

LEARNING MOTIVATION IN ENGLISH TOURISM EDUCATION

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ABSTRACT : This study investigates the motivation of learning students and English teaching techniques at Tourism Education in Ponggok Village, Klaten. The study used a descriptive qualitative methodology through conducting classroom observations, student interviews and Google Form questionnaires to 10 students of an English for Tourism course. Classroom observations centred on the extent of students' involvement, confidence, acquisition of vocabulary and response to communicative activities. Interviews and questionnaires were used to investigate students' motivation, learning encounter and attitude towards the teaching methodology. The results indicate that students showed high levels of extrinsic motivation, mainly career aspirations in the tourism field and a desire to communicate with foreign tourists. The results also pointed out weak vocabulary mastery, speaking confidence and involvement in communicative activities such as role-play. Although communicative teaching methods were implemented, students still relied heavily on written support and required more exposure to authentic speaking practice. In conclusion, it can be inferred that even though the students are motivated to learn English, they require more task-based and practice based techniques to improve their communication skills and enhance their confidence while in real tourism context.

KEYWORDS: *learning motivation, English education, tourism, learning motivation, English for tourism*

I. INTRODUCTION

Motivation to learn has been long associated with success in English teaching and learning, especially so in EFL environments where students' experience is restricted mostly to schooling. In these contexts, motivation not only functions as a push force but also as maintenance that helps learners overcome cognitive and emotional difficulties so that they will stay with the process of FLL. Recent studies highlight that the motivated learners generally demonstrate higher levels of engagement, resilience, and strategic learning behaviour than their less motivated counterparts (Soodmand & Jamshidi, 2022).

English teacher's success depends on the motivation of their students. This seems to strengthen the view that learners with motivation will be different from others. The influence of motivation on learners' Willingness to Communicate (WTC) is a key point in the motivate students to explore and study English. As the world's common language, the use of English involves essentially every country and international institution. Understanding what role motivation plays in learning English is indispensable for any productive form of instruction and environment.

In theory, the motivation for learning can be defined as the internal and external forces that start, guide, and keep learners on going to reach their educational goals. In English education, motivation is what decides if learners put any effort at all to learn the linguistic skills of speaking, listening, reading and writing. Motivation determines learners' attitude to English and decides whether they regard language learning as anything meaningful or burdensome at all. Similarly, Alhamdawe (2022) notes that motivation influence cognitive engagement such as attention, memory and self-regulation. These results indicate that motivation is not simply a stable attribute of learners, but rather a flexible entity in interaction with instructional contexts, student attributes and learning goals.

Studies have consistently indicated that there is strong correlation between achievement motivation and English language learning. The study conducted by Bui & Nguyen (2024) has demonstrated that students with strong motivation scored significantly better in speaking and writing, especially for the tasks which required the production of extended language. Motivation is positively associated with the acquisition of language skills such as reading and listening since motivated learners will wish to expose themselves to repeated input and practice. Motivation also indirectly boosts learning outcomes by promoting perseverance, reduction of avoidance behavior, and the pursuit of feedback. The studies underscore motivation as a powerful predictor of success in English education.

One of the most commonly examined dimensions of motivation in language learning is intrinsic motivation, defined as learners' internal interest, enjoyment and enjoyment from the process of leaning. Studies have shown that learners who are intrinsically motivated to learn something in any context, such as learning English, are likelier to participate more in English learning tasks and be independent at performing them. Aminah & Nugraha (2021) indicated that young learners who became interested in the English language tended to be more creative and language confident users. In addition, Intrinsic motivation more likely enhances long-term learning, as it requires not much external rewards. Intrinsically motivated learner have less anxiety and greater enjoyment during communicative tasks.

Extrinsic motivation, on the other hand, comes from external factors such as grades, tests, career goals or social acknowledgement. Although frequently considered by English teachers to be less sustainable than intrinsic motivation, extrinsic motivation has a considerable influence on Korean secondary students in formal English learning contexts. Assessment-oriented systems often dictate learners' motivation, especially at the secondary and tertiary levels. In their study, Zhang & Crawford (2024) stress that employment opportunities and career development are powerful extrinsic incentives to learn English. If extrinsic goals are clearly identified and matched with the learners' desires, long-term immersion can be acquired by means of extrinsic motivation.

The learning environment is a determining factor in students' motivation to learn English. Studies have also demonstrated that a supportive classroom setting where students are willing to take risks and not fear making mistakes can increase motivation. Ginting (2021) found that students have higher motivation if teachers developed positive social relationships and respect their students. They also underscore that interaction with peers is essential because peer collaboration of learning activities motivates learners to have a sense belonging. Exposure to English-dominant environment is a factor that affects confidence, motivation, even in a less than ideal impersonal classroom setting.

Teachers play a significant role in affecting students' motivation in learning English. Their teaching methods, availability and motivational orientations have a significant impact on the attitude toward learning motivation of their students. Dwinalida & Setiaji (2022) assume that teachers with passion and clarity can lead students to get more actively involved in learning English. The provision of constructive feedback in a timely manner helped to improve students' self-efficacy and motivation. Support, emotional in particular is needed by those who are anxious and low in self-confidence; thus further positioning the teacher as the both guide and motivator.

Instructional and methodological strategies are closely connected to the students' motivation. The literature shows that student-centered approaches are more likely to increase motivation in comparison with teacher-centered strategies. Tai & Zhao (2024) explains that communicative language teaching leads learners to perceive English as a tool for communication instead of structures. Task-based learning will improve students' motivation because it relates classroom activities with real world language use. Interactive techniques help in developing the sense of relevance and ownership of learning among learners.

Technology use in English learning has been identified as an important motivational ingredient. Through digital tools students develop opportunities to learn independently and collaboratively. The use of multimedia resources increased learners' interest and enthusiasm. According to Sun & Wang (2024), online learning facilitated flexible learning through practice at their own pace, which has motivated the learners. Technology-based learning environments enhance engagement and the continuation of participation, especially for younger students.

Speaking confidence in English Among others, the dimension of motivation is linked to learners' speaking confidence in English. Peng & Fu (2021) discovered that learners' motivation impacts their willingness to speak English despite making mistakes. Motivation lowers speaking anxiety because it makes learners more tolerant to mistakes. Motivation is also meant to cause learners shift their perception over speaking from performance evaluation to learning, and thereby improving their oral communication.

However, motivation is difficult to sustain over time in English teaching. Wang & Wang (2024) stated that students lost motivations for they had to work on same activities and perceived high difficulty. The boredom and anxiety are the most common motivational factors that prevent students from speaking. To sustain motivation in different levels of learning, a variety of instruction is required. This article argues that despite the considerable attention given to L2 learning motivation in English education, we still lack an overall picture and there is certainly room for context-specific studies. Research must be more location-specific by considering cultural and institutional aspects.

II. METHOD

In this study, the participants involved were 10 students who had taken English for Tourism course in Ponggok Village, Klaten. The course was part of a community based tourism education program for refinement in the English communication skills of local youth to enhance guiding and interacting with tourists. The subjects were young adult students, aged between 20-30 years, 6 students female, 4 male. Most of them were high school graduates or vocational school students studying tourism and hospitality.

The students were beginner to lower-intermediate in English. Most of them had only had English as their course subject at school with rare practice happening in the real world tourism environment. All participants had been studying English for two to three years at the time of the study, but their speaking ability was still emerging.

The participants were selected purposively from those who were enrolled in the tourism-oriented English course. This permitted the researcher to empirically investigate and explain the interaction between motivation and learning style in a context that is directly related to everyday local tourism experiences. The participants participated in the study on a voluntary basis and were briefed on the purpose of the study prior to data collection.

This study used three primary instruments for data collection: direct classroom observations, individual interviews with teachers, and a Google Form conducting questionnaire. These techniques were used to collect the actual behavior data in order to explore student's self-report of their learning motivation and English teaching method applied in tourism environment of Ponggok Village.

This teaching observation took place in various English for Tourism classes and aimed at observing students' attitudes to learning and participation. The observation sheet was divided into five items, which is participation in role-play or simulation activities, understanding of the tourism-related vocabulary used, reliance on written texts when speaking, confidence in performing in front of others and comprehension of teacher instructions stated in English. Each item was recorded through a qualitative testifying the classroom ambient or the student interaction. This observation sought for the instructional strategies employed by teacher and students' immediate reactions during communicative activities.

Following the observations, semi-structured interviews were also conducted with all 10 students. The interviews consisted of 10 open-ended questions to inquire about students' motivation, struggles and thoughts on learning English in the tourism domain. Items concerned their purpose for taking the course, aims in learning English, problems in class including reading, speaking confidence and impressions of how the teacher taught. These interviews were carried out in Indonesian for the comfort and clarity of the speakers, and subsequently transcribed and translated into English.

A Google Form questionnaire that included 10 parallel questions was sent out to students for them to report their motivation and learning perception as well, to go with the interviews described above in order to gather qualitative data on student perceptions and motivation. The questionnaire data was a way of getting information about students' attitudes and motivations towards learning English.

III. FINDINGS

Professional Motivation in Learning English for Tourism

Before discussing the findings, it is important to note that students' motivation in learning English is strongly influenced by the socio-economic context of tourism. Tourism is linked to employment, international communication and professional mobility, which explains why students consider English as a means for achieving success rather than as part of an academic curriculum. This analysis explores how students' motivation is shaped by their future careers, professional identity and future employment expectations in tourism.

1. English as a Professional Skill in the Tourism Sector

Interview data shows that the majority of students perceive professionalism as an important skill for employment in tourism. Students repeatedly referred to English as a "skill" with reference to capacity to communicate with international tourists, ability to perform work properly and impress at work.

Student: "In my opinion, having English skills in this era is very useful, particularly in tourism, because it makes it easier to communicate with foreign tourists and to get a job."

This attitude corresponds to the international character of tourism. Students also expressed the belief that English proficiency represents professionalism, reliability according to the students. They felt that speaking English would make them look more knowledgeable and talented especially in front of foreigners. This belief strengthens their motivation, as English learning is directly linked to their vision as a qualified tourism professionals.

2. Instrumental Motivation and Career Aspirations

The data strongly reflect instrumental motivation because students think that learning English is important for securing a job or improving career. Most students mentioned job-related reasons, such as applying for a better jobs or having a tourism job at an international level. This suggests that motivation is goal-oriented and have perspectives for the future. Interview and questionnaire data were correlated with classroom observations to validate the findings.

Table 1. Students' Professional Motivation in Learning English for Tourism

Motivation Indicator	Strongly Agree	Agree	Neutral	Disagree	Interpretation
English is important for getting a job in tourism	7	3	0	0	Very high instrumental motivation
English improves professionalism in tourism	6	4	0	0	English skill is important for professional success
English is needed to communicate with foreign tourists	8	2	0	0	Strong awareness of global tourism demands
English increases chances to secure an international job	7	2	1	0	Career mobility motivates learning
English learning improves personal development	5	4	1	0	Motivation linked to self-improvement

The table indicates that students' motivation are instrumental and professional. The similarities of students' answer shows that English competence is an indicator of success in tourism industry. English is not just important for communication, but also for professional success.

3. English competence as Identity of Tourism Professionals

Apart from instrumental aspects, English competence also shapes identity for tourism professionals. Many students felt more educated, confident and connected to the world through English learning. This shows that English learning is a sign of professionalism and an identity as a capable professional in tourism industry.

Student: "I think learning English is important for tourism. Studying English makes me feel smarter and confident when interacting with tourists."

However, motivation to achieve identity through English can also have weaknesses. Students may feel incompetent and insecure when they are not able to communicate in English. Students' motivation to learn English comes from how tourists look at them as a tourism professional. Therefore, English learning is essential for their identity and competency in tourism.

Challenges in Learning English For Tourism

Learning motivation alone is not enough to achieve language skill, especially in English for Tourism. Motivation brings student to learn English and learning material guides student to communicate properly. In English for Tourism, students are learning about how to speak English in tourism situations such as giving direction and handling complain from foreign tourists. Without preparations, students may feel unconfident when speaking English in front of tourists.

Negative emotional attitudes such as anxiety and fear of making mistakes affect students' speaking performance. In the English for Tourism classroom, students refuse to participate during speaking tasks, especially when their English language knowledge does not align with English materials shown by the teacher in front of the class.

Table 2. Students' Speaking Performance in English for Tourism Class

Observed Aspect	High	Moderate	Low	Dominant Behavior Observed	Interpretation
Participation in role-play simulations	3	1	6	Passive participation	Motivation not fully translated into action
Use of tourism-specific vocabulary	2	3	5	Limited lexical range	Vocabulary gap in tourism context
Dependence on written notes	6	2	2	Frequent reading	Low spontaneous speaking ability
Confidence speaking in front of peers	4	0	6	Visible nervousness	Affective barriers present
Understanding teacher's	4	2	4	Partial	Need for clearer

Based on the classroom observation, students have challenges and problems with speaking activities in English for Tourism class. Only few students were participated in the role-play and simulation activities. Most students were shy, depended on written texts, and avoided responses. They felt unmotivated to communicate in English in front of the class. Vocabulary limitations were the main reason of students' speaking problems. Many students had difficulty using English tourism terms to describe services, directions and answering tourists questions when role-playing.

Low speaking confidence was observed from students' behavior when speaking in front of the class. Many students were nervous, looked away when performing in front of other students, and spoke softly. This anxiety discourages active participation and increased students' reliance on memorized expressions rather than spontaneous communication.

Overall, the results reveal that students' difficulties in English for Tourism learning comes from language knowledge and affective factors. Students who have motivation with professional purpose still need educational help through vocabulary learning, confidence building and step-by-step introduction to speaking English properly. Overcoming these problems are important in to narrow the gap between motivation and communicative competence.

IV. DISCUSSION

The findings of this study reveal the students' learning motivation in tourism context is mainly instrumental and career-oriented. The majority of students identified that English is also a vital requirement for prospective jobs as they would be able to communicate with foreign tourists and have opportunities to apply broader jobs. The findings align with the nature of English for Tourism as a branch of English for Specific Purposes (ESP), that teaches language that are directly related to professional requirements. However, while students' motivation was relatively high, motivation alone does not lead to communicative competence if they are not adequately supported in instructions.

Another important issue is the teaching methods used have shown little correspondence with students' level of readiness to perform communicative tasks. Although role-play and simulations were implemented, many students remained passive and relied heavily on written texts. This implies that students may need more scaffolding, vocabulary instruction and exposure to tourist-specific language before they participate in communicative performance. Without proper preparation, communication methods may unintentionally increase learners' anxiety rather than enhance participation.

Finally, the findings highlight the importance of addressing affective aspects in tourism-oriented English teaching. Low confidence and speaking anxiety among students influenced their contribution to the classroom, even if they have high motivation for learning. It is important to have a supportive learning environment that promotes risk-taking, tolerates mistake and emphasizes practice over correctness. In tourism education, where real-life communication is crucial, teachers need to use confidence-building activities alongside communicative tasks to ensure that students' motivation transforms into a practical communicative skills.

V. CONCLUSION

This study was conducted to investigate students' learning motivation and the english teaching method in tourism learning context faced by students of Ponggok Village, Klaten. The results reveal that students generally have a positive attitude toward English learning, especially the value it has for their future work in tourism. This motivate students because they see English as an academic subject and a tool for communicating with international tourists.

The findings shows that students still face difficulties in using English, especially in speaking tasks. Classroom observations shows students' low participation in role-play activities because some students were passive and depended on written texts to help them in front of the class. Motivation is not enough to lead to active language use and students still need support from teachers and other students.

The findings also provided an understanding of students' English learning experiences. Lack of vocabulary knowledge will lower students' confidence in speaking English. Motivation alone is not enough to achieve English skills. Students need to practice speaking English more often and learn more tourism vocabularies to speak English confidently in front of tourists.

In conclusion, this study highlights the importance of aligning students' motivation with appropriate English teaching methods in English for Tourism. Students needed more guidance and instruction to increase their confidence, vocabulary knowledge and communicative competence. Future research is recommended to explore the implementation intensively and to examine the impact on English for Tourism learning.

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