

**EXPLORING STUDENTS' INTEREST IN PURSUING
ENGLISH FOR TOURISM COURSE**

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
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THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
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in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

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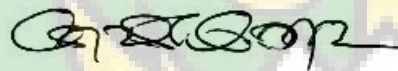
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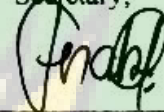
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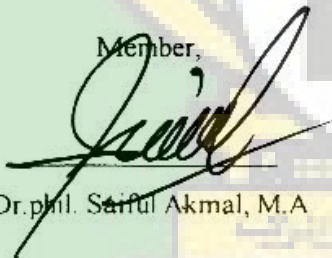
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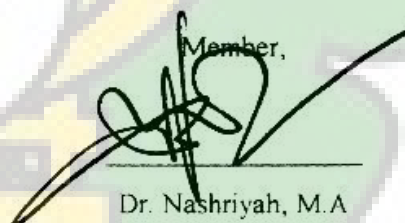
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Exploring Students' Interest in Pursuing English for Tourism Course

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya.

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Banda Aceh, 4 Agustus 2020

Saya yang membuat surat pernyataan,



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Alhamdulillah, praise be to Allah SWT, God the Almighty, the Most Exalted, the Compassionate and the Merciful, the King who owns the power over all the creatures, He always blesses and gives me health, strength, and passion for accomplishing this thesis. Peace and salutation may forever grant to the noble prophet Muhammad SAW whom together with his family and companions have struggled wholeheartedly to guide his ummah to the right path.

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May Allah SWT always bless us.

Banda Aceh, 4 Agustus 2020
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ABSTRACT

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The research was accomplished to explore students' interest in choosing English for Tourism course and how they perceived the course. This research was completed by using a qualitative approach. The participants were five students of English for Tourism in the fourth-semester students of batch 2018 and above at the Department of English Language Education, UIN Ar-Raniry. Semi-structured interviews were used as instruments to answer two research questions; what factors affect students' interest in choosing English for Tourism course and how they perceive English for Tourism course. From the result of the research, it was found that there were two factors affecting students' interest in choosing English for Tourism course. The first factor was internal factor which came up from the psychological aspect; they were familiar with tourism sector (readiness) and have interest with tourism sector (attention). The second factor was external factors; these were the image of the lecture, classmates or peers, their future dream, and the material in the course itself. Moreover, the students also perceived English for Tourism with positive comments on the whole. Students admitted that English for Tourism was essential to learn. They also gained lots of advantages from the course and agreed that English for Tourism was beneficial for them as PBI students. Yet, the students argued that the course needed to emphasize practical aspects and creative projects. They also hoped that there would be a general lecture of this course.

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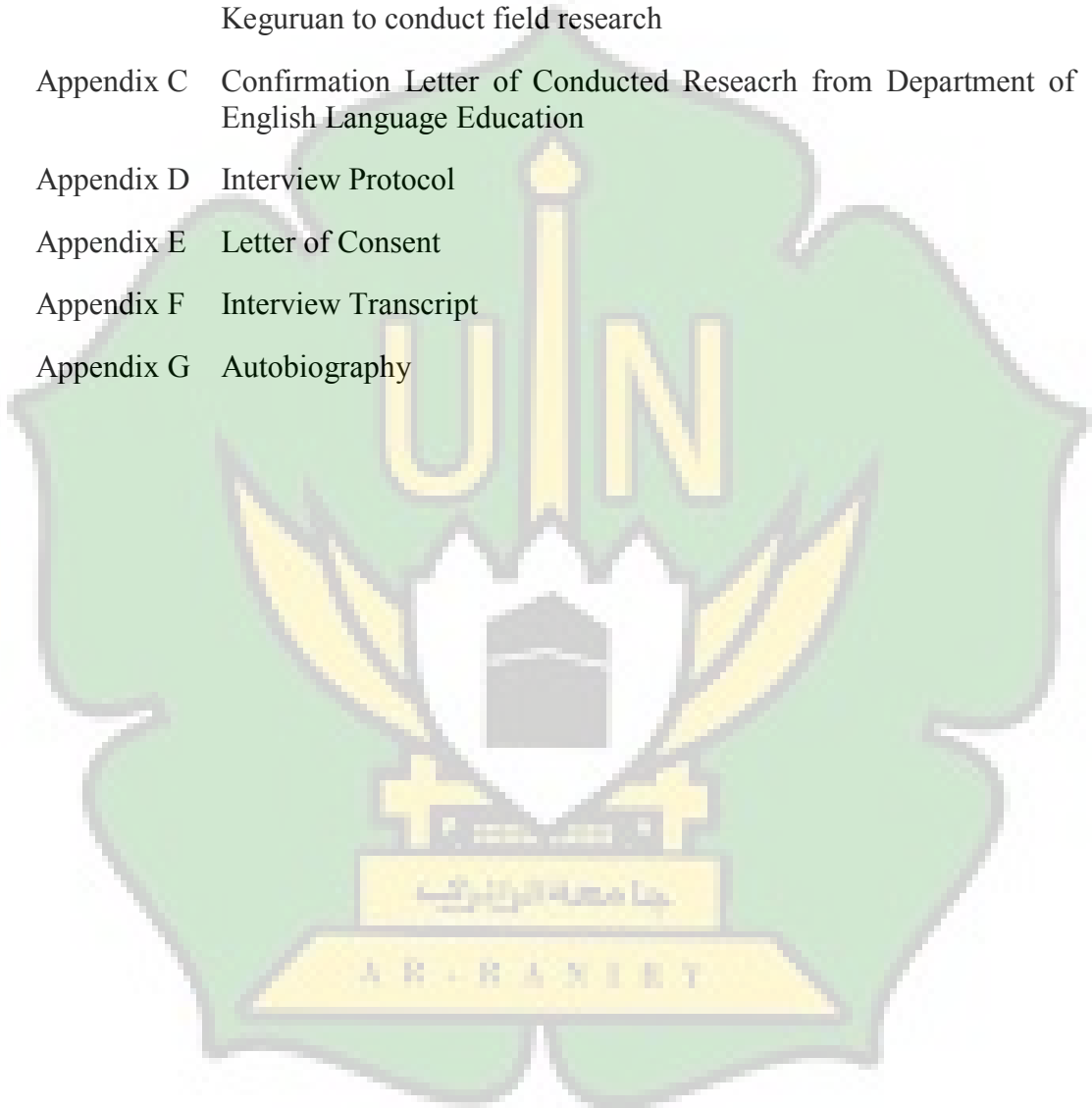
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CHAPTER 1

INTRODUCTION

This chapter generally discusses background of study, research question, research aim, significance of study, and terminology. Each of them needs to be clearly explained to get the deeper understanding about this research.

A. Background of Study

A successful teaching and learning process is influenced by many factors. The factors might emerge before or during the process of the activity. Some factors arise from circumstances surrounding the students and some others from the students themselves, such as motivation, interest, etc. Moreover, interest comes out as one of the prominent keys in language learning. It can be theorized as both a motivation and an emotion (Kahu, Nelson, & Picton, 2017). It could become a key factor in a successful conversational ability among the students and which much influence them in learning. Interest in student learning is influenced by several factors: internal and external factors. The internal factor is the factor that comes from the learners themselves, while external factors are factors from outside the learners themselves.

Furthermore, there is a unique phenomenon related to Interest in the Department of English Language Education UIN Ar-Raniry, Banda Aceh. In the revised 2017 of KKNi Curriculum, The Department decided to add English for Tourism into the frame. It became one of the optional subjects in the fourth

semester, starting from the 2017 years of students and above. Surprisingly, as the new course, English for Tourism has gained a lot of PBI students' interest in the past two years. It is proven by the total of the students who chose it as their optional class. It has created six units and five units in the academic year 2018/2019 and 2020/2021 sequentially.

As stated in the Department of English Language Education UIN Ar-Raniry Web, English for Tourism is specifically designed to help professionals in the international tourism industry to improve their English communication skills and their international tourism skills, such as promoting and having cultural awareness. The department would like to give students a wider understanding of the international tourism sector and equip them with useful soft skills when dealing with real clients.

English for tourism and hospitality was classified under English for the specific purpose (ESP). It is a significant and dynamic field of specialization in English language teaching and learning field. Due to its particular nature and concepts, language proficiency is essential in all professional areas, particularly in the tourism sector, to provide a quality service for the tourists. Thus, the tourism sector's growth can directly influence the position of English language as it is the most widely used language in international tourism in the twenty-first century (Zahedpisheh, Abu Bakar, & Sanaffari, 2017). The need to teach English for professional purposes, particularly in the area of tourism, is irrefutable.

There are plenty of studies which talk about interest. A study by Katili (2013), talks about students' interest in learning English. In her research she found

that some factors can influence the students' interest in learning English; they are students' ability as the internal factor and teacher and material as the external factor. Kahu, Nelson and Picton (2017) have also conducted a research about student interest as a key driver of engagement for first year students. The findings indicate that the students' individual interests and goals interact with the teaching environment to stimulate situational interest. Situational interest then increases behavioral and cognitive involvement and contributes to improved performance in learning and grades.

Moreover, in the Department of English Language Education UIN Ar-Raniry itself, some studies have talked about interest. Hesty (2018) researched "The Impact of Teacher's Behaviour on students Interest in Learning English." Her research showed that teachers' behavior very prominent in influencing students' interest. If the teacher gave positive behavior in the learning process, students would respond to the learning process enthusiastically and communicative. Moreover, the positive behavior of teachers will increase students' learning interest in English subjects. Furthermore, interest also has relationship with motivation; and classroom activities play an important role here. Dahliana (2019) mentioned that classroom activities are important in motivating students' responsive learning; to motivate students to learn the teacher needs to create a conducive environment, provide interesting material, and lead an interactive communication.

Hereinafter, this study will be different from those previous studies since it discusses about interests in English for Tourism Course. In this study, the

researcher would like to determine the factors influencing PBI students in pursuing the tourism course. The researcher also would like to observe the way students perceive the subject, specifically about the benefit of the course, the interesting side about it, what should be improved, and the importance of the course existence in the Department of English Language Education UIN- Ar-Raniry, Banda Aceh.

B. Research Questions

Based on the explanation from the background of study, the researcher intends to find out the answer to the following questions:

1. What are factors affecting students' interest to choose English for Tourism Course?
2. How do students perceive English for Tourism Course?

C. Research Aim

Based on the research questions above, the aims of this research are as follow:

1. To discover factors affecting students' interest to choose English for Tourism Course.
2. To find out students' perception of English for Tourism Course.

D. Significance of the Study

After conducting the research, the researcher expects that the result of study would be useful for:

1. *Department of English Language Education*

This study is expected to help the Department of English Language Education in evaluating English for Tourism Course. Moreover, the department can look forward to improving this course for being better. Then, if the efficacy of the teaching and learning process in the class is imminent, the department's credibility will also increase.

2. *Lecturer*

The finding would serve as a guide to lecturers regarding the factors that affect students' interest in the class. Knowing the factors, the lecturers can find some solutions to encourage students to be more interested in the course; it was beneficial for the lecturers in managing their classroom.

3. *Student*

The researcher expects this study will establish students' awareness to understand their interest better. They will know the true reason why they register for the course. Moreover, for the students who want to register for the class, this study will be a guide to assess their interest.

E. Terminologies

To avoid readers' misinterpretation, the researcher would like to clarify two terms that need further explanation.

1. Students' Interest.

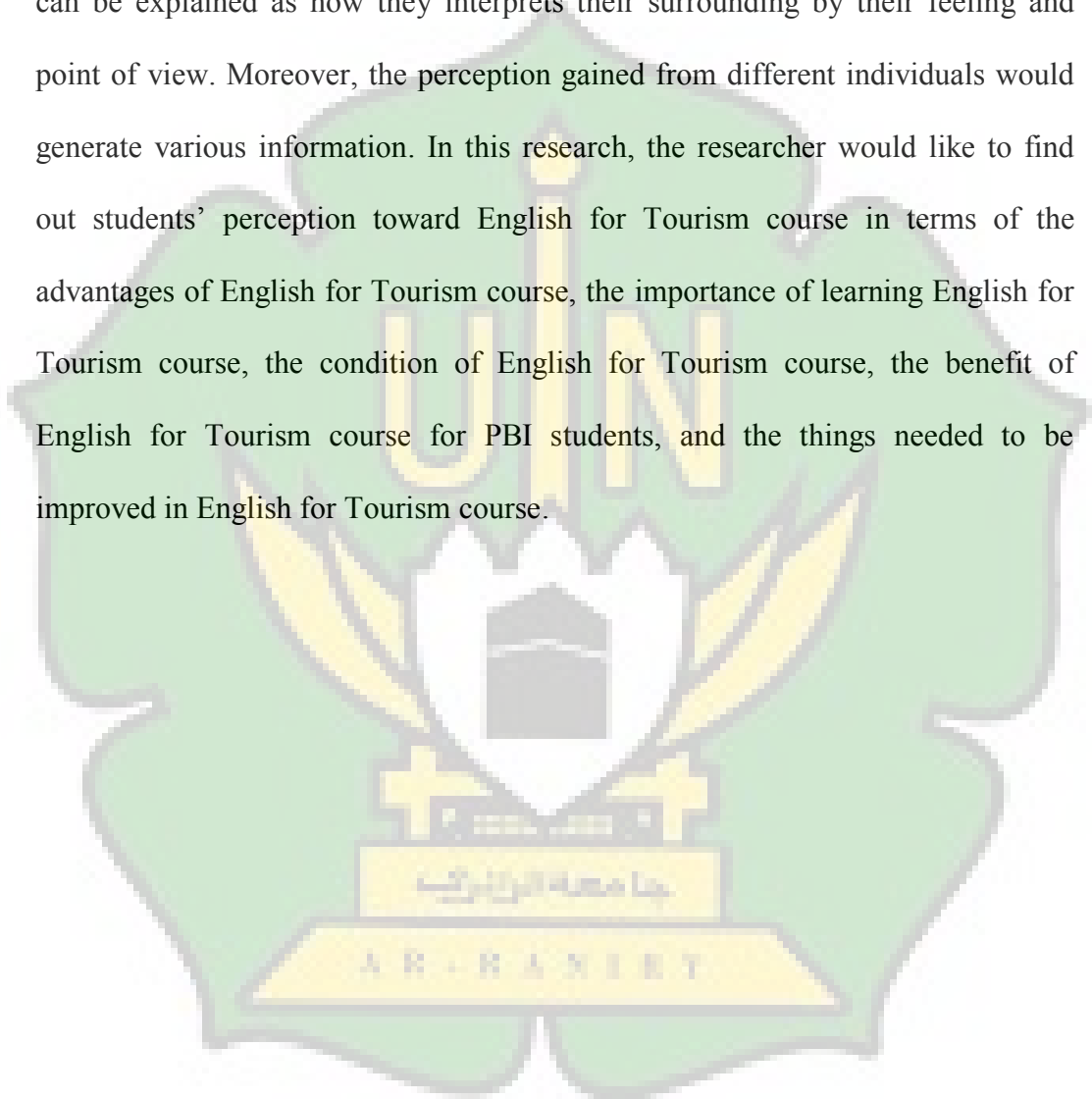
Sadirman (2003) argued that interest is a condition that occurred when someone feels some characteristics of a situation that correlate with his/her own desire. Hence, students' interest can be stated as a feeling that involves the tendency, desire, and pleasures belong to the students in learning. There are lots of aspects of interest that can be inspected. Nevertheless, this research will only point out the factor that affects students' interest. Further, there are two types of factors affecting interest; those are internal and external factors. In this research, the researcher would like to see, both internal and external factors of interest that come up in PBI's students who take English for Tourism course.

2. English for Tourism Course

English for Tourism is a branch from English for Specific Purposes. According to The American College of Greece Web, English for Tourism course is designed to help professionals in the tourism and hospitality industry improve their English communication skills. The course is ideal for people from all tourism sectors who wish to enhance their English language skills to assist them in promoting their services to international visitors. In this study, English for tourism course refers to one optional class provided by the Department of English Language Education UIN Ar-Raniry, which aims to enhance students' English communication skills in the tourism and hospitality fields.

3. Students' Perception

Norman (2002) argued that perception is a conscious awareness response to objects and events in the recipient's environment. Hence, students perception can be explained as how they interprets their surrounding by their feeling and point of view. Moreover, the perception gained from different individuals would generate various information. In this research, the researcher would like to find out students' perception toward English for Tourism course in terms of the advantages of English for Tourism course, the importance of learning English for Tourism course, the condition of English for Tourism course, the benefit of English for Tourism course for PBI students, and the things needed to be improved in English for Tourism course.



CHAPTER 2

LITERATURE REVIEW

This chapter will explain the theoretical review. It needs to be clearly explained to have a depth understanding related to this research.

A. An Overview of English for Tourism

1. The Development of Tourism

According to the United Nations World Tourism Organization (2008), tourism involves the activities of individuals traveling to and staying in locations outside their normal environment for leisure, business trip, and other purposes within a certain period. In addition, based on UU No. 10 Tahun 2009, tourism is all forms of tourism activities that are espoused by government, society, industry, and regional government in terms of facilities and services.

Tourism has developed and deepened diversification to become one of the fastest-growing economic sectors in the world for over five decades (Baker & Unni, 2019). According to the World Tourism Organization (UNWTO, 2016), the number of visitations to the tourism destinations worldwide has increased and turned it into a key driver of socio-economic progress through job and enterprise creation, export earnings, and infrastructure development. Likewise, the receipts of international tourism gained by the destinations across the world have risen from US\$ 2 billion in 1950 to US\$ 104 billion in 1980, US\$ 495 billion in 2000, and US\$ 1260 billion in 2015. These trends have transformed the tourism scope as

a crucial driving force for socio-economic development (UNWTO, 2016). Tourism remains one of the most critical national economic activities performing substantial growth in the preceding decades and can be seen as a primary resource for regional development as it stimulates diverse activities with a positive economic impact on the balance of payment, Gross Domestic Product (GDP), employment, etc. (Baker & Unni, 2019).

2. The Role of English Language in Tourism

English is the primary language of international communication. It carries out a substantial role in lots of sectors, including tourism. Titthongkam and Walsh (2010) argued that language is a system of spoken or written symbols that communicate ideas, emotions, and experiences. Thus, learning English becomes essential for people working in the tourism industry.

Moreover, language is a source that encompasses daily practice and almost all other aspects of human life. Bobanovic (2011) stated that it is significant to discover an ordinary language within supply and demand to assure the quality of hospitality services. Thus, tourism and English can be a tool to promote knowledge about the overall tourism industry globally.

Furthermore, Titthongkam and Walsh (2010) argued that omitting the significant roles of language may induce the result of limitations in tourism development due to the lack of communication. Moreover, in their study on the role of language in organizational tourism management, the researchers denoted the several key dimensions of language in tourism, those are: increasing customers' satisfaction, improving and sustaining the language skills of tourists;

encouraging foreign tourists, enhancing understanding of demand and culture; and establishing effective internal and external communication; (Titthongkam & Walsh, 2010).

The majority of the research works are done and published in English. It is being taught and learned around the world as a second language today. Trang (2015) reported that some tourism organizations in Vietnam currently have been managing English for tourism programs for students and tourism workers, including the Department of Culture of Quang Ninh, The Quang Ninh Department of Culture, Sports and Tourism. They opened up a training course on the tourism profession and English communication skills for 80 learners who are employees working in the tourism industry. The course aimed to provide the learners with basic knowledge of professional tourism skills and organize hands-on activities to improve their skills as well as the ability to speak English and establish self-confidence in serving the tourists. The course content includes training in reception skills (such as communication skills, tourist marketing) and English communication proficiency training.

3. English for Tourism as A Subject

English for tourism is notable as one of the attractive courses since many people will be a tourist at least once in their lifetime. It is a subject that is conveying all aspects of tourism from an English Language perspective. Learning English for tourism is prominent for those who are working in tourism sector or guest-host relation section such as hotels, travel agencies, restaurants, information centers, and tourist attractions. Hence, in industrial sectors, English has recently

become a core subject to learn. The hospitality training programs also help the employees to achieve English proficiency. That is requisite to fulfill the job duties (Hsu, 2010; Chen, Chiu, & Lin, 2011; Kuppan, 2008).

According to Chao-shain (2008), there are four dimensions in English for Tourism Curriculum; those are: English for Food and Beverage Service, English for Air Flight Service, English for Hotel Services, and English for Tour Managers and Guides. Moreover, English for tourism follows a structured language and definite grammar rules in terms of English grammar rules. The vocabulary used in English for tourism is special and conveys messages through a conventional system of symbols and codes (Dann, 2001).

B. Students' Interest in Brief

1. Definition of Interest

Interest becomes one of the substantial internal factors in the learning and teaching process. Being interested in something can signify to an attitude of giving our attention and having (mostly) positive feelings towards it (Harackiewicz & Hulleman, 2010). Furthermore, Elliot, et. al (2000) stated that interest is an enduring characteristic expressed by a relationship between a person and a particular activity or object. Moreover, in accordance with Silvia (2013), interest is a feeling or emotion that causes attention to focus on an object, event, or process.

According to Hidi and Renninger (2006), interest is both a psychological condition marked by increased attention, effort, and affect, experienced in a

particular moment (situational interest), as well as an enduring predisposition to re-engage with a specific object or topic over time (individual interest). This duality provides to the complexity of emphasized interest properly, not only highlight the richness of the interest concept. Situational interest combines affective qualities, such as pleasure and excitement feeling, with cognitive qualities, such as focused attention and perceived value, all supported by features of the situation (Hidi & Renninger, 2006). For example, a student might enjoy an entertaining lecture about phonology and they become impressed with it. They will participate more in the class and value the subject's personal relevance. Thus, being in a state of interest means that intertwining affective reactions, perceived value, and cognitive functioning leads to attention and learning feel effortless (Ainley, 2006; Dewey, 1913; Hidi, 2006).

Experiencing situational interest can precisely boost learning by enhancing attention and engagement (Harackiewicz, Smith, & Priniski, 2016). Then, if that interest extends into an individual interest, the student will more likely take apart again with the material over time and explore the topic further (Harackiewicz, Durik, Barron, Linnenbrink-Garcia, & Tauer, 2008). Therefore, interest forecasts traditional measures of educational success, including future course taking and performance. Individual interest highlights individuals' steady preferences for specific content. Here, the instantaneous experience of interest represents a well-developed personal option to enjoy and value a particular subject or activity across situations. Consequently, individual interest can be defined as a stable underlying disposition activated in particular conditions (Harackiewicz, Smith, &

Priniski, 2016). For example, students interested in linguistic might be especially likely to be in a circumstance of interest during a lecture on phonology, whether the lecture was amusing or not, because their interest is more growth and less suspended on situational factors.

2. The Development of Interest

Hidi and Renninger (2006) have recently elaborated a model of interest development detailing the conditions under which situational interest can be altered over time into individual interest. Their approach conceives an element of classic Lewinian social psychology in that interest extends as a function of both the person and the situation. In their model, it is the interaction between the person and the object that assigns the immensity of interest development. Thus, personal characteristics and social contexts both redound to the experience of interest when entrancing in an activity.

According to Hidi and Renninger (2006), three factors redound to the development of interest: knowledge, positive emotion, and personal value. As individuals learn more about an issue, they become more knowledgeable and competent. An increment in knowledge can lead to positive affect as individuals perceive more proficient and skilled through duty engagement. Besides, as they get through more time with the activity, they may discover personal meaning and relevance in the activity, such as when a high school student discovers that an understanding of the economy can help her pursue her dream of becoming an accountant. An individual's goals can also donate to the development of interest

by leading him/ her to grow more engaged in his / her learning, develop competence, and further explore the topic.

3. Factors Affecting Interest in Learning

Interest is stimulated by some factors. According to Slameto (2010), there are two factors affecting students interest in learning, internal and external factors:

a) Internal factors

Internal factors grow up from students. It is also stated as personal factors. There are two internal factors that affect students' interest; those are physical and psychological factors.

1. Physical factor

Health, it leads to the condition of students' figures and sense. The condition of students' health yields much influence to the students in the learning activity. Matingwina (2018) has found that there is a statistically prominent correlation between health and academic achievement. The research evidence indicated that healthy students would have a low risk for school problems than students who are unhealthy. Students with good health also incline to perform better in school than those with poor health. Moreover, if the students have some health problems, they will give less attention or interest in the subject. Therefore, students should have a health condition. Students' healthy condition will also lead to the increasing energy needed in the learning process.

2. Psychological factors

There are several psychology factors in affecting students' interest in learning. Those are attention, readiness, intelligence.

a. Attention

The most prominent theories in cognitive psychology recognize attention as the set of processes enabling and directing the selection of incoming perceptual information to restrict and avoid overloading the external stimuli processed by our bounded cognitive system (Posner 1982; Lavie and Tsal 1994; Chun and Wolfe 2001; Driver 2001). The learning process will be impossible if there is no attention from students. Therefore, attention should be owned by students during the learning process. Attention is a behavior of focusing on one or more explanations in the learning process. In learning, attention plays a role in establishing an environment in which students can conceive a concept and teachers are active in ensuring the students in processing the concept. Therefore, to gain the students' interest in learning, the teacher should create a nice situation that leads to the students staying on task and keep paying attention.

b. Readiness

Readiness means the student should be prepared well in the learning process. The student readiness level demands educators to assess prior knowledge and assign what students knew and

where they were (Tomlinson, 2001). Moreover, students cannot gain interest before they are physically and mentally not ready to do it. It may cause contradicting behavior, such as learning bad habits or not willing to learn. On the other hand, if the children are ready to learn, but they are not enabled or encouraged to do it, it will lead to the loss of interest within them. It is proven that the readiness needed in the learning process.

c. Intelligence

Yusuf (2012) stated that intelligence is a description of three sections of mental abilities (the thinking process of dealing with new impressions or matters and regulations to the situation at hand) that demonstrate intelligence actions. In other words, intelligence behavior is a product (the result of applying thinking strategies, overcoming new problems creatively and quickly, and adjusting the context by selecting and adapting to the environment. Based on the definition above, it performs that intelligence entangles spacious capabilities, not only on the ability to comprehend, solving the problem, but also encircle the ability to organize their behavior and ability to learn from his/her experience. Additionally, the high and low intelligence determines the success of the students in learning.

b) External factors

External factors are caused by outside personal self; it might also be included as environmental factors.

1. The Family Factors

Family is the first source the students gain knowledge. The family environment could influence the students' interest in learning. Slameto (2003) stated that the family factors consist of; the way parents educate their children, the relationship of parents with their children, the house's atmosphere, and the family's socio-economic status. In addition, the parent is the first facilitator to fulfill the children's need for learning. In other words, if the parents facilitate the children, give the stimulus and support them in learning something, the students will have an interest in it.

2. The School Factors

a. Teacher

Teacher plays a very prominent role in a successful teaching and learning process. The teacher could be acted as an educator, guide, facilitator, and so on. Raharja (2007) argued that the teacher is the creator of the learning process. They have a noble responsibility to improve students' capability. Teacher can also extend the free atmosphere for the students to verify what things they interested to. Moreover, teachers' teaching methodology also deliver students' interest in learning. Therefore, the teacher should be use various and fun method in teaching process. If the

teacher does not use various methods or just being like monotonous, it can raise the students' bored, lazy, and lost interest. Furthermore, the teacher would also build a positive relationship between students. A good relation among students and teachers will lead to successful teaching and learning in the class. Here, the teacher can work cooperatively with students.

b. Facility in Teaching and Learning

Learning facilities are something that is utilized to assist and make the learning process easier for teachers and students in the teaching and learning process. Teaching and Learning facilities could be school buildings, classrooms, libraries, teaching media, and so on. Surprisingly, learning facilities are factors that can influence the learning interest of students (Aunurrahman, 2009). It is because of its effectiveness in making the teaching and learning process easier. This can encourage the students' interest to learn.

c. Peer/Classmate Factor

According to Topping (2009), peer learning can be defined as the acquisition of knowledge and skill through active helping and supporting status equals or matched companions. A good friend will lead to good learning. Mostly, peer or classmates becomes the reason of someone interest to something. For example, if their

friends' interest in something, they will follow the same interest too.

To conclude, from the theories above, there are several factors that influence students' interests in their chosen subjects; and these factors will differ from one to another. All these theories will be a basis for this research to design the interview questions and analyze the findings.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter generally explains research methodology which consists of research design, research instrument, a brief description of research location, research participant, sampling technique, and technique of data analysis. Each of them needs to be clearly explained because it illustrates the process of how the researcher conducts this research.

A. Research Design

In this research, a qualitative design is applied to explore students' interest in pursuing English for Tourism course. By using this research design, the researcher can do the research in a large social life with an extensive understanding. This research is also applied because the researcher will obtain detailed information. According to Astalin (2003), qualitative research is a systematic scientific inquiry that aims to create a holistic description, mostly narrative, in order to inform the researcher's concept of a social or cultural phenomenon.

Furthermore, the researcher employs a case study research design. Creswell (2015) stated that case studies are a design of studies used in many areas, particularly evaluation, where the researcher undertakes an in-depth analysis of case, mostly a program, activity, occasion, process from one or more individuals. In this research, a case study design is applied to get deep information about

factors affecting students' interest in joining English for Tourism Course and how they perceived the course. By using this research design, the researcher expected to gain detailed information from each participant in this research. Moreover, since this research explores a psychological aspect perspective, a case study research design would be suitable.

B. Research Location

This study took place at the Department of English Language Education of Ar-Raniry State Islamic University. The university was established on October 5th, 1963. It is located in Ar-Raniry street, Kopelma Darussalam-Banda Aceh. This Islamic University's status transformed from IAIN Ar-Raniry on October 1st, 2013. The university has nine faculties. Among the faculties, Faculty of Education and Teacher Training concentrates on producing Islamic oriented graduates who are professionals in their field and able to apply their knowledge in various educational institutions. The faculty consists of several departments under its authority; one of them is the Department of English Language Education, where exactly this study was conducted.

The Department of English Language Education (PBI) aims to educate and train its undergraduate students to be educational experts and qualified teachers, particularly for future English teachers. There are many courses in the Department of English Language Education (PBI). One of them is English for Tourism course that was particularly selected to represent the sample of this study. The researcher decided to take English for Tourism course as the sample because it was a new subject that attracted many PBI learners' attention.

C. Research Participant

This study participants were all of the fourth-semester students starting from the 2018 batch and above at the Department of English Language Education UIN Ar-Raniry. The researcher chose this participant because English for Tourism course existed in the fourth-semester of the revised 2017 KKNI Curriculum. For the sample, the researcher had chosen five students from five units of English for Tourism course in the academic year 2020/2021.

In choosing the sample for this study, purposive sampling was chosen. According to Johnson and Christensen (2012), this sampling method is a non-random sampling technique that requires the researcher to specify her research participants based on the certain characteristics needed in her research. In choosing the sample for this research, the researcher also listed a certain characteristic. First, the sample must be an active student in the Department of English Language Education Department UIN Ar-Raniry. Second, the students must be a student in English for Tourism Course. Those participants who have met the characteristics of the researcher's needs could participate in this research (Johnson & Christensen, 2012).

D. Method of Data Collection

This study only used an interview to collect the data. Lambert and Loissele (2007) stated that an interview is a research strategy to gather information about participants' experiences, views, and beliefs concerning specific research question or phenomenon of interest. Moreover, Edward and Holland (2013) argued that there are three types of interviews: structured interviews, semi-structured

interviews, and unstructured interviews. In this research, the researcher conveyed a semi-structured interview because it would help the researcher become more organized and hit to the point. According to Mackey and Gass (2005), a semi-structured interview is an interview that applies a written list of questions as a guide, but the interviewer still has the independence to explore for more information by asking some additional questions. The interview conducted for about 20-30 minutes for each participant.

Hereinafter, there were two major questions in this research. First, the researcher would like to explore students' interest factors that affect them choosing the English for Tourism Course. The researcher has elaborated 9 questions in order to obtain the answer for the first research question. Subsequently, to assist the researcher in answering the second research question, there were 8 questions about students' perception of the English for Tourism Course.

E. Data Analysis

Analysis procedures were a process to examine the data that have been obtained to acquire a final result of research. In this qualitative research, the data were analyzed by following steps adopted from Creswell (2007), those steps were:

1. Organizing and preparing the data

After interviewing was undertaken, the raw data must be arranged, transcribed interviews. There were three types of transcription: (1) verbatim transcription; transcribing the data without any subtraction and maintaining the background noise, every emotion, fillers (2)

edited transcription; dispelling some parts of audio (emotions), and (3) intelligent transcription; focusing on the content, dispelling all emotions, irrelative words, and inappropriate grammar (Speechpad Team, 2013). Meanwhile, this researcher established the edited transcription in which the researcher dispelled.

2. Reading through all data to gain prevalent information

In this pace, the data that have been transcribed was read conscientiously. It would assist the researcher in conceiving the data and uncovering general information of interview transcriptions. It was notable for the researcher to reassure if the information was valuable enough before going on to a further pace. After all, the data was coded into distinctive cohorts.

3. Coding the data into several categories

Creswell (2015) assumed coding by the process of analyzing qualitative text data by taking them apart to see what they yield before putting the data back together in a meaningful way. It means coding was a pace to subsume diverse topics that commonly came out on the spacious data as a goal to assign them into some constituents. There were three types of coding: (1) open coding; a process of analysis concerned to subsumed the data of the text, (2) axial coding; a process of linking open coding to each other, and (3) selective coding; a process of discovering one denomination to be the core subsume, and relating all other subsumes to that category

(Gallicano, 2013). Nonetheless, this study applied the open coding to analyze the data.

4. Describing and patterning themes

The fourth step was to elaborate the codes and establishing them thematically. Moreover, these themes were being the primary findings of the research. Creswell (2007) stated that they should show multiple sights from individuals. It means the themes that obtained from the data should point to various concepts of the available data.

5. Representing and reporting the findings

After gaining some themes, the researcher represented and notified them narratively.

6. Interpreting and discussing.

This was the last pace to analyze qualitative data of this research. Interpreting meant the researcher outlined and discussed the exhibiting data extensively. Hereinafter, the researcher linked the data to particular theories from literature to appeal to the findings and other findings. It also assigned to emphasize the results of the research. Moreover, any strengths and limitations of this research also examined.

CHAPTER 4

RESEARCH FINDINGS AND DISCUSSION

This chapter focuses on the data analysis to answer the research questions and draw out some points and issues for discussions. It starts by displaying the findings and ends with a discussion.

A. Research Findings

In this section, the researcher used several steps to complete this research. First, the data was collected by interviewing five participants who took English for Tourism Course. Then, the researcher made a transcript of interviews. Last, the researcher sorted and arranged the relevant data depends on the purposes of this study. The interview spent about 20 to 30 minutes for each participant. Because of the COVID 19 Pandemic, the interview was done via phone. Each participant received the same questions. Some additional questions were asked based on the interviewee's answer but still related to the topic.

Here, five participants were given initials with P1, P2, P3, P4, and P5. They are the fourth-semester students in the Department of English Language Education UIN Ar-Raniry. P1, P2 and P5 were male students, while P3 and P4 were female students. P1, P2, P3, and P5 joined some organizations, while P4 did not join to any organization. Suprisingly, all participants had GPA ranging from 3,5 and above. P1, P2, and P5 were great speakers, their public speaking skill were very good.

Furthemore, the researcher analyzed the data from the interview by coding the data manually. The analysis was arranged based on the research question about the students' interest in pursuing English for Tourism course. There were 17 questions related to the topic. The interview was analyzed qualitatively to explore their responses. Moreover, open coding analysis was applied to decide the themes on participants' responses. This analysis assisted the researcher to validate an appropriate pattern of the conceptual framework from the interview. Then, the researcher gained several findings in conducting information. In detail, the data analysis was organized into two themes and coded based on what the research question needs to explain. The first themes were about factors that affect students' interest in choosing English for Tourism course, including internal and external factors. Second, the students' perception of the English for Tourism course includes the advantages of English for Tourism course, the importance of learning English for Tourism course, the condition of English for Tourism class, the benefit of English for Tourism course for PBI students, and the things needed to be improved in English for Tourism course.

1. Factors Affecting Students' Interest in Choosing English for Tourism Course

There were two factors that affected students in choosing English for Tourism, these were internal and external factors.

a. Internal Factors

From the interview result, the researcher have found two internal factors that came up from participants, these were familiar with tourism sector and have interest in tourism sector.

1. Familiar with Tourism sector

Based on the interview results, all participants stated that they have already been familiar with tourism and English for Tourism; although they did not join the course yet. Besides, students also had a basic knowledge of tourism.

P5: "I know what I am going to learn in the Tourism sector, but I just know the basic thing about tourism. I know that in tourism we learn the thing about the place, for example, the trademark or the landmark that we think is good for tourists to go to that represent the place we are leaving. Learning tourism itself, we learn about all the places, but it is a trademark for a landmark in your place that you can promote to your tourist."

P2: "Absolutely, yes. I am familiar with tourism. In our region, especially in Aceh, our government is really concerned about increasing our Tourism sector. Then, tourism talks about tourist and tourism destinations."

P2 also added that he was more familiar with Tourism rather than Media Translation. He argued that he did not have any description of what Media Translation was.

P2: "I am more familiar with this lesson. I also do not know anything about Media Translation."

Moreover, this reason also became his main reason to choose English for Tourism.

2. Have interest in Tourism sector

All students admitted that they wanted this course based on their own will.

P1: "I choose because of my own reason, my personal reason."

P2: "Because of mine, because of my own personal, my own initiation."

Then, the researcher found that four from five participants have shown their huge interest in the course. The keen interest was also confirmed from how they have already had a concerned topic to learn in English for Tourism.

P1: "Yes, I like learning about tourism. I like to learn about our culture because when I learn about my tourism lesson culture, I know more about my place and my city. I know about what my grandmother or my ancestor did in the past, and I think I know about my identity very well through learning my culture. I also like to learn about the vacation spot. I mean the places that we can visit to enjoy our vacation, such as beaches and the mountain. I love to learn about that because it feels like I am traveling while staying in the class."

P4: "Yes, I think I am interested in this course. I think I am interested in showing and introducing our culture to the tourist."

Meanwhile, P2 stated that he only had a little interest in the course. He argued:

P2: "Umm... a little bit, yes. I am not interested in all things about tourism. I am interested in tourism but not to all of the aspects of Tourism. The aspect of tourism I am concerned about is how to increase tourism and be a tour guide."

Although he was only interested in several topics in English for Tourism course, he still had a concerning issue to learn in the course.

b. External Factors

Besides internal factors, there were also some external factors that raised up from the participants. Here, the researcher divided the external factors into four factors, these were lecturer image, classmates/peers, the future dream, and the course material.

1. Lecturer Image

All participants admitted that lecturer P1, P2, and P5 agreed that they chose the English for Tourism class with the professional lecturer and had experience in Tourism.

P1: "Yes, one of my considerations why I choose this English for tourism subject also because of the lecturer factor. Because I saw my lecturer in English for tourism is Miss A, many of my friends told me that Miss A had done a lot of projects in her life. I think I want to choose her class because I want to learn from her about her experience regarding doing a project related to the tourism field. Then, because the lecturer is capable, I expected that the class would be very useful for me."

P2: "Absolutely, yes. Because if the lecturer doesn't know anything about tourism, why should we choose? I have already known the lecture was professional in the Tourism sector. Then, if we want to study tourism, but we do not choose the best lecture for its scope, it absolutely nonsense. Why I should choose that lesson but the lecturer not professional in that lesson."

P5: "I would not take the lecturer to teach an English for tourism class if the lecturer has never been gone anywhere or have tourism experiences. Because I would say that they are talking on senses, English for tourism needs experiences. I think it crucial."

Meanwhile, P3 and P4 chose the lecturer based on the experience in their previous class.

P3: "Lecturer is important. Because the way lecturer teaches us it will have an impact on the class. For example, the translation class, if the lecturer was not fun, the students in that class would not choose"

the Translation again. I mean, the lecturer can have an impact on the image of the course. Then, because we have already known the lecturer was not fun, it would make us think again when we take a class with that lecturer.”

P4: “Sure. Without the lecturer the course will be nothing. If there is no lecturer, the course will not run. Well... I am taking this course with Mr. M. He really makes us interested in the course. Before registering for the course, I have already known the image of the lecturer. It is because I have taken the listening class with him.”

Nonetheless, the lecturer's image was not the main factors that affect students' interest in choosing a course.

2. Classmates/Peers

P3 and P5 argued that a friend would be one of their considerations when choosing the course. Nevertheless, friends were not their primary consideration.

P5: “I mean I feel excited when some of my friends, specific friends, are taking the same class as me and I think yeah, it determines why I choose this subject too. The first reason is basically because of my own intention and because I am curious about what the class is about and the secondary reason is because of my friends.”

Meanwhile, P1, P2, and P3 stated that friends were not too important and were not being one of their considerations when choosing the course.

P1: “I need really supportive friends. I need the circumstance very support me, so the class will be running very well. But, I do not consider who is going to be in my class when I chose this subject when I filled the KRS. Yet, I think yes a friend is very important if I do not have a good friend, I will move to another class. But, thank you because my class very supportive.”

P2: “It is not really important. Well... I had said that before, I chose this lesson because of my own initiation. A friend is not too important when I choose this lesson, but friends will be important when I have already joined to the class.”

P4: “I think friends or classmates are also important. Without friends in the class, the class will not be fun. But I do not choose the course

because of my friends. Well... our friends can support us in learning. It could be said that I chose the same with my friends but I chose this course because of my own initiation."

Nevertheless, all participants believed that classmates/peers would be necessary when they have already worked in the class.

3. Future Dream

All participants stated that they had a future dream related to the Tourism industry. P1, P2, P3, and P5 argued that they had a dream related to the tourism

P1: "Well, my professional dream is actually not really related to the tourism field because I am really concerned about education. But, my dream that related with tourism field is I want to travel around of places that I like, I want to travel to New Zealand and Australian. I want to learn about their tourism management, so hopefully, I can help people in my city I mean the local people to develop their place to be very joyful and also much comfort for the tourism and tourist."

P2: "Yes, I want to be a tour guide, but being a tour guide is not my main dream. I also love traveling."

On the contrary, P4 stated that her main dream was being a tour guide.

P4: "I want to be a tour guide."

Thus, this became her main reason to choose English for Tourism course.

4. The course materials

Surprisingly, two participants argued that English for Tourism looked more accessible than the other optional course.

P2: "Because this lesson easier than the other one."

P5: "Basically, when I saw the course of English for tourism, I felt interested because, in my mind, I thought that this course not going to be very hard and in my knowledge, I know some places that are

good to be explained to the tourist if I ever had a chance to talk to the tourist.”

One of the participants also came up with a unique statement when choosing English for Tourism. P1 argued that he preferred to select English for Tourism because he thought this course was monetized.

P1: “First this is really monetized, I see this subject have economic value. I do not only learn about my culture and tourism spot, but I also learn about how to be an entrepreneur here. It means like in Aceh especially, in our city we have a lot of tourism spots, and we have a huge opportunity to develop our tourism industry, that’s why one of the reasons why I choose this subject. I want to learn how to develop our tourism industry. Hopefully, after I graduated from my major I can earn money I can make money from this industry, from the field and also because the previous reason that I have told you I like learn about my culture and I like to learn about my tourism spot which discussed about them in tourism class.”

Moreover, P3 and P5 added that they felt more interested in English for Tourism rather than Media Translation. It was because they had experience in some classes that related to Translation before. They had a thought that the Media Translation would be quite similar to Translation class.

P3: “I am more interested in English for Tourism itself. But, there is another reason too. In the last semester, I have taken the translation course. I felt the translation course just learned about translating something, and I found it is not interesting, tourism is more interesting.”

P5: “I have already taken a similar class to media translation. I mean, like in reading and writing skills. I mean, the task that would be given to me in those classes were basically just like translating and almost the same as media translation course.”

P3 and P5 also stated that they could learn another subject and skill in English for tourism, such as listening, speaking, and even Translation.

P3: “Yes, because we can also improve the other skill in English for Tourism Course. For example, the lecture gave us the task of being

a reporter. So, we acted as a reporter, and we explained about the historic place. Then, the topic of tourism itself is interesting to learn, such as the historical place and the culinary.”

Furthermore, all participants also agreed that the English material for Tourism was pleasure to learn.

P4: “I think it is pleasure to learn. In this course, we learn how to promote our historical values to the tourist. We can also learn about our culture. I have already said that I want to be a tour guide and I have already interested in Tourism itself. Because I have a big interest in tourism, so all think about tourism will be pleasure to learn. In my opinion, loving the course is important. When we love the course, we can learn it deeply, and it will be amazing when we know new things. It is because we have loved it from the beginning.”

Nonetheless, the material course was not the primary factor that affects students in choosing English for Tourism course.

2. Students’ Perception of English for Tourism Course

The researcher would like to divide this theme into five sections. Those were the advantages of English for Tourism, the importance of English for Tourism, the class condition of English for Tourism course, the benefit of English for Tourism course for PBI students, and the things needed to be improved in English for Tourism course

a. The advantages of English for Tourism Course

There were lots of advantages that participants gained after joining English for Tourism course.

1. Having a new sight of Tourism scope

P1, P2, and P3 confessed that they gained something new regarding tourism scope after joining English for tourism.

P1: "First, I got many sights regarding tourism industry. For instance, I know the potential of halal tourism. I begin to be very proud of my country and my city again after I learn English for Tourism because I know my city is really rich in the tourism industry. We have many potentials to make our city become one of the most favorite tourist places to visit."

P2: "After joining this class, we will know how to be a good tour guide and we will know more detailed about what tourism is."

P3: "I know something new. This class increases my interest in the historical value in our city. Learning English for Tourism makes me love my country more. I just know Indonesia is rich with historical value."

Moreover, because they had a new sight of Tourism, they became more proud and loved their city.

2. Improvement in speaking skill and self-confidence

Besides, P4 and P5 stated that the advantages they got from the course improved their speaking skill and self-confidence.

P4: "My speaking skill is improved so, I am brave enough to speak up using English."

P5: "More confident and less pattering when I am talking to tourists. That was what I gained from the class. That is why I feel like it is important to learn English for Tourism."

From their statements above, it could be stated that English for Tourism also gave a positive impact in their English skills too, particularly in speaking skills. They also mentioned that their confidence increased after joining to the course.

b. The importance of learning English For Tourism Course

All of the participants admitted that English for Tourism was importance to learn. Yet, they came up with different perceptions about how the importance of learning English for Tourism was.

1. Know how to communicate with tourist

P1 argued that this course was essential to learn. It is because our country accepted local tourists and international tourists.

P1: “We not only accept local tourists in our area but also foreigner, international tourists. So, we need to prepare ourselves to communicate with them, which is why English is very important. As far as we know, English is the global language, if we want to communicate with people from overseas, we need to learn English.”

Thus, by learning English for Tourism course, he knew how to communicate with the international tourist.

2. Learn how to promote our culture

P3 and P5 added that as the local people who own the city and the culture, English for Tourism course allowed them to learn how to promote their culture to the International tourist.

P3: “As the local people who are having the culture. It is an obligation for us to promote our culture to other people, especially international tourists. They do not know our culture and they also cannot speak our language. So, when we want to promote our culture to them, we have to promote it using English.

P5: “I have mentioned before because it is an obligation for the English department students. Why it is important for us to learn English for Tourism, because, first I would take my opinion as I have mentioned before, that is an obligation. Based on my personal experience when I was joined one of the cafes, a tourist from France, Paris, when we were in the cafe, no one could speak English. So, my friends and I, some of us English Department students, we approach the France tourist we ask them out and we

make a connection. I think that a good example of the success of English department students in learning English for Tourism. Knowing the places the people can go, it is quite important. We want to promote our city as well as possible. We want the tourist can remember the place forever.”

P2: “As we know, many tourists come to visit our country and our city. So, it is important to learn.”

Moreover, because they learned how to promote their culture, they then felt obligated to promote their culture and town to the International tourist.

c. The condition of English for Tourism Class

At this point, the researcher investigated the students' views on the situation of English for Tourism class before and after the COVID-19 Pandemic. The researcher also examined their comments regarding the continuing class of the course.

1. The condition of the class

P1, P3, and P4 admitted that they had a conducive and active class, the classmates can work cooperatively.

P1: “There were two conditions, online and offline. In the offline class, our class is really conducive.”

P3: “The class was good. The task was not difficult for us. The lecturer did not give a different topic for each week. We had to keep the focus on one topic that had been given to us. The class was conducive. Every group would present their topic and made a booklet about the topic. So, we could understand the topic well from other groups. Then, the task was given before the pandemic came.”

P4: “My class was really conducive and active. The classmates were very supportive. We were really excited to learn English for Tourism. It is because that was our first time to be in English for Tourism class. It was a challenge for us when learning something new.”

On the contrary, P2 and P5 experienced a passive class.

P2: *"Quite silent, I would say it little bit passive."*

P5: *"The main condition in my English for Tourism class is a little bit quiet because everyone is very shy and doesn't have enough courage to speak up. The first day, no one spoke a word if no one starts to it. I mean, I have to start speaking and saying my opinion, then everyone else starts to say the same. It is a very passive class."*

Furthermore, four from five participants admitted that the COVID-19 pandemic negatively impacted their learning process.

P5: *"Because of the COVID-19 pandemic, we change our task. First, we plan to meet the tourist, but then we only have to make a booklet."*

P1: *"After pandemic, we begin our online class and the class running not very well. It just conducted a few webinars, I mean, a few meeting through Google meet and the Google meet itself is not really efficient. It is tough for us to get the point that the lecturer tried to explain and I think the students not really engage with the online method."*

Overall, the students argued that English for Tourism course would be run very well if the COVID-19 Pandemic did not come up.

2. The continuing class

The researcher also asked the students about the continued class of English for Tourism course. Then, the findings showed distinction answers from participants. P1 and P5 stated that they would not take the course if the course were still optional.

P1: *"If the class is optional, I will not take it anymore. It is because I have taken it once, but if the course is obligated for me, I will choose that class."*

P5: *"I wouldn't say I would take the class if there were other more important classes in my own opinion, I would take that first. I wouldn't make it my priority class."*

Besides, P2 and P4 stated that they would like to join the continuing class because they still obtained little information from the previous class.

P2: *“Why not? Because I just got a little things in the previous class. I think I will follow if there is a continuous class. We can get new information and more knowledge about tourism.”*

P4: *“I will take the course if the course still is opened for us. It is because I still do not get the “wow” things about the subject. I still do not get much knowledge about Tourism. That is why I think I need to take the continuing class of English for Tourism.”*

Moreover, P3 admitted that she would like to have another English class for Tourism because her interest in tourism increased.

P3: *“Eumm.. sure. I have already joined the class. Then, it makes me want to know more about tourism. I would describe it in the scale from 1 to 10. First, before I joined the class, my interest in tourism was 5. Then, after I joined the class, it was increasing to be 8,5. I think it will continuously improve.”*

She also added that the previous class made her curious more about tourism scope.

d. The benefit of English for Tourism Course for PBI Students

All of the participants assumed that English for Tourism was beneficial for them as an English Language Education student. As we know that, English Language Education Department was the majoring that concerned with education and teaching, while English for Tourism itself was a course that related to Tourism scope. Nevertheless, the participant stated that English for Tourism had a relation with Education and English Education Students.

1. Support future work

Some of students admitted that English for Tourism could support their future work. Since our department concerned in Education, most of PBI student would become a teacher in the future. Thus, P1 stated that English for Tourism would be useful for him when he became a teacher in the future.

P1: “Yes, it is really beneficial. It has a really beneficial impact on us as an English Education Department student. We will be a teacher in the future and we will not teach our students only about English. We also teach our students how to promote our tourism industry, how-to guide our tourists. Moreover, it would be one of several ways to teach English in a fun way.”

Moreover, P5 argued that by learning English for Tourism, he could also educate other people.

P5: “It is very beneficial for us. Besides just promoting our place to the tourist, we can educate others. Let’s say we are teaching in a course or bimble. We can apply our knowledge from our college into the course. We can teach other people the skill that we have gotten from our lecturer.”

He also added that he would like to transfer his knowledge from the course to other people.

2. Improve self-confidence in public speaking

P4 argued that this course was beneficial in improving their confidence in public speaking.

P4: “It is beneficial for us. Well... I thought of being a tour guide and had to speak in front of the class. I had to explain and promote a place in front of my friends. So, this course helps us in improving our public speaking skills and increasing our confidence. As an English Language Education student, we will be a teacher someday. Then, as a teacher, we will teach and speak in front of the class, in front of our students. So, that is why English for Tourism will be beneficial for us.”

Thus, English for Tourism course would be very beneficial for PBI students, especially in public speaking skills.

e. Things need to be improved in English for Tourism Course

Besides the positive comments about English for Tourism course, there were also some parts in the course still needed to be improved. Here, the researcher found 3 parts about the course that needed to be improved, these were practical aspect, general lecture and creative projects.

1. Practical Aspect

P1, P2, and P4 suggested to improve the course needed by emphasizing the practical aspect.

P2: “We have to be more practical and go to the real field. For example, we can meet the real tourist and communicate with them directly.”

P4: “In my opinion, we have to go directly to the field. When we only learn English for Tourism in the classroom, like listening to the lecturer or our classmate’s explanation, the class will be so boring. Then, when we go directly to the field, we will know and understand more about the thing that we learn. Furthermore, we have to do more practical. For example, we can be a real tour guide. So, we can also examine ourselves.”

Moreover, the participant also mentioned some activities related to the practical aspect; for instance, go to the field directly, be the real tour guide, and meet the real tourist.

2. General Lecture

P3 came up with a great idea. She argued the Department of English Language Education could make a general lecture.

P3: “I hope someone in our department can make a general lecture for English for Tourism course. Then, our department can ask the expertise from the tourism or from the Cultural and Tourism

Service Department of Aceh or Banda Aceh to be a speaker in that general lecturer.”

She also added that our department could invite the speaker from the Tourism industry.

3. Creative projects

P5 stated English for Tourism class must create a more creative project.

P5: “I think we can do another procedure in the class; we can make another project which is not the same as the previous project that the seniors have done. Be more creative with other projects.”

He also added that the project in tourism class should be different for each year. Thus, there would be various creative projects offered by the class.

B. Discussion

This section presented a discussion based on the findings of the research. The researcher came up with two research questions. Both of the research questions were answered by using the results from the interview. The first research question was, “What are factors affecting students’ interest to choose English for Tourism Course? After the data were analyzed, it can be concluded that there were various factors could affect students’ interest when choosing English for Tourism course. According to Slameto (2010), there were two factors affecting students' interest in learning: internal and external factors . Here, the researcher also found two factors affecting students’ interest in choosing a course, internal and external factor. However, the factors that arose in this research were slightly different from the factors stated by Slameto. In this study, students did not

bring up all the factors mentioned in chapter 2. Then, there were also new factors that emerged. It was reasonable because the factors that appeared could be varied and differ from one and other.

First, internal factors were the factors that came up within students. In this study, researchers only found two psychological factors that emerged in students when choosing this course. There were familiar with tourism sector and have an interest in tourism sector. The interview results proved that all students were already familiar with Tourism and English for Tourism. The interview results also showed that students have already recognized that they knew the basic things about tourism and knew what they would learn in the course. This result was in line with a characteristic of readiness factor. Tomlison (2001) argued that student readiness level demands educators to assess prior knowledge and assign what students knew and where they were. Thus, this factor was indicated as the readiness factor.

The second internal factor was having interest in tourism sector. All of the students stated that they chose English for Tourism course because of their own volition. They also had a considerable interest in the tourism sector, so they confidently chose this course. In addition, students already had a focus topic that they want to study and explore in the course. In chapter two, the researcher also previously mentioned that attention is a behavior of focusing on one or more explanations in the learning process. Thus, the second factor could be indicated as the attention factor.

Subsequently, we moved to the external factors. In this study, four external factors had emerged in affecting students' interest in choosing English for Tourism courses. Those were lecture images, classmates/peers, future dreams, and the course materials. Moreover, Katili (2013) also found teacher and material came up as the external factor that could influence students' interest. Thus, this finding was supported by the previous study done by Katili in 2013.

The first external factor was the image of the lecture. Lecturers could be one primary consideration when choosing classes. The students chose lecturers who were competent, experienced, and professional in the field of Tourism. Besides, some students chose lecturers based on their experiences with the lecturer in their previous subject. They stated that the lecturer has an impact on the course and learning process. If the lecture could not create a fun circumstance, the course would be not fun too. Raharja (2007) also stated that the teacher is the creator of the learning process. Thus, the lecture was responsible for creating a comfort and fun circumstance in the learning process. Then, the result findings were proven in this statement.

The next external factor was classmates/peers. In selecting courses, some students admitted that classmates/peers did not become their consideration when choosing courses; however, some others thought that classmates/peers became one of their concerns when choosing a course. Nonetheless, all participants agreed that classmates/peers would be significant when they are already in class. They argued that classmates/peers very support them in learning. According to Topping (2009), peer learning can be defined as acquiring knowledge and skill through

active helping. A good friend will lead to a good education. Yet, it needed to be highlighted; lecturers and peers did not become the main factor for students choosing a course.

Besides, in this study, the researcher also discovered two new factors: future dream and the course materials. The future dream had been a substantial factor in their consideration of choosing English for Tourism courses. All students recognize that they had some dreams related to Tourism. One student also revealed that she chose this course because she wanted to be a tour guide. Moreover, the students' future dreams were dominated by their desire to travel to many places worldwide.

The last external factor was the course materials. In this case, the researcher found that all students stated that the materials or topics taught in English for Tourism were delightful to learn. English for Tourism was also considered easier than another optional subject, Media Translation. Therefore, they preferred English for Tourism. One student also revealed that he felt this course to have economic value, so he was interested in choosing an English for Tourism course. Two students also stated that they became more interested in English for Tourism because they had experienced the previous class which was quite similar to Media Translation. Moreover, some students even chose this course because they could learn other skills too while learning in English for Tourism class.

Furthermore, we moved to the second research question; it was, “How do students perceive English for Tourism Course? To answer this question, the

researcher than classified the topic into five issues, these were: the advantages of English for Tourism course, the importance of English for Tourism course, the condition of English for Tourism course, the beneficial of English for Tourism course to PBI students, and the things need to be improved in English for Tourism course. Overall, the students gave positive perceptions to English for Tourism course. It could be established from the participants' responses. All of the participants agreed that English for Tourism course was important to learn. They also perceived that the course was beneficial for PBI students.

Moreover, the course provided lots of advantages for them. Some of the students also stated that they would like to join the continuing class if there was exist. Surprisingly, one of the students admitted that her interest in tourism increased after joining the course. She added that she felt more excited to expand more about tourism. Hidi and Renninger (2006) argued that three factors redound to the development of interest: knowledge, positive emotion, and personal. As individuals learn more about a topic, they become more skilled and knowledgeable. Yet, there were also some parts of the course that needed to be fixed. Four participants argued that COVID-19 Pandemic gave some negative impacts to their class, such as having the online class, had to change the task, and did not get much knowledge from the course. Then, the students also suggested some recommendations for improving some parts of the course. They hope that the English for Tourism class will be better in practical terms, such as doing hands-on practice in the field. Projects in this class were also expected to be more

creative. Then, the study program can hold a public course that invites experts in tourism in the future.

In addition, based on the interview results, the researcher also realized that the participants only focused in learning about being a tour guide. Yet, there were still lot of issues to learn in English for Tourism Course. Moreover, Chao-shain (2008) also stated that there are four dimensions in English for Tourism Curriculum; those are: English for Food and Beverage Service, English for Air Flight Service, English for Hotel Services, and English for Tour Managers and Guides. Thus, Departement of English Language Education could evaluate more about the syllabus of English for Tourism course.



CHAPTER 5

CONCLUSION AND RECOMMENDATION

This chapter consists of the conclusion and recommendation of the study. In this section, the data analysis and the discussion of the result would be summarized and reaffirmed. Some recommendations are provided regarding the proposed research and recommended future works related to the study established by other researchers.

A. Conclusion

This research has discussed students' interest factors in choosing English for Tourism course and the students' perception toward the course. Based on the research findings and discussion on the previous chapter, the researcher would like to sum up and highlight some points. First, there were two factors that affect students' interest in choosing English for Tourism course; internal and external factor. The internal factors were factors that emerged from students themselves. In this research, there were only two psychological factors; they were familiar with tourism sector that indicated as the readiness factor and have interest with tourism sector that indicated as the attention factor. Meanwhile, there were four external factors that affect students' interest in choosing English for Tourism course; they were the image of the lecturer, classmates or peers, their future dream, and the material in the course itself. This explanation then became the answer to the first research question.

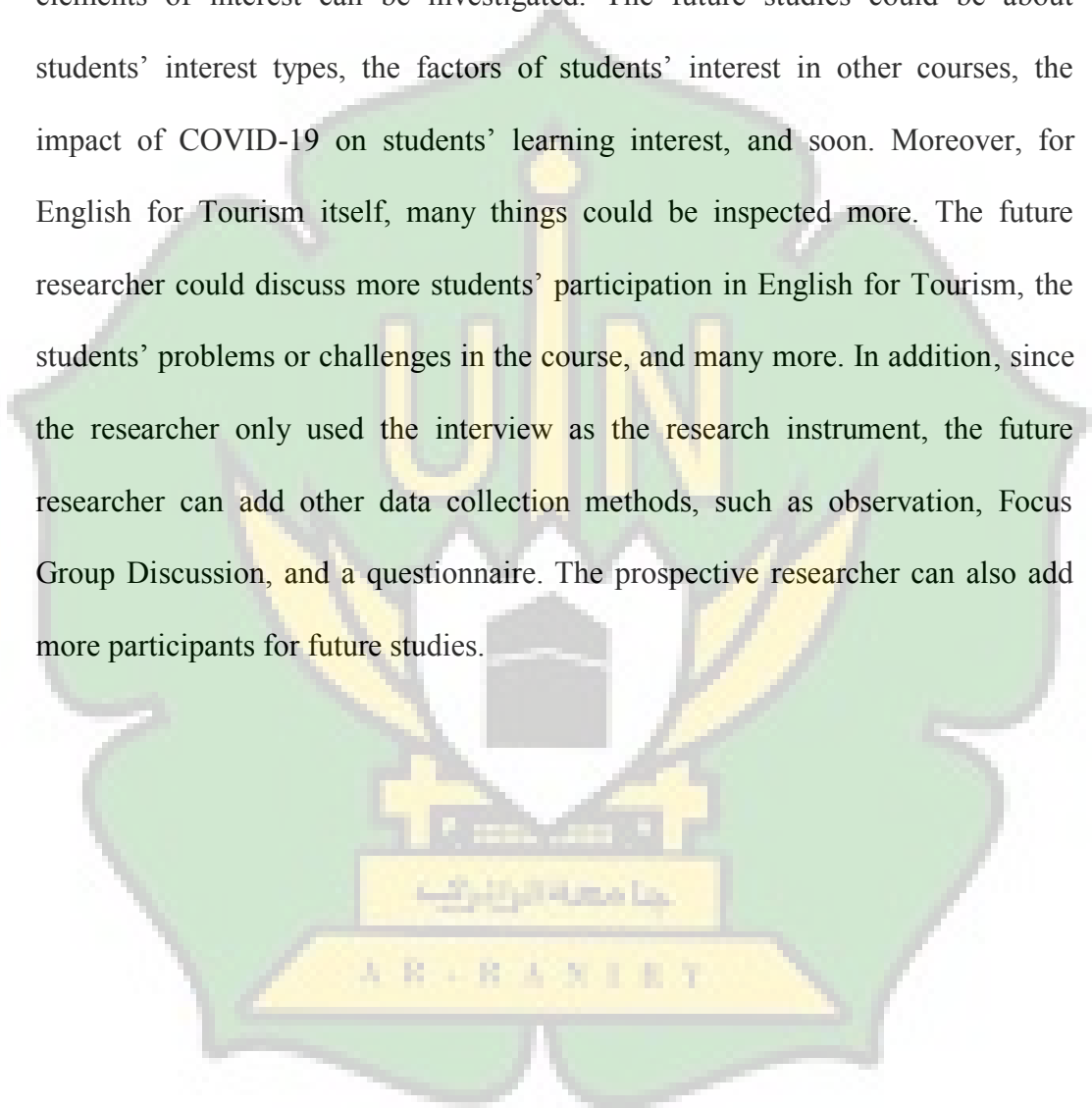
Second, the students perceived English for Tourism with positive comments on the whole. Students admitted that English for Tourism was essential to learn. They also gained lots of advantages from the course. Moreover, all of the students agreed that English for Tourism was beneficial for English Language Education students. Yet, there were some parts in the course that still needed improvement. Those were the class condition, more practical classes, the creative project, and a general lecture for this course.

B. Recommendation

Based on the result findings, the researcher would give some recommendations to the students, the lecturers, and the Department of English Language Education Department UIN Ar-Raniry. First, in this research, the researcher found that some students are passive in the class. The researcher would like to suggest them to be more brave and active in the class. Every student would have the potential within their selves. Then, when choosing an optional course, choose it because of having an interest in the course. It would be better if the students looked for some information about the course before registering for it. Second, when taking a course to teach, the lectures have to ensure that they have mastered the course. Notably, for the English for Tourism course, the lecturers have to create a fun atmosphere in the class, such as make an outdoor class, creative and challenging projects, and many more. The lectures have a significant role in affecting students' interest in choosing a course. Last, the researcher hopes that the Department of English Language Education can make a general lecture

about Tourism. The department can cooperate with the Department of Tourism and Culture Aceh, the Tourism Ambassadors, and another tourism scope expert.

Furthermore, the interest aspect has various areas of research. Many elements of interest can be investigated. The future studies could be about students' interest types, the factors of students' interest in other courses, the impact of COVID-19 on students' learning interest, and soon. Moreover, for English for Tourism itself, many things could be inspected more. The future researcher could discuss more students' participation in English for Tourism, the students' problems or challenges in the course, and many more. In addition, since the researcher only used the interview as the research instrument, the future researcher can add other data collection methods, such as observation, Focus Group Discussion, and a questionnaire. The prospective researcher can also add more participants for future studies.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-14098/UN.08/FTK/KP.07.6/09/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
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2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
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4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
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- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
- | | |
|---|----------------------------|
| 1. Syarifah Dahliana, M. Ag., M. Ed., Ph. D | Sebagai Pembimbing Pertama |
| 2. Dr. phil. Saiful Akmal, S. Pd. I., MA | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : Dhiyanti Islami
- NIM : 160203086
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Exploring Students' Interest in Pursuing English for Tourism Course
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
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- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 20 September 2019
An. Rektor
Dekan,



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



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Nomor : B-5800/U.08/FTK.1/TL.00/06/2020
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **DHIYANTI ISLAMI / 160203086**
Semester/Jurusan : **VIII / Pendidikan Bahasa Inggris**
Alamat sekarang : **Jl. T. Iskandar, No.342, Desa Lamglumpang, Ulee Kareng, Banda Aceh**

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Exploring Students' Interest in Pursuing English for Tourism Course***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 23 Juni 2020

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



M. Chalis, M.Ag.

Berlaku sampai : 23 Juni 2021



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN KEGURUAN
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Jln. Syekh Abdul Raul Kopelma Darussalam Banda Aceh
Email: pbi@ik-ar-raniry.ac.id Website: http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-211/Un.08/PBI/TL.00/07/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-5800/Un.08/FTK.I/TL.00/06/2020 tanggal 23 Juni 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:


Nama : Dhiyanti Islami
NIM : 160 203 086
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

"Exploring Students' Interest in Pursuing English for Tourism Course"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 20 Juli 2020
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

Interview Protocol

Project: Exploring Students' Interest in Pursuing English for Tourism Course

Time of interview : -

Date : -

Place : -

Interviewer : Dhiyanti Islami

This is a research study about student's interest in pursuing English for Tourism course. The purpose is to find out the factors of interest that affect students when they register to English for Tourism Course and how they perceive the course. The data is collected through a semi-structured interview which is recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. The interview process will take about 30 minutes.

Questions:

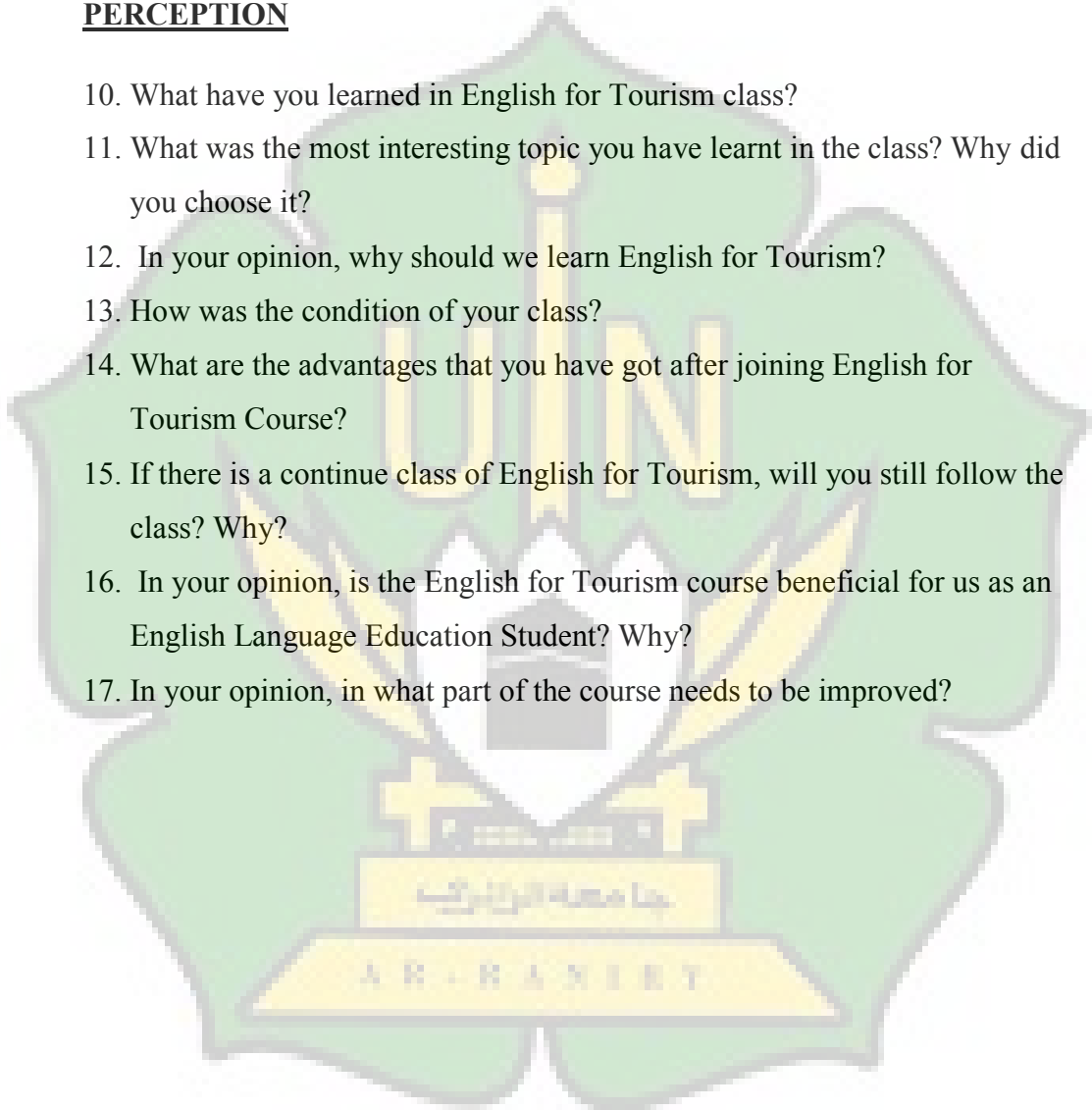
FACTORS AFFECT STUDENTS' INTEREST

1. Before registering to the class, are you familiar with the tourism sector? What do you know about tourism?
2. Do you like learning about tourism? What aspect in tourism are you concerned to?
3. Why did you prefer to choose this class than the other optional subject?
4. What is your main reason to choose this subject?
5. What is your dream? Is there any of your dream related to the Tourism industry?
6. Did you choose this subject because of your own initiation or someone else? (Family, Friend, Lecturer)
7. Do you think the image of the lecture is important to determine your selection of optional course? Why is it important/ why is it not important?

8. Do you think your friend/classmates are important to determine your selection of English for Tourism course? Why is it important/ why is it not important?
9. Do you think material or topic in English for Tourism Course is pleasure to learn? Why?

PERCEPTION

10. What have you learned in English for Tourism class?
11. What was the most interesting topic you have learnt in the class? Why did you choose it?
12. In your opinion, why should we learn English for Tourism?
13. How was the condition of your class?
14. What are the advantages that you have got after joining English for Tourism Course?
15. If there is a continue class of English for Tourism, will you still follow the class? Why?
16. In your opinion, is the English for Tourism course beneficial for us as an English Language Education Student? Why?
17. In your opinion, in what part of the course needs to be improved?



Title : Exploring Students' Interest in Pursuing English for Tourism Course
Researched by : Dhiyanti Islami

Consent Form for Participation in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

*Please
Initial box:*

I confirm that I have read and understood the information sheet (interview protocol) and have had the opportunity to ask questions.

☒

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.

☒

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.

☒

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.



☒

I agree that my anonymised data will be kept for future research purposes such as publications related to this study after the completion of the study.

☒

I agree to take part in this interview.

☒

<u>MSS</u>	<u>July, 2nd 2020</u>	<u></u>
Participant's Name	Date	Signature
<u>Dhiyanti Islami</u>	<u>July, 2nd 2020</u>	<u></u>
Researcher's Name	Date	Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Dhiyanti Islami
Full address : Jl. T. Iskandar, No.342, Lamglumpang, Ulee Kareng,
Banda Aceh
Phone : 085260104098
E-mail : dhiyanayaan@gmail.com

Title : Exploring Students' Interest in Pursuing English for Tourism
Course
Researched by : Dhiyanti Islami

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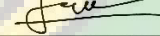

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☒

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☒

FA	June, 30 th 2020	
Participant's Name	Date	Signature
Dhiyanti Islami	June, 30 th 2020	
Researcher's Name	Date	Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Dhiyanti Islami
Full address : Jl. T. Iskandar, No.342, Lamglumpang, Ulee Kareng,
Banda Aceh
Phone : 085260104098
E-mail : dhiyanyayaan@gmail.com

Title : Exploring Students' Interest in Pursuing English for Tourism
Course
Researched by : Dhiyanti Islami

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<u>AFR</u>	<u>June, 30th 2020</u>	<u>[Signature]</u>
Participant's Name	Date	Signature
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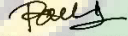

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<u>RA5</u>	<u>June, 30th 2020</u>	<u></u>
Participant's Name	Date	Signature
<u>Dhiyanti Islami</u>	<u>June, 30th 2020</u>	<u></u>
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

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MF	July, 2 nd 2020	
Participant's Name	Date	Signature
Dhiyanti Islami	July, 2 nd 2020	
Researcher's Name	Date	Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Dhiyanti Islami
Full address : Jl. T. Iskandar, No.342, Lamglumpang, Ulee Kareng,
Banda Aceh
Phone : 085260104098
E-mail : dhiyanayaan@gmail.com

INTERVIEW TRANSCRIPT

Participant 1

Interviewee : FQ

Date of Interview : June, 30th 2020

Time of Interview : 17.00 WIB

Place : Online Interview via Phone

1. Before registering to the class, are you familiar with the tourism sector?
(Readiness) What do you know about tourism? (Intelligence)

Answer: Yes, I am suitable with tourism sector. Tourism is lesson that learn about how we know about our tourism spot in our country especially our city and we learn about how to develop our tourism spot facilities and how to take care the tourist who want to visit our place. We also learn how to promote our spots to the foreigner and also for local tourist.

2. Do you like learning about tourism? What aspect in tourism are you concerned to? (Attention)

Answer: Yes, I like learning about tourism. I like learn about our culture because when I learn about my culture in tourism lesson I know more about my place and my city. I know about what my grandmother or my ancestor did in the past and I think I know about my identity very well through learning my culture. I also like learn about the vacation spot, I mean the places that we can visit to enjoy our vacation for example beaches and the mountain. I love to learn about that because it feels like I am travelling while staying in the class. Because when teacher explains and shows me the photos and when my friends talk about the beaches I feel like I am on the beach or I am on the mountain. So, that's why I like learn about culture and tourism spots.

3. Why did you prefer to choose this class than the other optional subject?

Answer: Because first this is really monetize, I see this subject have economic value. I do not only learn about my culture and tourism spot, but I also learn about how to be an entrepreneur here. It means like in Aceh especially, in our city we have a lot of tourism spots and we have a very big opportunity to develop our tourism industry that's why one of the reason why I choose this subject. I want to learn how to develop our tourism industry. Hopefully, after I graduated from my major I can earn money I can make money from this industry, from the field and also

because the previous reason that I have told you I like learn about my culture and I like to learn about my tourism spot which discussed about them in tourism class.

4. What is your main reason to choose this subject?

Answer: The main reason? I want to know the potential in our tourism field.

5. What is your dream? Is there any of your dream related to the Tourism industry?

Answer: I have many dreams. Well, my professional dream actually not really related with tourism field because I really concern in education. But, my dream that related with tourism field is I want to travel around of places that I like, I want to travel to New Zealand and Australian. I want to learn about their tourism management so hopefully I can help people in my city I mean the local people to develop their place to be very joyful and also very comfort for the tourism and tourist.

6. Did you choose this subject because of your own initiation or someone else? (Family, Friend, Lecturer)

Answer: I choose because my own reason my personal reason.

7. Do you think the image of the lecture is important to determine your selection of optional course? Why is it important/ why is it not important? (Lecturer)

Answer: Yes, one of my consideration why I choose this English for tourism subject also because of the lecturer factor. Because I saw my lecturer in English for tourism is Miss A which is many of my friends told me that Miss A have done a lot of project in her life. I think I want to choose her class because I want to learn from her about her experience regarding to make a project related with tourism field. Then, because of the lecturer is capable so I expected that the class will be very useful for me.

8. Do you think your friend/classmates are important to determine your selection of English for Tourism course? Why is it important/ why is it not important? (Friend)

Answer: I need really supportive friends. I need the circumstance very support me so the class will be running very well. But, I do not consider who going to be in my class when I choose this subject when I filled the

KRS. Yet, I think yes friend is very important, if I do not have a good friend I will move to other class. But, thank you because my class very supportive.

9. Do you think material or topic in English for Tourism Course is pleasure to learn? Why? (Material)

Answer: Yes, It is very pleasure to learn. Because the several factors that I have told you before, I like the lesson because when I learn for example I learn about culture I imagine about the culture so like I just do not sit in the class. I just going everywhere when I learn in English for Tourism, for example I learn about tourism spot, I imagine and I feel like I was there. So, it is really joyful. I am so happy and excited to learn English for tourism.

10. What have you learned in English for Tourism class?

Answer: Yes, in this semester because suddenly we got pandemic COVID 19, first we have plan to learn about food and also about Halal tourism, but because of the pandemic we change our concern. We do not learn about halal tourism anymore, we learn about what the pandemic what the COVID 19 pandemic caused to our tourism industry. That are what we learn from this class.

11. What was the most interesting topic you have learnt in the class? Why did you choose it?

Answer: The most interesting topic I learn actually about halal tourism. I do not expect it. Before I join the class, I think halal tourism just ordinary tourism. I do not know how to say, tourism product maybe. But, actually halal tourism has very a large potential to make our city can know by many country in the world. It is because halal tourism provides very healthy food and very excited experience. Halal tourism try to expose the good thing in Islam. As we know that many people right now have Islamic phobia in this world. So, I think halal tourism can be one of a chance for us to promote about the peaceful in Islam.

12. In your opinion, why should we learn English for Tourism?

Answer: Because we not only accept local tourist in our area but also foreigner, international tourist. So, we need to prepare our self for communicating with them that is why English is very important. As far we know, English is the global language, if we want to communicate with people from overseas, we need to learn English.

13. How was the condition of your class?

Answer: There is two condition, online and offline. In offline class, our class is really conducive. Then, after pandemic, we begin our online class and the class running not very well. It just conducted few webinar, I mean a few meeting through Google meet and the Google meet itself is not really efficient. It is really hard for us to get the point what the lecturer tried to explain and I think the students not really engage with the online method.

14. What are the advantages that you have got after joining English for Tourism Course?

Answer: First, I got many sight regarding to tourism industry. For instance, I know the potential of halal tourism. I begin to be very proud of my country and my city again after I learn English for Tourism because I know my city is really rich in tourism industry. We have a lot of potential to make our city become one of the most favorite tourist place to visit.

15. If there is a continue class of English for Tourism, will you still follow the class? Why?

Answer: If the class is the optional I will not take it anymore. It is because I have taken it once but if it the course is obligated for me I will choose that class.

16. In your opinion, is the English for Tourism course beneficial for us as an English Language Education Student? Why?

Answer: Yes, it is really beneficial. It has really beneficial impact for us as English Education Department student. Because we will teach our students, just say that we will be a teacher in the future, we will teach our students not only about English we will teach our students how to promote our tourism industry how to guide our tourist. It would be one of the several ways for us to teach English in a fun way.

17. In your opinion, in what part of the course needs to be improved?

Answer: I think we need to improve in practical aspect. Because there are too many theories, we must try to do the project. I hope in the future the lecture will give us a project to make us go directly to the places and then try to analyze the place. We can also try to promote something or make a documentary video or book that related with tourism subject.

Participant 2

Interviewee : AFR

Date of Interview : June, 30th 2020

Time of Interview : 20.30 WIB

Place : Online Interview via Phone

1. Before registering to the class, are you familiar with the tourism sector?
What do you know about tourism?

Answer: Absolutely yes. I am familiar with tourism. In our region, especially in Aceh, our government is really concerned in increasing our Tourism sector. Then, tourism talks about tourist and tourism destination.

2. Do you like learning about tourism? What aspect in tourism are you concerned to?

Answer: Umm... little bit yes. I am not interested to all things about tourism. I am interested with tourism but not to all of the aspect in Tourism. The aspect in tourism I am concern to is about how to increase the tourism and be a tour guide.

3. Why did you prefer to choose this class than the other optional subject?

Answer: Because this lesson easier than the other one.

4. What is your main reason to choose this subject?

Answer: Because I am more familiar with this lesson. I also do not know anything about Media Translation.

5. What is your dream? Is there any of your dream related to the Tourism industry?

Answer: Yes, I want to be a tour guide but being a tour guide is not my main dream. I also love travelling.

6. Did you choose this subject because of your own initiation or someone else? (Family, Friend, Lecturer)

Answer: Because of mine, because of my own personal, my own initiation.

7. Do you think the image of the lecture is important to determine your selection of optional course? Why is it important/ why is it not important?

Answer: Absolutely yes. Because if the lecturer doesn't know anything about tourism why should we choose. I have already known the lecture was professional in Tourism sector. Then, if we want to study tourism but we do not choose the best lecture for its scope, it is absolutely nonsense. Why I should choose that lesson but the lecturer not professional in that lesson.

8. Do you think your friend/classmates are important to determine your selection of English for Tourism course? Why is it important/ why is it not important?

Answer: It is not really important. Well... I have said that before, I chose this lesson because of my own initiation. Friend is not too important when I choosing this lesson, but friends will be important when have already joined to the class.

9. Do you think material or topic in English for Tourism Course is pleasure to learn? Why?

Answer: Not all of the topics in English for tourism were pleasure to learn. Sometimes the topic is quite hard for me but not all. Over all, I would say English for tourism is pleasure to learn.

10. What have you learned in English for Tourism class?

Answer: It is because of the pandemic too. I only have learnt how to be a good tour guide and the elements of tourism. Specifically, we just focused to learn how to be a good tour guide. For example, we are thought what things are allowed or are not allowed to do when we are being a tour guide, even we are thought how to bring our tourist in a good way.

11. What was the most interesting topic you have learnt in the class? Why did you choose it?

Answer: The most interesting topic I have learnt in tourism class was how to be a good tour guide. We only learnt that in the class. We still did not have a chance to explore more about the tourism itself, such as about the historical place, the destination, and soon.

12. In your opinion, why should we learn English for Tourism?

Answer: Because our major is also relate to the tourism. As we know that there are many of tourists come to visit our country and our city. So, it is

important to learn. Then, this subject can also open up the new field of job for us.

13. How was the condition of your class?

Answer: Quite silent, I would say it little bit passive.

14. What are the advantages that you have got after joining English for Tourism Course?

Answer: There are lots of advantages. After joining this class, we will know how to be a good tour guide and we will know more detailed about what tourism is.

15. If there is a continue class of English for Tourism, will you still follow the class? Why?

Answer: Why not, because I just got a little things in the previous class. I think I will follow if there is a continue class. We can get a new information and more knowledge about tourism.

16. In your opinion, is the English for Tourism course beneficial for us as an English Language Education Student? Why?

Answer: It useful. Like a said before, it will open up a new field of work. We know that, PBI students not always be a teacher one day. Well... actually, this course not only useful for us as a PBI student but also useful for all people in this country.

17. In your opinion, in what part of the course needs to be improved?

Answer: We have to be more practical and go to the real field. For example, we can meet the real tourist and communicate with them directly.

Participant 3

Interviewee : RAS

Date of Interview : June, 30th 2020

Time of Interview : 21.30 WIB

Place : Online Interview via Phone

1. Before registering to the class, are you familiar with the tourism sector?
(Readiness) What do you know about tourism? (Intelligence)

Answer: I have already known the tourism. But, maybe I will know more about tourism after joining into the class. Tourism is like introducing something unique that our city has to other people, it could be a tourist or could be to our friend. So, they will know too unique things in our city.

2. Do you like learning about tourism? What aspect in tourism are you concerned to? (Attention)

Answer: Yes, because when we learning about tourism, we will know more about our city. We not only know the location but we can learn how something is happened. So, I got new information and we can travelling too. The most concern thing about tourism that I want to know is how to persuade people, how to make people interest to the place, seems like being a tour guide. I would say the main focus is how to be a good tour guide.

3. Why did you prefer to choose this class than the other optional subject?

Answer: Actually, it is because I am more interested to English for Tourism itself. But, there is another reason too. It is because in the last semester I have taken the translation course, I felt translation course just learnt about translate something and I found it is not interesting, the tourism is more interesting.

4. What is your main reason to choose this subject?

Answer: Because I have taken the translation class before. Well, I would say the specific reason is because I think when we learn tourism we can also learn how to translate from the tourist. It feels like we can learn both, tourism and translation. The point is we can also learn another things and skills in the Tourism course.

5. What is your dream? Is there any of your dream related to the Tourism industry?

Answer: Well... When I learn about tourism, I can know my city. Then, I also would like to introduce my city to the tourist. If I can say, my dream related to the tourism is I want to promote my city to the other people.

6. Did you choose this subject because of your own initiation or someone else? (Family, Friend, Lecturer)

Answer: Because of my personal initiation.

7. Do you think the image of the lecture is important to determine your selection of optional course? Why is it important/ why is it not important? (Lecturer)

Answer: Eumm.. Lecture is important. Because the way lecture teaches us it will give an impact to the class. For example, the translation class, if the lecture was not fun, the students in that class would not choose the translation again. I mean, the lecture can give the impact to the image of the course. Then, because we have already known the lecture was not fun, it would make us think again when take a class with that lecture.

8. Do you think your friend/classmates are important to determine your selection of English for Tourism course? Why is it important/ why is it not important? (Friend)

Answer: Yes, friend is important. Frequently, in the English Tourism, we will work as a team. So, if our friends are not really suitable with us, the learning process will not run well. It will decrease my interest to the class.

9. Do you think material or topic in English for Tourism Course is pleasure to learn? Why? (Material)

Answer: Yes, because in English for Tourism Course, we can also improve the other skill. For example, the lecture gave us the task to be a reporter. So, we acted like a reporter and we explained about the historical place. Then, the topic about the tourism itself is interesting to learn, such as the historical place and the culinary.

10. What have you learned in English for Tourism class?

Answer: We learn about historical place, the tourism destination, the culinary, and how to promote tourism sector in social media.

11. What was the most interesting topic you have learnt in the class? Why did you choose it?

Answer: In the class, we divided into several groups. Every group would have a different topic, such as the historical place, the culinary, and the tourism destination. So, every group would make a video and would present it in the class. At that time, my group had to explain about the historical place. Because I have already experienced it by myself, so I think I choose the historical place to be an interesting topic in English for Tourism.

12. In your opinion, why should we learn English for Tourism?

Answer: Well... as the local people who having the culture. It is an obligation for us to promote our culture to other people, especially for the international tourist. They do not know our culture and they also cannot speak our language. So, when we want to promote our culture to them, we have to promote it using English language.

13. How was the condition of your class?

Answer: Well... the class was good. The task was not difficult for us. The lecturer did not give the different topic for each week. We had to keep focus in one topic that had been given to us. The class was conducive. Every group would present their topic and made a booklet about the topic. So, we could understand well the topic from other groups. Then, the task was given before the pandemic came.

14. What are the advantages that you have got after joining English for Tourism Course?

Answer: Well... I know something new. This class increases my interest toward the historical value in our city. Learning English for Tourism makes me love my country more. I just know Indonesia is rich with the historical value.

15. If there is a continue class of English for Tourism, will you still follow the class? Why?

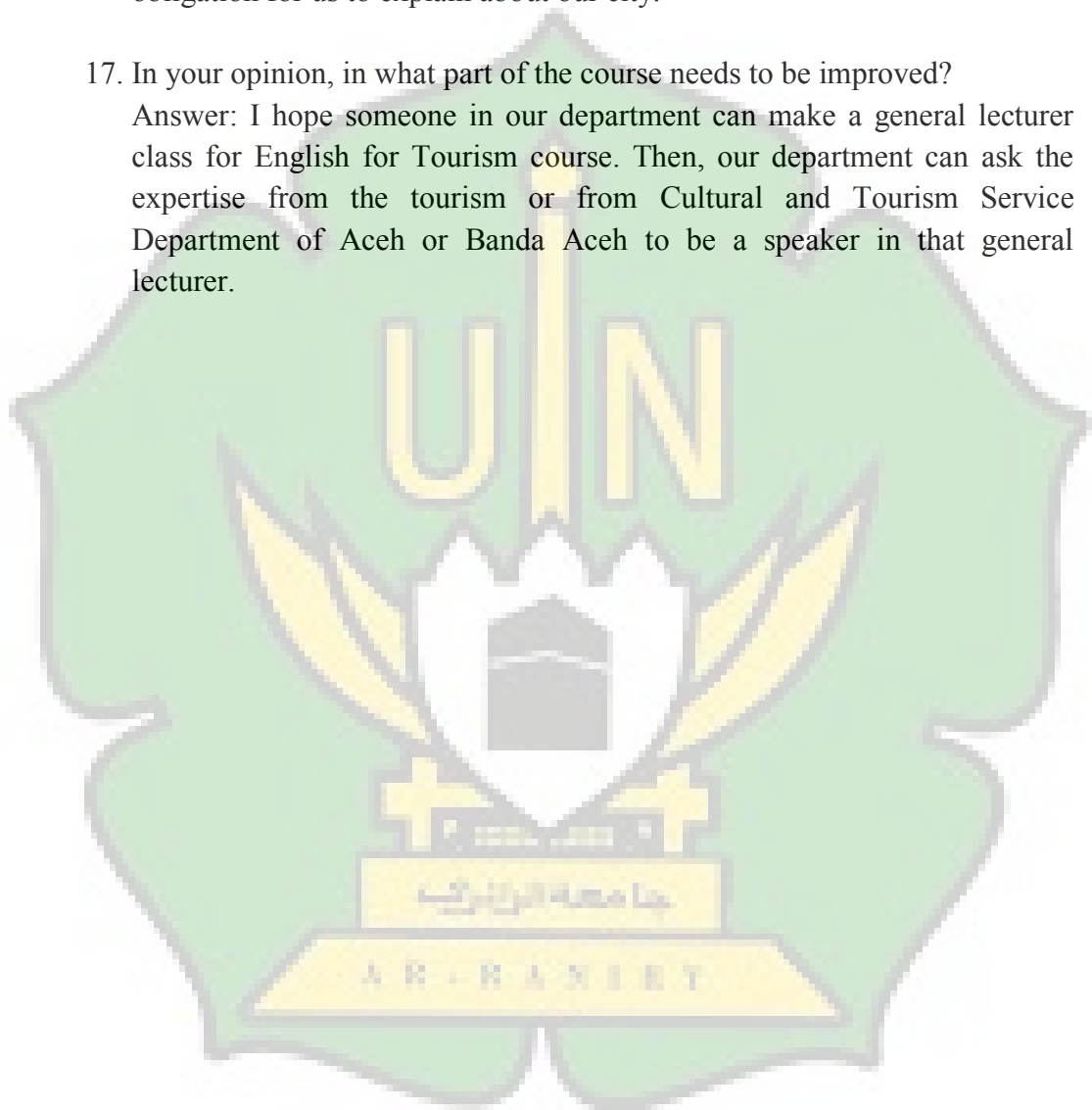
Answer: Eumm.. sure. I have already joined the class. Then, it makes me want to know more about tourism. I would describe it in the scale from 1 to 10. First, before I joined the class, my interest about tourism was 5. Then, after I joined the class, it was increasing to be 8,5. I think it will continuously increase.

16. In your opinion, is the English for Tourism course beneficial for us as an English Language Education Student? Why?

Answer: Yes, it is beneficial for us. I mean, all of us will not be a teacher someday. Some of us will choose other career too. Then, when we become an English teacher and there is a guest from abroad come. I think it is an obligation for us to explain about our city.

17. In your opinion, in what part of the course needs to be improved?

Answer: I hope someone in our department can make a general lecturer class for English for Tourism course. Then, our department can ask the expertise from the tourism or from Cultural and Tourism Service Department of Aceh or Banda Aceh to be a speaker in that general lecturer.



Participant 4

Interviewee : MF

Date of Interview : July, 2nd 2020

Time of Interview : 09.00 WIB

Place : Online Interview via Phone

1. Before registering to the class, are you familiar with the tourism sector? (Readiness) What do you know about tourism? (Intelligence)

Answer: I am familiar with the tourism itself, but I still do not have any idea what the topic that will be discussed in the course. Tourism itself is an activity of people traveling and staying in place outside their usual environment for leisure, business or other purpose.

2. Do you like learning about tourism? What aspect in tourism are you concerned to? (Attention)

Answer: Yes, I think I am interested with this course. I think I am interested in showing and introducing our culture to the tourist.

3. Why did you prefer to choose this class than the other optional subject?

Answer: I am interested with this course although it is an optional course. It is interested to learn. I want to learn all things about tourism. I am also interested to be a tour guide. In short term, I would say because I already have an interested feeling toward the course and I want to be a tour guide.

4. What is your main reason to choose this subject?

Answer: Because I want to be a tour guide.

5. What is your dream? Is there any of your dream related to the Tourism industry?

Answer: Yes, I have a dream related to the Tourism Industry. My dream is being a tour guide. I want to bring them (tourist) to some places, for example like Takengon. There are many histories value in here and there are still no many tourists come to Takengon.

6. Did you choose this subject because of your own initiation or someone else? (Family, Friend, Lecturer)

Answer: I think is because of my own initiation, my own thinking.

7. Do you think the image of the lecture is important to determine your selection of optional course? Why is it important/ why is it not important? (Lecturer)

Answer: Sure. Without the lecture the course will be nothing. If there is no lecture, the course will not run. Well... I am taking this course with Mr. M. He really makes us interested to the course. Before registering to the course, I have already known the image of the lecture. It is because I have taken the listening class with him. I would say So first because I am interested with the subject and I see one of the lecture there is Mr. M so that's why I prefer to choose this subject then Media Translation.

8. Do you think your friend/classmates are important to determine your selection of English for Tourism course? Why is it important/ why is it not important? (Friend)

Answer: I think friends or classmates are also important. Without friends in the class, the class will be not fun. But, I do not choose the course because of my friends. Well... our friends can support us in learning. It could be said that I chose the same with my friends but I chose this course because of my own initiation.

9. Do you think material or topic in English for Tourism Course is pleasure to learn? Why? (Material)

Answer: I think it is pleasure to learn. In this course, we learn how to promote our historical values to the tourist. We can also learn our culture. I have already said that I want to be a tour guide and I have already interested with the Tourism itself. Because I have a big interest with tourism, so all think about tourism will be pleasure to learn. In my opinion, loving the course is important. When we love the course, we can learn it deeply and it will be amazing when we know the new things. It is because we have loved it from the beginning.

10. What have you learned in English for Tourism class?

Answer: The thing that learnt in English for Tourism Course was how to introduce our culture in the good way with the proper language. Specifically, we learnt how to introduce the historical value of a tourism place. We did the task as an individual. We had to present it in front of the class and the other students acted as tourist. Sadly, we only had only one

meeting in the class with the lecture for the first meeting. In the second meeting, the lecturer was not here. Then, for the third meeting, we learnt by ourselves. After that, the COVID-19 pandemic came. Unfortunately, there were not exchange classes. So, we only got a little knowledge from the course.

11. What was the most interesting topic you have learnt in the class? Why did you choose it?

Answer: The most interesting topic for me is “The Tsunami Hit Aceh in 2004”. Well... at that time, I was too little to know what was happened. I did not know what Tsunami was and how did it happened. Then, when my friend explained in the class, she showed us the video and told us the historical of Kapal Apung and Tsunami Museum. It was really amazed me.

12. In your opinion, why should we learn English for Tourism?

Answer: In English for Tourism, I can be more confident when I am talking in front of many people. For me, this lesson can really improve my confident and speaking skill. Then, when learning this subject, we do not only know our culture but we can also know the culture from the people around the world. So, that is why we should learn English for Tourism.

13. How was the condition of your class?

Answer: My class was really conducive and active. The classmates were very supportive. We were really excited to learn English for Tourism. It is because that was our first time to be in English for Tourism class. It was a challenge for us when learning something new.

14. What are the advantages that you have got after joining English for Tourism Course?

Answer: For me myself, first, I am being brave to speak in English now. Before joining this class, I am still shy to speak using English. Then, I think my self-confidence increase too. Furthermore, about the tourism itself, I become to know more about my culture. Well... If I can make a list, first my speaking skill is improved so I am brave enough to speak up using English. Then, I know about the foreigner culture and ya know more about my culture.

15. If there is a continue class of English for Tourism, will you still follow the class? Why?

Answer: I will take the course if the course still be opened for us. It is because I still do not get the “wow” things about the subject. I still do not get much knowledge about Tourism. So, that is why I think I need to take the continue class of English for Tourism.

16. In your opinion, is the English for Tourism course beneficial for us as an English Language Education Student? Why?

Answer: It is beneficial for us. Well... I thought to be a tour guide and had to speak in front of the class. I had to explain and promote a place in front of my friends. So, this course helps us in improving our public speaking skill and increasing our confident. As an English Language Education student, we will be a teacher someday. Then, as a teacher we will teach and speech in front of the class, in front of our students. So, that is why English for Tourism will beneficial for us.

17. In your opinion, in what part of the course needs to be improved?

Answer: In my opinion, we have to go directly to the field. When we only learn English for Tourism in the classroom, like only listen to the lecturer or our classmate explanation, the class will be so boring. Then, when we go directly to the field, we will know and understand more about the thing that we learn. Furthermore, we have to do more practical. For example, we can be a real tour guide. So, we can also examine our selves.



Participant 5

Interviewee : MSS

Date of Interview : July, 2nd 2020

Time of Interview : 15.00 WIB

Place : Online Interview via Phone

1. Before registering to the class, are you familiar with the tourism sector? (Readiness) What do you know about tourism? (Intelligence)

Answer: I know what I am going to learn in the Tourism sector, but I just know the basic thing about tourism. I know that in tourism we learn the thing about the place, for example, the trademark or the landmark that we think is good for tourist to go that represent the place we are leaving. Learning tourism itself, we learn about all the places, but it is a trademark for a landmark in your place that you can promote to your tourist.

2. Do you like learning about tourism? What aspect in tourism are you concerned to? (Attention)

Answer: Yeah, I can say I like it. It is not difficult and it is not really hard. My concern in the tourism aspect is that I do not know well of many places that represent my place and that quite the disadvantage from me. It is about the landmark

3. Why did you prefer to choose this class than the other optional subject?

Answer: Basically, when I saw the course of English for tourism, I felt interested because, in my mind, I thought that this course not going to be very hard and in my knowledge, I know some places that are good to be explained to the tourist if I ever had a chance to talk to the tourist. Suddenly, I have already taken a similar class to media translation I mean like in reading and writing skills. I mean, the task that would be given to me in those classes were basically just like translating and almost the same as media translation course.

4. What is your main reason to choose this subject?

Answer: I think it is really important specifically for us, the English department major. Because for example we are in a landmark, let say Ulee Lheu, where the tourist really go there right? The community in our place at Banda Aceh specifically, most of the people do not know how to speak English or do not understand English and we as English department

students have to feel obligated to go into action and sometimes be a tour guide. It is an obligation for us to promote our landmark.

5. What is your dream? Is there any of your dream related to the Tourism industry?

Answer: Yes actually. I want to work in a NGO, non-government organization, specifically in the world traveling and helping places around the world where the place to be construct, for example, UNICEF, it has in Somalia or some places where trouble occurred. I want travelling with the humanity.

6. Did you choose this subject because of your own initiation or someone else? (Family, Friend, Lecturer)

Answer: No, I choose this course basically on my own intention.

7. Do you think the image of the lecturer is important to determine your selection of optional course? Why is it important/ why is it not important? (Lecturer)

Answer: I would say yes because I would not take the lecturer to teach an English for tourism class if the lecturer themselves have never been gone anywhere or have experiences of tourism. Because I would say that they are talking on senses. English for tourism needs experiences. I think it crucial.

8. Do you think your friend/classmates are important to determine your selection of English for Tourism course? Why is it important/ why is it not important? (Friend)

Answer: I mean I feel excited when my some of friends, specific friends, are taking the same class as me and I think yeah, it determines why I choose this subject too. I mean, the first reason is basically because of my own intention and because I am curious what the class is about and the secondary reason is because of my friends. The lecturer, I would too choose a lecturer because I want to be comfortable when learning the course. I mean who wants to get a strict lecturer when you learning about something that fun.

9. Do you think material or topic in English for Tourism Course is pleasure to learn? Why? (Material)

Answer: I think it is. I do not know. I can't explain it. It is kind of pleasuring. I mean it excites me when we are going into the field, I mean

we are practicing is life. We are talking to people rather than having the theory. I mean theory is quite important too but when you learning English for Tourism, in my opinion. It is better for us to go right into the field.

10. What have you learned in English for Tourism class?

Answer: Something that I have learned that I think is very useful for me is the way I effort English for tourism and the way English Tourism provides me the knowledge. The thing that the most useful and potential learning during the class is to approach tourists, how to speak to them, basically the manner. It is all about being a good tour guide. In the short time, we only learn about that.

11. What was the most interesting topic you have learnt in the class? Why did you choose it?

Answer: The most interesting topic I have learned in English for Tourism class is when my lecturer gave me a task we have to find out something interesting to promote to the tourist; I set something about weed or marijuana. Because, specifically in Aceh, our place makes the best weed. So I did some researches on that. Before I can meet any tourist at all, this Corona appearing up, and I have no chance to promote Acehnese weed. I think that really fun and interesting to me.

12. In your opinion, why should we learn English for Tourism?

Answer: Like I have mentioned before because it is an obligation for the English department students. Why it is important for us to learn English for Tourism, first I would take my opinion like I have mentioned before, that is an obligation. Based on my personal experience when I was joined one of the cafe, a tourist from France, Paris when we were in the cafe, no one can speak English. So, me and my friends, some of us English department students, we approach the France tourist we ask them out and we make a connection and I think that a good example of the success of English department student in learning English for Tourism. Knowing the places the people can go it is quite important. We want to promote our city as good as possible. We want the tourist can remember the place for ever.

13. How was the condition of your class?

Answer: The main condition in my English for Tourism class is a little bit quiet because everyone is very shy and doesn't have enough courage to speak up for themselves. The first day, no one spoke a word if no one starts to it. I mean I have to start speaking and saying my opinion, then

everyone else starts to say the same. It is a very passive class. Because of the COVID-19 pandemic, we change our task. First, we plan to meet the tourist but then we only have to make a booklet.

14. What are the advantages that you have got after joining English for Tourism Course?

Answer: More confident and less pattering when I am talking to tourists. That was I gained form the class. That is why I feel like it is important to learn English for Tourism.

15. If there is a continue class of English for Tourism, will you still follow the class? Why?

Answer: I wouldn't say I would take the class if there were other classes that is more important in my own opinion, I would take that first. I wouldn't make it as my priority class.

16. In your opinion, is the English for Tourism course beneficial for us as an English Language Education Student? Why?

Answer: Yes, it is very beneficial for us. Beside just promoting our place to the tourist, we can educate other. Let's say we are teaching in a course or bimble. We can apply our knowledge from our college into the course. We can teach other people the skill that we have gotten from our lecturer.

17. In your opinion, in what part of the course needs to be improved?

Answer: Mainly, I suggest this strongly is about the student part. Because when we are in the class, the class is so passive. I hope the student could be more active in the class. For the course itself doesn't really matter. But, I think we can do another procedure in the class, we can make another project which is not same as the previous project that the seniors have done. Be more creative with other project.