as a means of getting a job or gaining academic accomplishments, is regarded as having instrumental motivation.

**Intrinsic and Extrinsic Motivation**

Ryan & Deci (1985) proposed two kinds of motivation in their Self-Determination Theory based on various reasons and purposes that caused someone to give an action toward something, which are intrinsic and extrinsic motivation (cited in Ryan & Deci, 2000, p. 55). Intrinsic motivation refers to an interest to do something because it is pleasing, while extrinsic motivation is doing something in order to gain something. Extrinsic motivation here might be similar but “not exactly alike” (cited in Anjomosha & Sadighi, 2015, p. 127) to Garder’s & Lambert’s (1972) instrumental motivation. Anjomosha & Sadighi (2015) argued that extrinsic motivation highlights that the factor affecting one’s motivation comes from outside, while instrumental
motivation is related to goal a person wants to achieve in his/her learning. In regards to students’ motivation in learning English in ESP course, intrinsic motivation might refer to students’ intrinsic willingness to learn. Extrinsic motivation comes from teacher’s side and materials as suggested by Leo & Galloway (1996: 38, cited in Katsara, 2008) that grades and teacher’s personalities affect students’ motivation in learning language (English).

Both types of motivation (extrinsic and intrinsic) carry negative and positive impacts. Navickienė, Kavaliauskienė, and Pevevičiūtė (2015), in their study, indicated that extrinsic motivation will give negative impact to students when students have no intrinsic motivation at all in learning English. They learn English, but they do not really have a strong intention to do so. In other words, they are motivated to learn English just for the sake of teachers’ rewards and avoiding punishments. Yet, if rewards are taken away and no more punishments, students might be de-motivated to learn English or even have no intention to come to class because they do not have what so called intrinsic motivation to learn English. However, extrinsic motivation also gives positive impact to students when they have an internal desire to learn. External factors might as well boost their motivation. On the other hand, intrinsic motivation does not have negative impacts. Students will be motivated to learn because they have “internal desire” to learn aside from teacher’s promised rewards, meaning that students will still have motivation to learn even though no rewards offered. As Harmer (2007) highlighted that:

“As far as the students are concerned, intrinsic motivation refers to a desire to learn something. They want to learn for its own sake, not just for the sake of rewards.”
Factors Affecting Learners’ Motivation in Learning English

Various factors, both from intrinsic and extrinsic, can affect students’ motivation in learning a foreign language, in a way enhancing and/or decreasing their motivation. Below are some factors affecting students’ motivations:

Materials

Materials are categorized as one of factors that affect students’ motivation in learning English (Hutchinson & Waters, 1987; Dehnad & Naseer, 2014). Hutchinson & Waters’ (1987, p. 55) defined necessities as what students needs to know in relation to their target situation. In this case, the necessity can be referred to the kinds of suitable materials to students’ target situation. Once the materials given are not appropriate to students’ needs, they might get de-motivated. While Dehnad & Naseer (2014, p. 477) suggested in more details that materials should be up-to-date, attractive, fun, and the level of difficulty should be adjusted to students’ comprehension; whether the tasks and the materials given promoted too high level of difficulties or the other way around. The level of tasks and materials difficulties might also affecting students’ motivation in learning English.

Nevertheless, materials cannot rely on one aspect only, meaning that just because the materials reflect on students needs, then that is considered as enough. Materials should not only appropriate to students needs but it should also promote an attractive, fun, and not too difficult for the students. When the materials are appropriate to students’ needs, but it is not up-to-date, students might get bored and lose interest in learning.
Teachers

Teacher plays an important role in motivating students (J. Harmer, 2001; Katsara, 2008; Dehnad & Naseer, 2014). Harmer (2001) asserted that a teacher becomes the determinant major in both motivating and de-motivating students. A teacher should know students’ intrinsic motivation, as well as the factors that might influence the motivation, whether it rises up the motivation or lower the students’ motivations.

By understanding students' intrinsic motivation, teacher will be able to do what they have to do in teaching process, such as creating pleasant and relaxed learning atmosphere, presenting task properly, developing good relationship with students, and etc. Similar to this, Katsara (2008) asserted that teachers’ behavior appears to be students’ boosts in learning English, such as teachers’ encouragement. Teacher can give students encouragements for the hard work in doing certain assignments by giving them a bonus score, giving compliment, giving advices and suggestions when students make mistakes, and giving rewards. Teacher also holds an important role in motivating the de-motivated students (Dehnad & Naseer, 2014 (p. 477-488). Therefore, teacher should figure out what are the factors affecting de-motivated students. In this case, materials and the way a teacher delivers the materials need to be considered and examined; whether the way the teacher deliver the material is attractive enough for students or not.

Learners’ Affective Factor

Another factor affecting students’ motivation according to Hutchinson & Waters (1987) is the affective factor. Conceiving students’ affective factors are
undeniable. Students use their cognitive to think, but they also have feelings. ESP instructors should treat students as human beings in the learning process. In other words, students should not be forced too hard to learn everything in a particularly short time. They are humans, not “a machine” (Hutchinson & Waters, 1987, p. 46). If so, students might lose intentions to learn.

THE STUDY

This section describes the context of the study, a brief description of the ESP Course, the participants involved in the study, the data collection instruments and procedures, as well as how the data gathered were analyzed.

Context of the Study

The present study was conducted in English for Specific Course for Hotel Front Officers in L Hotel (a pseudonym) in Salatiga, Jawa Tengah, Indonesia, where the researcher was also one of the instructors in the course. L Hotel is a three-star hotel that provides the comfortable stay for the guests with elegant-style hotel oriented. In this hotel, English plays important role in promoting the services, facilities, etc. As one of requirements for three-star hotel standard, the use of English, specifically for communication purpose, is required by the hotel staffs, especially the Front Office staffs, in communicating with foreign guests. The visitors of the hotel mostly come from Netherland, South Korea, China, Singapore, Malaysia, Japan, Saudi Arabia, Canada, USA, and England.

Yet, based on the needs analysis, the participants of the ESP course revealed that, in a month, the foreign guests come to the hotel is infrequently. Furthermore, the
foreign guests mostly come together to the hotel with a translator. However, there are also guests who prefer to interact with the front officers during their stay in the hotel without their translator. In other words, the guests might come unexpectedly to the front desk to ask for certain things and help or just stop by and have small interactions.

Given the fact that foreign guests coming to the hotel is infrequent, the researcher was curious about whether or not the learners were aware of the importance of English related to their occupation, as they will use the language in dealing with foreign guests whenever they ought to do so. The researcher also would like to investigate further about what motivated learners in joining the course, as they will not use the language so often; whether or not there is a motivation exists in learners to learn English in the course considering the situation in L Hotel.

The Description of the ESP Course

The ESP Course was intended for Front Officers in L Hotel, Salatiga. Two instructors taught in the course and the researcher was one of the instructors. The course lasted for one and a half month with twelve meetings in total. The duration in each meeting was 90 minutes. The main objective of the course was to equip learners, who were considered as beginner learners of English, with English speaking skills in interacting with foreign guests in their real-world occupation as Front Officers in L Hotel. Practical activities were applied in each of the learning topic, such as checking in, checking out, and during the guests’ stay, that are covered in the role play and other speaking, listening, and reading practices. By the end of the course, learners were expected to be able to use the language functions and expressions according to their occupation as Front Officers in interacting with foreign guests.
Participants

The participants of the study were students in the ESP course where the researcher taught. Five front officers of L Hotel in Salatiga were selected to take part in the study, which consisted of one male and four females. Involving all students in the class was considered necessary as the findings were also used for material design in the course. Students might have various motivational factors. The participants’ demographic information can be described in the following table:

Table 1. Participants’ Demographic Information

<table>
<thead>
<tr>
<th>Learner</th>
<th>Gender</th>
<th>Age</th>
<th>Educational Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Female</td>
<td>23</td>
<td>SMK Negeri I Administrasi</td>
</tr>
<tr>
<td>B</td>
<td>Female</td>
<td>26</td>
<td>SMA Negeri 3 Salatiga Perkantoran</td>
</tr>
<tr>
<td>C</td>
<td>Male</td>
<td>22</td>
<td>D1 Perhotelan</td>
</tr>
<tr>
<td>D</td>
<td>Female</td>
<td>21</td>
<td>SMK Perhotelan</td>
</tr>
<tr>
<td>E</td>
<td>Female</td>
<td>30</td>
<td>SMA Negeri 2 Salatiga</td>
</tr>
</tbody>
</table>

Among five participants, two of them, learner C and D had English background education as they attained from their previous education and the other participants were beginner learners in ESP. The rest of the participants had learned English in their Junior and Senior High School education. However, there was still an existing gap between participants’ English skills used in their real-world job and what they had learned in the Junior and Senior High School years. Again, after graduating, what they had learnt in Junior and Senior High School appeared to be vanished. They
were lack of English exposure as they worked as front officers in L Hotel even though sometimes they have direct interaction with foreign guests.

**Data Collection**

**Data Collection Instrument**

Semi-structured interview was used as the instrument in collecting data, which focused on what motivates students in learning English in the course. By conducting a semi-structured interview, the researcher was able to explore more about participants’ various answers regarding to the interview questions as well as giving responds or asking additional questions to participants. The interview questions were divided into two different parts according to the sections; pre-course interview and post-course interview (see Appendix). In the pre-course interview session, learners were asked questions about what became their motivation in learning English the course. In this stage, the researcher could identify whether or not there were motivations existed in each learner. Whereas in the post-course interview session, the researcher could be more specific in asking questions regarding learners’ motivation, as they had joined the course. Here, the researcher was able to specify whether or not several aspects in the teaching and learning process, such as: materials, teachers, and learning activities; could affect learners’ motivations in learning English in the ESP course.

**Data Collection Procedures**

The interview sessions was conducted two times with approximate duration of 10 to 20 minutes in average, at the beginning (pre-course interview before the course
started) and at the end of the course (post-course interview), in order to figure out whether students’ motivational factors changed from time to time or not, and what factors affecting their motivation. Beforehand, the researcher had done the piloting questions to check whether the interview questions were appropriate or still needed to be adjusted. Three front officers from different hotel were selected to participate in the piloting session.

The interview sessions was done outside the class activity. The language used in the interview is Bahasa Indonesia considering that most of the participants are beginner learners of English and to build a comfortable atmosphere. The researcher used audio recording and note taking during the interview sessions to ensure the accuracy of the data gathered. In order to keep participants’ confidentiality, “Learner A” until “Learner E” (5 participants) was used as the pseudonyms.

In conducting the interview, the researcher would first explain to the participants about the purpose of the interview and how many times they would be involved in the interview sessions. The researcher also asked for the participants’ permissions that the interview sessions would be audio-recorded. Next, the researcher would start interviewing the participants according to the list of questions the researcher had prepared. As it is a semi-structured interview, the researcher actively gave responds to the participants’ answers during the interview sessions and as well as asking additional questions to participants. After the researcher finished in asking all the interview questions, the researcher checked and clarified some points from the participants’ answers that were still unclear. Finally, the researcher showed the participants the interview notes and also the audio-recording file. This was to give
participants space to check whether there were some data that they did not feel comfortable to be displayed or to cut certain parts in the audio recording file.

**Data Analysis**

The data obtained from the semi-structured interview was analyzed by using Thematic Analysis as proposed by Dawson (2009). As the name Thematic suggested, there would be themes emerged from the data. After deciding the themes, the data was categorized according to the themes.

Before analyzing the data, the data collected from the semi-structured interview was transcribed using clean transcription. Then, the researcher had to re-read the data collected for several times to become more familiar with the ideas emerged from the interview transcripts. After that, the data gathered from the semi-structured interview was identified according to the sections of the interview: pre-course interview and post-course interview. Finally, the researcher would classify the data emerged from the interview results into themes. Therefore, the researcher had to compare participants’ answers from each interview sections to be able to analyze the differences or similarities in the data.

**FINDINGS AND DISCUSSION**

This section will be divided into two main sections, which are Pre-course Interview Results and Post-course Interview Results.
Pre-course Interview Results

The Domination of Extrinsic Motivation of Learners’ Motives in Learning English

The non-intrinsically motivation appeared to be the learners of the ESP course’s predominant motive in learning English, which was influenced by an extrinsic factor; the learners’ occupation. Although motivation is a personal matter of each individual, the results indicated that learners had the same motivational factor as they set the same goal in learning occupational-related English. All learners responded that their motivation in learning English in the course was in order to be able to interact with foreign guests using the appropriate language. Learners in fact, recognized the importance of learning English as an international language and at the same time, their occupation demands them to be able to use English as the language to interact with foreign guests. Below is one of the learners’ responses to the question, “What motivates you in learning English in the course you will be joining?” that could be the best answer represented by learner B towards learners of the course’s extrinsic motivation:

“I am motivated to learn English because I want to be able to interact with foreign guests. I do not want to depend on Google Translate all the time whenever I have to communicate with foreign guests. It might help, but sometimes the meaning might turn out different. The real meaning of what the guest is saying could appear different by using Google Translate. That is when miscommunication happens; when I cannot express an accurate response to what the guest is saying.”

(Learner B, September 30, 2017, my own translation)

Given the fact that learner B depends on an application to express what she wanted to say in communicating with foreign guests, she was conscious enough to emphasize that even by using an application to translate what she wanted to say in
English, the meaning might turn out different that sometimes lead to a miscommunication. The reason might be because of the inappropriate dictions to the context that the participant B and the guest face. Besides, based on her experience in dealing with foreign guests, not all of them come to the hotel with a translator. Here, learner B would have no choice but to deal with foreign guests. In other words, the external factor, which was the demand of learner B’s occupation, became the determination of learner B in learning English.

Similar to learner B, other learners (learner A, C, D, and E) in the ESP course appeared to have the same responses regarding to what became their motivation in learning English in the course, as described in the following responses:

“My motivation in learning English in the course comes from my willingness to be able to communicate with foreign guests. Once I can speak English well, at least English used in my occupation as a Hotel Front Officer, I might not get nervous whenever I had to communicate with the guests because I know the language expressions I suppose to say in responding to the guests”.

(Learner C, September 30, 2017, my own translation)

“My motivation in learning English is influenced from my occupation. I really motivated to learn English because my occupation demands me to be able to use English in interacting with foreign guests, especially when the guests are not from English-speaking countries. The only way we can communicate is by using English as the international language”.

(Learner E, September 30, 2017, my own translation)

Here, learner C and E mentioned that the ability to be able to communicate and respond to what the guests were saying became their main motive in learning English, as their occupation also demands them to be able to use the language, just as what Learner B had stated. In addition, the rest of the learners (learner A and E) in the ESP course have the same case as learner B; they depend a lot on a translation application in grasping the meaning of what the guests are saying.
“My motivation in learning English in the course is the willingness to be able to communicate with foreign guests coming to the hotel, as English is very important in my occupation. I often use Google Translate whenever I try to give responses in interacting with the guests. But it seems that the translation is not that accurate if I write a sentence in it. That is why I often feel nervous when I have to encounter a conversation with foreign guests. I am afraid if what I type in the Google Translate turns out different with the real message I wanted to say to the guests. I realize that using Google Translate might not be that effective for communication. Yet, I have no choice but to use it when I do not understand what the guests say. By joining this course, I hope that I can learn the language expressions I suppose to say in communicating with foreign guests and I do not want to depend on Google Translate all the time”.

(Learner A, September 30, 2017, my own translation)

“I am motivated to learn English because I want to be better in communicating with foreign guests. I do not want any miscommunication happens when I do not understand what the guests are saying. I use Google Translation sometimes when I do not get what the guests are saying. Yet, there were times when it caused miscommunication because the word choice comes in the translation turned out different from the real message I want to say to the guests”.

(Learner D, September 30, 2017, my own translation)

However, learner A and D also realize that they cannot rely too much on a translation application in making sense of what the guests want. They cannot search every single word uttered by the guests using translation application because the communication might not be successful compared to when they do not use any translation application. In this case, avoiding miscommunication with the guests, as the part of the demand of their occupation, seemed to be all learners’ incentives in learning English in the ESP course.

**Learners’ Perceptions of Their Lacks as Their Motivation in Learning English**

Based on the pre-course interview results, all learners of the ESP course were aware of their lacks in English, which mostly referred to vocabulary. Yet, the lacks did not appear to be barriers for the learners in learning English in the course. Instead,
the learners perceived joining the course as a turning point that motivated them to cover up their lacks.

Five learners being interviewed responded that vocabulary became their barrier in speaking, in this case, giving responses to what the guests were saying. The following data presents the responses of one of the learners’ responses in regards to their view of their lacks in vocabulary that also, at the same time, represents the answers of other learners in the course:

“I think that I am still lack in speaking. Sometimes I understand what the guests are saying, but I cannot give responses due to my lack of vocabulary. I always feel nervous whenever I have to interact with foreign guests. I am afraid that I will make mistakes or if I use inappropriate vocabulary. I know my lacks and it motivates me to learn more about vocabulary in the course later on”.

(Learner A, September 30, 2017, my own translation)

From the data above, it is clearly stated that learner A was truly aware of what became her lacks in English. Learner A sometimes felt reluctant to interact with foreign guests due to the lack of vocabulary. As front officer, it is widely known that she should be hospitable to the guests. In this case, it is not that learner A did not want to do so, but the language became the barrier in the interaction. She was afraid of making mistakes and/or if she could not give responses she was supposed to give.

Similar to learner A, other participants in the course also acknowledged that they became nervous every time they have to encounter a direct interaction with foreign guests, due to the lack of vocabulary. Moreover, there was one of the learners in the course, learner E that always avoided direct interaction with foreign guest. Here, learner E seemed to be having anxiety whenever she has to communicate with foreign
guests. This might be because she was too anxious if there would be miscommunication happens between her and the guests, as she put:

“The biggest barrier in communicating with foreign guests that I face up till now is vocabulary. I do not know what responses I should give to them, even though sometimes I get the meaning of what they want. There were times when I had to hide because I was too afraid of having an interaction with the guests. I was afraid if I could not understand what the guests want and give the appropriate responses. But now, I do not want to hide anymore, as I really want to learn the appropriate English expressions used in my current occupation. I cannot always depend on my fellows whenever we have foreign guests. I need to be able to cover up my lacks by joining the course”.

(Learner E, September 30, 2017, my own translation)

Nevertheless, the lack mentioned by learner A, learner E, and other learners (represented through learner A and learner E’s responses) in the course, seemed not to be seen as an obstacle for the learners in learning the language. They were aware of their lacks in vocabulary, yet, there were no negative attitudes toward language learning from the perspective of the learners. The lacks encouraged them to learn the language as a way to fulfill the needs in relation to their occupation; to be able to interact with foreign guests in the appropriate language. Here, learners seemed to have what so called positive language attitudes as declared by Karahan (2007). He claimed that learners with positive language attitudes tend to have positive orientations towards language learning. This argument was further supported by some scholars: Rahman, Rajab, Wahab, Nor, Zakaria, and Badli (2017), that the role of positive language attitudes plays a significant role in one’s language learning as it will contribute to the success of the learning process. Furthermore, Spolsky (1989, cited in Rahman, Rajab, Wahab, Nor, Zakaria, and Badli, 2007, p. 546) asserted that positive language attitudes and motivation should be bound to one and another in attaining a
successful language learning experience as positive language attitude is perceived as one of the main factors that influence the success of one’s language learning.

**Post-course Interview Results**

As the course proceeded, learners’ motivations remained the same, which were extrinsic motivation. Yet, learners’ motivational factors turned out to be more specific. In the pre-interview session, when the learners were asked about what motivates them to learn English in the ESP course, they merely responded that the extrinsic factor, which is their occupation, motivates them in learning English. By the end of the course, learners could mention specifically about other extrinsic motivations they had as they joined the course. Two extrinsic motivational factors were named by the learners, which were materials and learning activities. The sections below would describe further about learners’ motivational factors that were influenced by the materials and learning activities designed by the teachers.

**The Influence of Teaching Materials to Learners’ Motivations**

Materials became the most important key that motivated the learners in learning English in the course; materials became one of the determinant factors that affect learners’ motivation. Materials designs cannot be separated from teachers’ roles in any ESP course, as the teaching materials should fit to learners’ needs. All of the learners viewed that the materials given throughout the ESP course were good, complete, and comprehensible. They were motivated to learn English as they got what they need through the materials given. When the learners were asked, “What do you think about the materials given throughout the course?”, all of the learners responded
that they were satisfied of the materials given throughout the course. The materials given were good, complete and well organized, as the materials were divided into three situational topics: Check in, During the Stay, and Check Out. The word “good” here might refer to the overall content of the materials in the handouts that satisfied the needs of the learners, instead of the physical appearance of the handouts. The following data would describe further about the responses of two learners (learner A and C) that also reflect the responses of other learners in the course regarding their perceptions toward the materials, as well as how the materials could influence their motivation in learning English:

“The materials were good because what I need in relation to my occupation was all explained and provided in the handout. That is probably why I never skipped classes in this course. Now I can understand and give responses to what the guests are saying, because I am now familiar with the vocabulary used, although sometimes I am still struggling in understanding what was said by the guests when they speak too fast. And I am glad that the teacher provides us with handouts in every topic that we learned. When I forget certain expressions of giving responses while having interaction with the guests, I can always refer back to the handouts. Because the language expressions in the handouts are similar to the language expressions I used when I interact with foreign guests. Sometimes, I still review the materials in the handouts when I get back home from work”.

(Learner A, January 15, 2018, my own translation)

“The materials were good and enjoyable. For me, if I am happy and satisfied with the materials given, it will always be easier for me to understand. But if I do not like the materials given from the beginning, I think that there will be no way for me to understand every single thing from the materials. Even up till now (after the course ended), I still review the materials in the handouts whenever I have free times to read and practice the dialogues in the handouts by myself. I always feel enthusiastic to come to class as I want to learn new things”.

(Learner C, January 15, 2018, my own translation)

Here, even after the course ended, all learners (represented through learner A and C’s responses) still reviewed the materials in the handouts to remind and strengthen their memory about the language used in relation to their occupation. This
indicates that the learners were still motivated to learn English further by themselves although they are no longer enrolled in the course. This might refer to what had been highlighted by Hutchinson & Waters (1987) that “good materials do not teach: they encourage learners to learn” (p. 107). Learners in the course were motivated to learn and review the materials as it promoted the characteristic of “good materials” that concerns more on the content rather than the visual appearance. Besides, the most important thing of all is that the materials given fit to learners’ needs. Therefore, the materials given throughout the course also provided opportunities for the learners in applying what they gained from the course, such as knowledge and skills of English, in the real communication with foreign guests.

Furthermore, the learners in the course also used the handouts given as the references whenever they forget several language expressions in particular situations while interacting with foreign guests. The reason behind this might be because the contents in the handouts are similar to the real situations that the learners face when they interact with foreign guests. In other words, the learners found that the language expressions and the situations in the handouts were actually being used in the real communication with foreign guests. This point might address that the materials given throughout the course might fit to what had been proposed by Hutchinson and Waters (1987) about several principles ESP practitioners should consider in designing teaching materials, that, materials in any ESP course should present instances of correct and appropriate language use related to learners’ needs, in this case, to their current occupation as Front Officer staffs.

Previously, before they joined the ESP course, there were several expressions they managed to say in order to give responses to what the guest are saying, but they
could not do so as they lacked in English. After joining the ESP course, the learners could make use of the language expressions that they were supposed to say to the guests back then. That is to say that, the learners can always refer back to the handouts, as the reference for them to learn, whenever they forget certain language expressions in dealing with foreign guests in particular situations. Thus, the materials could actually motivate the learners to learn English as it could cover up their needs related to their occupation, during and after the course ended.

**Learning Activities Designed by Teachers**

An activity is much related to materials in any learning process. The materials are given in order for the learners to understand what they are going to learn, while an activity is designed by teachers to assist learners in digesting the materials. However, teachers also play a crucial role, as they are the one who designed both materials and activities. Based on the data emerged from the post-course interview results, learners appeared to show positive attitudes and most likely got motivated through the learning activities given throughout the ESP course, which mainly were speaking-based activities. The learners’ positive attitudes might also get influenced by the teachers. As Dörnyei (2001) put that teachers should be able to maintain learners’ positive attitudes towards the learning process because the positive attitudes may also affect learners’ motivations. It could be carried out by how good and appropriate the teachers in the course create an effective learning environment through learning activities.

Below is one of the learners’ best-portrayed-responses, that also represent the responses from the other learners in the course, regarding to their perception of the
learning activities designed by the teachers throughout the course and in what way the
learning activities could motivate them in the learning process.

“The activities were good and they helped me to understand the materials better as they were still related to the materials I learned in the class. I was motivated to be actively engaged in the learning activities as they were fun but I could also practice what I have understood and learned in the class”

(Learner D, January 15, 2018, my own translation)

Here, learner D was trying to convey that the learning activities designed by the teacher were good and motivating, in a way that the learning activities could help learner D in comprehending the materials learned better. This was because the learning activities created were still closely interrelated to the materials the learners learn in the class. In other words, the learning activities designed by the teachers provided chances for the learners to recall and practice what they have learned in the class. The learners were not only given time to enjoy and actively engaged in the learning activities, but they also need to keep on concentrating to be able to deal with the activities. Once the learners were successful in dealing with the activities given, they were able to make use of the language expressions they had learned in the class. In other words, they understand the materials explained and they were able to produce the output. That is when they were motivated by the activities given throughout the course.

Similar to learner D, the following response from learner B also represents other learners’ thoughts on the learning activities designed by the teachers throughout the course and in what way the learning activities could motivate them in the learning process.

“The activities given throughout the course were interesting and fun because there were practices after the teachers gave explanation, such as practicing dialogues. I like role playing because I think that the purpose of learning is to
have the output, which could be achieved through practices. That is why I always tried my best during practices. I also like games, especially taboo words game. It is fun and nerving. Although the game was fun, it still required concentration because the game was related to the topics and materials we learned in the class. It was very challenging. That is to say that we still learn and think although we play a game. I enjoyed the learning activities so much and I did not get bored in the learning process because it was not too serious and strict. The teachers are friendly and the learning atmosphere was fun”.

(Learner B, January 15, 2018, my own translation)

From the data above, learner B viewed that the learning activities given throughout the course were fun, interesting, enjoyable, but also challenging. She did not feel bored in the learning process, as she had the chance to practice what she had learned; she did not only listen to the teachers’ explanations all the time. Furthermore, learner B was in fact, also aware of the purpose of the activities given throughout the course, which referred to the ability to produce the output from the materials she had learned in the course. She also mentioned that the learning activities were not too serious and strict because the atmosphere was fun. She further claimed the teachers were friendly. In this case, teachers’ roles could be seen through the contributions in building positive learning atmosphere through learning activities.

CONCLUSION

It is undeniable that motivation holds an important role in one’s successful language learning. In ESP course, learners’ motivations are most likely influenced by the extrinsic factor, which refers to the occupational factor. The present study aimed to find out what became the learners’ motivation in learning English in the ESP course in L Hotel, in the beginning and at the end of the course; whether or not learners’ motivational factors changed. It was found out that learners’ motivational
factors remained the same from the beginning until the end of the course, which was extrinsic motivation that was affected by the occupational factor of the learners. As the course proceeded, learners could name what became their motivation in a specific way. Materials and activities were named by the learners as their motivational factors in learning English in the course. Learners were motivated by the materials as it fits their needs and wants related to their occupation as front officers. They found that the materials given throughout the course are the same as the real situations they face when they have to deal with foreign guests. They are still motivated to learn English by reviewing the handouts even when the course had ended. Learners may view that the materials given throughout the course were able to cover up their needs. While for the learning activities, learners were motivated because it promotes opportunities for the learners to practice their speaking skills as well as recalling the language expressions they had learned. Once they are able to accomplish the tasks, they regarded themselves successful in the learning process.

Nevertheless, ESP instructors involved this study should really consider on what becomes learners’ motivation in learning English. The motivational factors may differ from one to another learner. By understanding learners’ motivational factors, ESP instructors can design materials according to learners’ needs as well as their motivational factors. This might refer to what Dudley-Evans & St. John (1998) had proposed about five key roles of ESP practitioner, which in this case refers to the role of ESP practitioners as course designer and materials provider. Having the role of course designer and materials provider, an ESP instructor should be able to provide materials appropriate to the needs of the learners. This is because not all materials published are appropriate for the learners’ needs or the other way around. In this case,
an ESP practitioner should be able to select appropriate published materials. If there seems none of them exists, the ESP practitioner ought to design the materials by themselves as the mean of translating the learners’ needs.

Here, materials designed by the instructors for the ESP course in this study also became the most crucial factor that motivates the learners in learning English in the course. “Good” materials in any ESP courses, perhaps, can be considered through the way whether or not it could help the learners in covering up their needs, lacks, and wants. Learners might get highly motivated to learn the language as they get what they needs and wants related to their occupation, as well as improving some aspects in the language they still lack in. Besides, “good” materials should concern more on the overall content. Yet, it might be better if the materials designer also pays attention on the physical appearance of the materials, in any form. In addition, designing activities to assist learners in comprehending materials and building friendly atmosphere is in fact, as hard as designing appropriate materials according to learners’ needs. The activities should not only promote fun learning atmosphere, but it might be better if it is related to the materials the learners learn, who knows that it might gingers up learners’ motivation in learning.

In conducting the study, there are certain limitations the researcher would like to mention. There were several responses from the learners that did not meet what the researcher had expected. This might be because the learners did not really understand the interview questions or probably were unsure in giving responses to the questions. Besides, the present study is a contextual study. The findings of the study could not be generalized. In other words, the findings might only be appropriate in this context, the
Front Office Department staffs in L Hotel. Even the same department staffs in different hotels might have different motivational factors, as motivation varies from each individual depending on various factors.

Thus, further research in the area of ESP regarding to learners’ motivation is considered necessary. Learners’ motivational factors will always differ and the future researches may found various motivational factors. However, it would be interesting if there will be studies that put ESP instructors as the main focus of the studies. The studies might be about the challenges for the ESP instructors in dealing with different motivational factors of the learners in designing materials, designing classroom activities, or other aspects of learning process.
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APPENDIX

INTERVIEW QUESTIONS
(The interview was done in Bahasa Indonesia. The following interview questions had been translated from Bahasa Indonesia into English)

PRE-INTERVIEW QUESTIONS
Demographic Information of the Participants:

✓ Name
✓ Age
✓ Educational Background
✓ Gender

Interview Questions:

1. How important do you think English is, in relation to your job as a receptionist/bell boy?
2. What do you think of your English ability now?
3. How do you feel about learning English in relation to your job?
4. What become(s) your motivation(s) in learning English in the course?
5. Do you still learn English up to till now?
   ✓ If yes, what do you usually learn?
   ✓ How do you usually learn English?
   ✓ If no, how did you learn English in your Junior or Senior High School years?
   ✓ Do you think that the way you learn English is effective enough for you?
   ✓ Do you think that the way you learn English motivate you?
   ✓ How is the way you learn English affect your motivation? / How is the way you learn English in Junior and Senior High School affect your motivation in the course?
6. Have you ever encountered direct interaction with foreign guests?
   ✓ If yes, how do you communicate with the guests?
   ✓ Do you have difficulties in dealing with the guests?
✓ If yes, what are the difficulties?
✓ How do you overcome the difficulties while interacting with the guests?

7. What aspects in English do you want to improve by joining the course?

POST INTERVIEW QUESTIONS

1. What do you think of the ESP program you joined?

2. Did the program really motivate you in learning English?
   ✓ If yes, how?
   ✓ If no, why?

3. Do you think that your motivation in learning English is still the same as your motivation at the beginning of the course?
   ✓ If yes, why?
   ✓ If no, why?

4. What do you think of your English ability now after joining the course?

5. What do you think of the materials given throughout the course?
   ✓ Did the materials given throughout the course cover up your lacks?
   ✓ Did the materials given throughout the course cover up your wants?
   ✓ Did the materials given throughout the course cover up your needs?
   ✓ In what way did the materials given throughout the course cover up your needs, lacks, and wants?
     ✓ Did the materials given throughout the course motivate/encourage you to learn English?

6. What do you think of the activities suggested by the instructors throughout the course?
   ✓ What activities did you like the most?

7. What do you think about the instructor? / What do you think about the way the instructors teach?
   ✓ Did the instructors encourage you to learn English more?
   ✓ Do you think the teacher motivate you to learn English?
8. If you were to join this program again, would you be joining the program? / If the program were continued, would you be joining the program again?
   ✔ If yes, why?
   ✔ If no, why not?

9. What suggestions can you give for the improvement of the program if you were to join this program again?