MOTIVATIONAL STRATEGIES USED BY ESP INSTRUCTORS WHEN TEACHING SPEAKING AT UNIVERSITY OF MUHAMMADIYAH MALANG

THESIS

In Partial Fulfillment of the Requirement for Master Degree of English Language Education

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AUGUST 2019
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2. If this thesis is proven as a form of PLAGIARISM in this thesis, I am willing to accept the consequences including accepting the CANCELLATION OF THE GRANTING OF MASTER DEGREE and undergoing any procedures required by the prevailing law.

3. This thesis can be used for literature review which can be accessed by others freely (NON EXCLUSIVE ROYALTY).

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Malang, 25 July 2019

The Writer,

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ABSTRACT


Nowadays, most people are supposed to speak English well for getting a better and brighter future life. Related to the speaking, teaching speaking for ESP is different from that for general English. In teaching speaking for ESP, the teacher should be aware of the students’ needs, wants and the students’ purposes. Hence, for the effectiveness of the teaching and learning process, the teacher needs motivational strategies to enhance the students’ motivation. Shousha (2018) states that the way of the teachers applies motivational strategies can affect the motivation of the students in learning.

This research is intended to describe the ways of the ESP Instructors motivate the students when teaching speaking and to know the students’ responses to the motivational strategies used by the ESP Instructors when teaching speaking.

This research was conducted at the second semester in academic 2018/2019 of Accounting Department in University of Muhammadiyah Malang. There were two research participants in this study. The first was ESP instructors and the second was the students of Accounting Department. In this study, the researcher used qualitative research by using classroom observation, interview with the ESP instructors, and FGD for the students.

The findings revealed that the ESP instructors A and B applied several types of motivational strategies, namely: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. The students’ responses in term of affective, cognitive and behavior were positive for the ESP instructor A. On the other hand, for the ESP instructor B the students’ responses in term affective, cognitive aspect were less positive and behavioral aspect was positive.

Keywords: Motivational strategies, students’ responses, teaching speaking
ABSTRAK


Penelitian ini dimaksudkan untuk menggambarkan cara-cara instruktur ESP memotivasi siswa ketika mengajar berbicara dan untuk mengetahui tanggapan siswa terhadap strategi motivasi yang digunakan oleh Instruktur ESP ketika mengajar berbicara.


Temuan mengungkapkan bahwa ESP instruktur A dan B menerapkan beberapa jenis strategi motivasi, yaitu: menciptakan kondisi motivasi dasar, membangkitkan motivasi awal, menjaga dan melindungi motivasi, dan mendorong retrospektif evaluasi diri yang positif. Tanggapan siswa dalam hal afektif, kognitif dan perilaku adalah positif untuk instruktur ESP A. Di sisi lain, untuk instruktur ESP B tanggapan siswa dalam afektif, kognitif aspek kurang positif dan perilaku aspek adalah positif.

Kata kunci: Strategi motivasi, tanggapan siswa, mengajar berbicara.
ACKNOWLEDGEMENTS

In the name of Allah, the merciful one, Alhamdulillah, by the blessing and guidance of Allah, so this thesis can be finished. In this occasion, I would like to deliver sincerest gratitude to all of lecturer of University of Muhammadiyah Malang. Specific for Department of English Language Faculty of Teacher Training and Education, Mr. Dr. Sudiran, M.Hum as the first advisor and Mr. Dr. Hartono, M.Pd as the second advisor who have given the guidance and suggestions in the completion of this thesis.

The researcher also like to thank for ESP Instructors and the students from Accounting Department in academic year 2018/2019 of University of Muhammadiyah Malang, it was very supporting and gave the warm welcome to the researcher to conduct the research in their classroom. I dedicate my special gratitude to my parents, brother and sisters for their endless love, support and care in the completion of this study. Sincere thanks to all my friends for the motivation and support they have been given me.

Malang, 25 July, 2019

Sulastri
MOTTO AND DEDICATION

Motto:

Dream
Believe
Achieve

Surely there is ease after hardship. (Al Insyiroh : 6)

Believe in something glad that will wait you after a lot of patience you’ve done, which will make you stunned until you forget the suffering you’ve felt.

(Sayyidina Ali Bin Abi Thalib)

Dedication:

I present this thesis special for

My Parents,

My brother and sisters,

My friends,

Thank you for the supports.
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INTRODUCTION
Background of the Research

In this globalization era, business communication demanded by using an international language such as English. Therefore, English becomes one of particular requirements to enter the work (Muntiningsih, 2015). Thus, it is not strange if most of international and national companies, nowadays, require their staffs to be able to speak and understand English well. Hence, the students supposed to speak English well to compete for getting a better and brighter future life. Ur (2000) regards that speaking is the most important skill among four language skills since people who know and master a language are referred to as speakers of that language. On the other hand, Zhang (2009) states that the most difficult skill among four skills is speaking because the teaching learning is aimed at maximizing individual language use. Also, Ur (2000) asserts that speaking is the most difficult skill because speaking itself contains linguistic and non-linguistic elements, such as: pronunciation, intonation, articulation, expression and so forth. In addition, Bashir & Ashiq (2011) states that speaking is a difficult skill to develop. It is because of the students’ lack of exposures, lack of confidence, and lack of motivation.

Related about the difficulty of speaking, teaching speaking in ESP is different from teaching speaking for English in general. For teaching speaking in ESP, the teachers should be aware of the need, want, and the purpose of learners. They have to consider the topic or material given to the learners (Aditama, 2017). The design of curriculum and syllabus has to fulfill the learners’ needs related to their background of study or workplace in the future. Saliu (2013) states that teaching ESP is to develop students’ skills of professional English communication based on their professional field they are going to enter. In another words, the teaching should be linked to students’ specific professional field. Thus, ESP includes particular programs to develop the communicative use of English in specific fields, such as science, workplace, or technology. But, in some cases, the materials given in ESP are not relevant with the students’ background knowledge and needs.

The subjects of this study are Accounting Department. Accounting is concerned with collecting, analyzing and communicating financial information
The purpose is to help people who use this information to make more informed decisions. Therefore, Accounting also needs speaking to deliver the information for the people.

Considering the importance and difficulty to master speaking skill, motivation is helpful for teaching speaking for the ESP students. Motivation is one of the crucial factors that influence the success of language learning. Motivation can be defined as a driving force that pushes someone to do something (Astuti, 2013). For the effectiveness of the teaching and learning process, teachers need motivational strategies to enhance the students’ motivation. Shousha (2018) states that the way the teachers use motivational strategies can affect the motivation of the students in learning. In addition, motivational strategy helps teachers and learners to achieve their goals (Dornyei, 2001). He states that motivational strategies are the potential tool to promote motivation toward the students.

There are several previous researchers relevant to motivational strategies. First, Djafar (2016) studied about EFL teacher’s perception of University student’s motivation and ESP learning achievement. The aim of the research to examining Indonesian EFL teachers’ perception of students’ motivation and English for Specific Purposes (ESP) learning achievement. Also explored the strategies applied by teachers based on their perception of students’ motivation and ESP learning achievement. The research involved 204 students who took English for Economics and Business (EEB). The Perception of Student Motivation (PSM) questionnaire and an achievement test were utilized to assess students’ motivation and ESP learning achievement, respectively. The students’ scores provided by the teachers were used as the basis of students’ motivation level: high, moderate, and low motivation. Based on the findings, the researcher recommend teachers apply motivational strategies in ESP classrooms as the strategies bring benefits to the improvement of students’ ESP learning achievement.

Nugroho and Mayda (2015) analyze motivational strategies in teaching English as foreign language at 7th grade at Junior High School 7 Kuningan. They found that teacher 1 and teacher 3 applied motivational strategies completely and sequentially based on the phases of motivational strategies. It was responded positively by students. On the other hand teacher 2 did not apply motivational strategies
completely and sequentially based on the phases of motivational strategies. It was responded negatively by students. Based on their finding, it can be concluded that the way the teachers applied motivational strategies in teaching EFL determined students’ response towards motivational strategies applied by teachers in teaching EFL. Another research conducted by Bernaus (2009) studied about teachers’ motivation, classroom strategy use, students’ motivation and second language achievement. The purpose of the study was to investigate student motivation and achievement in English and their relation to teacher motivation and strategy use in the classroom. They involved thirty-one teachers and six hundred ninety four research participants. The results of the study suggest that teacher motivation is related to teacher use of motivating strategies, enhance student’s motivation and student’s achievement in learning language. Based on the explanation above, it is important to undertake in relation to motivational strategies used by ESP instructors in teaching speaking at University of Muhamadiyah Malang.

**Statements of the Problems**

Based on the explanation above, the research problems are stated as follows:

1) How do ESP instructors motivate the students when teaching speaking?
2) What are the students’ responses to the motivational strategies used by ESP instructors when teaching speaking?

**LITERATURE REVIEW**
**Motivational Strategies**

Giving motivation is not an instant action in which the result of expected behavior occurs on the next day after being motivated. Motivating students is a process oriented action in which the main purpose is to promote the individuals goal related behavior (Dornyei, 2001). He also stated that motivational strategies are techniques that promote the individuals goal related behavior. Motivational strategies are important because it helps teachers gain insight on how student’s motivation operates, and provides researcher with additional knowledge. Dornyei (2001) divided motivational strategies into four categories; creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation.
1. Creating the Basic Motivational Conditions

Dornyei (2001) suggests that some collections should be created in the classroom in order to use motivational strategies effectively. There are three preconditions are indispensable to generate motivation can be effective; appropriate teacher behaviors, a good relationship with the students, a pleasant and supportive classroom atmosphere and cohesive learner group with appropriate group norms.

a. Appropriate teacher behaviors

Teacher should first establish a motivation conducive atmosphere to attempt to make motivation effective because motivational strategies cannot have desired effects on students in “motivational vacuum” (Dornyei, 2001). To create such an atmosphere is appropriate teacher behavior. Teacher behavior is recognized as an effective factor in motivating students. For example the teacher motivate the students by showing their enthusiasm through go into class with smile, cheerful face and make the lessons will be interest to the students. Another idea to create the motivated condition is commitment to and expectations for the student’s academic progress.

Another motivational aspect to motivate the students is to have a good relationship with the students. This is could be reached through listening and pay attention to the students (Alshehri, 2017). For example, the teacher pay attention to each students by remember the students name, ask them about their lives outside or the teacher can offer some personal information about herself.

b. Pleasant and supportive atmosphere in the classroom.

In learning English as foreign language, the students may feel anxiety in which that undermine the motivation and effectiveness learning process. Hence, the teacher should create a pleasant and supportive classroom. Because to create a supportive classroom should be such where students feel they are protected from ridicule and embarrassment. Moreover, make them not be afraid that mistakes are natural part of learning. The other solution to create pleasant and supportive classroom atmosphere is using humor. Humor here means having a relaxed situation in the class.
c. A cohesive learner group with appropriate group norms

Another strategy is to create a cohesive learner group. It is characterized by a friendly cooperation between the particular students. For example, when a new course starts, the teacher can use “ice-breaking” activities to help the students to know each other better. Another way to enhancing the group cohesiveness is maintaining the contact and interaction of the students by using methods like pair work, group work, or project work (Dornyei, 2001). Therefore, the students get the chance to help and support each other, to work in the same task, to find a good solution and to present the outcome of the group together. And the lesson experience will foster the cohesion for the most part.

2. Generating initial motivation

This dimension of motivational strategies is set to increase the learner’s expectancy of success and develop a positive attitude toward the language learning. There are five important aspects in generating initial motivation: enhancing the learners’ language-related values and attitudes, increasing the learners’ expectancy of success, increasing the learners’ goal-orientedness, making the teaching materials relevant for the learners and creating realistic learner beliefs.

a. Enhancing the learners’ language-related values and attitude

Dornyei (2001) distinguishes three value dimensions: intrinsic value, integrative value, and instrumental value. The intrinsic value is related with the students’ interest and enjoyment of the language learning activity (Dornyei, 2001). The important point in generating interest is to arouse the students’ curiosity, attention, and create an attractive course. For instance, the teacher used a variety of activity that involve the students and provide some enjoyable tasks. Integrative values include the positive attitudes toward the language learning. Instrumental value involves the practical outcomes of language learning such as accessing a future job.

b. Increasing the learners’ expectancy of success

Dornyei (2001) states it is undeniable fact that people do things best if they believe they can succeed. Therefore, the teacher should promote the learners’ expectation of success in learning language. For example, teacher can increase learners’ expectancy of success in specific tasks by allowing them assistance,
explaining to them what success is involved in the task, helping them overcome any serious obstacles to success, and letting students help each other (Dornyei, 2001).

c. **Increasing the learners goal orientedness**

Goals are considered to have potentially powerful influence on student motivation in classroom. In a language class, it would be beneficial to increase the group's goal orientedness, that is, the extent to which the group is attuned to pursuing it is official goal which in our case is learning English (Dornyei, Z. & Ushioda, E., 2011). In addition, students' motivation is not only related to academic goals, but also to social goals such as relationship with teacher. However, Dornyei (2001) suggest to establish common goals in the classroom is allowing students to negotiate their individual goals and identify their common purpose.

d. **Making the teaching materials relevant for the learners**

Some textbook and the curriculum given for the teacher sometimes can't fulfill the students need. This happen because the content of course book can’t link with the students real life. Dornyei (2001) suggests that in order to make these texts motivating for the particular learner group, teacher can link classroom topics and activities to the students’ real life experience, preference, and background. The teacher should provide some textbooks with more relevant materials and relate the subject with the background of the students life and related with the professional fields that can motivate students to learn or the teacher can use needs analysis techniques to find out about your students needs, goals and interests and then build these into your curriculum as much as possible.

e. **Creating realistic learner beliefs**

The teacher should help learners create realistic beliefs about language learning. Because, the students might have a different of belief when learning foreign language. They may think that you can only learn the foreign language is immersing themselves into a society where the target language is an official language. Or they might believe that anything over is already too late. Those beliefs will decide and influence how long the target language can be mastered (Dornyei, 2001). To sum up, we have to deal with positive belief by showing them there are so many available variety strategies in order to master the target language.
3. Maintaining and protecting the motivation

As a teacher, sometimes we may see our students feel bored of the activity in the classroom. So, the teacher need to be actively nurtured the motivation. In order to keep and protect their motivation, Dornyei (2001) has offered eight ways to maintain and protect learners motivation; making learning stimulating and enjoyable; presenting tasks in a motivating way; setting specific learner goals; protecting the learners self-esteem and increasing their self-confidence; allowing learners to maintain a positive social image; promoting cooperation among the learners; creating learner autonomy; promoting self-motivating learner strategies.

a. Making learning stimulating and enjoyable

The first motivational strategy for maintaining and protecting motivation is making the learning experience enjoyable. For motivational teaching practice, there are three key ways enhance learning experience. One way is breaking the monotony of learning. The teachers can make teaching more interesting through varying presentation styles, learning materials, learning tasks, and activity sequence. Another way is making the task more interesting. There are some ideas to make the task more interesting. First is make task challenging. This means that the task involves the learners to solve the problem, overcome obstacle, etc. And the content of task is interesting. It means that, the topic already interesting. And another way the teacher should increase student’s involvement. This means that another way of making learning stimulating and enjoyable is creating learning situations where learners are required to become active participants.

b. Presenting task in a motivating way

The way teachers present the learning task give significant effect in how students perceive and approach them. To make a task motivating teacher need to ask the students whether the particular activity is meaningful or important. The teacher should make the task challenging but achievable. If the teaching lacks instructional clarity, learner’s motivation can rarely be aroused. The teacher also needs to make a task meaningful to learners by clarifying the purpose of the task and arousing their anticipation toward the task.
c. **Setting specific learner goals**

The focus here is on specific and short term goals which can be called subgoals. Situation specific, short term goals can help the learner to structure the learning process and such goals provide immediate extra incentives and also students can also evaluate their own performance and which mark their progress. There are seven steps for setting specific learners goals; define your goal clearly, list step to take to rich this goal, think of problems that might come up that would interfere, think of solution to these problems, set a timeline for reaching the goal, evaluate your progress, and reward yourself for accomplishment.

d. **Protecting the learners self esteem and increasing their self confidence**

This point concern in build self confidence for the students. Self confidence is closely related to concept self esteem, self efficacy and anxiety. Self esteem and self confidence are the foundation of a building. Even the teachers have employed creative motivational strategies, but if the students have basic doubt themselves, they will be unable to develop themselves. But, the teacher can affect their students to responding a very positive manner with create language classroom as a safe place where their self worth is protected and where they can gain confidence. There are four ways that particularly useful; providing experiences of success, encouraging the learners, reducing language anxiety and teaching learner strategies.

The teacher should provide multiple opportunities for success in the language class and adjust the difficulty level of tasks to the students’ abilities. Because it is impossible can be achieved students success if the task almost impossible to solve, the teacher should give the task related the theory. The other potential strategy of build student’s confidence is encouraging the learners. Encourage or encouragement here means the positive persuasive expression someone has the capability of achieving a certain goal (Dornyei, 2001). Here, the teacher should make the learner aware of professional strength and abilities. For example the teacher can encourage the students in persuasive manner so that the students are keen on to complete every task the teacher has created. The teacher can convince the students by showing his or her strengths. Or to encourage students, the teacher should praise students, believe in their effort to learn English.
Therefore, anxiety can decrease the student’s motivation. To reduce language anxiety there are some strategies. First, social comparison, this mean the teacher should not emphasize on comparing successful and unsuccessful students. Then, competition, the teacher should creating cooperation instead of using competitive classroom. And next to increase student’s confidence is making mistakes. Mistakes are okay because without mistakes there is no learning, and there is a lot of learning from mistakes. Another area which could increase the confidence of learners is teaching them learning strategies. Learning strategies include specific techniques which could be used to enhance language learning and to make learning easier and more enjoyable.

e. Allowing learners to maintain a positive social image

According to Dornyei, Z. & Ushioda, E (2011) motivation can also be preserved when students feel that they can demonstrate a positive social image and show their strength. Similarly, learners social image can be enhanced by avoiding criticism and corrections that can be considered humiliating and by working on the group as a whole in order to establish norms of tolerance and acceptance.

f. Creating Learner Autonomy

Another strategy which could be used to maintain students motivation is creating learner autonomy. The following point of autonomy supporting teaching practice. First is increased learner involvement in organising the learning process. This point here is the teacher share responsibility with the learners about their learning process. The teacher can allow learners choice about as many aspects of the learning process as possible, for example about activities, teaching materials, topics assignments, due dates, the format or the peers they want to work with. Second, changing teachers role.

g. Promoting self motivating strategies

There are five strategies to promote self motivating strategies; first is commitment control strategies, second is metacognitive control strategies, third is satiation control strategies, fourth is emotion control strategies and the last is environmental control strategies. Commitment control strategies is conscious techniques that help to preserve or enhance the learners’ original goal commitment. It can happen by mean keeping in mind favorable expectancies or positive incentives
and rewards and focusing on what would happen if the original intention failed. Metacognitive control strategies is conscious techniques used by the learner to monitor and control concentration and to stop procrastination. For example, giving oneself regular self-reminders of the deadline, intentionally ignoring attractive alternatives or irrelevant aspects and focusing on the first steps to take. Satiation control strategies are intended to add extra attraction to the task. Emotion control strategies means that we can manage the obtrusive stress and can also consciously generate emotions that will be conducive to implementing the intentions. The last is environmental control strategies is concerned with eliminating negative environmental influences and partly with exploiting positive environmental influences by making the environmental your ally in your pursuit of a difficult goal.

h. Promoting cooperation among the learners

Dornyei (2001) states that encouraging cooperation between students is a powerful means of increasing student’s motivation. He believes that students in cooperative environments have more positive attitudes towards learning and develop higher self esteem and self confidence than in other classroom structures. Cooperative situations have a positive emotional tone, which means that they generate less anxiety and stress than other learning formats.

4. Encouraging positive retrospective self evaluation

Encouraging positive retrospective self evaluation is the last type of motivational strategies. This point about learner’s evaluation of their performance. Learners can estimate their performance in a particular activity as a failure or success, which will have determinant influence on their future actions. Thus, it is very important that teacher help learners to perceive their own achievements in a more positive light. Teacher should influence learner’s perception of success and failure in the way that learners will relate their success to stable factors, such as ability, which will boost their self-confidence. Dornyei (2001) divide into four; promoting motivational attributions, providing motivational feedback, increasing learner satisfaction, and offering rewards and grades in a motivating manner.

a. Promoting motivational attribution

In failure situations, teachers always need to promote their learners effort attribution, for example drawing their attention to the low effort they exerted as
being a strong reason for underachievement. Teachers should not attribute poor performance to learner’s low ability. This will communicate to students that they can do better in the future.

b. Providing motivational feedback

Feedback given by teachers could influence student’s motivation in language classroom. Therefore, teachers have to be selective when they want to give a valuable feedback. Effective feedback contains a positive persuasive element communicating that the teacher believes that the students is capable of reaching certain predetermined goal. There are some effective feedbacks such as appreciating achievements, showing confidence that eventual goals will be accomplished, and providing useful feedback that highlight the areas in which students need to improve. And also Dornyei (2001) suggests strategies which teacher could use to provide motivational feedback. For example, teacher should give positive contributions from students.

c. Increasing learner satisfaction

The purpose of increasing learner satisfaction is focus on allowing students to perform a task, encouraging them to be proud of themselves after accomplishing a task, reminding them from time to time of their general progress, celebrating success and using motivationally appropriate rewards (Dornyei, Z. & Ushioda, E., 2011). It also motivates learners when they find that teachers care about their progress. Teachers can let them perceive so by recognizing student’s effort and celebrating their success. This also helps good rapport, promote students self confidence and motivate them to try harder.

d. Offering rewards and grades in a motivating manner

Dornyei (2001) states that rewards are one of the available motivational tools which help teachers control student’s behavior. There are many kinds of rewards, start from highly tangible ones such as sweets, through various presents and certificates, to grades of various forms. Dornyei (2001) suggest that the teacher could avoid the limitations of using rewards by following some techniques such as do not overuse rewards, and offering reward for difficult task. And make rewards meaningful to the students.
In terms of grades, they could be related to the self worth of students, as students equated their self worth with the grades they attain (Dornyei, 2001). Students might focus on getting good grades rather than learning. In addition, grades are subjective and they might encourage bad behavior such as cheating. Thus, Dornyei (2001) suggest that the teachers are offered to use grades in a motivational ways.

The Teaching of ESP

The teaching of ESP provides the teaching of English as a second or foreign language that is narrowly focused on the restricted language knowledge for specific needs (Balcher, 2004). In other words, by attending this course, learners are able to improve their language competence that is mostly needed in relation to their specialization (Ahmed, 2014). Thus, ESP course is beneficial for those who need to improve their language competence for a specific context. Hutchinson & Waters (1987) explained that ESP is not a particular type of teaching material; ESP should be as an approach to language learning which is based on learners’ needs. If learners know exactly the reasons of learning the language, they will be motivated and produce better result in learning (Aisyah, 2018). Thus, paying attention to fulfilling learners’ needs is crucial in enrolling the teaching of ESP.

From the explanation above, it can be concluded that the teaching of ESP is an intricate work. The teacher should carefully decide which part of language knowledge or skills (listening, speaking, reading, and writing) that are mostly needed based on the learners’ specialization. On the other hand, relating the restricted language knowledge or skills with learner’s specialization area is not easy. Language teachers should also learn particular key terms that is possibly used in the authentic situation of learners’ specialization. In sum, working as ESP teachers definitely needs high creativity and patience to pass each process during the teaching.

Teaching Speaking for ESP

Speaking is a crucial part of foreign language learning and teaching. Despite it is importance, for many years, teaching speaking has been undervalued and English are teachers have continued to teach speaking just a repetition of drills or memorization of dialogues. However, nowadays requires that the goal of teaching speaking should improve students’ communicative skills because, only in that way,
students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance. In term of the context, speaking for ESP is almost similar with speaking skill for General English (GE). The difference is only on the purpose. Most of speaking for General English (GE) is to make the students be able to speak English in general. Therefore, the speaking skill in ESP must be achieved to make the students be able to speak about anything in their specific needs.

**Motivation**

Motivation as a term is derived from the Latin word ‘moveomovere’ which means ‘to move’ in English. Motivation is a driving force of someone to do something (Astuti 2013). There are two aspects of motivation stated by Paya (2003); intrinsic and extrinsic motivation. And also Gardner (2001) identified two distinct orientations for learning a language; integrative motivation and instrumental motivation. Intrinsic motivation refers to engagement in behavior that is inherently satisfying or enjoyable (Legault, 2016). Extrinsic motivation refers to performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself. In other words, extrinsic motivation is instrumental in nature. Integrative motivation is what helps the learner to develop some level of proficiency in the language because it is necessary to integrate socially in the community to become a member. The instrumental motivation carries objectives including, the purpose of language acquisition is more practical such as having the requirements for school or university graduation, applying for a job, demanding high payment because of the high language ability, translation work or having a high social class.

**Student’s Response**

Response is an act or feeling produced in answer to a stimulus. McKechnie states that response is an act or action of responding, a responsive or corresponding act or feeling, or a responding act to a motivating force or situation (1981: 1935). While, according to Uchjana (2002) responses which appear on an individual can be identified by three aspects: they are cognitive, affective and behavioral. Cognitive response is make them know and increase their intellect. Affective response is emotional feeling toward something. Generally, emotional reaction is affected by
belief or what someone believes of something. The last component is behavior. It refers to someone tendency to act in a particular manner that is congruous to his/her attitude or such kind of activities. On the other hand Borich states in his book that response of students in classroom consists of two kind of responses they are desired and undesired responses (2000: 257-266). Desired response it means positive response and undesired response means that the students have negative response.

RESEARCH METHODS

Research Design

To address the research questions, this study used qualitative descriptive research design. The researcher used qualitative research design because it described the natural aspect that happens in human beings and the phenomena directly from the field. In this study, the researcher described the way ESP instructors motivated the students when teaching speaking and to know students response to the motivational strategies used by ESP instructor when teaching speaking.

Research Subject

There were two research participants in this study. The first was, the ESP instructorsand the second was students at second semester in academic year 2018/2019 from Accounting Department. The research uses a purposive sampling to choose the participants. According to Patton (2002), purposive sampling is technique extensively used for the identification and selection of information rich cases for the most effective use of limited resource in qualitative research. In this study to select the subject for the ESP instructors who are especially knowledgable or experienced with a phenomenon interested with specific criterion. For the ESP instructor there were some criteria to ensure that they can fulfill the require data, as follow;

1. ESP instructors at University of Muhammadiyah Malang
2. The instructor must hold master degree of English to ensure that he or she has high level education indicating that he/she has suitable knowledge of teaching English for specific purpose.
3. The instructor has minimum 2 years experiences in teaching English in ESP classroom. The more experienced teachers the more effective the teaching learning process (Rice, 2010).
For the students, the researcher chose the Accounting Department of Economic and Business Faculty. The reason why the researcher chose Accounting Department because the major of Accounting after graduation from the university indicated low working not because the difficulty of their profession but also the difficulty to understand English (Bernaus 2009).

**Research Instruments**

There were several instruments essential for each step. The first was observation, and the second was interview and the third was Focus Group Discussion (FGD).

1. **Observation**

The researcher will conduct observation to see the phenomena, which happened during the teaching learning process in teaching speaking, and will record it. Ary (2010) stated that there were two types of observation, they are participant and non-participant observation. In this research, the researcher used non-participant observation. Furthermore, the researcher used the observation guidance and video recording as the instrument to collect the data, to describe the way ESP Instructors motivate the students when teaching speaking and to know students’ response to motivational strategies used by the ESP Instructors when teaching speaking which are adapted from Dornyei (2001).

2. **Interview**

Ary et.al (2010) stated that interview may provide information that cannot be obtained through observation, or they can be used to verify observations. In this interview, the researcher used interview guide as the instruments of data collection. This interview guide includes motivational strategies used by ESP instructors when teaching speaking.

3. **Focus group discussion (FGD)**

Focus group discussion (FGD) was the type of in-depth interview in a group in order to collect data in a short period of time (Freitas, et al. 1998). FGD leads to rich results since participants can interact at the same time to deal with a similar topic of discussion. There were some advantages to used FGD in the qualitative research based on Krueger (1994) and Morgan (1996): FGD was easier to be conducted, FGD was allowed to explore the topic widely, FGD can be a good opportunity to collect
the data from the group interaction, FGD has high face validity, FGD has lower cost than other method, FGD contributes the faster supply of data, researcher can arrange freely about the sample in FGD process.

In FGD was representative from the students (low and high score). The reasons why the students who have low and high score for the FGD it is because to know what motivational strategies appropriate for the students. To know students who have low and high score for speaking, the researcher will take the data from the final score of speaking 1 in the first semester from Language Center (LC) University of Muhammadiyah Malang.

Data Collection Procedure

In this study, the interactive approach was employed. An iterative means the researcher has to repeatedly revisiting the data or going back and forth repeatedly on the data (Kekeya, 2016). The data collection conducted to gather the information about how the ESP instructors motivate the students when teaching speaking. Besides that, the data collection used to know the students response to the motivational strategies used by ESP instructors when teaching speaking. To collect the data, the researcher took several procedures as follows:

1. Selecting the participants based on the proposed criteria.
2. Doing classroom observation by observing the teaching and learning process in the classroom for the purpose to acquire the information related how the ESP instructor motivate the students when teaching speaking and the students response to the motivational strategies used by ESP instructors when teaching speaking. The researcher used video recording as the tools to get accurate data.
3. Conducting interview with the ESP instructor after observing the classroom to get more information related to how the ESP instructors motivate the students when teaching speaking. Audio recording was used during interview
4. Conducting Focus Group Discussion (FGD) with the students after doing interview with the students. The purpose to get more information related the students’ response to the motivational strategies used by ESP instructors when teaching speaking. Video recording was used during FGD with the students.
Data Analysis

To analyze the data, the researcher used interpretative analysis approach. According to Bogdan & Boklen (2007), this analysis includes working with the data, such as organizing the data, breaking the data into manageable units, coding the data, synthesizing the data and drawing the data pattern. In this study, there were several steps:

1. The researcher organizes the data from the observation. From the data obtained in observation by taking observation checklist and video recording, the researcher transcript the data from video recording. Thereafter, coding the data both from observation checklist and observation transcript. Then, categorizing the result to find out the emergent themes.

2. Transcripts the data from interview. After that, coding the data and categorizing the data to get emergent themes which might be similar or different from observation.

3. Transcripts the data from FGD. After that, categorizing the result to find out the emergent themes

4. Drawing conclusion from the result of data analysis.

Trustworthiness

1. Credibility

Credibility concerns on the truthfulness of the inquiry are finding in which it involves how well the researcher confidently recognize the research finding based on the research design, participants and context (Ary.at.al, 2010). In this study, the researcher used an observation, interview and FGD to make the data possess credibility.

2. Conformability

Conformability is the neutrality of the researcher idea or the point to which the researcher is free of bias in the procedures and the interpretation of the research result (Ary.at.al, 2008). In this study, the researcher used video record in the classroom observation, record in interview, and video recording in FGD.
FINDINGS AND DISCUSSION
Research Findings

This section presents the motivational strategies used by ESP instructors when teaching speaking and the students’ responses to the motivational strategies used by ESP instructors when teaching speaking.

Motivational Strategies Used by ESP Instructors

Based on the result of the data analysis from classroom observation and interview, ESP instructors applied several types of motivational strategies, namely: creating the basic motivational condition, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation. The detail findings are presented in the following sections.

1. Creating the Basic Motivational Conditions

Creating the basic motivational conditions means that how the instructors should have a good relationship with the students. The instructors also are expected to create a pleasant atmosphere and a cohesive learner group with appropriate group norms. The findings showed that the ESP instructors applied two of the three basic motivational condition categories.

The first category was to build a good personal relationship with the students through engaging the students by calling their nickname and paying attention by connecting every word that the students said, remembering every student’s assignment, and student’s questions. It was applied to make closer each other, respect them, and feel being involved. In order that, they were more motivated to join the class. The data were taken from the instructor A in the first observation and interview. In detail, the evidence could be seen in appendix I. The data are presented below.

Excerpt Data 1

- **ESP Instruktur**: Not yet...yiyi ready?
  **Mahasiswa**: No..
  (ESP instructor A, Observation II/Line. 376-377).

The data showed that the instructor applied creating the basic motivational conditions strategy through calling of the student “Yiyi” in which the original name
is Meri. It was done to engage the students. These evidences were strengthened by the results of the interview with the instructor. In detail, the evidence could be seen in appendix II. The data are shown below.

**Excerpt Data 2**

- **Interviewee:** Because I want to be close to them. So, at the first meeting, we have introduction. I ask for their nickname, because I need their nickname to make me closer to them, and they like it. The students will feel that you, respect to them, you appreciate them when we use the nickname. So, I like to use the nickname for them. I have name, the students name, Nanda. But she doesn’t like to be called Nanda. She asks me to ask them Jessica. So, something like that. At the time I call Jesica, but the first we laugh. But, she love it.

  (ESP instructor A, Interview/Line: 200-206).

- **Interviewee:** Ya, to make them more engage. So, I try to connect any word they say. But I have short long term memory. So, maybe that’s my best, the best I can do *(Smiling)*


In addition, the instructor used sharing session to motivate the students in the teaching process. The sharing session was the strategy that was frequently to encourage the students to speak English in the class such as providing icebreaker to warm, giving stimulus the students before explaining the material. So, they could be free to express their ideas. The data were taken from ESP instructor A. In detail, the evidence could be seen in appendix II. The excerpt data was shown below.

**Excerpt Data 3**

- **Interviewee:** Most often the sharing session is always, I do that. Because I want them to at least be brave to speak outside the materials. Sometimes, the material is boring right. So, I try to be what is it more engage to their life. So that’s why I include the sharing session every speaking class that I teach.

  (ESP instructor A, Interview/Line:81-84).

In addition, asking a question was applied to motivate the students such as giving a question in every discussion. It was done to check whether the students understood the material, and they were brave and enthusiast to speak English by giving them the opportunity to practice their English in the class. The data were taken from ESP instructor A. In detail, the evidence could be seen in appendix II. The excerpt data are shown below.
Based on the research finding, the instructor offered the students a help during speaking class when they faced the difficulty in doing tasks such as giving solution and guiding to them understand any vocabulary that they did not know. The data were taken from ESP instructors A and B based on the classroom observation in the teaching and learning process. In detail, the evidence could be seen in appendix I. The excerpt data are shown below.

**Excerpt Data 4**

- **Interviewee:** Actually my main vision is I want to make sure that they are understand. But, the other thing I also want to invite them to speak. Sometimes, some clarification. So, I will allow them to speak. So, that’s why I say question. (ESP instructor A. Interview/Line.45-47).

The second category of creating the basic motivational condition was creating a pleasant and supportive classroom atmosphere. Here, the instructors used mixed language between Indonesian and English to reduce students’ anxiety. Yet, the students were allowed to use Indonesian and English in order that they were more comfortable and braver to express their opinions. The data were taken from the classroom observation both instructors A and B from the classroom observation. In detail, the evidence could be seen in appendices I and II. The data are presented below.

**Excerpt Data 5**

- **Instruktur ESP:** (The Instructor ESP walking around and checking the students work) Don’t search in google campaign in English. Search for what you want to know about. For example bullying, go green, or campaign about religion, campaign about social media, or about plastic. (ESP instructor A, Observation 1/Line.157-160).

- **Mahasiswa:** Miss, how to say in English serbaguna? **Instruktur ESP:** Serbaguna? Multifunction (ESP instructor B, Observation IV/Line.89-90).

The second category of creating the basic motivational condition was creating a pleasant and supportive classroom atmosphere. Here, the instructors used mixed language between Indonesian and English to reduce students’ anxiety. Yet, the students were allowed to use Indonesian and English in order that they were more comfortable and braver to express their opinions. The data were taken from the classroom observation both instructors A and B from the classroom observation. In detail, the evidence could be seen in appendices I and II. The data are presented below.
To make the students more comfortable and braver, the instructors allowed the students to bring note even though some of them did not bring it. It was just for checking. The data were taken from the classroom observation both ESP instructors A and B. In detail, the evidence could be seen in appendices I and II. The excerpt data are shown below.

**Excerpt Data 6**

- **Mahasiswa:** Shy...
  **Instruktur ESP:** Shy...terus?shy...apalagi? happy, angry, sad, shy, ayok ngomong pake bahasa Indonesia gak papa
  (ESP instructor B, Observation I/Line. 21-22).

- **Interviewee:** For me, to let them mix the bahasa Indonesia and English. I think they more comfortable when I said. So, it’s oke you can mix. Then they will be more brave to speak.
  (ESP instructor A, Interview/Line. 93-95).

To make the students more comfortable and braver, the instructors allowed the students to bring note even though some of them did not bring it. It was just for checking. The data were taken from the classroom observation both ESP instructors A and B. In detail, the evidence could be seen in appendices I and II. The excerpt data are shown below.

**Excerpt Data 7**

- **Mahasiswa:** Boleh lihat catatan?
  **Instruktur ESP:** Boleh..boleh lihat itu.. gak papa.
  (ESP instructor B, Observation III/Line. 67-68).

- **Interviewee:** Ya allow them to bring a note, but, I always say to them, do not read. This is not reading class, this is speaking class, you can check your note, but not read it. That’s why I always say to them. Sometimes, they don’t really do that. But, I try to always tell the students that oke you can bring your note. But, make sure you are not reading. It is only for check it.
  (ESP instructor A, Interview/Line. 50-54).

In order to reduce the students’ anxiety, both of the instructors gave a positive reinforcement through understanding their feeling, making them enjoy to speak, and making them more comfortable to join the class without feeling afraid, worried and nervous. Besides, the students were allowed to use their accent when expressing their ideas. The data were taken from both ESP instructors A and B through interview. In detail, the evidence could be seen in appendices I and II. The excerpt data are shown below.
2. Generating Initial Motivation

Generating initial motivation was the second type of motivational strategy such as applying language value and attitude through practicing their English outside the classroom for instructor A. For instance, when the students wanted to send a message, post it in social media, use ATM or hand phone, they had to use English. Here, the instructor emphasized the students to practice English outside the classroom but not in the strict way. On the other way, instructor B applied language value by telling the importance of English for their bright future. For instance, if they did not master English, they could not compete with other country because English is international language. The data were taken from the interview with instructors A and B. In detail, the evidence could be seen in appendix II. The excerpt data are shown below.

Excerpt Data 8

- **Instruktur ESP:** So, I think its fine to make a little bit late, because next week we just have. We just only have to get e...UTS. So you are going speak with me one by one, just like that. So, why still UTS? I’m going to tell you after this. You don’t have to be nervous. Because it was going to be very easy. Don’t be worry. Don’t be sad, just relax.
  (ESP Instructor A, Observation1/Line. 39-42).

- **Interviewee:** Validating their effort and feelings. If they are nervous I telling that ya. Is it understandable if we are nervous is very oke, is very normal. I feel it to validating their feeling and their emotions, their effort and positive reinforcement.
  (ESP instructor B, Interview/Line. 40-43).
3. Maintaining and Protecting Motivation

The findings showed that the strategy to maintain the students’ motivation applied by ESP instructors A and B was to promote cooperation among the learners through group work activities. The instructor offered the students to choose the partner by themselves to make them more comfortable and confident when presenting the task. Hence, this strategy is important for the students to increase their motivation when learning. The data were taken from both instructors A and B based on the classroom observation. In detail, the evidence could be seen in appendix I. The excerpt data are shown below.

Excerpt Data 10

- **Instruktur ESP**: Oke you will choose your own partner. Maybe in pairs ya,, Berpasangan atau bertiga?
  (ESP Instructor A, Observation I/Line. 142-143).

- **Instruktur ESP**: Oke, sebelum kita mulai hari ini. I want you to work in group. Semuanya kan setia dengan UMM ya. So, I want you to think about our campus UMM *(while write in the white board)* please work in group of three. Seperti kemarin tiga-tiga sudah? Bikin group bertiga?
  (ESP instructor B, Observation IV/Line.3-6).
Another strategy used by instructor A was to maintain the student’s motivation. Create enjoyable learning through setting the classroom freely. It was done by the students to avoid being nervous and pressured when they wanted to explore their ideas using English. The data was taken from instructor A based on the classroom observation. In detail, the evidence could be seen in appendix I. The excerpt data are shown below.

**Excerpt Data 11**
- **Instruktur ESP:** Oke *(smiling)* thank you for sharing viva. Now, I want to ask your opinion. So, which one do you prefer technical like usual or circle? Oke, because I am afraid that if you have to speak in front of the class will be more nervous for you. You will be nervous, more pressure, so for next week, we are going to have the same mood, learning mood, we have going to have the circle. Oke, is it fine? *(ESP Instructor A, Observation IV/Line. 164-169).*

Beside setting the classroom freely, the instructor also presenting an interesting material by explaining the material clearly with different media and the instructors’ language was easy to understand. The data were taken from ESP instructor A through an interview. In detail, the evidence could be seen in appendix II. The excerpt data are shown below.

**Excerpt Data 12**
- **Interviewee:** If I have classroom I used LCD projector, If I don’t have classroom I will bring white board. Because there something that make clarify the word,something like that. So make them more understand. Sometimes we need to write. *(ESP instructor A, Interview/Line. 114-116).*

4. **Encouraging positive retrospective self-evaluation**

Based on the research finding, both instructors And B provided motivational feedback by giving positive feedback through appreciating the students work, giving the praise such as “good presentation, good job and give applause”. Besides, the instructors also gave evaluation in a good way even though the answer or the opinion of the students was wrong. Consequently, the students were not afraid of doing mistakes when they were speaking in English. The Data were taken from both ESP
instructors A and B based on the classroom observation. In detail, the evidence could be seen in appendix I. The excerpt data are shown below.

**Excerpt Data 13**

- **InstrukturESP**: Thank you Tita... that’s good presentation. Oke, next? (ESP instructor A, Observation II/Line.375).
- **Instruktur ESP**: Give applause, oke Redwan, you choose who do you want to listen for next? (ESP instructor A, Observation III/Line.118-119).
- **Mahasiswa**: *(Usman group)* Daring *(means during)*
  **InstrukturESP**: During *(correct the pronounciation with smiling)*
  (ESP instructor B, Observation III, Line. 92-93).

Another strategy of encouraging positive retrospective self-evaluation was to apply offering reward. It was applied by instructor A. For instance, when the students have less motivation and were afraid to speak English in class, the instructor offered reward by giving an excellent score. The data were taken from ESP instructor A based on the classroom observation. In detail, the evidence could be seen in appendix I. The excerpt data are shown below.

**Excerpt Data 14**

- **Instruktur ESP**: Oh *(nodding)* ya january. So still have many to speak. Anyone who want to speak? Ada yang mau sharing today? I am going to give you plus if you want to speak. Aldi? (ESP instructor A, Observation IV/L.21-23).

**Students Response to Motivational Strategies used by ESP instructors**

The result from observation and from FGD, the researcher found that the students’ response in term of affective, cognitive, and behavior showed the positive response. In affective aspect, the students were happy and interested in joining the speaking class because the instructor was friendly and the way of giving explanation was interesting and easily to understand. On the other hand, in affective aspect of instructor B, the students showed have less positive response because the way of the instructor’s explanation was not interesting and the tasks were not challenging. However, they were happy to join the class because the activity was outside the classroom that was in Gazebo. So that, they could be refreshing from Accounting course. The data were taken from students D, A, and B based on the Focus Group
Discussion (FGD). In detail, the evidence could be seen in the appendix III. The excerpt data was shown below.

Excerpt Data 15

- **Student D**: Positive, we are happy with the way the instructor teaches us. In the class we give feedback to each other. So, we feel comfortable in the classroom. So it is like, enjoy in the classroom. In the speaking class, we feel enthusiast and interest to join the class. And we don’t want to didn’t attend the class. We always intersted to join the class because the instructor very friendly and make us relax to join her class.
  (Student D, A Class, FGD/Line.99-103).

- **Student A**: The instructor is very friendly, like give positive energy for us to join speaking class. When the instructor explain the material the instructor like give us encouragement to speaking English with smiling and friendly. So, make us more interesting and enthusiast to speak English in the class, it is like, oke I want to go, I want to try.
  (Student D, A Class, FGD/Line.56-60).

- **Student B**: I am happy, because the class of speaking in gazebo, not because of the way the instructor deliver the material. So, we can make our mind refresh from Accountant course.
  (Student B, B Class, FGD/Line.27-29).

  Cognitive aspect, the students from instructor A was positive. It was indicated by the students’ attention when explaining the material and the instructor’s instruction was easily to understand. But, for the students B, it was have less positive because the way of teaching was not interesting and not challenging in which the students’ joined the English class for the need in the future carrier. The data were taken from students D, B, and A based on the Focus Group Discussion (FGD). In detail, the evidence could be seen in the appendix III. The excerpt data was shown below.

Excerpt Data 16

- **Student C**: I really like the instructor because the way the instructor explain the material is very fun and brief and make us understand the material, even though the instructor mostly use English but we can understand what the instructor said. And the instructor didn’t make us afraid to speak English in the classroom.
  (Student C, A Class, FGD/Line.38-41).

- **Student B**: Actually I interested with learning speaking. But, because the way the instructor explain is monotone and the task that given by instructor was not challenging.
  (Student B, B Class, FGD/Line.79-81).
For the behavioral aspect, the students A and B showed positive responses. It was indicated by doing the task although they did not understand the vocabularies but they asked the instructor related the material. The data was taken from classroom observation. In detail, the evidence could be seen in the appendix III, The excerpt data was shown below.

**Excerpt Data 17**

- **Mahasiswa:** Bagaimana kalau ini miss *(showing their work)*
  - **Instruktur ESP:** Yes that’s good *(with smiling)*. Oke find the why. Oke now, find the way at least two minimum or three, tambahin lagi. Selain mengganggu apa lagi? Oke boleh, harus ada emosinya.
  (ESP instructor A, Observation I/Line 172-175).

- **Mahasiswa:** Miss? *(Asking the question)*
  - **Instruktur ESP:** Apa? *(approach the student)*
  - **Mahasiswa:** How to say in English serbaguna?
  - **Instruktur ESP:** Serbaguna? Multifunction
  (ESP instructor B, Observation IV/Line.87-90).

**Discussion**

In this section, the research findings are clarified with the established theory and previous research related to the motivational strategies when teaching speaking. Yet, for the creating the basic motivational conditions, the finding revealed that the instructors had a good personal relationship with the students through engaged the students by called their nickname, sharing session, asking and giving question. The instructors also created a pleasant classroom atmosphere by reducing their anxiety to make the students comfortable and confidence to speaking English in the classroom. To create the pleasant atmosphere the instructors used mix language or code switching and the instructors allowed the students to bring a note, and gave the positive reinforcement to motivate the students when teaching speaking. Nurhamidah (2018) stated that the use of code switching in EFL classroom gives students more comfortable in which they are able to speak freely with no strict rule and-switching is very helpful for both teachers and students in classroom.

The next type of motivational strategy used was generating initial motivation through presenting the material in fun way. Adana (2013) stated that in the classrooms where teachers presented students with the chance to get active participants, students became eager towards lesson. Besides, the instructor
emphasized the students to practice English outside the classroom and told the importance of English for their bright future. The third type was maintaining and protecting motivation. It was showed by promoting cooperation among the learners through group work activities and creating enjoyable learning. Therefore, Ahmed and Bedri (2018) stated that cooperative learning helps learners practice the language they are learning in a very comprehensible way. On the other hand, Wendy (2007) believes that using cooperative learning structures both formally and informally can make lessons into fun, where students are really involved in their learning.

The last type was encouraging positive retrospective self-evaluation. In this type the researcher found that the instructor provided positive feedback for the students. Thus, the teachers could improve students’ learning environment by presenting the feedback in a positive way (Mamoon et al, 2016). In another hand, the students were offered a reward when they faced the difficult task.

Related to the students’ responses to motivational strategies, they were categorized in term affective, cognitive and behavioral aspect were positive response for ESP instructor A and for the instructor B in term affective, cognitive, have less positive response and positive response in behavioral aspect. Nugroho and Mayda (2015) state that the students’ respond for the motivational strategies was positively for teacher 1 and 3 because of the teacher applied motivational strategies completely, but the teacher 2 applied motivational strategies incompletely and the students responded was negatively.

Related to the previous study, Nugroho and Mayda (2015) found that teacher 1 and teacher 3 applied motivational strategies completely and sequentially based on the phases of motivational strategies. It was responded positively by students. On the other hand teacher 2 did not apply motivational strategies completely and sequentially based on the phases of motivational strategies. It was responded negatively by students. Despite on the similarities among the current findings with the previous findings, the new findings also emerged in this research such as sharing session to make the students motivated to speak in the teaching learning process.
CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings and discussions presented in the previous chapter, it can be concluded that ESP instructors A and B applied several types of motivational strategies, namely; creating the basic motivational condition, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. For creating the basic motivational conditions, both instructors A and B only used two of the three categories of this strategy, namely; appropriate teacher behaviour and created a pleasant and supportive classroom atmosphere.

The next type was generating initial motivation. Both instructors A and B applied only one of the four categories of this kind strategy, namely; language value and attitude. The third type was maintaining motivation, both of instructors A and B applied the strategies through promoting cooperation among the learners and creating enjoyable learning from eight categories. The last type was encouraging positive retrospective self-evaluation by providing the motivational feedback and offering the reward for ESP instructor A, while the ESP instructor B provided motivational feedback.

In regard the students’ responses to the motivational strategies, the findings of this research revealed that the students from ESP instructor A in term of affective, cognitive and behavior aspect were positive response. And for the students from ESP instructor B in term affective, cognitive, were have less positive responses and positive responses in behavior aspects. The new finding emerged in this research. It was sharing session in which it provided solution to make the students getting motivation to speak English.

Suggestions

Motivational strategies can influence the students’ motivation in the teaching and learning process. It is important to instructors aware of the existence of motivational strategies applied in the classroom. Based on the findings in this research, the suggestions are provided. Firstly, the ESP instructors are expected to be aware of the importance of motivational strategies to increase students ‘motivation in
learning English. Secondly, the students are expected to aware of the motivational strategies that the instructor applied and the students can increase their motivation and have positive responses. The last is for the next researcher who expects to develop and explore these motivational strategies in other Department of ESP. The next researcher might investigate some factors that can increase the student’s motivation in learning English.
Bibliography


Salih, B. (2013). Challenges for Learners/Teachers in the ESP Course for Legal Studies. Versita, 9 (1), 1-6


Appendix-I.a1 Observation Checklist

In this section, the researcher observing the way ESP Instructors motivate the students when teaching speaking and the students response to the motivational strategies used by ESP instructor when teaching speaking. The observation checklist adapted from Dornyei (2001).

Observation Checklist “Observation I”

<table>
<thead>
<tr>
<th>No</th>
<th>Motivational Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Creating The Basic Motivational Conditions</td>
</tr>
<tr>
<td></td>
<td>1.1 Appropriate teacher behavior</td>
</tr>
<tr>
<td></td>
<td>• The teacher demonstrates and talks about his or her own enthusiasm for the course</td>
</tr>
<tr>
<td></td>
<td>material, and how it affects him or her personally.</td>
</tr>
<tr>
<td></td>
<td>• The teacher share of his or her own personal interest in the foreign language with</td>
</tr>
<tr>
<td></td>
<td>his or her students.</td>
</tr>
<tr>
<td></td>
<td>• The teacher develops a personal relationship with the students.</td>
</tr>
<tr>
<td></td>
<td>1.2 Pleasant and Supportive Atmosphere</td>
</tr>
<tr>
<td></td>
<td>• Encourage risk-taking and have mistakes accepted as a natural part of learning.</td>
</tr>
<tr>
<td></td>
<td>• Bring and encourage humor.</td>
</tr>
<tr>
<td></td>
<td>1.3 A cohesive learner group with appropriate group norms.</td>
</tr>
<tr>
<td></td>
<td>• The teacher Try and promote interaction, cooperation and the sharing of regularly</td>
</tr>
<tr>
<td></td>
<td>use small-group tasks where students can mix.</td>
</tr>
<tr>
<td></td>
<td>• The teacher create group norms to maintain a cooperative group of the students.</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>During teaching and learning process the instructor always smile and built a good</td>
</tr>
<tr>
<td></td>
<td>relationship through calling their nickname, and paying attention by connecting every</td>
</tr>
<tr>
<td></td>
<td>word that the students said and also used sharing session to know more the students</td>
</tr>
<tr>
<td></td>
<td>life. Then, the instructor asking the students to check whether the students</td>
</tr>
<tr>
<td></td>
<td>understand about the material and allowed the students to mixed the language</td>
</tr>
<tr>
<td></td>
<td>between bahasa Indonesia and English in the classroom to reduce their anxiety and</td>
</tr>
<tr>
<td></td>
<td>make them more enjoy to join the class.</td>
</tr>
</tbody>
</table>

During speaking class, when the students make a mistakes that was not problem at all. Moreover, the instructor help the students when they faced the difficult task or vocabulary.
2. **Generating initial motivation**

2.1 **Enhancing the learners related values and attitudes.**
- The teacher raises the learners’ intrinsic interest in the language learning process.
- The teacher promotes ‘integrative’ values by encouraging a positive and open-minded disposition towards the English and its speakers, and towards foreignness in general.
- The teacher promotes the students’ awareness of the instrumental values associated with the knowledge of an Language.

2.2 **Increasing the learners expectancy of success.**
- The teacher increases the students’ expectancy of success in particular tasks and in learning in general.

2.3 **Increasing the learners goal orientedness.**
- The teacher increases his or her students’ goal-orientedness by formulating explicit class goals accepted by them.

2.4 **Making the teaching materials relevant for the learners.**
- The teacher makes the curriculum and the teaching materials relevant to the students.

2.5 **Creating realistic learner beliefs.**
- The teacher helps realistic learner beliefs.

<table>
<thead>
<tr>
<th>3.</th>
<th><strong>Maintaining and protecting motivation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td><strong>Making learning stimulating and enjoyable.</strong></td>
</tr>
<tr>
<td></td>
<td>- The teacher increases the attractiveness of the tasks.</td>
</tr>
<tr>
<td></td>
<td>- The teacher presents and administers tasks in a motivating way.</td>
</tr>
<tr>
<td></td>
<td>- The teacher uses goal-setting methods in his or her classroom.</td>
</tr>
</tbody>
</table>

| 3.2 | **Presenting tasks in a motivating way.** |
| | - Explain the purpose and utility of a task. |
| | - Provide appropriate strategies to carry out the task. |

| 3.3 | **Setting specific learner goals.** |
| | - Encourage learners to select

| The instructor increasing the language value through emphasize the students outside the classroom to using English in the first meeting. For example the instructor tell the students to setting the phone, ATM and text the instructor using English. |

| The instructor didn’t make the curriculum but the instructor follow the university curriculum and make the teaching materials relevant to the students. |

| The instructor increase the attractiveness of the task through challenging task and using different media to make the task more interesting and enhance the students motivation. |

| Before give the task, the instructor give clearly explanation and using different media to make the students more understand. And also when the students faced the difficult task the instructor give strategy to solve the task. |
specific, short-term goals for themselves.

3.4 protecting the learners self-esteem and increasing their self-confidence.

- Provide multiple opportunities for success in the language class, for example the teacher give the task related to the theory.
- The teacher encourage the students in persuasive manner.
- The teacher builds his or her learners’ confidence in their learning abilities by teaching them various learner strategies.
- Help learners to accept the fact that they will make mistakes as part of the learning process.

3.5 Allowing learners to maintain a positive social image.

- Select activities that contain ‘good’ roles for the participants.
- Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly.

3.6 Creating learner autonomy

- Allow learners real choices about as many aspects of the learning process as possible.

3.7 Promoting self-motivating strategies.

- Raise your students’ awareness of the importance of self motivation.
- Share with each other strategies that you have found useful in the past.
- Encourage students to adopt, develop and apply self-motivating strategies.

3.8 Promoting cooperation among the learners.

- Set up tasks in which teams of learners are asked to work together towards the same goal.
- Provide students with some ‘social training’ to learn how best to work in a team.

4. Encouraging positive retrospective self-evaluation

4.1 Promoting motivational attributions.

- Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient...
ability.
- The teacher increases the students’ self motivating capacity.

4.2 Providing motivational feedback.
- Notice and react to any positive contributions from your students.
- Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on.
- The teacher provides students with positive information feedback.

4.3 Increasing learner satisfaction.
- Monitor student accomplishments and progress.
- Regularly include tasks that involve the public display of the students' skills.

4.4 Offering rewards and grades in a motivating manner.
- The teacher offers rewards in a motivational manner.

<table>
<thead>
<tr>
<th>The students response when the ESP instructor used some strategies when teaching speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>- In teaching and learning process the students more active.</td>
</tr>
<tr>
<td>- The students more enthusiast in teaching and learning process.</td>
</tr>
<tr>
<td>- The students enjoy in teaching learning process.</td>
</tr>
<tr>
<td>- The students feel bored in teaching learning process.</td>
</tr>
</tbody>
</table>

To encourage positive self evaluation, the instructor provide motivational feedback through appreciating the students work, and giving the praise such as thank you that’s good presentation, good job, and give applause.

During teaching and learning process, the instructor also monitor the students progress. For example when the instructor explain the material and give the task, the instructor can notice the students progress.

During teaching and learning process the students more active, enthusiastic and enjoy to join speaking class.
Appendix-1.a2. Observation Checklist

In this section, the researcher observing the way ESP Instructors motivate the students when teaching speaking and the students response to the motivational strategies used by ESP instructor when teaching speaking. The observation checklist adapted from Dornyei (2001).

**Observation Checklist “Observation II”**

<table>
<thead>
<tr>
<th>No</th>
<th>Motivational Strategy</th>
<th>Applied</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Creating The Basic Motivational Conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.1 Appropriate teacher behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher demonstrates and talks about his or her</td>
<td>Yes</td>
<td>[√] During teaching and learning process the instructor always</td>
</tr>
<tr>
<td></td>
<td>own enthusiasm for the course material, and how it</td>
<td>No</td>
<td>smile and built a good relationship through calling their nickname,</td>
</tr>
<tr>
<td></td>
<td>affects him or her personally.</td>
<td></td>
<td>and paying attention by connecting every word that the students</td>
</tr>
<tr>
<td></td>
<td>- The teacher share of his or her own personal interest</td>
<td></td>
<td>said and also used sharing session to know more the students life.</td>
</tr>
<tr>
<td></td>
<td>in the foreign language with his or her students.</td>
<td></td>
<td>Then, the instructor asking the students to check whether the</td>
</tr>
<tr>
<td></td>
<td>- The teacher develops a personal relationship with the</td>
<td></td>
<td>students understand about the material and allowed the students to</td>
</tr>
<tr>
<td></td>
<td>students.</td>
<td>[√]</td>
<td>mixed the language between bahasa Indonesia and English in the</td>
</tr>
<tr>
<td></td>
<td>1.2 Pleasant and Supportive Atmosphere</td>
<td>[√]</td>
<td>classroom to reduce their anxiety and make them more enjoy to join</td>
</tr>
<tr>
<td></td>
<td>- Encourage risk-taking and have mistakes accepted</td>
<td></td>
<td>the class.</td>
</tr>
<tr>
<td></td>
<td>accepted as a natural part of learning.</td>
<td>[√]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Bring and encourage humor.</td>
<td>[√]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 A cohesive learner group with appropriate group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>norms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher Try and promote interaction, cooperation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>and the sharing of regularly use small-group tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>where students can mix.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher create group norms to maintain a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>cooperative group of the students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Generating initial motivation</strong></td>
<td>2.</td>
<td>The instructor increasing the language value through emphasize the students outside the classroom to using English in the first meeting. For example the instructor tell the students to setting the phone, ATM and text the instructor using English.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2.1 Enhancing the learners related values and attitudes.</td>
<td>• The teacher raises the learners’ intrinsic interest in the language learning process.</td>
<td>✓</td>
<td>Here, the instructor help the students when they faced the difficult task.</td>
</tr>
<tr>
<td></td>
<td>• The teacher promotes ‘integrative’ values by encouraging a positive and open-minded disposition towards the English and its speakers, and towards foreignness in general.</td>
<td>✓</td>
<td>The instructor didn’t make the curriculum but the instructor follow the university curriculum and make the teaching material relevant to the students.</td>
</tr>
<tr>
<td></td>
<td>• The teacher promotes the students’ awareness of the instrumental values associated with the knowledge of an Language.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.2 Increasing the learners expectancy of success.</td>
<td>• The teacher increases the students’ expectancy of success in particular tasks and in learning in general.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.3 Increasing the learners goal orientedness.</td>
<td>• The teacher increases his or her students’ goal-orientedness by formulating explicit class goals accepted by them.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.4 Making the teaching materials relevant for the learners.</td>
<td>• The teacher makes the curriculum and the teaching materials relevant to the students.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.5 Creating realistic learner beliefs.</td>
<td>• The teacher helps realistic learner beliefs.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Maintaining and protecting motivation</strong></td>
<td>3.</td>
<td>The instructor increase the attractiveness of the task through challenging task and using different media to make the task more interesting and enhance the students motivation.</td>
</tr>
<tr>
<td>3.1 Making learning stimulating and enjoyable.</td>
<td>• The teacher increases the attractiveness of the tasks.</td>
<td>✓</td>
<td>Before give the task, the instructor give clearly explanation and using different media to make the students more understand. And also when the students faced the difficult task the instructor give strategy to solve the task.</td>
</tr>
<tr>
<td></td>
<td>• The teacher presents and administers tasks in a motivating way.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The teacher uses goal-setting methods in his or her classroom.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.2 Presenting tasks in a motivating way.</td>
<td>• Explain the purpose and utility of a task.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provide appropriate strategies to carry out the task.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.3 Setting specific learner goals.</td>
<td>• Encourage learners to select</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
specific, short-term goals for themselves.

3.4 protecting the learners self-esteem and increasing their self confidence.

- Provide multiple opportunities for success in the language class, for example the teacher give the task related the theory.
- The teacher encourage the students in persuasive manner.
- The teacher builds his or her learners’ confidence in their learning abilities by teaching them various learner strategies.
- Help learners to accept the fact that they will make mistakes as part of the learning process.

3.5 Allowing learners to maintain a positive social image.

- Select activities that contain ‘good’ roles for the participants.
- Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly.

3.6 Creating learner autonomy

- Allow learners real choices about as many aspects of the learning process as possible.

3.7 Promoting self-motivating strategies.

- Raise your students’ awareness of the importance of self motivation.
- Share with each other strategies that you have found useful in the past.
- Encourage students to adopt, develop and apply self motivating strategies.

3.8 Promoting cooperation among the learners.

- Set up tasks in which teams of learners are asked to work together towards the same goal.
- Provide students with some ‘social training’ to learn how best to work in a team.

4. Encouraging positive retrospective self-evaluation

4.1 Promoting motivational attributions.

- Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After Explain the material clearly, the instructor also gave the task related to the material. When the students ask the question related the task, the instructor directly approach the students to solve the task with smile and give strategy to solve the task. And also when the students make mistake, the instructor give positive reinforcement such as tell the students it’s oke that’s mistake. And come on you can do it.

During teaching and learning process, the instructor select the activities based on their profesional field and when they make mistake, she give input in positive way.

When the instructor notice that there was students who difficult to follow speaking class, the instructor allow the students to adopt, adapt and apply strategy to motivate themselves.
<table>
<thead>
<tr>
<th>The teacher increases the students’ self motivating capacity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Notice and react to any positive contributions from your students.</td>
</tr>
<tr>
<td>- Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on.</td>
</tr>
<tr>
<td>- The teacher provides students with positive information feedback.</td>
</tr>
</tbody>
</table>

### 4.2 Providing motivational feedback.

- Notice and react to any positive contributions from your students.
- Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on.
- The teacher provides students with positive information feedback.

### 4.3 Increasing learner satisfaction.

- Monitor student accomplishments and progress.
- Regularly include tasks that involve the public display of the students' skills.

### 4.4 Offering rewards and grades in a motivating manner.

- The teacher offers rewards in a motivational manner.
- To encourage positive self evaluation, the instructor provide motivational feedback through appreciating the students work, and giving the praise such as thank you that’s good presentation, good job, and give applause.
- During teaching and learning process, the instructor also monitor the students progress. For example when the instructor explain the material and give the task, the instructor can notice the students progress.
- The teacher offers rewards in a motivational manner.
- The students response when the ESP instructor used some strategies when teaching speaking
  - In teaching and learning process the students more active.
  - The students more enthusiast in teaching and learning process.
  - The students enjoy in teaching learning processs
  - The students feel bored in taching learning process.
  - During teaching and learning process the students more active, enthusiast and enjoy to join speaking class.
Appendix-1.a3. Observation Checklist

In this section, the researcher observing the way ESP Instructors motivate the students when teaching speaking and the students response to the motivational strategies used by ESP instructor when teaching speaking. The observation checklist adapted from Dornyei (2001).

Observation Checklist “Observation III”

<table>
<thead>
<tr>
<th>No</th>
<th>Motivational Strategy</th>
<th>Applied</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Creating The Basic Motivational Conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Appropriate teacher behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Theteacher demonstrates and talks about his or her own enthusiasm for the course material, and how it affects him or her personally.</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Theteacher share of his or her own personal interest in the foreign language with his or her students.</td>
<td>No</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Theteacher develops a personal relationship with the students.</td>
<td>Yes</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>1.2 Pleasant and Supportive Atmosphere</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Encourage risk-taking and have mistakes accepted as a natural part of learning.</td>
<td>Yes</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Bring and encourage humor.</td>
<td>Yes</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>1.3 A cohesive learner group with appropriate group norms.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Theteacher Try and promote interaction, cooperation and the sharing of regularly use small-group tasks where students can mix.</td>
<td>Yes</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>• Theteacher create group norms to maintain a cooperative group of the students.</td>
<td>Yes</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

During teaching and learning process the instructor always smile and built a good relationship through calling their nickname, and paying attention by connecting every word that the students said and also used sharing session to know more the students life. Then, the instructor asking the students to check whether the students understand about the material and allowed the students to mixed the language between bahasa Indonesia and English in the classroom to reduce their anxiety and make them more enjoy to join the class.

During speaking class, when the students make a mistakes that was not problem at all. Moreover, the instructor help the students when they faced the difficult task or vocabulary.
2. **Generating initial motivation**

2.1 Enhancing the learners related values and attitudes.
- The teacher raises the learners’ intrinsic interest in the language learning process.
- The teacher promotes ‘integrative’ values by encouraging a positive and open-minded disposition towards the English and its speakers, and towards foreignness in general.
- The teacher promotes the students’ awareness of the instrumental values associated with the knowledge of an Language.

2.2 Increasing the learners expectancy of success.
- The teacher increases the students’ expectancy of success in particular tasks and in learning in general.

2.3 Increasing the learners goal orientedness.
- The teacher increases his or her students’ goal-orientedness by formulating explicit class goals accepted by them.

2.4 Making the teaching materials relevant for the learners.
- The teacher makes the curriculum and the teaching materials relevant to the students.

2.5 Creating realistic learner beliefs.
- The teacher helps realistic learner beliefs.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher increasing the language value through emphasize the students outside the classroom to using English in the first meeting. For example the instructor tell the students to setting the phone, ATM and text the instructor using English.</td>
<td>✔</td>
</tr>
<tr>
<td>Here, the instructor help the students when they faced the difficult task.</td>
<td>✔</td>
</tr>
<tr>
<td>The instructor didn’t make the curriculum but the instructor follow the university curriculum and make the teaching material relevant to the students.</td>
<td>✔</td>
</tr>
</tbody>
</table>

3. **Maintaining and protecting motivation**

3.1 Making learning stimulating and enjoyable.
- The teacher increases the attractiveness of the tasks.
- The teacher presents and administers tasks in a motivating way.
- The teacher uses goal-setting methods in his or her classroom.

3.2 Presenting tasks in a motivating way.
- Explain the purpose and utility of a task.
- Provide appropriate strategies to carry out the task.

3.3 Setting specific learner goals.
- Encourage learners to select

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor increase the attractiveness of the task through challenging task and using different media to make the task more interesting and enhance the students motivation.</td>
<td>✔</td>
</tr>
<tr>
<td>Before give the task, the instructor give clearly explanation and using different media to make the students more understand. And also when the students faced the difficult task the instructor give strategy to solve the</td>
<td>✔</td>
</tr>
</tbody>
</table>
specific, short-term goals for themselves.

3.4 protecting the learners self-esteem and increasing their self confidence.

- Provide multiple opportunities for success in the language class, for example the teacher give the task related the theory. ✅
- The teacher encourage the students in persuasive manner. ✅
- The teacher builds his or her learners’ confidence in their learning abilities by teaching them various learner strategies. ✅
- Help learners to accept the fact that they will make mistakes as part of the learning process. ✅

3.5 Allowing learners to maintain a positive social image.

- Select activities that contain ‘good’ roles for the participants. ✅
- Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly. ✅

3.6 Creating learner autonomy

- Allow learners real choices about as many aspects of the learning process as possible. ✅

3.7 Promoting self-motivating strategies.

- Raise your students’ awareness of the importance of self motivation. ✅
- Share with each other strategies that you have found useful in the past. ✅
- Encourage students to adopt, develop and apply self motivating strategies. ✅

3.8 Promoting cooperation among the learners.

- Set up tasks in which teams of learners are asked to work together towards the same goal. ✅
- Provide students with some ‘social training’ to learn how best to work in a team. ✅

4. Encouraging positive retrospective self-evaluation

4.1 Promoting motivational attributions.

- Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient task. ✅

After Explain the material clearly, the instructor also gave the task related to the material. When the students ask the question related the task, the instructor directly approach the students to solve the task with smile and give strategy to solve the task. And also when the students make mistake, the instructor give positive reinforcement such as tell the students it’s oke that’s mistake. And come on you can do it.

During teaching and learning process, the instructor select the activities based on their professional field and when they make mistake, she give input in positive way.

When the instructor notice that there was students who difficult to follow speaking class, the instructor allow the students to adopt, adapt and apply strategy to motivate themselves.
ability.
- The teacher increases the students’ self motivating capacity.

4.2 Providing motivational feedback.
- Notice and react to any positive contributions from your students.
- Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on.
- The teacher provides students with positive information feedback.

4.3 Increasing learner satisfaction.
- Monitor student accomplishments and progress.
- Regularly include tasks that involve the public display of the students' skills.

4.4 Offering rewards and grades in a motivating manner.
- The teacher offers rewards in a motivational manner.

To encourage positive self evaluation, the instructor provide motivational feedback through appreciating the students work, and giving the praise such as thank you that’s good presentation, good job, and give applause.

During teaching and learning process, the instructor also monitor the students progress. For example when the instructor explain the material and give the task, the instructor can notice the students progress.

During teaching and learning process the students more active, enthusiastic and enjoy to join speaking class.

<table>
<thead>
<tr>
<th>The students response when the ESP instructor used some strategies when teaching speaking</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- In teaching and learning process the students more active.</td>
<td>✓</td>
</tr>
<tr>
<td>- The students more enthusiast in teaching and learning process.</td>
<td>✓</td>
</tr>
<tr>
<td>- The students enjoy in teaching learning process.</td>
<td>✓</td>
</tr>
<tr>
<td>- The students feel bored in teaching learning process.</td>
<td>✓</td>
</tr>
</tbody>
</table>

During teaching and learning process, the students more active, enthusiastic and enjoy to join speaking class.
Appendix-1.a4. Observation Checklist

In this section, the researcher observing the way ESP Instructors motivate the students when teaching speaking and the students response to the motivational strategies used by ESP instructor when teaching speaking. The observation checklist adapted from Dornyei (2001).

Observation Checklist “Observation IV”

<table>
<thead>
<tr>
<th>No</th>
<th>Motivational Strategy</th>
<th>Applied</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Creating The Basic Motivational Conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.1 Appropriate teacher behavior</td>
<td>Yes</td>
<td>During teaching and learning process the instructor always smile and</td>
</tr>
<tr>
<td></td>
<td>• The teacher demonstrates and talks about his or her own</td>
<td>No</td>
<td>built a good relationship through calling their nickname, and paying</td>
</tr>
<tr>
<td></td>
<td>enthusiasm for the course material, and how it affects</td>
<td></td>
<td>attention by connecting every word that the students said and also</td>
</tr>
<tr>
<td></td>
<td>him or her personally.</td>
<td></td>
<td>used sharing session to know more the students life. Then, the</td>
</tr>
<tr>
<td></td>
<td>• The teacher share of his or her own personal interest in</td>
<td></td>
<td>instructor asking the students to check whether the students</td>
</tr>
<tr>
<td></td>
<td>the foreign language with his or her students.</td>
<td></td>
<td>understand about the material and allowed the students to mixed the</td>
</tr>
<tr>
<td></td>
<td>• The teacher develops a personal relationship with the</td>
<td></td>
<td>language between bahasa Indonesia and English in the classroom to</td>
</tr>
<tr>
<td></td>
<td>students.</td>
<td></td>
<td>reduce their anxiety and make them more enjoy to join the class.</td>
</tr>
<tr>
<td></td>
<td>1.2 Pleasant and Supportive Atmosphere</td>
<td>Yes</td>
<td>During speaking class, when the students make a mistakes that was</td>
</tr>
<tr>
<td></td>
<td>• Encourage risk-taking and have mistakes accepted as a</td>
<td></td>
<td>not problem at all. Moreover, the instructor help the students when</td>
</tr>
<tr>
<td></td>
<td>natural part of learning.</td>
<td></td>
<td>they faced the difficult task or vocabulary.</td>
</tr>
<tr>
<td></td>
<td>• Bring and encourage humor.</td>
<td></td>
<td>On the other strategy to reduce the students anxiety the instructor</td>
</tr>
<tr>
<td></td>
<td>1.3 A cohesive learner group with appropriate group norms</td>
<td></td>
<td>create the task in pair work.</td>
</tr>
<tr>
<td></td>
<td>• The teacher Try and promote interaction, cooperation and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the sharing of regularly use small-group tasks where</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>students can mix.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The teacher create group norms to maintain a cooperative</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>group of the students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Object of Observation : ESP Instructor
Class observed : A
Observer : Sulastri
Date of observation : Friday, 17th May 2019
Time of observation : 07.54-08.38 a.m.
Place of Observation : 3.02 GKB 2 UMM, Malang
Department : Accounting
Skill : Speaking
2. **Generating initial motivation**

2.1 **Enhancing the learners related values and attitudes.**
- The teacher raises the learners’ intrinsic interest in the language learning process.
- The teacher promotes ‘integrative’ values by encouraging a positive and open-minded disposition towards the English and its speakers, and towards foreignness in general.
- The teacher promotes the students’ awareness of the instrumental values associated with the knowledge of a language.

2.2 **Increasing the learners expectancy of success.**
- The teacher increases the students’ expectancy of success in particular tasks and in learning in general.

2.3 **Increasing the learners goal orientedness.**
- The teacher increases his or her students’ goal-orientedness by formulating explicit class goals accepted by them.

2.4 **Making the teaching materials relevant for the learners.**
- The teacher makes the curriculum and the teaching materials relevant to the students.

2.5 **Creating realistic learner beliefs.**
- The teacher helps realistic learner beliefs.

<table>
<thead>
<tr>
<th></th>
<th>The instructor increasing the language value through emphasize the students outside the classroom to using English in the first meeting. For example the instructor tell the students to setting the phone, ATM and text the instructor using English.</th>
<th>√</th>
<th>√</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Here, the instructor help the students when they faced the difficult task.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The instructor didn’t make the curriculum but the instructor follow the university curriculum and make the teaching material relevant to the students.</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

3. **Maintaining and protecting motivation**

3.1 **Making learning stimulating and enjoyable.**
- The teacher increases the attractiveness of the tasks.
- The teacher presents and administers tasks in a motivating way.
- The teacher uses goal-setting methods in his or her classroom.

3.2 **Presenting tasks in a motivating way.**
- Explain the purpose and utility of a task.
- Provide appropriate strategies to carry out the task.

3.3 **Setting specific learner goals.**
- Encourage learners to select

| | The instructor increase the attractiveness of the task through challenging task and using different media to make the task more interesting and enhance the students motivation. | √ |  |
| | Before give the task, the instructor give clearly explanation and using different media to make the students more understand. And also when the students faced the difficult task the instructor give strategy to solve the | √ |  |
specific, short-term goals for themselves.

3.4 **Protecting the learners' self-esteem and increasing their self-confidence.**

- Provide multiple opportunities for success in the language class, for example, the teacher gives the task related to the theory.
- The teacher encourages the students in a persuasive manner.
- The teacher builds his or her learners' confidence in their learning abilities by teaching them various learner strategies.
- Help learners to accept the fact that they will make mistakes as part of the learning process.

3.5 **Allowing learners to maintain a positive social image.**

- Select activities that contain 'good' roles for the participants.
- Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly.

3.6 **Creating learner autonomy**

- Allow learners real choices about as many aspects of the learning process as possible.

3.7 **Promoting self-motivating strategies.**

- Raise your students' awareness of the importance of self-motivation.
- Share with each other strategies that you have found useful in the past.
- Encourage students to adopt, develop, and apply self-motivating strategies.

3.8 **Promoting cooperation among the learners.**

- Set up tasks in which teams of learners are asked to work together towards the same goal.
- Provide students with some 'social training' to learn how best to work in a team.

4. **Encouraging positive retrospective self-evaluation**

4.1 **Promoting motivational attributions.**

- Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient task.

After explaining the material clearly, the instructor also gave the task related to the material. When the students asked the question related to the task, the instructor directly approached the students to solve the task with a smile and gave strategies to solve the task. And also when the students made mistakes, the instructor gave positive reinforcement such as telling the students it's okay that's a mistake. And come on you can do it. During teaching and learning process, the instructor selects the activities based on their professional field and when they make mistakes, she gives input in a positive way.

When the instructor noticed that there was a student who had difficulty following the speaking class, the instructor allowed the students to adopt, adapt, and apply strategies to motivate themselves. To maintain and protect the students' motivation, the instructor offered the students in pairs, work, or team to make them more comfortable and confident when presenting the task.
ability.

- The teacher increases the students’ self motivating capacity.

4.2 Providing motivational feedback.

- Notice and react to any positive contributions from your students.
- Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on.
- The teacher provides students with positive information feedback.

4.3 Increasing learner satisfaction.

- Monitor student accomplishments and progress.
- Regularly include tasks that involve the public display of the students' skills.

4.4 Offering rewards and grades in a motivating manner.

- The teacher offers rewards in a motivational manner.

To encourage positive self evaluation, the instructor provide motivational feedback through appreciating the students work, and giving the praise such as thank you that’s good presentation, good job, and give applause.

During teaching and learning process, the instructor also monitor the students progress. For example when the instructor explain the material and give the task, the instructor can notice the students progress. When the students have less motivation and faced difficult task, the instructor give reward through excellent score to make the students motivate to speak English in the classroom.

The students response when the ESP instructor used some strategies when teaching speaking

- In teaching and learning process the students more active.
- The students more enthusiast in teaching and learning process.
- The students enjoy in teaching learning process.
- The students feel bored in taching learning process.

During teaching and learning process the students more active, enthusiast and enjoy to join speaking class.
Appendix-I.b1. Observation Checklist

In this section, the researcher observing the way ESP Instructors motivate the students when teaching speaking and the students response to the motivational strategies used by ESP instructor when teaching speaking. The observation checklist adapted from Dornyei (2001).

Observation Checklist “Observation I”

<table>
<thead>
<tr>
<th>Object of Observation</th>
<th>: ESP Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class observed</td>
<td>: B</td>
</tr>
<tr>
<td>Observer</td>
<td>: Sulastri</td>
</tr>
<tr>
<td>Date of observation</td>
<td>: Monday, 29th April 2019</td>
</tr>
<tr>
<td>Time of observation</td>
<td>: 10.12-11.30 a.m.</td>
</tr>
<tr>
<td>Place of Observation</td>
<td>: Gazebo Kehutanan UMM, Malang</td>
</tr>
<tr>
<td>Department</td>
<td>: Accounting</td>
</tr>
<tr>
<td>Skill</td>
<td>: Speaking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No</th>
<th>Motivational Strategy</th>
<th>Applied</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Creating The Basic Motivational Conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.1 Appropriate teacher behavior</td>
<td>Yes</td>
<td>The instructor allowed the students to mixed the language between bahasa Indonesia and English in the classroom to reduce their anxiety and make them more enjoy to join the class.</td>
</tr>
<tr>
<td></td>
<td>● The teacher demonstrates and talks about his or her own enthusiasm for the course material, and how it affects him or her personally.</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● The teacher share of his or her own personal interest in the foreign language with his or her students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● The teacher develops a personal relationship with the students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 Pleasant and Supportive Atmosphere</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Encourage risk-taking and have mistakes accepted as a natural part of learning.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Bring and encourage humor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 A cohesive learner group with appropriate group norms</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● The teacher try and promote interaction, cooperation and the sharing of regularly use small-group tasks where students can mix.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● The teacher create group norms to maintain a cooperative group of the students.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>During speaking class, when the students make a mistakes that was normal, part of learning. Moreover, the instructor help the students when they faced the difficult task or vocabulary.</td>
</tr>
</tbody>
</table>
2. **Generating initial motivation**
   
   **2.1 Enhancing the learners related values and attitudes.**
   - The teacher raises the learners’ intrinsic interest in the language learning process.
   - The teacher promotes ‘integrative’ values by encouraging a positive and open-minded disposition towards the English and its speakers, and towards foreignness in general.
   - The teacher promotes the students’ awareness of the instrumental values associated with the knowledge of an Language.

   **2.2 Increasing the learners expectancy of success.**
   - The teacher increases the students’ expectancy of success in particular tasks and in learning in general.

   **2.3 Increasing the learners goal orientedness.**
   - The teacher increases his or her students’ goal-orientedness by formulating explicit class goals accepted by them.

   **2.4 Making the teaching materials relevant for the learners.**
   - The teacher makes the curriculum and the teaching materials relevant to the students.

   **2.5 Creating realistic learner beliefs**
   - The teacher helps realistic learner beliefs.

---

3. **Maintaining and protecting motivation**
   
   **3.1 Making learning stimulating and enjoyable.**
   - The teacher increases the attractiveness of the tasks.
   - The teacher presents and administers tasks in a motivating way.
   - The teacher uses goal-setting methods in his or her classroom.

   **3.2 Presenting tasks in a motivating way.**
   - Explain the purpose and utility of a task.
   - Provide appropriate strategies to carry out the task.

   **3.3 Setting specific learner goals**
   - Encourage learners to select

---

In the first meeting, the instructor increasing the language value through instrumental value by telling the students the important of English and speaking for their future job. And also the instructor gave the example from the other country to make the students more understand the important of English.

Here, the instructor help the students when they faced the difficult task.

After Explain the material clearly, the instructor also gave the task related to the material.

When the students ask the question related the task, the instructor guide the students to solve the task. And also when the students make mistake, the instructor give positive
specific, short-term goals for themselves.

3.4 Protecting the learners self-esteem and increasing their self-confidence.

- Provide multiple opportunities for success in the language class, for example the teacher gives the task related to the theory.
- The teacher encourages the students in a persuasive manner.
- The teacher builds his or her learners’ confidence in their learning abilities by teaching them various learner strategies.
- Help learners to accept the fact that they will make mistakes as part of the learning process.

3.5 Allowing learners to maintain a positive social image.

- Select activities that contain ‘good’ roles for the participants.
- Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly.

3.6 Creating learner autonomy

- Allow learners real choices about as many aspects of the learning process as possible.

3.7 Promoting self-motivating strategies.

- Raise your students’ awareness of the importance of self-motivation.
- Share with each other strategies that you have found useful in the past.
- Encourage students to adopt, develop and apply self-motivating strategies.

3.8 Promoting cooperation among the learners.

- Set up tasks in which teams of learners are asked to work together towards the same goal.
- Provide students with some ‘social training’ to learn how best to work in a team.

4. Encouraging positive retrospective self-evaluation

4.1 Promoting motivational attributions

- Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient reinforcement such as telling the students it’s okay that’s normal when we make mistakes, just do it.

During teaching and learning process, the instructor gives input in positive way when the students have mistake.

When the instructor notices that there were students who were difficult to follow speaking class, the instructor allows the students to adopt, adapt and apply strategy to motivate themselves.
### 4.2 Providing motivational feedback
- Notice and react to any positive contributions from your students.
- Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on.
- The teacher provides students with positive information feedback.

#### 4.3 Increasing learner satisfaction
- Monitor student accomplishments and progress.
- Regularly include tasks that involve the public display of the students' skills.

#### 4.4 Offering rewards and grades in a motivating manner
- The teacher offers rewards in a motivational manner.

<table>
<thead>
<tr>
<th>The students response when the ESP instructor used some strategies when teaching speaking</th>
<th>During teaching and learning process the students didn’t active and enthusiastic and bored because of the way the instructor explain the material were monotone, and they felt enjoy because the classroom outside that was gazebo and the instructor was kind</th>
</tr>
</thead>
</table>
| - In teaching and learning process the students more active.  
- The students more enthusiast in teaching and learning process.  
- The students enjoy in teaching learning processs  
- The students feel bored in taching learning process. | |
Appendix-I.b2. Observation Checklist

In this section, the researcher observing the way ESP Instructors motivate the students when teaching speaking and the students response to the motivational strategies used by ESP instructor when teaching speaking. The observation checklist adapted from Dornyei (2001).

Observation Checklist “Observation II”

<table>
<thead>
<tr>
<th>No</th>
<th>Motivational Strategy</th>
<th>Applied</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Creating The Basic Motivational Conditions</td>
<td>Yes</td>
<td>The instructor allowed the students to mixed the language between bahasa Indonesia and English in the classroom to reduce their anxiety and make them more enjoy to join the class.</td>
</tr>
<tr>
<td></td>
<td>1.1 Appropriate teacher behavior,</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The teacher demonstrates and talks about his or her own enthusiasm for the course material, and how it affects him or her personally.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The teacher share of his or her own personal interest in the foreign language with his or her students.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The teacher develops a personal relationship with the students.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 Pleasant and Supportive Atmosphere</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Encourage risk-taking and have mistakes accepted as a natural part of learning.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Bring and encourage humor.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 A cohesive learner group with appropriate group norms</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The teacher Try and promote interaction, cooperation and the sharing of regularly use small-group tasks where students can mix.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The teacher create group norms to maintain a cooperative group of the students.</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Date of observation: Tuesday, 30th April 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time of observation: 09.43-10.30 a.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Place of Observation: Gazebo Kehutanan UMM, Malang</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Department: Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skill: Speaking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Generating initial motivation
   2.1 Enhancing the learners related values and attitudes.
   - The teacher raises the learners’ intrinsic interest in the language learning process.
   - The teacher promotes ‘integrative’ values by encouraging a positive and open-minded disposition towards the English and its speakers, and towards foreignness in general.
   - The teacher promotes the students’ awareness of the instrumental values associated with the knowledge of a Language.
   2.2 Increasing the learners expectancy of success.
   - The teacher increases the students’ expectancy of success in particular tasks and in learning in general.
   2.3 Increasing the learners goal orientedness.
   - The teacher increases his or her students’ goal-orientedness by formulating explicit class goals accepted by them.
   2.4 Making the teaching materials relevant for the learners.
   - The teacher makes the curriculum and the teaching materials relevant to the students.
   2.5 Creating realistic learner beliefs
   - The teacher helps realistic learner beliefs.

<table>
<thead>
<tr>
<th>2.1 Enhancing the learners related values and attitudes.</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher raises the learners’ intrinsic interest in the language learning process.</td>
<td>✓</td>
</tr>
<tr>
<td>The teacher promotes ‘integrative’ values by encouraging a positive and open-minded disposition towards the English and its speakers, and towards foreignness in general.</td>
<td>✓</td>
</tr>
<tr>
<td>The teacher promotes the students’ awareness of the instrumental values associated with the knowledge of a Language.</td>
<td>✓</td>
</tr>
<tr>
<td>In the first meeting, the instructor increasing the language value through instrumental value by telling the students the important of English and speaking for their future job. And also the instructor gave the example from the other country to make the students more understand the important of English.</td>
<td>✓</td>
</tr>
<tr>
<td>2.2 Increasing the learners expectancy of success.</td>
<td>✓</td>
</tr>
</tbody>
</table>
| The teacher increases the students’ expectancy of success in particular tasks and in learning in general. | ✓ 
| Here, the instructor help the students when they faced the difficult task. | ✓ |
| 2.3 Increasing the learners goal orientedness. | ✓ |
| The teacher increases his or her students’ goal-orientedness by formulating explicit class goals accepted by them. | ✓ |
| 2.4 Making the teaching materials relevant for the learners. | ✓ |
| The teacher makes the curriculum and the teaching materials relevant to the students. | ✓ |
| 2.5 Creating realistic learner beliefs | ✓ |
| The teacher helps realistic learner beliefs. | ✓ |

3. Maintaining and protecting motivation
   3.1 Making learning stimulating and enjoyable.
   - The teacher increases the attractiveness of the tasks.
   - The teacher presents and administers tasks in a motivating way.
   - The teacher uses goal-setting methods in his or her classroom.
   3.2 Presenting tasks in a motivating way.
   - Explain the purpose and utility of a task.
   - Provide appropriate strategies to carry out the task.
   3.3 Setting specific learner goals
   - Encourage learners to select

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| Provide appropriate strategies to carry out the task. | ✓ |
| 3.3 Setting specific learner goals | ✓ |
| Encourage learners to select | ✓ |
specific, short-term goals for themselves.

3.4 protecting the learners self-esteem and increasing their self confidence.

- Provide multiple opportunities for success in the language class, for example the teacher give the task related the theory.
- The teacher encourage the students in persuasive manner.
- The teacher builds his or her learners’ confidence in their learning abilities by teaching them various learner strategies.
- Help learners to accept the fact that they will make mistakes as part of the learning process.

3.5 Allowing learners to maintain a positive social image.

- Select activities that contain ‘good’ roles for the participants.
- Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly.

3.6 Creating learner autonomy

- Allow learners real choices about as many aspects of the learning process as possible.

3.7 Promoting self-motivating strategies.

- Raise your students’ awareness of the importance of self motivation.
- Share with each other strategies that you have found useful in the past.
- Encourage students to adopt, develop and apply self motivating strategies.

3.8 Promoting cooperation among the learners.

- Set up tasks in which teams of learners are asked to work together towards the same goal.
- Provide students with some ‘social training’ to learn how best to work in a team.

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When the students ask the question related the task, the instructor guide the students to solve the task. And also when the students make mistake, the instructor give positive reinforcement such as tell the students it’s oke that’s normal when we make make mistake, just do it.

When they make mistake, the instructor give input in positive way.

When the instructor notice that there was students who difficult to follow speaking class, the instructor allow the students to adopt, adapt and apply strategy to motivate themselves.
rather than by their insufficient ability.

- The teacher increases the students’ self motivating capacity.

4.2 Providing motivational feedback

- Notice and react to any positive contributions from your students.
- Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on.
- The teacher provides students with positive information feedback.

4.3 Increasing learner satisfaction.

- Monitor student accomplishments and progress.
- Regularly include tasks that involve the public display of the students' skills.

4.4 Offering rewards and grades in a motivating manner.

- The teacher offers rewards in a motivational manner.

To encourage positive self evaluation, the instructor provide motivational feedback through appreciating the students work, and giving the praise such as thank you that’s good presentation, good job, and give applause.

During teaching and learning process, the instructor also monitor the students progress. For example when the instructor explain the material and give the task, the instructor can notice the students progress.

The students response when the ESP instructor used some strategies when teaching speaking

- In teaching and learning process the students more active.
- The students more enthusiast in teaching and learning process.
- The students enjoy in teaching learning process.
- The students feel bored in taching learning process.

During teaching and learning process the students didn’t active and enthusiast and bored because of the way the instructor explain the material were monotone, and they felt enjoy because the classroom outside that was gazebo and the instructor was kind.
Appendix-1b3. Observation Checklist

In this section, the researcher observing the way ESP Instructors motivate the students when teaching speaking and the students response to the motivational strategies used by ESP instructor when teaching speaking. The observation checklist adapted from Dornyei (2001).

Observation Checklist “Observation III”

Object of Observation : ESP Instructor
Class observed : B
Observer : Sulastri
Date of observation : Monday, 13\textsuperscript{b} May 2019
Time of observation : 09.43-10.30 a.m.
Place of Observation : Gazebo Kehutanan UMM, Malang
Department : Accounting
Skill : Speaking

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<tr>
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<tr>
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<td><strong>The teacher develops a personal relationship with the students.</strong></td>
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<td><strong>Encourage risk-taking and have mistakes accepted as a natural part of learning.</strong></td>
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### Generating initial motivation
#### 2.1 Enhancing the learners related values and attitudes.
- The teacher raises the learners’ intrinsic interest in the language learning process.
- The teacher promotes ‘integrative’ values by encouraging a positive and open-minded disposition towards the English and its speakers, and towards foreignness in general.
- The teacher promotes the students’ awareness of the instrumental values associated with the knowledge of a language.

#### 2.2 Increasing the learners expectancy of success.
- The teacher increases the students’ expectancy of success in particular tasks and in learning in general.

#### 2.3 Increasing the learners goal orientedness.
- The teacher increases his or her students’ goal-orientedness by formulating explicit class goals accepted by them.

#### 2.4 Making the teaching materials relevant for the learners.
- The teacher makes the curriculum and the teaching materials relevant to the students.

#### 2.5 Creating realistic learner beliefs
- The teacher helps realistic learner beliefs.

In the first meeting, the instructor increasing the language value through instrumental value by telling the students the important of English and speaking for their future job. And also the instructor gave the example from the other country to make the students more understand the important of English.

| 2.5 Creating realistic learner beliefs | ✓ |

Here, the instructor help the students when they faced the difficult task.

| ✓ |

### Maintaining and protecting motivation
#### 3.1 Making learning stimulating and enjoyable.
- The teacher increases the attractiveness of the tasks.
- The teacher presents and administers tasks in a motivating way.
- The teacher uses goal-setting methods in his or her classroom.

#### 3.2 Presenting tasks in a motivating way.
- Explain the purpose and utility of a task.
- Provide appropriate strategies to carry out the task.

#### 3.3 Setting specific learner goals
- Encourage learners to select

After Explain the material clearly, the instructor also gave the task related to the material.

| ✓ | ✓ | ✓ | ✓ |

<p>| 3.3 Setting specific learner goals | ✓ | ✓ | ✓ |</p>
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When the students ask the question related the task, the instructor guide the students to solve the task. And also when the students make mistake, the instructor give positive reinforcement such as tell the students it’s oke that’s normal when we make make mistake, just do it.

During teaching and learning process, the instructor select the activities based on their profesional field and when they make mistake, she give input in positive way.

When the instructor notice that there was students who difficult to follow speaking class, the instructor allow the students to adopt, adapt and apply strategy to motivate themselves.

To maintain and protect the students motivation the instructor offered the students in pair work or team to make them more comfortable and confident when presenting the task.
rather than by their insufficient ability.

- The teacher increases the students’ self-motivating capacity.

4.2 Providing motivational feedback

- Notice and react to any positive contributions from your students.
- Provide regular feedback about the progress your students are making and about the areas which they should particularly concentrate on.
- The teacher provides students with positive information feedback.

4.3 Increasing learner satisfaction

- Monitor student accomplishments and progress.
- Regularly include tasks that involve the public display of the students' skills.

4.4 Offering rewards and grades in a motivating manner.

- The teacher offers rewards in a motivational manner.

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During teaching and learning process, the instructor also monitors the students’ progress. For example, when the instructor explains the material and gives the task, the instructor can notice the students’ progress.

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Observation Checklist “Observation IV”

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Appendix-1.a1. The transcription of classroom observation

Classroom Observation 1

Object of Observation : ESP Instructor
Class observed : A
Observer : Sulastri
Date of observation : Friday, 29th March 2019
Time of observation : 07.13-08.23 a.m.
Place of Observation : 3.02 GKB 2 UMM, Malang
Department : Accounting
Skill : Speaking

Instruktur ESP: Assalamualaikum warahmatullahi wabarakaatu (with smiling) 1
Mahasiswa : Waalaikum salam warahmatullahi wabarakaatu

Instruktur ESP: Ok, checking attendance first ya (switching to Indonesian saying “ya”) 3
And redwan? Is not here? ok, so… do you have e…whatshapp group for this class? (use gesture and pointing the class) 4
Mahasiswa : Yes... 6

Instruktur ESP: Yes? Can you please invite me? (use gesture and pointing her self) 7
Because I need the group whatshapp for UTS 8
Mahasiswa : UTS nyaapa miss? 9

Instruktur ESP: Ya..for UTS is still secret. I will tell you after this 10
Mahasiswa : (Yiyi come forward for sharing session) 11
Instruktur ESP: Ok…you can start 12
Mahasiswa : (The students start sharing session) This tausiyah is my favorite that 13
I often listen. This tausiyah from ustadhanan because the tausiyah is valid and easy to be understood and recommended because ustadhanan really understand the criteria of young people and explain with … (the students unclear talk….) thank you. 16

Instruktur ESP: Since when you like ustadhanan? 17
Mahasiswa : Since? 18
Instruktur ESP: Sejak? 19
Mahasiswa : Sejak…... 20
Instruktur ESP: Ya..since when? 21
Mahasiswa : Baru-baru saja 22

Instruktur ESP: What’s your most favorite topic from ustadhanan? About what? 23
Mahasiswa : Love (sly and smiling) 24
Instruktur ESP: About love? (with smiling) Ok…you don’t have to be shy. (with smiling) Thank you yiyi. That’s all? You want to sharing more? 25
Mahasiswa : No...(also use gesture) 27

Instruktur ESP: Ok…thank you yiyi for sharing. (with smiling) is there anyone else? 28
Want to sharing about ustadhanan too? Followingyiyi. Is it from youtube or instagram? 29
Mahasiswa : Youtube and Instagram 30
Instruktur ESP: Oh both for youtube and Instagram. Fikri still not here? 31
Mahasiswa : No... 32
Instruktur ESP: Ok, so…ehh..next week we are going to have UTS 33
Mahasiswa : UTS? 34
Instruktur ESP: Yes. So…for next week maybe we don’t have to start too early like 35
this morning mybe 07.30 is fine. Because, we not going to have sharing session.

Just UTS. Is it? What do you think?

Mahasiswa : Yes

Instruktur ESP: I think it’s fine to make a little bit late, because next week we just have, we just only have to get e…UTS. So…you are going speak with me one by one just like that. So, why still UTS? I’m going to tell you after this. You don’t have to be nervous. Because it was going to be very easy. Don’t worry. Don’t sad just relax

Mahasiswa : Miss how about UTS?

Instruktur ESP: Yes, you just speak in front of me. so will reduce your nervous right?Ok...let’s start for the topic today, this is about what we are talking about, (pointing the Powerpoint) campaign, you know what is campaign? What’s campaign? Kampanye...what do we have in kampanye? Apa si sebenarnya? What is it campaign?
Apa si kampanye

Mahasiswa : Promotion

Instruktur ESP: Ok...promotion...what else? (while write in the white board) what else? Ok, maybe I change the question. The example of campaign. If you have you ever seen. e…for this case I will not talking about politics, no....It’s not about president campaign, no.....it is about the other campaign. Kampanye tentang yang lain. What is the example?
If you have ever seen. Contoh-contohnya yang pernah kalian lihat. Maybe on the street or somewhere else, or maybe in Instagram.

Mahasiswa : Game...

Instruktur ESP: About...? Like what? campaignnya gimana kalau game? usually campaign should be have a message. Campaigne itu harus ada messagenya

Mahasiswa : Do not burn the forest

Instruktur ESP: Iya... do not burn the forest(while write on the white board). This is another type of campaign. In Kalimantan we have this a lot.

Mahasiswa : Yes

Instruktur ESP: Yes...what else! Because you familiar with it. Ya me too. Oke, I’m going too. Oke, I’m going to give the example in picture(while pointing the power point). Maybe you can help me. This one... I have this picture. Hem...campaign about go green and save earth.

Contoh-contohnya apa ajah supaya kita go green. Gimana sih caranya go green?

Mahasiswa : Don’t throw a trash in every where

Instruktur ESP: Oke.... we can say do not litter (while write on the white board) litter itu do not throw... do not what is it...jangan buang sampah sembarangan ya....Do not litter. Question?

Mahasiswa : No...

Instruktur ESP: No!?... next... ok I’m going to talk about the definition. So campaign is actually about inviting someone and then persuading someone and convincing someone. What’s inviting?

Mahasiswa : Mengajak...

Instruktur ESP: Mengajak...so you are going to invited someone and then you persuade them. What is persuade?

Mahasiswa : Mempengaruhi

Instruktur ESP: Mempengaruhi... and then you convincing them. This is good orthis is
bad. Meyakinkan. That is campaign. You have to invite, to persuade and to convince someone to do what you say. And for campaign I’m going to divided into three parts. It is to make you easier perform. So... I have this... three parts for campaign. The first is the why, I already talk you here to why (pointing the word why in the white board). Why here means there reasons and the evidence. So why you should do this campaign. But the reason is not strong enough you have to give the evidence. Yes... to be more convincing. The second is about the how. And how here means what is the solution of what is the actions and the last is the so. Sohere is the conclusion or the statement or the statement the sentence that you think will be powerful to make other people more understand about the campaign. Misalpakaiyo green tadi kira-kira so we should take our lifestyle to be more greener for example. Kalau misalnya bullying tadi (while pointing the explanation about bullying on the white board) so we should stop bullying or maybe for social mediaso we should think before posting. Jadi, so itu intinya restatement, powerful statement I’m going to give you the example. After this, I ask you to do this. Forexample... this campaign, no smoking in public area (while showing the power point). This is a campaign to for people to not smoke in the public area. What is public area?

What’s the example of public area?

Mahasiswa: Mall

Instruktur ESP: Mall, ICT, oke...ICT, what else? (while write on the whiteboard)

Mana disini public area?

Mahasiswa: Gazebo...

Instruktur ESP: Gazebo yes... (while write on the white board)

Mahasiswa: Hospital

Instruktur ESP: Hospital... (while write on the white board)

Mahasiswa: Market

Instruktur ESP: Market (while write on the white board)

Mahasiswa: Matos

Instruktur ESP: Yes, everyone in public area except in your own house ya.. (with hand smiling). Public area. Oke I’m going to show you the example of how you do this campaign and of course the why. You can give reason like this smoking is more dangerous (look at the power point) for passive smoker. So, when you do smoking in public area and maybe many passive smokers there and get fume by your toxing and your ciggarate. Oh oke... just the first why and the second why... then maybe many children maybe pregnant lady in public area and they are fragile. You know fragile? Oke biasanya gambarnya gambargelas.....

Mahasiswa: Gelas pecah

Instruktur ESP: Iya... rapuh... fragile for the toxic problem ciggerate. So, this is the why. Example of why. Next... is the second apa tadi habis why?

Mahasiswa: How...

Instruktur ESP: How... is the practical action what we should do. First, if you are area. smokeryou should be aware. You should deal your awareness to not smoke in public. Youshould understand that smoking in public area maybe disturbing for others that the first how if you are smoker. Second, if you are not smoker you should be brave to tell the smoker donot smoke in public area. Will you to do that?

Mahasiswa: No...

Instruktur ESP: Possible? Yes is possible to do. Next, the third if you have friends to smoke in public area you can invited them to have a discussion with you Talk in a good
way, what is the advantages ciggarete for the people arround in. Gak mempan ya?
find like that cigarette cross, you can ask the staff or the officer who work there to put
some likethis. So it could be the possible way to reduce the smoking in public area. Oke
and then so.. so do not smoking in public area or rest bench in smoking in public area.
Ok, now, I want you to practice. Oke... you want to do it individually or in pairs?

Mahasiswa : In pairs...

Instruktur ESP: Oke you want pict in your own partner or counting.

Mahasiswa : Ha?

Instruktur ESP: Mau berhitung atau pilih sendiri partnernya?

Mahasiswa :Milih sendiri...

Instruktur ESP: Oke you will choose your own partner. Maybe in pairs ya...in pairs
berpasangan atau bertiga?

Instruktur ESP:(The teacher esp counting the students) twenty two. Oke I think in pairs
berpasangan ajaor ada satu yang bertiga there will one group consist of three. Ok....and
then I want you to find a poster from the internet. Any poster... Do it with your group,
withyour partner. This is what you are going to do. You have to find a poster and then
you will give the why, how and so (showing the example of poster) How many do you
want? Three? Three why...three how...and one so. So is only the conclusion. You can
find your own picture, you can find your own poster with yourpartner. And is it find by
your phone. (and the ESP Instructor walking around to check the students work)Oke
have you find it? What is it about? Kenapa?

Mahasiswa: Belum

Instruktur ESP:(and the ESP Instructorwalking around to check the students work)
Oke have you find it? What is it about? Kenapa?

Mahasiswa: Belum.

Instruktur ESP:(The Instruktur ESP walking aroundand checking the studentswork)
Jangandi cari campaign in bahasa inggris gitu ya...carinya langsung ke topiknya kalian
maunya tentang apa. Misal, bullying cari pakai bullying nantik dapat. Carinya pakai go
greennmisalnya natik dapat. Atau mau campaign tentang religi, campaign tentang social
media,tentang plastik. Itu juga banyak

Mahasiswa : (the students discussion with their partner)

Instruktur ESP:(the Instruktur ESP walking aroundand checking the students work)
You just screen shoot the picture and then you are going to show it to your friends.
You don’t have to make a picture. Or draw anything. You just only make it the why, how
and so.

Mahasiswa : (the students discuss with their partners)

Mahasiswa : Miss? (Asking the question while showing his work)

Instruktur ESP: No..but, this is scalfoding not campaign. No..no..I’m not going to tell
that (use hand gesture). You have any volunteer to say that. Oke, find another poster.
You can find manual trick or another poster.

Mahasiswa : Bagaimana kalau ini miss (showing their work)

Instruktur ESP: Yes...that’s good (with smiling). Oke find the why. Oke now, find the
way at least..oke.. at least two minumum or three, tambahin lagi... selainmenganggu apa
lagi? Oke... boleh, boleh.. harus ada emosinya...

Instruktur ESP: Oke... get the topic?

Mahasiswa : (the students unclear talk)

Instruktur ESP: That’s good, find the why, oke now, find the why at least...it’s oke at
least two. Two minimum, or three is better. Minimum point why, how, so, just
conclusion. Oke make the why. Buat why nya seperti apa. Make a list five. Why you
should not drink alcohol.

Instruktur ESP: (the Instruktur ESP walking around and checking the students work
while smiling) oke... If you finish. You can start do your campaign. Yang sudah bisa
campaign duluan.

Mahasiswa: (the student rise his hand for asking question)

Instruktur ESP: Yes fadil (come to the students and see his work).

Mahasiswa: Kalau kayak begini gak papa? (the student unclear talk)

Instruktur ESP: Yes, you can (nodding)

Mahasiswa: (the students stand up and come forward)

Instruktur ESP: Oke, aldy and rifky. Oke show your picture with your friends.

Ya, read it a loud. Biar di baca yang keras. Read it a lot.

Mahasiswa: (Aldy’s group) we want to presentasi about the... (the student unclear talk)

how... If you wanna wear it you have to be on the treck.

Instruktur ESP: Oke... racing track

Mahasiswa: The second, if you wanna wear it your anxious must follow your
regulation (the student unclear talk)

Instruktur ESP: You have to use, wear itu yang di badan.

Mahasiswa: (Aldy’s group) Oya ya

Instruktur ESP: Oke, wear, use... the standard, Oke... just it?

Mahasiswa: (Aldy’s group) Oke thank you...

Instruktur ESP: Oke... thank you(with smiling) Everybody has already presented about
campaign. Let me tell what are we going to do for UTS next week. So, for UTS next
weekem... I will ask you to do the same activities today. So you are going to find poster.

Another poster. Ya... I hope you find another poster. Try to find another poster that still
interest you. Ya... Ada bayangan? Masih banyak hal hal yang lain, for example maybe
fast food, junk food, bisa dijadikan referensi. Reading, karena sekarang kan sudah
banyak orang yang jarang membaca, you can do the campaign; wash your hand; bisa
juga. Many others of campaign that you can use. So, I want to show you one poster that
interest you, individually. For UTS you should individually, we have practice today in
pairs. Now for UTS you will do it individually.

Instruktur ESP: Ya, I will tell you after this, that’s why we need the group whatsapp.
eee... the poster and the campaign should be in English, sama kayak yang tadi. And.....
you should give the why, how and so. Because, when you have enough time you can find
more evidence. Tadi kan evidencenya banyak gak ada karena waktu nya limited time. So,
for UTS if will be better for you to get more evidence, research and evidence for the why
and for the solution and think to do and the last one is so or the conclusion and the
restatement. Next, em... I want to don’t print the campaign. The campaign jangan di print. I
want you to screenshoot it and share in the group whatsapp. So that’s why I need the
group whatsapp. So, you will what it is reserve. Di booking duluan...this is my topic.

Jadi biar orang lain gakambil itu.....

Mahasiswa: Oh gak boleh sama?

Instruktur ESP: Ya, no.. (use hand gesture) the topic can be the same, the topic can be
thesame, topiknya boleh sama. But, the poster should be different and the explanation
should be different too. So, if you already have your own poster that you want to use for
your UTS. So, you can reserve in the group whatsapp. So your friends will take a
look and edit and find another poster. Can you invited me? Or sudah?

Mahasiswa : Sudah...

Instruktur ESP: Ok... so, I will check it your poster maximum paling lambat H-1 or day minus one. That’s the latest but, as soon as possible will be better. And then you can reserve bisa membooking for the poster that you are will use. Find the interesting topic dan apa yang kira-kira. Dan yang menurut kalian that you will be people should know about it. Ini orang-orang harus tau deh, orang-orang belum aware tentang hal ini. The think will be beneficial, bermanfaat. And then ya you have to share it next week for our UTS. Question?

Mahasiswa : No...

Instruktur ESP: No?, this is clear?

Mahasiswa : Yes...

Instruktur ESP: Prepare the why, how and so. You can bring your paper it’s oke... but only for checking, not for reading. Because I ask you to speak. So speak more naturally. Practice at home will be better. So, try practice at home. So, you can speak more naturally. Please donot reading. But I allow you to bring your paper is fine, only for checking. Just take a look a little bit is fine. Tapi, not reading. Tapi jangan di baca keseluruhan lah ya. Oke... questions? any more questions? no?

Instruktur ESP: Oke good... If you have something to ask you can ask in the group whatsapp. So I can response, as soon as possible. Thank you.

Assalamualaikum warrahmatullahi wabarakatuh

Mahasiswa : Waalaikumsalam warrahmatullahi wabarakatuh
Appendix-1a2. The transcription of classroom observation
Classroom Observation II

Object of Observation: ESP Instructor
Class observed: A
Observer: Sulastri
Date of observation: Friday, 26th April 2019
Time of observation: 07.15-08.52 a.m.
Place of Observation: 3.02 GKB 2 UMM, Malang
Department: Accounting
Skill: Speaking

Instruktur ESP: Assalamualaikum warahmatullahi wabarakatuh.
Mahasiswa: Waalaikum salam warahmatullahi wabarakatuh

Instruktur ESP: Oke, checking attendance first. (the instructor check the attendance)
Oke for sharing session, can we continue? Who are incharge for today? Siapa yang
giliran sekarang? Fikri ya? Oke, so maybe next week aja. For next week... yang terakhir
firda sama yiyi kemarin, so fikri... fikri is here? No?

Mahasiswa: No...

Instruktur ESP: Oke, checking attendance first. (the instructor check the attendance)
Oke for sharing session, can we continue? Who are incharge for today? Siapa yang
giliran sekarang? Fikri ya? Oke, so maybe next week aja. For next week... yang terakhir
firda sama yiyi kemarin, so fikri... fikri is here? No?

Mahasiswa: No...

Instruktur ESP: Oke, checking attendance first. (the instructor check the attendance)
Oke for sharing session, can we continue? Who are incharge for today? Siapa yang
giliran sekarang? Fikri ya? Oke, so maybe next week aja. For next week... yang terakhir
firda sama yiyi kemarin, so fikri... fikri is here? No?

Mahasiswa: No...

Instruktur ESP: Oke, checking attendance first. (the instructor check the attendance)
Oke for sharing session, can we continue? Who are incharge for today? Siapa yang
giliran sekarang? Fikri ya? Oke, so maybe next week aja. For next week... yang terakhir
firda sama yiyi kemarin, so fikri... fikri is here? No?

Mahasiswa: No...

Instruktur ESP: Oke, checking attendance first. (the instructor check the attendance)
Oke for sharing session, can we continue? Who are incharge for today? Siapa yang
giliran sekarang? Fikri ya? Oke, so maybe next week aja. For next week... yang terakhir
firda sama yiyi kemarin, so fikri... fikri is here? No?
Instruktur ESP: The taste... what else?
Mahasiswa: Colour, texture

Instruktur ESP: The texture, the colour (while write on the white board) ... oke... is it colourful or not? Which one do you prefer? colourful or not colourful food? Makannya penuh warna atau gak?
Mahasiswa: Colourful

Instruktur ESP: Colourful. Oke... next for cosmetics what will you say?
Mahasiswa: Skin care

Instruktur ESP: Oke skin care... what is your review about skin care?
Mahasiswa: Quality...

Instruktur ESP: Oke, contain... advantage... halal (while write on the white board)
Mahasiswa: No mercury

Instruktur ESP: No mercury... oke. What else? (while write on the white board)
Mahasiswa: Quality

Instruktur ESP: Smooth... the price... (while write on the white board) maybe?
Mahasiswa: Yes...

Instruktur ESP: Oke, next... for games boys... what things you review from games?
Mahasiswa: Fun...

Instruktur ESP: Ya
Mahasiswa: Fun or not

Instruktur ESP: Fun or not... what else?
Mahasiswa: Expensive or not

Instruktur ESP: Yes... expensive... the price. What else?
Mahasiswa: Enough or not

Instruktur ESP: Ya... on your phone?
Mahasiswa: Yes...

Instruktur ESP: What is it? Legging or not leg ya?
Mahasiswa: Spect

Instruktur ESP: The spect. Oke... the spect ee... the spect on your phone is it... what is its suitable or not for your games... oke. Spect (while write on the white board) Fashion. Your cloths for example... we are going talk about?

Instruktur ESP: Oke... kita masih bisa menggunakan yang lain. selling. So, this is not Next... ehh... promoting heredoesn’t mean your are going to sell. No... doesn’t mean about selling (while write on the white board). We are talking about when we promote something it means we endorse. Another word for endorse? Recommend (while write on the white board). Sering denger kan?

Mahasiswa: Ya...

Instruktur ESP: Ya... bisa dibilang endorse... bisa dibilang recommend. Jadi kalau bukan berarti selling. It means we are going to endorse. Apa si sebenarnya arti kata endorse itu?
Mahasiswa: Mempromosikan

Instruktur ESP: Iya mempromosikan. Jadi endorse itu ehh... kalian dikasi metah aja barangnya, kalian pakai dulu baru kalian endorse. Apa ya... kalian dalam bahasa indonesianya. Kalian pakai dulu baru kalian promosikan. Jadi, tidak hanya promosi tapi dia harus pakaidulu baru dia bilang itu namanya endorse. Tapi kita gak... tahu selebgram-selebgram itu benar pakai atau gak. Tapi arti sebenarnya endorse dia harus pakai dulu baru dia

Mahasiswa: Review
Instruktur ESP: Eh... yes review. Ya... that’s endorse. Recomend bisa juga suggest (while write on the white board). Bisa juga introduce (while write on the white board). Bisa. Kan banyak juga barang -barang yang sebenarnya kita jugabelum tahu. So endorse, recommend, suggest, introduce atmaybe also support. Jadi, kalau promote kita berhubungan dengan endorse, berhubungan dengan recommend, and one more review. Jadi berhubungan dengan endorse, recommend, suggest, introduce, support, and review (while write on the white board). Later on, jadi nanti when you are promoting something after this. When it is your turn to speak. Giliran kalian ngomong nanti. You can use this word. Kalian bisa menggunakan kata-kata ini (pointing the white board). I want endorse bla blabla... or I want to promote bla bla bla.... I want to recommend you about bla bla bla.... I want to Introduce for this apart, I want to support this product because this is a local brand for example. Or I want to give a review. So, this is the word that you can use to promoting product. Questions?

Mahasiswa: Brand ambassador

Instruktur ESP: Brand ambassador itu untuk people. The person. Orangnya itu namanya brand ambassador. Apa ya... duta brand. Yes, brand ambassador juga brand maksudnya. Oke... any another question? Ada pertanyaan?

Mahasiswa: No...

Instruktur ESP: No question? No... oke. I am going to give you the example. Oke let me promote this... oh, before we promote, before give you the example I want to say that when we promote something there at least two things that we should be able to do. Ada dua hal yang harus kita lakukan. The first is describe (while write on the white board). Kita harus bisa mendeskripsikan. Apa si describe itu?

Mahasiswa: Menggambarkan


Instruktur ESP: Eyes... What else?

Mahasiswa: Ears...

Instruktur ESP: We use our ears (while pointing her ears). Ears biasanya untuk mempromosikan apa? Bisa food... bisa juga cloths (while write on the white board). Kalau ears biasanya untuk mempromosikan apa?

Mahasiswa: Music

Instruktur ESP: Music. Yes, music, song (while write on the white board).

Mahasiswa: Band...

Instruktur ESP: Movie, yes. Band (while write on the white board). What else? Gimana caranya kalau mendescribe menggunakan ears? Kalau music gimana kamu rekomendasi music is good because use your ears?

Mahasiswa: Easy listening...

Instruktur ESP: Easy for listening, the beat is not too hard,

Mahasiswa: The genre is soft

Instruktur ESP: The genre is soft, and the meaning is what is it, and the lyric is meaningful misalnya itu kan bisa menggunakan ears.

Mahasiswa: Comfortable or not

Instruktur ESP: Make you comfortable or not. Eyes, ears, what else? Apa aja kanada
five senses. Yang belum disebut... Ini di sebut (pointing her tongue)  
Mahasiswa  

: The tongue  

Instruktur ESP: Buat ngedeskripsikan apa kalau tongue?  

(while write on the white board)  

Mahasiswa  

: Taste  

Instruktur ESP: The taste...yes. apa aja macam-macam taste?  

Mahasiswa  

: Salt  

Instruktur ESP: Salty, sour, bit, pahit in english?  

Mahasiswa  

: Bit  

Instruktur ESP: Bitter  

Mahasiswa  

: Oiya  

Instruktur ESP: Bitter pahit. Kalau gak ada rasanyain english?  

Mahasiswa  

: Hambar  

Instruktur ESP: Hambar. In english is trite. Jadi kita punya hambar selain trite bit, sour salty... kalau salt garam kalau asin salty. Kalau pedes?  

Mahasiswa  

: Bit  

Instruktur ESP: Bitter  

Mahasiswa  

: Rough  

Instruktur ESP: Bitter(raf)  

Mahasiswa  

: Rough  

Instruktur ESP: Ini ya masih ingat, harus di bacanya f. Sama seperti ini rough tough, Oke?  

Mahasiswa  

: Food  

Instruktur ESP: Parmfume. What else? Maybe food too?  

Mahasiswa  

: Yes..  

Instruktur ESP: Our nose. Yes...it’s about the smell. apa aja yang mendeskripsikan menggunakan nose? Atau smellnya?  

Mahasiswa  

: Perfume  

Instruktur ESP: Our nose. We also give opinion. That usually the good ones.  

Mahasiswa  

: Rough  

Instruktur ESP: Bacanya apa?  

Mahasiswa  

: Rough(raf)  

Instruktur ESP: Ini ya masih ingat, harus di bacanya f. Sama seperti ini rough tough, Oke?  

Mahasiswa  

: (silent response)  

Instruktur ESP: No.. so, when you endorse, you describe and you also give opinion (while write on the white board). Kadang kadang give opinion sama describe jadi satu jugasama saja. Jadi at least two element for today when you promote something. The first thing you are going to do is to describe it. Harus bisa mendiskripsikan disini there are five senses. And the second, you should be your apa? Give your opinion. That usually the good ones. Opini yang bagus-bagusaja. Yang jelek-jelek disimpan. Nanti gak laku barangnya (withsmiling) Oke? endorse gak boleh ngomongin yang jelek-jelek. Oke. just it? Question No? I’m going to give you the example. I’m going to endorse this to you(showing the book the authentic material). I’m going to promote this for you. Thi is a novel. The title you can read what is it the title? Beats a part? And the writer here is alanda kariza and kevin aditya. Oh okel want to tell you that this novel or this book is very great and interesting. And I’m going to show you why. This is a novel. This is actually novel but it was presented in a poetry style. You know what is poetry? Or poem, apa si poem? Puisi. Yes. So, this is a novel but it was presented like a poem, in a poetry
style. Jadi dia tulisannya gak paragraf-paragraf itu. But like this... like this... *(showing the book)* oke, so that for make interesting. Because this isn’t just like usual novel. This unique and presented in a poetrystyle. And then... this novel can be suitable both for a man and a woman or a male and female. Why? Because every chapter was written. The writer here is of female and one male. And every chapter here in this book let me show you for example, the first chapter was written by female and then the next chapter can be written by male *(while open the book)*. Where is it? *(looking for the page)*. The next chapter will be continue by male *(showing the page of the book)*. So every... the next chapter will be continue by female. So, this story will be more complete because both. Yes... because both male and female have their part to tell this story. So, both male and female can read this. And, e... the author here on the second editor actually Indonesian. But, they write it in full English. So, this are was written full in English. So, but you don’t have to worry. Because, they the story here is was illustrate very clearly. Ceritanya itu diilustrasikan dengan sangat jelas. For example kalau ada kata *(while write on the whiteboard)*. Tau arti deeper?

**Mahasiswa**: Dalam

**Instruktur ESP**: Jadi jatuh... lebih dalam. jadi dalamnya itu diilustrasikan seperti Ini. Maksudnya perlahan-lahan mendalam ya,... jadi, you can understand the word Jadi kata-katanya itu easy. You can understand because was illustrated. Sudah di ilustrasikan, that you can understand. And then, the story is not heavy at all. Tidak berat sama sekali. Is about love triangle. Cinta segitiga. And is not heavy tidak sulit sama sekali arinya apa life... life story and then. But the past is you can learn english in a path way. Bisa belajar. You know pathway? Because not pressure at all. Kan kalau baca novel tidak ada pressurenya ya. Just for fun. And then you can enrich your English. Bisaambah bahasa inggrisnya. And then the last one emm... the price... this is cheap. And I guarantee you this is very worth to buy. The story is good and then you can also learn English from this now. Oke, questions? You ready to do something like that?

**Mahasiswa**: No...

**Instruktur ESP** *(with smiling)*: You should do... *(with smiling)*

**Mahasiswa**: Yes...

**Instruktur ESP**: Yes ... you should say yes. Kalau gak kenapa? Apa yang kurang masih? apa? No?

**Mahasiswa**: *(with smiling)*

**Instruktur ESP**: Yes, masih yes, atau no sudah? Yes? Ready? *(with smiling)*

**Mahasiswa**: Yes...

**Instruktur ESP**: Ok... yes... ya. Oke, before you are going to describe something kalau promote, I want you to prepare one piece of paper like this *(showing the example of piece of paper)*. Satu lembar kertas like buy and toss *(the ESP Instructur show the example)*. Buy means that you are going to buy that the things your friends endorse. Toss means That you don’t need it. That you are going to play judging here.

**Mahasiswa**: Oh ya... *(meaning that the students understand what they should do)*

**Instruktur ESP**: Prepare one piece of paper. Jadi kita after your friends promote. jadi nantinya mereka promote satu persatu and then you are going to decide that you want to buy it or toss it. Buy means that you are going to buy the things that they are endorse. Toss means you don’t need it. Oke, prepare one piece of paper. Satu lembar kertas. Oke... I want it you to write it use board maker ya jangan pakai bulpen. Using that you don’t need it. That you are going to play judging here. boardmaker. Biar kelihatan *(the*
ESP Instructors gave the boardmaker). The things that you are going to promote is with you right now. Jadi something in your bag. Jadi sesuatu yang di tasnyaaor something that you wear atau bisa jadi sesuatu yanglagi dipakai saat ini, up to you. Tapi the things should be real. Bendanya harus ada saat ini. Oke...? Is it clear haki, pampam (approach and pointing haki and pampam)

Mahasiswa : Yes...

Instruktur ESP: Oke... good. Prepare your piece of paper and then prepare your things. Bendanya apa. Oke... for the info. Untuk info-infonya I want you to give at least five points or five info about the product. The description could be. Your opinion could be.

Mahasiswa : Berapa miss? (student unclear talk)

Instruktur ESP: Five. Five things about your product. Najwa is it clear? (approach najwa). Hm...? sudah ada benda yang mau di promote?

Mahasiswa : Ada.

Instruktur ESP: Oke.. good (with smiling). Could be your handphone boleh, your jacket, could be your bag, your veil, up to you anything that you will be interested. Yang kira-kira temannya bakal tertarik. And then you can also be extra. Boleh lebay.

Mahasiswa : Miss?.. (asking the question)

Instruktur ESP: Yes (approach the students)

Mahasiswa : Kalau jilbab bahasa inggrisnya apa? (pointing her jilbab)

Instruktur ESP: Veil. Boleh veil. Tapi sekarang orang orang pakai kata hijab jugagak papa (smiling). Oke... how many minute do you need it? Berapa menit yang diperlukan?

Mahasiswa : Ten minute

Instruktur ESP: Good job (smiling). Five things about it (and the the ESP Instruktur walking around the class and check the students work)

Instruktur ESP: You can ask question ya... you can ask me (with smiling and while walking around the class). Oke how is it? Sudah ada bendanya? (checking the students work while offer help for the student with smiling)

Mahasiswa : Sudah.

Instruktur ESP: Oke... good (smiling)

Mahasiswa : Kalau ini apa namanya miss? (pointing his bag)

Instruktur ESP: Slim bag. Slempang slim bag, kalau tasnya dua bag pack. (the ESP instructor walking to the class while checking the students work and offer help) Buy and toss.. sudah tossnya redwan?

Mahasiswa : Belum... (smiling)

Mahasiswa : Miss?

Instruktur ESP: Yes.. (approach the students)

Mahasiswa : Jamin..

Instruktur ESP: Jamin apa? oh jamin? Guarantee. The guarantee

Mahasiswa : Miss?

Instruktur ESP: Iya? (approach the students)

Mahasiswa : Lima ya miss?

Instruktur ESP: At least... minimum. minimum five. Kalau lebih boleh. Maximumen. Maximum, minimum five. Five things. Then, the ESP Instructor back to walking around the class and checking the students work while offer the help) have already finish?

Mahasiswa : (silent response)

Instruktur ESP: Finish? (ask the students)

Mahasiswa : No...
Instruktur ESP: Oke...after this you are going to perform, promote your product in the task and you friends will be decide whether they want to buy it or toss it. Nanti kalian tunjukin mau buy atau mau toss.

Mahasiswa : Boleh dua-duanya? (with smiling)

Instruktur ESP: No...just one.(Smiling)

Mahasiswa : Miss...

Mahasiswa : Kalau sambil baca gak papa miss?

Instruktur ESP: You can bring your note, yes...let’s you endorse.

Mahasiswa : (the students come forward)

Instruktur ESP: Oke Rafli...oke the others you should be listen to Rafli. Rafli and whether you want to buy or toss.

Mahasiswa : (Rafli) e.....Assalamualaikum warrahmatullahi wabarakaatu

Mahasiswa : Waalaikum salam warahmatullahi wabarakaatu.

Mahasiswa : (Rafli) oke, ladies and gentlelman (smiling)

Instruktur ESP: Yes... (smiling)

Mahasiswa: (Rafli) allow me to introduce my mobile phone. I will endorse you to use the..my phone. My phone is ADVAN J2. Have you ever heard? (smiling)

Mahasiswa : No...

Instruktur ESP: No...what is that?

Mahasiswa : (Rafli) This is ADVAN (smiling)

Mahasiswa : Ya... of course (laughing)

Mahasiswa : (Rafli) why I recommended you to buy this phone

Instruktur ESP: Ya...

Mahasiswa : (Rafli) because the view like iphone (while showing the phone)

Instruktur ESP: Oh... oke

Mahasiswa : (Rafli) The first view like iphone. This phone have e...three...REM?

Instruktur ESP: RAM

Mahasiswa : (Rafli) three RAM and sixty four internal storage.

Instruktur ESP: ehem...

Mahasiswa : (Rafli) sixteen megapixel from camera and eight megapixel from back kamera. The camera is very-very clear.

Mahasiswa : Very... (some students repeat the word “very-very and smiling)

Mahasiswa : (Rafli) And then next this phone is very unique because at e...brand

Instruktur ESP: Sorry?

Mahasiswa : (Rafli) like e... two account

Mahasiswa : (Rafli) Yes. If the other phone the brangkas is in the in here

Instruktur ESP: Oke...

Mahasiswa : (Rafli) and in here (showing the mobile phone)

Instruktur ESP: You should have password.

Mahasiswa : (Rafli) Yes password. And here the brangkas. (Rafli showing the brangkas as in his mobile phone to the ESP Instructor).

Instruktur ESP: Oke...

Mahasiswa: (Rafli) With the people not know the password. They can not to open
your secret or your mode secret. And then if you buy this phone you will getfree
headset(pointing his ear) and this is (showing his mobile phone).

Instruktur ESP: Number?

Mahasiswa : (rafl) No.. but sreecet water

Instruktur ESP: Yes. Screen water.

Mahasiswa : (rafl) Get free

Instruktur ESP: Oke...

Mahasiswa : (rafl) The capacity of batrey is four thousand MaH.

Instruktur ESP: Oke...

Mahasiswa : (rafl) The sound is you can hear? The sound is clear (rafl play
music) oke... (while singing)

Mahasiswa : (the other students laugh)

Instruktur ESP: (smiling)

Mahasiswa : (rafl) and you can change the background just with one touch like
this (rafl show how to use)

Instruktur ESP: aaa oke (smiling)

Mahasiswa : (rafl) Oke...

Instruktur ESP: Likes a magic

Mahasiswa : (rafl) Likes a magic

Instruktur ESP: (smiling)

Mahasiswa : Uwe... (smiling)

Mahasiswa: (rafl) The phone sleep like this. This is e... four or five breakdown but
this is still good. This is strong

Mahasiswa : Coba (the other student)

Instruktur ESP: No... no... (with smiling)

Mahasiswa : (rafl) no... (smiling)

Mahasiswa : (laughing)

Mahasiswa : I recommend you. This my phone and I recommended you to but this
because this is e... cheap and you can get the facility ADVANCE in this phone

Instruktur ESP: Oh... oke... how many buyers? Rise your paper... will you buy it or you
toss it. The explanation is great. Buy or toss? Buy or toss? Rise your paper... I'm going to
Count. Oke buy... one, two, three, four, five, oke sixseven, nine, ten, one, two,
you? Buy or toss? Ok... fadi? Toss? Aldy? Buy... oke two, three, you
have thirty buyers.

Mahasiswa : (rafl) Thank you...

Instruktur ESP: Yes thank you rafi... (with smiling) next. Who wants to be thenext? It
could likes iphone. Next come on... tito? No... rifki?

Mahasiswa : (tit) I just receive the bottle from...@botol cakep. And... I want to
recommended this because e... the bottle have many colours

ESP Instruktur: ehem...

Mahasiswa: The colours like blue, red, yellow, and mine is stone. And the size is large
Eight hundred mili and then the botle is ringan. Without water or pouring water. And the
bottle is available. You cant do it... (hit the bottle “tok tok”)

ESP Instruktur: Oke... strong... (smiling)

Mahasiswa: (tit) smiling) Strong and the last the price is very cheap. Just ninety five
thousand rupiah. So, just hurry up and cek for in this... @bottle pecah.

ESP Instruktur : Oke... (smiling)
Mahasiswa : (tita) Because know is give ten percent this month.
ESP Instruktur: Oke...ten percent discount...
Mahasiswa : (tita) Oke.. thank you...
ESP Instruktur: Oke how many buyers
Mahasiswa : Waalaikum salam warahmatullahi wabarakatuh.
ESP Instruktur: Waalaikum salam warahmatullahi wabarakatuh. Oke...buy? or toss it?
eight, nine, ten, one, two, three, four, five, six, seven, ini... siapa? Buy or toss? Oke..
Oke buy...one, two, three, four, five, six, seven, ini... siapa? Buy or toss? Oke..
Mahasiswa : (tita) Thank you...
ESP Instruktur : Thank you tita.. that’s good presentation. Oke.. next? Come on...no
Mahasiswa : No..
ESP Instruktur : Oke.. the time is up so, yang lain-lain hangus atau dikasih kesempatan?
Mahasiswa : Dikasih kesempatan
ESP Instruktur : Kelasnya mau di pakai kan?
Mahasiswa : Yes...
ESP Instruktur : The class will going to be use. So.. e.. the others will perform
next week before we start the discussion again. Oke?.. thank you for today.
assalamualaikum warahmatullahi wabarakatuh.
Mahasiswa : Waalaikum salam warahmatullahi wabarakatuh.
Appendix-1a3. The transcription of classroom observation
Classroom Observation III

Object of Observation: ESP Instructor
Class observed: A
Observer: Sulastri
Date of observation: Friday, 10th May 2019
Time of observation: 07.45-08.37 a.m
Place of Observation: 3.02 GKB 2 UMM, Malang
Department: Accounting
Skill: Speaking

Instruktur ESP: Assalamualaikum warahmatullahi wabarakatuh
Mahasiswa: Waalaikum salam warahmatullahi wabarakatuh

Instruktur ESP: Oke, thank you for coming...and happy fasting (smiling) what do you think? Gimana rasanya? What do you feel?
Mahasiswa: Freeze

Instruktur ESP: Sleepy after sahur? (smiling)
Mahasiswa: Yes...

Instruktur ESP: Yes? A... do you have sleep before this class?
Mahasiswa: Yes...

Instruktur ESP: Langsung tidur?
Mahasiswa: Yes...

Instruktur ESP: Ya tidur.. habis sahur langsung tidur? Do you sleep? (smiling)
Mahasiswa: Yes...

Mahasiswa: Sleepy after sahur? (smiling) one hour?
Mahasiswa: Hehe (laughing)

Instruktur ESP: Oke... is it enough?
Mahasiswa: No...

Instruktur ESP: No..? (smiling) do you want sleep again after this?
Mahasiswa: Yes...

Instruktur ESP: Yes.. oke.. just your life. Hak kalian...Who are incharge? Ica and?...Who are incharge? Ica and?...
Mahasiswa: Viva...

Instruktur ESP: So, they are not here?
Mahasiswa: No...

Instruktur ESP: Oke.. how about the plans? do you prepare the plans?
Mahasiswa: Yes...

Instruktur ESP: Yes.. oke.. oke just share about your plans. cita? From you...you just sit on your sit oke.. do you still remember about the topic? What are they The five topics. The first is apa aja kemaren? career, the second is study.. and then? Vocation.. and? Oke...how about, the expression? Ada apa aja kemarin ekspresionnya?
Mahasiswa: I want..

Instruktur ESP: I want...I’m going to, I let to and..I will.. oke...just good. Now cita. What’s your topic?

Mahasiswa: (tita) Career
Instruktur ESP: Oke.. tell me about it. Tell us.

Mahasiswa: Disini aja miss?

Instruktur ESP: Yes.. you just sit in there
Mahasiswa: (tita) Hello guys...
Instruktur ESP: Hello cita...(smiling)
Mahasiswa: Hello.
Mahasiswa: (tita) I want to sharing my planning about career. First, I want to be banker or employee. Because this is my dream since junior high school. Second, I want to work in my city. Because it is not for from my family. And to be career woman. I want be confidence because the skill to get a job. And... about salary I want the salary to switch my job. Maybe four until seven millions. And the last, I want work in company like... BRI, BNI, or other domestic company. Thank you.
Instruktur ESP: Oke... good... thank you cita for sharing... have sit here (the student who came late). Oke tita, you choose
Mahasiswa: (tita) Sinta...
Instruktur ESP: Oke sinta... what is your topic sinta?
Mahasiswa: About a study....
Instruktur ESP: About a study? Oke.... tell me about a study for your friends.
Mahasiswa: (sinta) Hello guys, I want tell my plan about my study future plan.
Instruktur ESP: Yes..
Mahasiswa: (sinta) start from this year... I will try to register scholarship in my study. First of all... I will register scholarship university level and in the future I will try to register national level scholarship.
Instruktur ESP: Oke... amin (smiling)
Mahasiswa: (sinta) amin. ya Allah (smiling) and next I will join competition such as; debate, spech, and etc to give me experience and fill my CV. After that I plan to take English course... because English is international language and almost all countries use English language. And if I have opportunity I plan to try e... register a scholarship abroad maybe sakura or erasmus plus and finally I will graduate on time.
Instruktur ESP: Oke.. just very good plan. thank you sinta for sharing (smiling) that’s inspiring. You can choose what do you want listen from?
Mahasiswa: (sinta pointing in the right hand)
Instruktur ESP: Oke, firda.. what’s the topic firda?
Mahasiswa: (firda) Vocational... I want sharing my plan in the future... I want go to... Yogyakarta. After the final exam. I will spend my holiday there in the beach and especially in Malioboro. And I will go there in the morning. I want enjoy the trip and also the vocation. And Yogyakarta is very nice city and especially the food. That is the experience my vocation with my family.
Instruktur ESP: Experience or plan? (smiling)
Mahasiswa: (firda) e.... plan.
Instruktur ESP: e... plan ya... bukan experience. Kan kalau experience sudah terjadi. It’s about the plan. Jadi belum jadi experience. Oke.. thank you firda for sharing... e...
Bisa mundursedikit mungkin.. so anja other friends bisa kelihatan. Oke.. firda... do you want to choose or pick it by the order? Pilih atau urut aja?
Mahasiswa: (firda) Pilih aja...
Instruktur ESP: Oke. choose. Who do you want to choose? (smiling)
Mahasiswa: (firda) Redwan..
Instruktur ESP: Redwan... oke Redwan.. what is your topic?
Mahasiswa: (redwan) My topic is ...(the students unclear talk)
Instruktur ESP: (smiling)  
Mahasiswa: Hehhehe... ciye... (laughing, smiling and kidding)  
Mahasiswa: (redwan) After I graduate in University of Muhammadiyah Malang on time and get the minimum grade point... the average.  
Mahasiswa: Hahah (the other students laughing)  
Mahasiswa: (redwan) bentar. (she asking his friend) average on three point five in the first semester, to the next semester.  
Instruktur ESP: Four point o?  
Mahasiswa: (redwan) iya...  
Instruktur ESP: Four point five?  
Mahasiswa: Three point five.  
Instruktur ESP: Ow. Three point five  
Mahasiswa: Three point five.  
Instruktur ESP: Three point five, oke....  
Mahasiswa: (redwan) but I know....(the students talk unclear)  
Instruktur ESP: Yes... you know what?  
Mahasiswa: (redwan) I... (the student talk unclear)  
Instruktur ESP: Yes.. your parent [smiling], mereka gak terima semua gak mau bagi-bagi parent ya... (smiling)  
Mahasiswa: (redwan smiling)  
Instruktur ESP: My parent... my parent... kalau our parents semuanya (smiling)  
Mahasiswa: (redwan) my parent....  
Instruktur ESP: Yes.. your parent (smiling), mereka gak terima semua gak mau bagi-bagi parent ya... (smiling)  
Mahasiswa: (redwan) Oke... my parent.  
Instruktur ESP: Ya...  
Mahasiswa: Ya... hehehe (laughing and give applause)  
Instruktur ESP: Give applause, oke redwan, you choose who do you want to listen for next?  
Mahasiswa: Dewi...  
Instruktur ESP: Oke dewi. What is your topic?  
Mahasiswa: (dewi) Holiday. My family and I are going go to Yogyakarta. We are going to spend holidays. We have plan a trip Yogyakarta for five ago. Yogyakarta is my first place off road that I will travel too. I am so excited about itee...(the student unclear talk) Yogyakarta is a place that will be in the first day is the place that will build beside we also go to Malioboro, because my mother wantgo there.  
Instruktur ESP: Oke... so, you want go to Malioboro.. we have also some of yougo to Yogyakarta... firda ya? Ya... firda tadi juga she wants to go yogyakarta. So, you can both can share bisa cerita-cerita  
Mahasiswa: (Dewi) Yes... I `m going with firda (smiling )
Instruktur ESP: You can share mau kemana aja nanti rencananya ... Malioboro. now, who do you want to listen next?
Mahasiswa : Habis.
Instruktur ESP: Habis?
Mahasiswa: Habis.
Instruktur ESP: Oke sudah semua ya?
Mahasiswa: Sudah...pampam... pampam...
Instruktur ESP: Oke.. so, we have still have time for sharing session. We have..viva.. viva is not here?
Mahasiswa : Ada..
Instruktur ESP: Oke viva for sharing. You just sit there is fine...
(because viva wants to come forward)
Mahasiswa:(viva) I go with e.. I go to the sendiki beach with nida, dewi, and others we go there that hard trip because that e.. spent a lot of time two until three hour... to arrived there
Instruktur ESP: Why you say is hard? Why you say is hard? Because the road...the road...the road is...meliuk liuk itu apa si? (Smiling)oke...
Mahasiswa : Zig zag...and e...  
Instruktur ESP: Up and down.. and then what hapen there? When you arrive there, what happen?
Mahasiswa : Sampai sana pulang (the other student said hile smiling) No..
(viva said while smiling)
Instruktur ESP:Sampai sana pulang and the story at all (smiling)
Mahasiswa : (viva) When I arrived there
Instruktur ESP: Yes...
Mahasiswa:(viva) e.. we also should e... walk ..e.. walk up and down to arrive the beachAnd after that we take a lot of picture there...
Instruktur ESP: You take a lot of picture?
Mahasiswa:(viva) Yes..we also picnic and share and.. and.. gossip (smiling)
Instruktur ESP:(smiling)
Mahasiswa : (viva) Gossipnya baik-baik (smiling) just it
Instruktur ESP: After you go there you want to repeat the trip?(with smiling)  
Mahasiswa : (viva) No. Just one time..
Instruktur ESP:Oke... (smiling) Thank you for sharing viva. Now, I want to ask your opinion. So, which one do you prefer technical like usual or circle? Oke... so because I am afraid that if you have to.. what is it to speak in front of the class will be more nervous for you.ya.. will be nervous...more pressure, so for next week, we are going to have the same mood, learning mood, we have going to have the circle. Oke... is it fine?
Mahasiswa : Fine...
Instruktur ESP: Oke.. thank you very much for today. See you again next week
Assalamualaikum warrrahamatullahi wabarakaatu
Mahasiswa : Waalaikum salam warahmatullahi wabarakaahu
Instruktur ESP: Oiya for sharing session next week before you forget, we are going to havefadiayah sudah ya? Oke...oke..please arrange again the sit and thenyou can leave the class.
Appendix-1a4. The transcription of classroom observation

Classroom Observation IV

<table>
<thead>
<tr>
<th>Object of Observation</th>
<th>: ESP Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class observed</td>
<td>: A</td>
</tr>
<tr>
<td>Observer</td>
<td>: Sulastrri</td>
</tr>
<tr>
<td>Date of observation</td>
<td>: Friday, 17th May 2019</td>
</tr>
<tr>
<td>Time of observation</td>
<td>: 07.54-08.38 a.m.</td>
</tr>
<tr>
<td>Place of Observation</td>
<td>: 3.02 GKB 2 UMM, Malang</td>
</tr>
<tr>
<td>Department</td>
<td>: Accounting</td>
</tr>
<tr>
<td>Skill</td>
<td>: Speaking</td>
</tr>
</tbody>
</table>

**Instruktur ESP:** Assalamualaikum warrahmatullahi wabarakatuh

**Mahasiswa:** Waalaikum salam warrahmatullahi wabarakatuh

**Instruktur ESP:** Oke, thank you for coming today, sorry for a little bit late, because I forget that I put my key that’s why I search around... that’s why I am late. I am sorry ya... checking attendance first. (Instructor checking the student’s attendance).

For today who want incharge? Dewi and cita? you want to share?

**Mahasiswa:** Iya (cita) Assalamualaikum warrahmatullahi wabarakatuh

**Mahasiswa:** Waalaikum salam warrahmatulahi wabarakatuh

**Instruktur ESP:** Waalaikum salam warrahmatullahi wabarakatuh

**Mahasiswa:** (cita) I want to sharing about my favorite song...

**Instruktur ESP:** He eh (nodding)

**Mahasiswa:** The title is empty space from james arthur e... this song made by jamesarthur when he broke up with his girl friend. So that, each word in this song very have deep meaning. And then I love this song because it has deep meaning for the listener especially from me and this song tell the story of the condition of feeling that doesn’t believe love someone who love because of his. This song about who loves someone in their live and then must beface with thestruggle to face this. Finally this is ee... (the students talk unclear) to strong because this song very has deep meaning.

**Instruktur ESP:** Is it new song?

**Mahasiswa:** (cita) The title is about aicho... I think the film is my best favorite film that I ever watch.

**Instruktur ESP:** Oke (nodding)

**Mahasiswa:** (cita) Good morning?

**Instruktur ESP:** Morning...

**Mahasiswa:** Morning...

**Mahasiswa:** (ica) I want to sharing about the movie. The title is about aicho (the students talk unclear). I think the film is my best favorite film that I even watch.

**Instruktur ESP:** Oke (nodding)

**Mahasiswa:** (ica) Because this movie good. This film is true story and the American about the story loyal dog is very special. It almost like life story people who loves dog can connect with this film the morality about love, loyalty, friendship. As

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human we have to loyal to someone who love us. The students talk unclear.

Instruktur ESP: Oke that’s all... thank you ica for sharing. It’s legend ya...this is legend any body else watch movie? Yes? No?

Mahasiswa: No...

Instruktur ESP: This is very catchful. This original is from japan? Yes? askingfor ica) doyou watch from the japan version? It’s only from American version ya..

Mahasiswa: ica noding)

Instruktur ESP: Do you watch depression?

Mahasiswa: Yes...

Instruktur ESP: Ya me too thank you ica for sharing. Any one else? Yang masih utang-utang yang sering gak masuk? Ada? No? Oke.. kita cek lagi ke atas... tito you want toshare something?

Mahasiswa: Yes... (tito noding

Instruktur ESP: Oke...oke tito...

Mahasiswa: Assalamualaikum warahmatullahi wabarakatuh

Instruktur ESP: Waalaikum salam warahmatullahi wabarakatuh

Mahasiswa: Walaikum salam warahmatullahi wabarakatuh

Mahasiswa: :tito) I want to share about movie.. but not specific movie...e..the genre

Instruktur ESP: Genre?

Mahasiswa: :tito)Yes...I like movie the genre like....heros, the produces of by marvels. So, I collect every movie.

Instruktur ESP: Ya collect the detail?

Mahasiswa: :tito) yes.I like ron man, hulk, batman, superman, the genre is menaikanadrenaline? (Asking how to say in English)

Instruktur ESP: Oh.. make your hearth beat so fast

Mahasiswa: :tito) Yes...make my heart beat so fast (smiling)

Instruktur ESP: Eager your adrenaline

Mahasiswa: :tito)eager my adrenaline(smiling) and disamping? (Asking how to say in English)

Instruktur ESP: Beside that...

Mahasiswa: :tito) Beside that...e... thriller genre

Instruktur ESP: Thriller? Oh thriller...

Mahasiswa: :tito) Yes...like a murder...

Instruktur ESP: Psycho.....pscho....?

Mahasiswa: :tito) Yes psycho... I like so...much

Instruktur ESP: The show?

Mahasiswa: :tito) Yes... murder..an mystery (smiling)

Instruktur ESP: Ya...(smiling)what this reason?

Mahasiswa :tito) because e...the genre make me interest... penasaran (smiling)

Instruktur ESP: Oke...

Mahasiswa :tito) Maybe that’s all

Instruktur ESP: So, who is the best hero that you ever watch? Your favorite?

Mahasiswa :tito) Ow... my favorite is...favorite heros character?

Instruktur ESP: Yes....

Mahasiswa :tito) Hulk...

Instruktur ESP:Hulk? (smiling), oke, why hulk?
Mahasiswa: (tito) Because the temperament, e..
Instruktur ESP: e.. huge?
Mahasiswa: (tito) Yes...
Instruktur ESP: Is so big?
Mahasiswa: (tito) Can...transform
Instruktur ESP: Oh ya... (nodding) I think... every heros can transform? No?
Mahasiswa: (tito) But hulk transform is unique
Instruktur ESP: Oh ya...is different. He is not robot. He is not robot...and use his emotion?
Mahasiswa: (tito) Yes..
Instruktur ESP: How about the thriller movie? What is the favorite?
Mahasiswa: (tito) Anime
Instruktur ESP: Anime has thriller movie?
Mahasiswa: (tito) Yes..
Instruktur ESP: oh.. I just know it.
Mahasiswa: (tito) Yes... there is action ya from japanese version
Instruktur ESP: Oo from japanese version?
Mahasiswa: (tito) Yes... this movie is telling about eat human.
Instruktur ESP: Eating human (and also practice how to eat)
Mahasiswa: (tito) Yes..
Instruktur ESP: Oke... is canibalism?
Mahasiswa: (tito) Yes.. this is e... ras... sus... e.... (he confused how to say)
Instruktur ESP: In japan?
Mahasiswa: (tito) In japan.. makananya manusia
Instruktur ESP: Maybe they are like zombi ya?
Mahasiswa: (tito) Maybe, enough thank you for your attention..
Assalamualaikum warahmatullahi wabarakatu
Instruktur ESP: Waalaikum salam warahmatullahi wabarakatuh, well... anyone else?
Next will be the last meeting. Every one should speak to share something next week ya?... oke? yes? no?
Mahasiswa: Ya...
Instruktur ESP: Next week will be the last chance. E... for today, I want to talk about this. I am going to give the file to the groups. So you can open your phone. This is what I am going to discuss. And also relate your home work. Oke... you receive it?
Oke.. what is it all about? It’s about? Do you open it? Do you have internet in your mobile phone?
Mahasiswa: Yes..
Instruktur ESP: That’s what I have talk about. We are going to talk about procedures. So what is procedures? You can take a look in the second slide. In thesecond slide definition of procedures. I... I... think you familiar with procedures right? this is only do another practices. ee... procedures is what is there? Apa yangditulis disitu?
Mahasiswa: Kok gak ada...
Instruktur ESP: Gak muncul?
Mahasiswa: Iya...
Instruktur ESP: Gak ada yang muncul?
Mahasiswa: Muncul...
Instruktur ESP: Oke... if your phone supported microsoft, you can open it. Gak
bisakebuka? Oke... so I will write in here. Procedure is basically steps. *(while write on the white board)* procedure is steps of doing something, steps of making something, step of creating something. So it is about steps. That’s procedures. And also procedure is series of action. Serangkaian kegiatan. Series of action *(while write on the white board)*. That’s procedure. So, give me sample of procedure coba.. how to make.. how use what? For example? Give me example.

**Instruktur ESP:** Like what? How to cook rice for example.. using magic com

**Mahasiswa:** Indomie in magic jar

**Instruktur ESP:** Using.. is it magicom or magic jar?

**Mahasiswa:** Magicom...

**Instruktur ESP:** Rice cooker... ya.. *(while write in white board)*. what is the first? *(smiling)* wash the rice, what else?

**Mahasiswa:** Add water...

**Instruktur ESP:** Add water

Mahasiswa : Pakai jari..

**Instruktur ESP:** Measure using your finger. What else?

Mahasiswa : You close the rice cooker and then plugin.. apa ditambahin lagi bayar listriknya dulu? Hehehehe *(laughing)* kepanjangan yangy... and the last one is wait.. until.. berapa? 30 minute ya?

**Mahasiswa** : Ya 30 minute.. or one o’clock. Hehehehe *(laughing)*

**Instruktur ESP:** Oke.. and then eat your rice. This is the procedure. The next slide you can take a look in the next slide is.. is about the procedures.. is not same as tips. What is tips?

**Mahasiswa** : Advice

**Instruktur ESP:** Ya tips itu advice.. juga kadang juga serangkaian of action. Contoh tips e... supaya nasinya empuk, misalnya. What is the tips? Ya don’t use too much water... yes.. what else? For example you buy expensive rice, misalnya, oke... ini expensive rice. Apa lagi? Use e... atau rice cooker yang bagus apa?

**Mahasiswa** : Miyako

**Instruktur ESP:** No.. philips ya... philips lebih diatas ya... misalnya kita pakai use versi rice cooker misalnya... ini adalah tips.. dia juga steps. Dia juga series of action. Dia juga pouring of water.. e... this is juga procedures. Apa si bedanya.. kalau bisa di pahami dari step itu. Yes... it’s about chronological order. Coba dilihat slidenya.. so procedure here is chronological order is to be in chronologic. Apa kronologis? runtun.. in order.. you can not jump from onestep to the next step and come back again. No.. it should be in order. Itu namanya chronological that’s procedures. Tapi kalau tips you can choose. You can use this first, this first, and then the last is up to you. That’s tips, so, tips is not based not chronologial order it’s based the chronologically order important *(the ESP instructor talk unclear)*. Apa ituchronologically order important? Important itu apa?

**Mahasiswa** : Penting...

**Instruktur ESP:** Mana yang paling penting, mana yang tidak begitu penting. Dari yang paling penting, most important until the least important and the most important. Jadi biasanya kalau tips pakai itu. Is it clear?

**Mahasiswa:** Clear...

**Instruktur ESP:** Bisa membedakan ya? Nanti habis ini harus hati-hati. Which oneis
procedure, which one is tips. The next slide. Let’s go on on the next slide. I amgoing
to thenext slide. Procedure si not the same as requirement. You know whatis the
requirement? Pernah denger?

Mahasiswa : No...

Instruktur ESP: What is it nida? No? You don’t know? I requirement to speakenglish
in thisclass. For example.

Mahasiswa: Harus ya itu?

Instruktur ESP: Iya di harus kan, di wajibkan, atau kata lain itu bisa juga disebut
permintaanatau persyaratan. Itu requirements. For example. Em... the proceduresto
apply scholarship. Apa prosedurnya untuk apply scholarship?

Mahasiswa : IPK minimal 3.5

Instruktur ESP: Itu prosedur atau requirement?

Mahasiswa: Requirement....

Instruktur ESP: Ya....jadi seperti itu ya... bisa di bedakan. Kadang-kadang orang-
orang messit up. Agak ketukar-tukar. IPK minimal 3 itu bukan persyaratanee...bukan
prosdur. Itu adalah requirement. Coba kalau scholarship prosedurnyaapa aj?

Mahasiswa: Ambil formulir.

Instruktur ESP: Ya misalnya take the formulir...apa lagi? Prepared the document
terus fill the form and then...

Mahasiswa: Sent.

Instruktur ESP: Sent or submit kalau misalnya online ya. This is the proceduresTapi
kalau requirement tadi seperiti yang kita sebut. IPK. Apa itu IPK in english? GPA.
Grade point average. GPA. Grade point average. IPK. jadi gak usah di bilang ai pi kei
(spelling one by one). It’s GPA

Mahasiswa: Keminggris.

Instruktur ESP: Ya itu namanya keminggris ya namanya. So, it have name of it: Jadi
adanya grade point of average. For example GPA should be more thanthree point
five forexample. Itu namanya requirements. What else? Apa lagi requirements kalau
apply scholarship? Misalnya age...age..

Mahasiswa : Semester lima

Instruktur ESP: Agenya berapa 19, 20, for example apa lagi syarat-syaratnya kalau
misalnya mau apply scholarship

Mahasiswa : Aktif di organisasi

Instruktur ESP: Yes.. active in organisation. Oke..so, I think that’s enough. You
know different like.. bisa membendakan ya, carefull ya, sometimes people what isit.
Padahal itusabanunya beda. Prosedure itu steps to complete. Ada kata katayang harus
di ikuti, di complete atau di penuhi.Tadi kalau requirement itu adalah things. Things to
complete. So thereis no verb there. Gak ada kata-kata kerjanya karena dia things. Kan
kalau procedures steps.Oke, question? No question? Next ya? Next slide... be carefull
nanti performancenya ya...noproblem siNext... eee.. setelah itu about announce.

Kebaca?

Mahasiswa : Gak...

Instruktur ESP: Gak kebaca juga.. gak support, oke... Tito kebaca?

Mahasiswa : Kebaca

Instruktur ESP: Oke goods. Procedure there are five there. Apaaja Tito?the first is
you be, it use... present tense. Kalau kita bicara procedure kita bicara tentangpresents
tense. Things yang mau kita lakukan. Present... present itu sekarang Procedure we
use present tense. Oke..is it clear?

Mahasiswa: Ya...

Instruktur ESP: Yes.. in the next procedures, you have to use apa...

Mahasiswa: Imperative..

Instruktur ESP: Imperative sentence. What is it imperative sentence? Ada yang pernah tau?

Mahasiswa: Instruction

Instruktur ESP: Yes. It’s about instruction. Imperative sentence is about instruction. You can take a look at this(pointing the white board). Kata-kata seperti wash. Itu kan instruksi atau menyuruh. Kalimat command. Wash the rice. Itu karmenyuruh. Add water, measure using your finger. Close the rice cooker. Plug the electricity, this all instruction or command. Katakerja yang sifatnya menyuruh. Oke that’s use procedure. And..then. this one too take, prepare, submit is also word that is instructive or instruction. The next those are temporar conjunction. You know conjunction

Mahasiswa : Kata penghubung

Instruktur ESP: Yes...connector. That’s the conjunction. Temporar conjunction here, maksudnya adalah kata penghubung untuk waktu. For example when you speak about procedure, you use like first, firstly, first of all, ya., and then, kita tulis aja (while write in the white board) misalnya first, bisa first of all, first of things and etc. Next, first boleh, second, or secondly; boleh, and then, what else? Apa lagi?

Mahasiswa: After that...

Instruktur ESP: After that, after this... boleh.

Mahasiswa : Finally,

Instruktur ESP: And the last one is, finally, atau..and the last juga bisa. And etc Question? this is very important in speaking. You speak about procedure, And this is the art..seninya itu benar-benar ada dibagian ini. Kalau procedure untuk writing biasanya kan cuma nulis 1 apa, procedure 2 apa? Tapikalau speaking you have to say something like this. First, you have to bla..bla.. second, you have to bla blbla.. this is different between speaking, reading and writing. Oke... questions?

Mahasiswa : No...

Instruktur ESP: No question? Oke.. for the procedures... the first procedures.. is first, you have to open gojek application. So you have to temporar conjunction.. jangan lupa menggunakan temporar conjunctionnya ya.. for the procedure. Bisa pakai first, firstly, first of all, first of all you have to open gojek application, boleh. Setelah itu kita boleh menggunakan conjunction apa lagi?

Mahasiswa: Second...

Instruktur ESP: Second? Boleh...e.. secondly please type go food the name, Where is it? Dimana kah dia? Under.. right corner. Upper right corner ya.. bagianatas sebelah kananujung. Upper right corner, tandanya apa? Lambangnya apa? Itu tandanya apa?

Mahasiswa : Food and fork

Instruktur ESP: Bukan frog ya..(smiling).Oke.. terus kita bisa ganti yang lain Misalnya, next... next... type the name of the food or the restaurant or the place that you want. For example there... what is the example there... for example

Mahasiswa : PHD

Instruktur ESP: PHD.. ya you have to type the name of the food or the place that you want on the search bar. Di bagian search bar. Yang sudah di pakai apa lagi? And
then...and then click order and wait the driver to confirm. After that or after this. After that, after that you have to pay the price, you can use go pay or you can use cash. Dan terakhir kita bisa bilang apa?

**Instruktur ESP:** Finally...the food is arrive and you can enjoy your meal. And the last, when the food arrive, when the food have already deliver, you can enjoy. Oke that step to give tips. Oke five star if you have more money you can give tip for driver. You do go food everyday? Seren pasti ya tapi...go food or grab food? It’s cheaper ya... grab food... but grab is from singapore is company from Singapore. If you want to be proud of your country. Gojek is originally Indonesia. But gojek is more expensive

**Mahasiswa:** Want to free... want to promo..

**Mahasiswa** : Finally

**Instruktur ESP:** Apa the promo is the promo is ... grab has the promo more... more... rather than gojek (smiling) ya... gojek is more to... to little... oke... so, for the homework, kalau perform sekarang I don’t really have time. Kalau misalnya perform procedure sekarang kayaknya waktu gak cukup. I am not sure. So, it’s going to be your homework. I want you to make a procedure, in the video. It’s doesn’t have to be appear you face. It doesn’t have to be on your english. You have not to be narsistic. But if you narsis enough is oke. without face is fine, forexample only your hand, is fine.. or maybe only your recording...as much as your own. And next things is ez... submission deadline. Kapan? Whendo you want to submission deadline? I require..

**Mahasiswa** : Tommorow..

**Instruktur ESP:** Tommorow? (shocked)

**Mahasiswa** : Tommorow...heheh (laughing)

**Instruktur ESP:** Oke... my suggestion is a day before our meeting, karena ini kanakan di hitung sebagai meeting sebelum yang terakhir. Because that should be before the last meeting boleh Tuesday, oleh Wednesday, which one do you prefer?

**Mahasiswa** : Tuesday

**Instruktur ESP:** Tuesday? Pokoknya yang penting a day before friday is oke already been complete. Apa? Tuesday? Wednesday? Thursday?

**Mahasiswa** : Thursday..

**Instruktur ESP:** Tapi kalau thursday e... before ... jam 12 siang ya. Because I need time to check. Kan saya perlu waktu untuk ngoreksi. Paling lambat twelve at noon. Siang hari Thursday, twelve at noon...(while write on the white board).

**Mahasiswa** : Yang dinilai apanya miss?

**Instruktur ESP:** Yang dinilai? Your speaking. Iya.. your pronounciation... and thenext is... the platform which one you prefer submiss nya mau versi yang mana? You want to say in myemail personally or in group?

**Mahasiswa** : In group... personally..

**Mahasiswa** : Miss kalau the steps boleh?

**Instruktur ESP:** Boleh. oiya the steps... the steps... e... minimum... at least e... five steps, at least five steps, maximum seven aja so, is not just going two, four, not too long. Five to seven steps anything that I expect you it daily. Yang di pakai sehari hari saja. Oke.. is it clear?

**Mahasiswa** : Clear...

**Instruktur ESP:** That’s all? Please do not take form the internet ya.. try to making your ownword. Oleh ngambil prosedur tapi try to make it in your own word. Bikin kata-kata kalian sendiri lah. Be authentic. Cobalah menjadi original. That’s all?
Anymore?

Mahasiswa: No..

Instruktur ESP: Questions? I think it’s clear ya. I will wait for your task and then we are going to meet again next week for last meeting. Thank you very much for today.

Assalamualaikum warahmatullahi wabarakatuh

Mahasiswa: Waalaikum salam warahmatullahi wabarakatuh.
Appendix-1.b1. The transcription of classroom observation
Classroom Observation I

Object of Observation: ESP Instructor
Class observed: B
Observer: Sulastri
Date of observation: Monday, 29th April 2019
Time of observation: 10.12-11.30 a.m.
Place of Observation: Gazebo Kehutanan UMM, Malang
Department: Accounting
Skill: Speaking

Instruktur ESP: Assalamualaikum warahmatullahi wabarakatuh
Mahasiswa: Waalaikum salam warahmatullahi wabarakatuh

Instruktur ESP: Ok, absen dulu ya.. So, how are you... today? Masih ingat kita pas sebelum 3
UTS kita belajar apa ja? Masih ingat gak? Still remember? apa aja?
Mahasiswa: Name,

Instruktur ESP: Name, terus...?
Mahasiswa: Most people know, how many people... hobbies...

Instruktur ESP: Apa?
Mahasiswa: Hobbies... hometown, my family...

Instruktur ESP: Oiya my hobbies... last even...o... itu.. banyak ya ternyata... e.. hari ini
today... we are learning about emotion. Tau emotion?
Mahasiswa: Emosi...

Instruktur ESP: Ya... emosi... emotion (while write in the white board) ada apa ajai?
Emotion itu apa aja si?
Mahasiswa: Emosi...

Instruktur ESP: Marah.. apa lagi? Happy? Marah bahasa inggrisnya apa marah?
Angry.. terus?.. happy, apa lagi? (while write in the white board)
Mahasiswa: Sad

Instruktur ESP: Sad, terus? (while write in the white board)
Instruktur ESP: Cry itu masa emosi...?
Mahasiswa: Shy...

Instruktur ESP: Shy... terus? shy... apa lagi? Happy, eh, happy, angry, sad, shy
bahasa indonesia gak papa
Mahasiswa: Cemas

Instruktur ESP: Cemas apa cemas?
Mahasiswa: Worried

Instruktur ESP: Sebal. terus... apa lagi ya? Bored?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34
Instruktur ESP: Bosan. Bedanya bored.. what is the difference between bored and boring?

Mahasiswa: Membosankan

Instruktur ESP: Iya... saya. Terus... angry.. happy... sad... shy... dissapointed... afraid worried and nervous, annoyed, apa lagi?

Mahasiswa: Shocked

Instruktur ESP: Shocked, atau apa? (while write in the white board) Ada lagi?

Mahasiswa: Semangat

Instruktur ESP: Semangat apa? Apa semangat?

Mahasiswa: e... fighting? Hehe (laughing) fighting

Instruktur ESP: Anthsustastic.. (while write in the white board)

Mahasiswa: Anthusiastic...

Instruktur ESP: Excited.. ya... (while write in the white board) sudah ya.. nantikalau, adalagi silakan nanti kalau nenu silakan di tambahi sendiri. Sekarang, e... pick five of this. Silakan pilih lima, pick five. Misalnya angry, happy, annoyed.. bored, and calm. Terus...silahkan membutuh kalimat em.. seperti ini...misalnya, I am sad when em...my cat is sick. Misalnya.I am sad when my cat is sick. I am bored when.. apa ya?. I am bored when.. I have two way or long time (while writein the white board)

Misalnya... paham ya? Silakan di membuat kalimat em.. seperti ini..misalnya, I am sad when watching end game. Misalnya. I am excited when.. I am excited when there is new...e... episode of my favorite drama or filming.
Lima ya?..e...berapa menit? Sepuluh? Sepuluh menit cukup? Atau lima belas menit?

Instruktur ESP: Lima belas menit.. setelah itu practice seperti biasa...ee.. yang tidak tau bahasa inggrisnya boleh di tanyak atau ditulis disini nantik di catat.

Mahasiswa: Miss, apa bahasa inggrisnya gak punya uang?

Instruktur ESP: Gak punya uang apa bahasa inggrisnya? Gak punya apa? Ada yang taubahasa inggrisnya gak punya uang? Bokek.. Tidak punya uang..tidak punya uang bokek. (while write in the white board)

I am broke. Broke ini istilah bahasa inggrisnya untuk bokek. (while write in the white board) Bokek gakpunya uang I am broke. Ini nantik di depan ada I nyaya (while write in the white board) kalau ini gak usah. Ada lagi yang perlu dicari bahasa inggrisnya?

Instruktur ESP: I don’t have money boleh... terus..I don’t have enough money boleh. Terus... run out of money juga boleh. Terus... my money is gone juga boleh. Atau I am broke. Broke ini istilah bahasa inggrisnya untuk bokek. (while write in the white board)

I am broke. Bokek gakpunya uang I am broke. Ini nantik di depan ada I nyaya (while write in the white board) kalau ini gak usah. Ada lagi yang perlu dicari bahasa inggrisnya?

Mahasiswa: Miss apabahasaisinggrisnya traktir?

Instruktur ESP: Apa mentraktir? Mentraktir apa ditraktir?

Mahasiswa: Di traktir....orang kaya... orang kaya (smiling and kidding)

Instruktur ESP:.. ini ya.. misalnya ini.. I am gak tau ini apa... emmm.. ya saya kangak tauiniapa. Misalnya I am happy when siapa yang mentraktir?.. when misalnya. My friend orkalau banyak pakai s or kalau misalnya temannya satu. Pakai apa? My friend
or...treating me (while write in the white board)

Mahasiswa: Ow.. treating itu mentraktir

Instruktur ESP: Ini bagusnya di tambahin mentraktir apa? Treating me for...CFC,
LUCH, Mcdanold, tahu campur, tahu telur, and disini terus di tambahain.. Tapi
biasanya kalau kamu keluar, keluar sama teman kamu terus kamu mau bilang kamu aja
yang traktir kamu bilangannti it’s on me. It’s on me berarti ak aja yangtraktir.

Instruktur ESP: Sudah bisa di mulai? Can we start? Sudah ya? Kita mulai ya? ee...
siapa yang mau volunter.. duluan...

Mahasiswa: Alif...

Instruktur ESP: Tidak usah menunjuk temannya

Mahasiswa: (alviani) Ke kanan...

Mahasiswa: (alviani) I am sad when I lost my money, I am happy when holiday, I
excited when I go to holiday, I am shy when many people. (the student talk unclear)

Instruktur ESP: Apa? I am shy when...

Mahasiswa: (alviani) I am shy when many people

Instruktur ESP: he e... (nodding)

Mahasiswa: (alviani) I am shock when... (the student talk unclear)

Instruktur ESP: I am shock when Apa?

Mahasiswa: (alviani) I am shock when I meet snake

Instruktur ESP: Shock when? I am shock when I meet snake.. ketemu ular
maksudnya? oh.. iya...

Mahasiswa: (alviani nooding and smiling)

Instruktur ESP: Next. Thank you.. e...

Mahasiswa: (rizal) yes... I am happy when I have a new brother..

Instruktur ESP: Kamu punya adek baru?

Mahasiswa: (rizal) gak... (geleng)

Instruktur ESP: Terus... (smiling)

Mahasiswa: (rizal) I am embarassed if I am impressed

Instruktur ESP: I am apa?

Mahasiswa: (rizal) Impressed?

Instruktur ESP: Impressed?... 

Mahasiswa: (rizal) Impressed the value...

Instruktur ESP: Nilai bagus?

Mahasiswa: (rizal nodding)

Instruktur ESP: Nilai bagus apa? Nilai pakai apa kita?

Mahasiswa: : Score (the other student)

Instruktur ESP: Score... sst... (it means silent)

Mahasiswa: (rizal) I am embrassed when I get the score.. a good score...

Instruktur ESP: he eh (nodding)

Mahasiswa: (rizal) I am sad if I am go without the any reason.

Instruktur ESP: Without? Apa sih? Saya ga denger.....

Mahasiswa: (rizal) Reason.

Instruktur ESP: Sebelum reason apa? kata apa? Without?

Mahasiswa: : Pergi

Instruktur ESP: Pergi tanpa? Without any reason.
Mahasiswa: Weh.. (the other students laughing and give applouse)

Mahasiswa: (rizal) I cry when...

Mahasiswa: (rizal) memotong bawang

Instruktur ESP: Ow.. when I cut onion. Tau tulisannya onion?

(instrucr write the word onion)

Mahasiswa: Tau....

Instruktur ESP: Ada yang belum saya panggil? Gak ada? ee... sekarang saya bahas disini. Ketika ada banyak orang.Apa bahasa ingrisnya? (while erase the white board) misalnya saya nervous ketika ada banyakorang. Gimanu? I am nervous when.. ketika ada banyakorang. When.. they are many people (while write on the white board). They are itu ada. They are many people. Terus... saya takut ketika melihat ular. I am scared or afraid when.... when I see snake. Ini bener kan? ini kan I ini kan? (pointing the white board), yang takut kan saya... Nah ini bisadihilangkan (pointing the whitboard). I nya yang dibelakang bisa dihilangkan. Gak usah pakai I, tapi see nya pakai ing.

Mahasiswa: Oh... seeing?

Instruktur ESP: He eh... When seeing snake. Jadi kalau, kalau disini dan disini itu subjectnya sama. Misalnya, e..., I am scared when I seeing snake, I am happy when I seeing my boy friend, I am sad when I don’t have money. Nah itu I nya yang di belakang bisa dihilangkan. Tapi verbnya... ini kan namanya verb itu di ganti ing, jadi when seeing snake. Beda kalau misalnya saya sad when... my cat is sick (while write on the white board). Nah disini I nya yang dihilangkan. Gak usah pakai I. I nya yang dihilangkan. I nya yang dihilangkan.

Mahasiswa: I am bored when I am alone.

Instruktur ESP: I am bored when I am alone. e.. sudahhhampir setengah dua belas. Adapertanyan? So far?

Instruktur ESP: Seperti biasa sebelum pulang, stay away from drug don’t try, call your parent... drink a lot of water. Sudah banyak yang bawa air..

Mahasiswa: Yes..

Instruktur ESP: I’m happy... drink a lot of water... eat a lot of vegetable and fruit, peanutapa lagi? Apple... and... apa terakhir?

Mahasiswa: Sleep

Mahasiswa: 8 jam...

Instruktur ESP: 7-8 jam... waktu saya suruh kalian tidur itu saya serius. Buktinya apa... Petugas TPS itu banyak yang...

Mahasiswa: Meninggal

Instruktur ESP: Meninggal karena mereka gak tidur. Because they don’t sleep. Thank you somuch for coming today. I am so happy to have you. I will see youagain tommorow. ee... takecare... jaga kesehatan... biar bisa ngapa ngapain. Kalau sehat kalian bisa menaklukan dunia.

Mahasiswa: Yes..

Instruktur ESP: Kalau sehat kan ngapa ngapain aja bisa gitu... yang penting sehatkera saktikalau sakit encok aja gak bisa (smiling)

Mahasiswa: Hahah (laughing)

Instruktur ESP: Syarat pertamanya kan harus sehat. Thank you so much have anice day Wassalamualaikum arrahmatullahi wabarakatuh

Mahasiswa: Waalaikum salam warrahaftullahi wabarakatuh.
Appendix-1.b2. The transcription of classroom observation

Classroom Observation II

Object of Observation: ESP Instructor

Class observed: B

Observer: Sulastri

Date of observation: Tuesday, 30th April 2019

Time of observation: 09.43-10.30 a.m.

Place of Observation: Gazebo Kehutanan UMM, Malang

Department: Accounting

Skill: Speaking

Instruktur ESP: Maaf ya.. saya telat....macet banget soalnya.. ada wisudaan.  

Mahasiswa: Oiya wisudaan....

Instruktur ESP: Saya absen dulu ya..e....masih ingat kemarin belajar apa?

Mahasiswa: Emotion...

Instruktur ESP: Emotion....masih ingat pertanyaannya yang saya kasihkan kekamu?

Mahasiswa: Emosi...

Instruktur ESP: Apa?Gimana pertanyannya? Saya nanyanya kemarin gimana? He eh what make’s you*(while write on the white board)*.. ini saya kasih tanda kurung jadi bisa kamu tambahkan bisa gak.. jadi, what make’s you feel happy? Atau what make’s you happy sama-sama. ee.. jadi sekarang *(the ESP Instruktur counting the students)* sampai sebelahnya sebelahnya dwi patricia siapa namanya?

Mahasiswa: Elvina

Instruktur ESP: Sampai elvina.. jadi, rizal nanya ke Jihan.. What make’s you fell, what make’s you feel happy misalnya. Pokok yang berhadapan sama kamu ya... terus si usman..ke fini andin kesalwa, begitu. Jadi dari rizal sampai Elvina.Syang si... tidak boleh sama*(pointing the left side)*jadi misalnya rizal bilang what make’s you happy? Dari Ahmad sampai elvina tidak ada yang boleh pakai kata happy. Kita mulai dari.. dari... dari..rizal

Mahasiswa: *(rizal)* Boleh dikasih feel?

Instruktur ESP: Boleh.. boleh dikasih feel.. langsung emosinya kemarin juga boleh. Nah, jadi silakan dicari sebanyak banyaknya. Mulainya dari Ahmad. Saya ulangi ya... mulainya dari yang grup pertama dari ahmad sampai ke elvina. Kalau ahmad sudah pakai angry.. eh bukan.. rizal.. dari rizal ya. Kalau rizal sudah pakai angry.. dari ahmad sampai ke elvina tidak boleh ada yang pakai kata angry. Harus cari yang lainnya. Sudah? Sama juga nanti dari kamu.. *(pointing the student)* sampai ke jihan sama. Jadi kalau kamu sudah pakai happy...jihan sampai dian gak boleh pakai happy, *(interrupted with the student who coming late)* berarti saya tambahin ya?.. berarti yang sini...sampai depan kristi ajah? Elvina ikut yang sini ya...saya ulangi yang baru datang...rizal nanya ke jihan..ahmad ke fia..nanda ke fini..pertanyaannya apa? Pertanyaannya yang ini.. *(pointing the white board)* kemarin masih ingat yang saya tanyain? What make’s youangry? What make’s you happy? Sama.. Pertanyaannya seperti itu..tapi kamu tidak boleh memakai misalnya ahmad sudah memakai kata happy.. kamu tidak bleh makai kata happy. Harus cari yang lainnya. Sudah?

Mahasiswa: Sudah...

Instruktur ESP :Bisa kita mulai? Ayo dari rizal...

Mahasiswa: *(rizal)* what make’s you.
Instruktur ESP: (the ESP instructor correct the answer)

Mahasiswa: (rizal) What make’s you happy?  
Instruktur ESP: What make’s you happy?  
Mahasiswa: (Student A) When someone with me.
Mahasiswa: (asman) what make’s you feel nervous?
Mahasiswa: (Student D) I am nervous when speaking in public
Instruktur ESP: Speaking?
Mahasiswa: (Student E) In public
Instruktur ESP: In public. Oke... kamu (pointing the student)
Mahasiswa: What make’s you feel sad?
Mahasiswa: (Student F) I am sad when I meet ramadhan
Mahasiswa: What make’s you feel.. sad?
Instruktur ESP: Sad?
Mahasiswa: I am sad when ... I am sad when..
Instruktur ESP: Sedih...
Mahasiswa: When I am lost my money.
Mahasiswa: Miss.. jeolous boleh? What make’s you jeolous?
Instruktur ESP: Jeolous boleh..jeolous..hayo.. apa?
Mahasiswa: I’m jeolous when my boy friend with the other girl
Mahasiswa: haha (laughing)
Instruktur ESP: Tired? What make’s you feel tired? Tired.
Mahasiswa: When I study hard
Mahasiswa: Study hard
Instruktur ESP: Study hard... oke... ada pertanyaan dari ini? udah ya....you have
donewell..terimakasih sudah bagus ini tadi...give applouse.....
Mahasiswa: The students give applouse...
Instruktur ESP: Buat diri sendiri.. sekarang...dibalik masih..masih berhubunguan
dengan emotion ini..dengan state of mind. Tapi di balik when I am sad I go shopping.  
When I amhappy I call my mother. So... kalau yang kemarin kan apa sih yang
membuat kita sedih, apasih yang membuat kita happy..sekarang di balik; kalau kamu
sedih, kamu ngapain.? kalau kamu happy, kamu ngapain? When I am tired, I take a
shower. Kalau saya lagi capek, sayamandi air hangat. Atau.. when I am jeolous I... I
apa ya..I cry misalnya. When I am stressed Igo shopping. Sama ya kayak kemarin, jadi
dipilih lima. Five emotion terus kalian masih ingatkemarin apa aja? Apa perlu saya
tuliskan lagi?
Mahasiswa: Masih ingat...
Instruktur ESP: Sudah? Oh...sudah ya...masih ada yang belum paham ini nanti
disuruh ngapain? Sudah paham semua ya?... 10 menit. 5 aja... 5. Seperti kemarin. Lima
tapi tidak harus sama seperti kemarin. Misalnya kemarin kamu pakai excited, sad, and
angry, happy,sama nervous. Hari ini tidak harus pakai yang sama seperti itu.
Mahasiswa: Miss... (asking the question).. berarti pakai I am... atau when I am?
Instruktur ESP:When I am
Instruktur ESP: When I am to boleh tapi bentuk nya kan akan komplek, saya mau.. mau
berangkat dari yang...apa simple aja...when I am sad, I cry.ini bener. Tapi misalnya kamu
mau bilang when I am sad, I will cry. Tapi ini bentuk yang paling simple.
Mahasiswa: Stressed boleh?
Instruktur ESP:Boleh, stressed...
Mahasiswa: Miss... (asking a question) Bahasa inggrisnya meninggalkan apa?
Instruktur ESP: Apa?
Mahasiswa: Meninggalkan.
Instruktur ESP: Go (write in the white board)
Mahasiswa: (The students back to do their wor.)
Instruktur ESP: Sudah?....
Mahasiswa: Belum...(the student back to their work)
Instruktur ESP: Sudah ya...? em.... dimulai dari.... nim 157? Siapa?
Mahasiswa: Billi (the other student said and billy smile)
Instruktur ESP: Billi?
Mahasiswa: (bili) Yes...
Instruktur ESP:Bilimau kesini apa kesana (right or left side)
Mahasiswa: (billy pointing the left side)
Mahasiswa: (bili) When I am sad, I will sleep. When I am nervous I will take a rest, when I am bored, I shopping
Instruktur ESP:I?
Mahasiswa: (bili) When I am bored, I am shopping
Instruktur ESP: Fani...
Mahasiswa: When I am happy I call my parents
Mahasiswa: When I am Tired, I am sleep. When I am stressed, I read novel
Instruktur ESP:When apa?
Mahasiswa: Stressed
Instruktur ESP: Stressed? I?
Mahasiswa: :Read novel.
Instruktur ESP: Alif...
Mahasiswa: (alif) When I am angry I go to sleep, when I dissapointed I sleep, when I tired I get a massage
Instruktur ESP: Massage(correct the pronounciation)
Mahasiswa: Massage
Instruktur ESP: Iya... thank you.. terimakasih....bagus bagus sekali, sudah gak sad, I tapi I am sad ada am nya. Kayak di atas itu (pointing the wite board) when I am sad, when I am angry,terus... e....kalau mau bilang I sleep gak usah pakai I am langsung aja sleep gtu (while write on the white board). Gak usah pakai .. kalau I am sleep malah salah. E... sekarang saya kasih pertanyaan muter kayak kemarin dimulai dari ... ini
Instruktur ESP: What do you do when you are nervous?
Mahasiswa: e... when I am nervous I... e...I just silent
Instruktur ESP: What do you do when you are angry?
Mahasiswa: When I am angry I will cry
Instruktur ESP: What do you do when you are stressed?
Mahasiswa: When I am stressed, I go shopping.
Instruktur ESP: Oke...that good. It means that you have apa ya... walaupun kamu tidak mau mengakui bahasa inggrisnya sudah meningkat, paling tidak berarti itu kalian sudah nyamandengan lingkungannya. Jadi tidak seperti pertama kali dulu kalau mau ngomong kamu duluanKalau sekarang kan sudah tidak. ee... baik itu aja. Untuk hari ini. ee., jangan lupa tidur, sampai jumpa minggu depan...thank you so much and see you next week. Assalamualaikum warahmatullahi wabarakatuh
Mahasiswa: Waalaikum salam warahmatullahi wabarakatuh
Appendix-1.b3. The transcription of classroom observation

Classroom Observation III

Object of Observation: ESP Instructor
Class observed: B
Observer: Sulastri
Date of observation: Monday, 13th May 2019
Time of observation: 09.43-10.30 a.m.
Place of Observation: Gazebo Kehutanan UMM, Malang
Department: Accounting
Skill: Speaking

Instruktur ESP: Assalamualaikum warahmatullahi wabarakatuh
Mahasiswa: Waalaikumsalam warahmatullahi wabarakatuh

Instruktur ESP: Rivaldi? (the ESP Instructor start to checking the attendance list)
Instruktur ESP: Maaf ya saya terlambat, karena yang ketinggalan itu adalah ini (pointing attendance list) and tugas kalian disini.

Mahasiswa: Oya balik lagi.

Instruktur ESP: Jadi saya mau tidak mau harus pulang. Kemarin sudah ya bikin ini? (while checking the assignment) e.. saya apa menyuruh kalian menulis kalimat yang lengkap?

Mahasiswa: Gak...

Instruktur ESP: Gak ya sebenarnya... kok tulisan kalian sudah lengkap sekali... saya kembali ya.. aisyah, andin, and belinda... mana ini? (the ESP Instructor give back the assignment to the students)

Mahasiswa: (the students take the assignment)

Mahasiswa: (the students rise their hand)

Instruktur ESP: Where are you going? (while write on the white board)
Mahasiswa: How are you?

Instruktur ESP: Ada lagi?
Mahasiswa: Where are you...

Instruktur ESP: e.. untuk yang melengkapi yang belum selesai.. try to answer this question as much as possible (the ESP Instructor show the template that the ESP Instructor have been written), eee... coba ini pertanyaannya disini diselesaikan dulu. Mana yang masih belum terjawab? ee... gini aja deh biar tidak bingung, gini aja... how much do spent on food? Kamu membudgetkan berapa pun makan? Misalnya one hari satu anak. One person one day itu berapa? One hundred thousand? Seratus ribu? Berarti kalau tiga anak tiga ratus ribu dikaliberapa hari biar gampang. Kamu kan liburan perlu makan? Nah.. kamu itu membudgetkan berapa? makanmu satu hari? Kamu berapa...
orang? Bertiganya? Ya? Satunya gak masuk? Bertigamisalnya satu orang kamu budgetkan satu hari 200 ribu, berarti tiga orang kan 600 ribu, nah kamu stay ditempat liburan itu berapa hari?

Mahasiswa : Tiga hari...

Instruktur ESP: Berarti 600 kali 3

Mahasiswa: Oh iya.

Instruktur ESP: (the ESP Instructor write in the white board). Sudah? Itu saya bikinkan pendek saja reportingnya. Yang sebelah sana kelihatan gak? (the students from the left side)

Mahasiswa : Kelihatan....

Instruktur ESP: Can you see it? Yang sebelah sini ya?

(pointing the white board in the right side)

Mahasiswa: Iya...

Instruktur ESP: e... untuk openingnya bisa you can say hay guys.. atau mau salam boleh, andyou can say we want to report our trip to.. kemana kamu? Kamu bisa pakai we want to or we would like to report our trip to Yogyakarta misalnya, we are traveling boleh, going boleh, we are traveling to Yogyakarta by train we bought the ticket cost...berapa tiketnya? Belajarmengukapkan angka dalam bahasa inggris. Sudah bisa kan? Three hundred million, three million and five hundred rupiah. Terus kedua ntar.. ketiga..we are spending berapa hari? Sixdays misalnya...six days in Yogyakarta.

In Yogyakarta we are staying at...nama hotel kalian. home staynya...and hotel malioboro that cost us berapa? Untuk home staynya langsung saja. Gak perlu kamu bilang satu harinya segini, gak usah. Jadi langsung totalnya. Berapa totalnya berapa juta?

Mahasiswa: : Two million

Instruktur ESP: In Yogyakarta we are staying in hotel that cost us the three million rupiah misalnya, during our stay in Yogyakarta we spent berapa.. berapa untuk satu setiap orang.. Misalnya six hundred thousand for each person, for each person on food. Makannya. Ini aja dulu (pointing the white board). ee... berapa? Satu, dua, tiga, empat, lima, enam, ya.. contentnya lima , ya... boleh satu group maju semua ini dibagi, in kan ada lima.

Instruktur ESP: Oh...oke... e.. 148? hayo... siapa yang maju? Ada yang mau mulai?

Mahasiswa: Boleh lihat catatan?

Instruktur ESP: Boleh.. boleh lihat itu.. gak papa

Mahasiswa: (rizal and usman group come forward)

Assalamualaikum warahmatullahi wabarakatuh

Instruktur ESP: Waalaikum salam warahmatullahi wabarakatuh

Mahasiswa: Waalaikum salam warahmatullahi wabarakatuh

Mahasiswa: (rizal and usman group) we want to

Instruktur ESP: We want to....

Mahasiswa: (rizal and usman group) We want to traveling to north sulawesi

Instruktur ESP: We are traveling

Mahasiswa: (rizal and usman group) We are traveling to north sulawesi...

Instruktur ESP: By?...

Mahasiswa: (rizal and usman group) By air plane...

Instruktur ESP: Air plane.. he eh...
Mahasiswa: (rizal and usman group) and rent car in there
Instruktur ESP: Eh he eh..
Mahasiswa: (rizal and usman group) We are..
Instruktur ESP: We bought a ticket
Mahasiswa: (rizal and usman group) We bought a ticket for..
Instruktur ESP: For?.. berapa hari?
Mahasiswa: e...eighteen.. eighteen million and three... three hundred eighteen thousandfourty.. e.. four hundred. We are spending ... we are speding.. five... e dua...to benaken park. We are staying at karihhome stay. That costs us three million three million fivehundred rupiah.
Instruktur ESP: (nodding)
Mahasiswa: (rizal and usman group) Daring.. (means during)
Instruktur ESP: During (the ESP correct the answer)
Mahasiswa: (rizal and usman group) Our stay...
Instruktur ESP: Our stay...during our stay..
Mahasiswa: (rizal and usman group) During our stay...
Instruktur ESP: During our stay.in... he eh.. hesban...
Mahasiswa: (rizal and usman group) hesban.. thirty million one hundred six one hudred seventeen thousand sixteen thousand.. thousand... rupiah
Instruktur ESP:Berapa coba.. kamu tulis.. (smiling)
Mahasiswa: Hehehhe (laughing)
Mahasiswa: Asal aja miss?
Instruktur ESP: Iya.. di sebelah bawah aj a gak papa(smiling)
Mahasiswa: (usman write in the white board)
Instruktur ESP: Three million a hundred and seventeen thousand six hundred rupiah.
Sudahya? (smiling) three million tiga juta...seratus tujuh belas ribu rupiah. On e hundred... seratus tujuh belas gimana?
Mahasiswa: One hundred...
Instruktur ESP: He he.. one hundred and seventeen thousand six hundred rupiah.. he eh.(nodding) coba bisa gak? coba?
Mahasiswa: (rizal and usman group) Our trip cost us
Instruktur ESP: He eh
Mahasiswa: (rizal and usman group) three million one hundred seventeenthousand and sixteen thousand
Instruktur ESP: He eh six hundred. (the ESP correct the answer)
Mahasiswa: (rizal and usman group) Six hundred
Instruktur ESP: Rupiah.. he eh
Mahasiswa: (rizal and usman group) For four people
Instruktur ESP: Oke (nodding) he eh.. sudah? Thank you..usman and rizal..em 159?
Mahasiswa: (sidqi represent from the group) come forward... group afternoon guys...
Instruktur ESP: Morning.. masih di bawah jam sebelas
Mahasiswa: Oiya
Instruktur ESP: Good afternoon itu diatas jam sebelas (smiling)
Mahasiswa: (sidqi represent from the group) Good morning guys...
Instruktur ESP: Morning..
Mahasiswa: Morning...
Mahasiswa: (sidqi represent from the group) how are you today?
Mahasiswa: I am fine..

Mahasiswa: (sidqi represent from the group) emm.. today we would reported our traveling to thailand. We are traveling to thailand by air plane we bought the ticket for...one million two hundred rupiah, we are spending three days in thailand. In thailand we stayed at hotel that cost nine million one hundred rupiah, during our stay there thailand we spend one million sixhundred sixteen thousand for each person .. thank you..

Instruktur ESP: You are welcome (smiling and giving a applouse) thank you.. sidqi..

Mahasiswa: (alvina group) Asslaamualaikum warahmatullahi wabarakatuh.

Instruktur ESP: Waalaikum salam warahmatullahi wabarakatuh.

Mahasiswa: We want to report our trip in yunani

Instruktur ESP: Greece.. yunani itu greece .. yunani itu greece

Mahasiswa: Greece.

Instruktur ESP: He eh.. bentar (the ESP Instruktur write how the word greece) iya...

Mahasiswa: We want to report our trip to greece. We are preparing e...two greece

Instruktur ESP: Greece

Mahasiswa: Greece by air plane.. we bought the ticket for...eighteen million ruppiah, we bought.. we are.. three days in santarini. In santoriny we stay at..hotel. that cost us four million

Instruktur ESP: Million

Mahasiswa: Four million four hundred seveneneteen nine hundred rupiah, during.. during.. our stay in..santoriny...we spent.. e..two nmillion five hundred and seven thousand rupiah foreight peson one food. Thank you...

Instruktur ESP: You are welcome.. sudah semua ya.. beneran?

Mahasiswa: Sudah..

Instruktur ESP: Thank you so much for reporting your trip e... pendek tidak papa but ingeneral you did great. Yang susah apa? Gak ada kan ya?

Mahasiswa: Iya...

Instruktur ESP: Meng.. mengucapkan harga harga dalam bahasa inggers itu susahgak?

Mahasiswa: Susah.. ya lumayan...

Instruktur ESP: Meng... mengucapkan harga dalam bahasa inggers itu susahgak?

Mahasiswa: Susah.. ya lumayan...

Instruktur ESP: You are welcome.. sudah semua ya.. beneran?

Mahasiswa: Sudah..

Instruktur ESP: Thank you so much for reporting your trip e... pendek tidak papa but ingeneral you did great. Yang susah apa? Gak ada kan ya?

Mahasiswa: Iya...

Instruktur ESP: Meng.. mengucapkan harga dalam bahasa inggers itu susahgak?

Mahasiswa: Susah.. ya lumayan...

Instruktur ESP: You are welcome.. sudah semua ya.. beneran?

Mahasiswa: Sudah..

Instruktur ESP: Thank you so much for reporting your trip e... pendek tidak papa but ingeneral you did great. Yang susah apa? Gak ada kan ya?

Mahasiswa: Iya...

Instruktur ESP: Meng.. mengucapkan harga dalam bahasa inggers itu susahgak?

Mahasiswa: Susah.. ya lumayan...

Instruktur ESP: You are welcome.. sudah semua ya.. beneran?

Mahasiswa: Sudah..

Instruktur ESP: Thank you so much for reporting your trip e... pendek tidak papa but ingeneral you did great. Yang susah apa? Gak ada kan ya?

Mahasiswa: Iya...

Instruktur ESP: Meng.. mengucapkan harga dalam bahasa inggers itu susahgak?

Mahasiswa: Susah.. ya lumayan...

Instruktur ESP: You are welcome.. sudah semua ya.. beneran?
week, wassalamualaikum warrahmatullahi wabarakatuh.

**Mahasiswa:** Waalaikum salam warahmatullahi wabarakatuh.
Appendix-1.b4. The transcription of classroom observation

Classroom Observation IV

Object of Observation: ESP Instructor
Class observed: B
Observer: Sulastri
Date of observation: Tuesday, 14th May 2019
Time of observation: 10.50-11.52 a.m.
Place of Observation: Gazebo Kehutanan UMM, Malang
Department: Accounting
Skill: Speaking

Instruktur ESP: Assalamualaikum warahmatullahi wabarakatuh
Mahasiswa: Waalaikum salam warahmatullahi wabarakatuh

Instruktur ESP: Saya absen dulu ya... rivaldi? e... oke.. sebelum kita mulai hari ini...
I want you to work in group e...semuanya kan setia dengan UMM ya... So, I want you to think about...e.. our campus UMM (while write in the white board) please work in group of three. Seperti kemarin tiga-tigasudah? Bikin group bertiga?

Mahasiswa: Sudah...

Instruktur ESP: I have some question here at least discuss tapi gak boleh lama-lama, em... lima menit aja..University of Muhammadiyah Malang. What do you like about UMM? Dan dua, what do you think can be improve? Yang... maksudnya yang....something you ‘have wish... we have. Beberapa hal yang mungkin kalian harap salah satunya atau bisa di ubah atau bisa diperbaiki. Nah silakan di... di apa... di diskusikan dulu habis itu kita bahas bareng-bareng. It’s oke you can use bahasa Indonesia and then we can learn the English together bahasa inggrisnya bisa di cari bareng-bareng.

Instruktur ESP: Gak usah ditulis gak papa, nanti ada tugasnya sendiri. It’s oke.. sudah?Mungkin bisa kita mulai...So, what do you like about UMM? ada yang mau nyebut? Angkat tangan... angkat tangan...rise your hand..apa?..apa?...

Mahasiswa: Ada bebek.. ada bebek - bebek kan

Instruktur ESP: Oh.. e...disitu.. di lake itu kah?
Mahasiswa: Iya..

Instruktur ESP: Useful and giant duck..

Mahasiswa: Place for fishing

Instruktur ESP: Place for?

Mahasiswa: Fishing

Instruktur ESP: Mana?

Mahasiswa: Ada tulisannya di dekat GKB 1

Instruktur ESP: (smiling while write in the white board) e... fishing place..apa lagi?

Mahasiswa: e..yang ada di GKB 4...

Mahasiswa: Parkirannya di dekatin.. motor mahasiswa bisa di masukin.. motor Mahasiswa bisa dimasukin..

Instruktur ESP: Parking a lot.. what do you want to change from the parking a lot? Apa..apayang kau harapkan dar parking a lot?

Mahasiswa: Di dekatkan

Instruktur ESP: Di dekatkan...apanya? apanya di geser?
Mahasiswa: Basement
Mahasiswa: Pakai ktm
Instruktur ESP: Nah pakai ktm kan gak bisa di gambar. Nah itu kamu taru di point-point dibawahnya
Mahasiswa : Oh iya...
Instruktur ESP: Tau ya.. yang di... yang dilakukan apa? Gambarnya terserah kamu sebisanyakamu. Mau kamu gambar pakai bangunan, kalau kamu bisa gambar, boleh. Di gambar kotak-kotak saja boleh. Tidak ada yang misalnya..terus kamu kasih nama universitas apa? Sekolah tinggi apa?
Mahasiswa: (the students back their work)
Instruktur ESP: Siapa aja tadi yang datang? Beberapa NIM nya?
Mahasiswa: 140,1 41,145
Instruktur ESP: Sama siapa tadi?
Mahasiswa: Lisa.
Instruktur ESP: Sudah tau tugasnya? (ask with the students who come late) Jee.. do not focus too much for the building. Jangan terlalu focus ke.. bangunannya. Maksudnya kalau mau digabung-gabungkan boleh..gak papa.. tapi you can focus on the detail too.. buat detailnya juga..misalnya other facilities. Yang tidak bisa ditaruh.. di.. mapnya itu. Misalnya, ada fasilitas tap water. Tap water itu apa? Kalau kamu bisa gambar, boleh. Tidak ada yang misalnya..terus kamu kasih nama universitas itu. Sekolah tinggi apa?
Mahasiswa: (the students back their work)
Instruktur ESP: Ini gak dimasukkan ya.. (pointing white board) ini hasil diskusi aja.. (she come to the students who coming late and explaining the task) kamu bikin kamu sendiri, nama universitasnya apa..terus bangunannya kalau kamu bisa gambar ya gambar.. ada kolam, ada gazebo.. terus habis itu.. selain.. selain.. bangunannya itu fasilitasnya apa saja yang lebih lengkap. Tulis aja other facilities.. fasilitas yang tidak bisa digambarkan. Misalnya.. e.. ktmnya bisa buat atm...
Mahasiswa: heehhe
Instruktur ESP: KTM nya bisa buat.. masuk ke.. perpustakaan seluruh indonesia. Misalnya (smiling) kan itu tidak bisa di gambar.
Mahasiswa: (the students back to their work).
Instruktur ESP: (the ESP Instruktur checking the students work) Kampusnya namanya apa? Ha? Terus for the other facilities nya gak? (ask for the boy group) Bukan.. maksudnya yang gak bisa.. digambar disitu. Iya... misalnya eskulator disetiap bangunan can gak bisa didasimasukan, terus.. parkirnya bis pakai ktm (smiling)
Mahasiswa: (smiling)
Instruktur ESP: Sudah?
Mahasiswa: Sudah miss.
Instruktur ESP: (and the ESP Instruktur checking their work) yang lain... sudah?
Kalau sudah kumpulkan...

Mahasiswa: Miss? (Asking the question)
Instruktur ESP: Apa? (approach the student)
Mahasiswa: Apa bahasa inggrisnya serba guna?
Instruktur ESP: Serba guna? Multifunction
Mahasiswa: Itu multifunction... ayok sudah... miss..? (asking the question)
Instruktur ESP: Iya? Kayak colokan? electricity pocket.. ini ya tulisannya?
the ESP Instructor write how the word in white board)
Mahasiswa : Miss ? (asking the question) setiap kelas dilengkapi apa bahasa inggrisnya?

Instruktur ESP: Setiap kelas di lengkapi... each facility buildings has apa...

kamu maunya seperti apa?

Mahasiswa: Setiap kelas

Instruktur ESP: Each facilities each building. Sudah? Belum?

Mahasiswa: Sudah...sudah...

Instruktur ESP: Mana nama kampusnya?
Mahasiswa: Bhineka tunggal ika

Instruktur ESP: Ayok..sudah? e... dikumpulkan aja dulu.. nanti minggu depan
di...sayakembali lagi, terus reporting kayk kemarin. Nama universitasnya jangan lupa. Hayo..bisa di lanjut minggu depan. UGSB itu apa?

Mahasiswa: Nama kepanjangan miss

Instruktur ESP: Lainnya? Dilanjutkan minggu depan gak apa

Mahasiswa : Namanya belum miss...

Instruktur ESP: Silakan dipinggirkan, minggu depan harus sudah dapat nama ya

Instruktur ESP: Sudah ya?.tinggal satu kelompok ajg gak apa... baik kalau sudah,

kita akhiri dulu, thank you so much for coming. Seperti bisa stay away from drugs,
on’t forget tocall you parents, drink a lot of water, eat your vegetable and and fruit and have enough sleep.

Mahasiswa: Puasa miss.

Instruktur ESP: Kan nantik buka puasa...minum air putih yang banyak, dan selamat

mejalankan ibadah puasa, semoga puasanyar lancar, thank you so much for coming

today, Ireally appreciate your attendance in my class, e:. I will see you again next

week, Thank you somuch. Stay healthy, tetap sehat...jiwa, raga, kalau sehat kamu bisa mengubah dunia. Kalau gak sehat gak bisa. Thank you so much.

Wassalamualaikum warahmatullahi wabararakatuh

Mahasiswa: Waalaikum salam warahmatullah wabararakatuh
Appendix-2a1. The Transcription of Interview

Interviewer  : Sulastri
Interviewee  : ESP Instructor “B Class”
Date of interview  : Thursday, 16th May 2019
Time of interview  : 10.30-11.00 a.m.
Place of interview  : Language Centre, UMM Malang

Interviewer  : Assalamualaikum warahmatullahi wabarakatuh
Interviewee  : Waalaikumsalam warahmatullahi wabarakatuh
Interviewer  : Good morning miss..
Interviewee  : Good morning
Interviewer  : How’s your feeling?
Interviewee  : I’m feeling fine, great as usual
Interviewer  : And do you have any classes after this?
Interviewee  : Ya.. I have another class at twelve thirty
Interviewer  : Oh.. oke. thank you for coming, thank you for taking your valuable
time for joining this interview.
Interviewee  : For my pleasure
Interviewer  : The purpose for this interview is to describe motivational strategies
used by ESP instructor when teaching speaking and the students’ response when the ESP
instructor use motivational strategies when teaching speaking and also I will clarify based on
the observation. Motivational strategies here means the technique that use ESP instructor
to motivate their students when teaching speaking. ee... I bring camera, if you don’t mind
I will record this conversation.
Interviewee  : Oke...
Interviewer  : Oke.. ee.. let’s start.. the first question is what motivational strategies
that you have done when teaching speaking?
Interviewee  : Positive reinforcement for sure, and then e... keep telling them that
it is oketo make mistake, is oketo speak English using their own accent. And... I always ask for them for their permission if their oke if I correct their grammar mistake,
eee... whether they are oke if e... correct their pronunciation that way, we... I believe
that I involve them in their own learning process by making sure that they now what
that I do. By making sure that I always asking for their permission.
Interviewer  : Is there any else?
Interviewee  : I think in the first meeting, I give them like ee... brief explanation e...
about how people in other country’s use English, is not only native speaker, but also
Singaporean use English, Malaysian use English, Indian use English, and they speak
English with their action, and sometimes they make grammar mistake, an sometimes
they also combine English with their local language, and it’s very oke.. so I... emphasize
to them, is very oke if you... speak English with javanese accent or with your native
accent, and if you make mistake is very oke, is part of the process, e... I make mistake
too... and even I graduated, from university I still did not talk very fluently, is very
oke... and your English doesn’t sound like native speaker, it takea process that what I
did. So they feel not like e.. failed. I don’t want make them like failed.
Interviewer  : Which motivational strategies did you use most often when teaching
speaking?
Interviewee  : I think it’s positive reinforcement and e... validating their effort and
feelings. If they are nervous I telling that ya if understandable if we are nervous is
very oke.. is very normal. I feel it to validating their feeling and their emotions, their
effort and positive reinforcement.
Interviewer  : So... e... which one motivational strategies that most valuable for
promoting motivation to the students when teaching speaking?
Interviewee  : I think both... both are equally important for me.
Interviewer  : Positive reinforcement and validating their effort?
Interviewee: Yes. material? For example in this week the topic about emotion and then next week about budgeting. Do you use any new motivational strategies in every topic?

Interviewer: I can not remember any, but there is anything different in budgeting them like the template of eee..phrases and sentences that they can’t say during their report. So, that way they feel confident. Oh.. I know about what I what to say like I comeforward withblank mind. So, maybe the difference. Do yo remember that I want to.. we want to report our trip to, so I will use template for them. Because I want to make sure that they have somethingto present.

Interviewer: Did you use any new motivational strategies in the particular, It means in every topic you used different strategy?

Interviewee: I think so, but related with the topic.

Interviewer: Depend on the topic?

Interviewer: He eh.. (nodding)

Interviewer: Oke... do you plan motivational strategies in advanced or spontaneously?

Interviewee: Em.. so here, two things that I have three speaking classes, I have one on Monday, which I consider at my first class I plan. And then for the next class.. I implement the same thing that I learn from my first class. So, in the first class.. oh.. I see that the students need to learn this. This students often make this mistake, I plan this. I implement this on the next class. So, it’s plan, it’s also plan of mistake that I learn form another class.

Interviewer: How do you motivated for unmotivated students?

Interviewee: I use more individual approach. So, I approach them individually, not like infront of the class. For example you notice that some students in my class are very clever, shy, and do not talk much, and do not talk loud, I don’t want force them to participate or to talk loud. So, I try to approach them individually.

Interviewer: You said that you want to approach them individually?

Interviewee: Ya...

Interviewer: What does it mean?

Interviewee: So it’s me who come to them, it is not like I ask them to speak louder, no.. so, I should come closer to them.

Interviewer: In the end of the class or during teaching and learning?

Interviewee: During teaching and learning and it’s a process. Because, you see you know.. I can not identify the students in the first meeting. I only find them in the couple of meeting. So, it’s through the process, until I notice ow.. this students are very shy, I can not force them to participate in my class. So, me should closer to them.

Interviewer: In your speaking class.. have you introduce the important in English or speaking in English for their career or for the their bright future, because as we know, thatspeaking in English for accountant is not their major. So, do you ever introduce them?

Interviewee: I did, but first meeting.

Interviewer: e.. like what?

Interviewee: I mention MEFTA? MEFTA? e.. Masyarakat Ekonomi Asia.. MEA.. MEA. Masyarakat Ekonomi Asia is aware people from south Asian countries can get into Indonesia a job. And is the same the view. Indonesian can go to Singapore, Brunei, Malaysia, to get job without e.. with e.. very minimim bicratic period. Is very easy for us to find job, in other countries... the same with the other people from the other country. So, it means that our competitor in the job market are not only Indonesia. But also people from Singapore, from Thailand, from Brunei, and they have like the.. higher hand because they can communicate in English. So, if you can not e.. if you can not master English, do not get surprise if people from Singapore, from Thailand go to Indonesia and then find the job instead of you. Find the job instead of you I mean. I mention that...

Interviewer: In the first meeting?

Interviewee: He e.. (nodding)

Interviewer: Is there any appointment in your classes? Between you and your
students, so the class can run well. Maybe in the first meeting?

Interviewee: Ya in the first meeting

Interviewer: Like what?

Interviewee: Like lateness, absence...

Interviewer: Maybe rule?

Interviewee: We don’t have many rule...like...

Interviewer: Absence and?

Interviewee: Ya...absence present list and they knows, and.. I think I follow so in university rules, like from the university you can only skip classes maximum four times, we still do that, and also about lateness, I encourage them to come on time. But, I also tell them that I will never know that situation they are going through, maybe get stuck the rain, maybe get stuck they get their motor cycle broken I never know, so I emphasize that if anything happen to you that will affect your coming lateness you just inform me forehand.

Interviewer: Beside absence, is there any else?

Interviewee: Em.. like what?

Interviewer: Like in our clas you can bring food or snack?

Interviewee: Ow.. they can bring some snack or drink as long as not big..big dish. Like nasi padang, bakso, you can not do that. But if you want to bring a snack...or just some cookies is oke.

Interviewer: Maybe you have the rules such you have to obey this rule, because if you ignore this rule this is not good for you.

Interviewee: Is that’s strict. But I always encourage them to respect each other likwhen your friends speak up, please listen to them. It means that you respect them. Same way if I speak you listen. Because it’s..’it’s e... how you respect other people. I try teach these culture but..but is not a strick if I talk and you don’t listen you get out no....is not that way.

Interviewer: Oke.. is there any else?

Interviewee: No...other rules are accordance of the university.

Interviewee: Ya...it’s oke..

Interviewer: and how about the material that you teach? Is it relate with their field? As accountant major or not?

Interviewee: No... it is related like budgeting.. budgeting is for.. I think is very accounting things for budgeting. E... and also doing report. Doing report I think is also important for an accountant. but for the first seven meeting, we focus on telling about themselves.

Interviewer: In your class, have you ever ask the students about the students need, and the students want in speaking class, then you will improve in your course outline, or your topic or your material is speaking class?

Interviewee: Em.. I think in the first meeting I ask them, and most of them, stated that they want to be able to speak in english fluently, and also they wanted to go to... they want to apply scholarship, they want to go to university abroad, join students exchange, however learning english is a. I mean is not like can make you pass the IELTS test, just because you want to. There is a step, that you have to take. Just because they want to be able to present something in english it’s doesn’t mean oke. I will make you be able to present. I have to know their level first. So, I try to balance between what they want to achieve and their current level. Whether with their current level they get. For example, if their level is basic, and then they want to have IELTS seven point five is not something that I can do easily. There is step that Ito there. So, ya.. I did I ask them, but again... I match the activity with their english level.

Interviewer: Based on the observation I see that your class mostly using bahasa.

Interviewee: Oke.. is there any else?

Interviewee: No... other rules are accordance of the university.

Interviewer: How about the material that you teach? Is it relate with their field? As accountant major or not?

Interviewee: No... it is related like budgeting. Budgeting is for... I think is very important for an accountant. But for the first seven meeting, we focus on telling about themselves.

Interviewer: In your class, have you ever ask the students about the students need, and the students want in speaking class, then you will improve in your course outline, or your topic or your material is speaking class?

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Interviewer: Based on the observation I see that your class mostly using bahasa.

Interviewee: Is it a part your strategy to motivate their to speak english or something else?

Interviewee: Em.. I think I just want them to feel that I talk to them and I want them to understand. You can not make other people feel involve in their discussion if they don’t understand your language. I can speak in english, but they don’t understand what is the point? So I, for something that I want them to understand I speak their language
Interviewer : So, have you ask the students about the language?
Interviewee : Ow ya.. I did in the first meeting. Do you want me to use English or bahasa Indonesia? E... because in the first meeting I use mostly English. And they think that my English is too fast and they found it but difficult to follow my English themselves?
Interviewer : Do you ever provide opportunities for the students to evaluate themselves?
Interviewee : Ya.. I did a lot in the first seven meeting. But the.. the session I feel interesting thing that I think most Indonesian students very very hard to appreciate themselves. They are always overly critical about themselves like e... my English is not good, I think I made a lot of mistake, my pronunciation will bad, it’s always.. negative... negative evaluation. Negative things when from my point of view like they did a lot of things during the preparation. They did the translation, they research, they also make sure that they wrote everything they wanted to say, written on the paper. I think it’s great work. But, they over look this thing and they were overly critical themselves, ehm... I think my English still bad, I think I made a lot of grammar mistake, I think my pronunciation is not clear, is always negative, I don’t know, so I was trying to encourage them to speak.. what they did well.
Interviewee : How about tell the experience about your experience before?
Interviewee : Ya. I tell them, and it is interesting story for them. I think their favorite story about my learning is when I told them that I use to get bad score in English in high school and maybe they feel that realaly related. Maybe they like oww... Miss nya aja dulugak bisa sekarang bisa.
Interviewer : If I want to clarify based on the observation tin the end of the class that you always said stay away from drug, sleep well and etc...? Interviewee : If I don’t know, it is just positive message, and also I just want them to stay healthy and always make sure to telling them drink a lot of water don’t forget your vegetable and fruit, eat your carrots, and also have a lot of sleep, and I don’t know, I think is nice, and kind, and positive message, and if I am not do anything for them, at least I want them to stay healthy.
Interviewer : And.. how about telling them to... oke to improve your speaking or to improve your English, you can speak outside this class with your friend.. or you can join the English club, or you can write i the social media use English. Do you?
Interviewee : Why?
Interviewee : If I think in the first, fist couple of meeting, I told them that e... to my improve your English keep learning after the ESP classes finish. Like for example I use own story, for example, I watch a lot of youtube video on English. I like make up and I watch a lot of make up tutorial in English, and you can do the same in your hobby. If you like football, try to read football news in English, if you like anime, try to watch anime movie in English, if you like I don’t know music, e... you can watch music video and anything in English. That’s what I did.
Interviewer : In your class, I see that the students bring their book.
Interviewee : Ya their note...
Interviewer : So, is it part of your strategy or technique to motivate the students to speak up?
Interviewee : Ya.. but you should stay in our midterm test, because most of them do not bring their notes. But yesterday, because.. I don’t know... maybe because it’s long... and I think I know that they will more confident with me with their notes. Even though that actually it doesn’t really help. But I know it will help them with their confidence so, I like them bring their note.
Interviewer : And also after you give the material and assignment and the students report their assignment then you write the new vocabulary in the white board, is it also the part in your technique?
Interviewee : Ya.. as long as if they ask. I will but sometimes I also proactively. Oke.. what vocabulary do you need? That I have to write in the white board.. but sometimes they don’t tell me anything and e... found the vocabulary themselves in the their dictionary. But, if they ask me, I will write everything in the white board. Like for example one day, they ask me when they want to talk about their family.. we came...
with.. we came out with...a lot of profession, so they ask me what is PNS? What is nelayan? What is bapak saya jualan pareI wrote all of them in the white board.

Interviewer: Based on the observation, I see that the students ask miss apa bahasa inggrisnya saya mau pulang kampung? Buy, not directly answer but you said...apa...apa... ada yang tau? Is it also the part your technique?

Interviewee: Ow. That I do that

Interviewer: Yes..

Interviewee: I think I just want to e...

Interviewer: To involve the students

Interviewee: And also I am trying .. I think that way the students who know, will fill validate, will fill that oh..I can do this..and apart from that, I am trying to e.. remind my selfthat I am not the only one with knowledge there, and the students have knowledge too.

Interviewer: Membuat students merasa di libatkan gitu ya miss?

Interviewee: e.. ya in and appreciate it

Interviewer: Thank you miss.. for your time and your information.

Wassalamualaikum warahmatullahi wabarakatuh

Interviewee: Waalaikum salam warahmatullahi wabarakatuh
Appendix-2b1. The Transcription of Interview

Interviewer : Sulastri
Interviewee : ESP Instructor “A Class”
Date of interview : Friday, 17th 2019
Time of interview : 08.43-0913 a.m.
Place of interview : Language Centre, UMM Malang

Interviewer : Assalamualaikum warah matullahi wabarakatuh
Interviewee : Waalaikumsalam warahmatullahi wabarakatuh

Interviewer : Good morning miss.
Interviewee : Iya.. good morning..

Interviewer : How’s your feeling?
Interviewee : I think  is great

Interviewer : Do you have any class after this?
Interviewee : No...

Interviewer : Thank you for coming. Thank you for taking your time to join this interview. In this interview I will talk about motivational strategies used by ESP Instructor when teaching speaking. And the purpose is I want to know the ESP Instructor used motivational strategies when teaching speaking and the students response also and also I want clarify based on the observation. Motivational strategies here means that the technique when the teacher use to motivate the students. And I bring camera, if you don’t mind I will record the conversation.

Interviewee : Oke.. it’s fine..

Interviewer : Oke.. I will start the first question.. what motivational strategies that you have done when teaching speaking?

Interviewee : Oke.. so that’s motivational strategy that I use I implement... so I have program of all my speaking class, it is called a sharing session, it’s one of my strategy to motivate my students. The function or the purpose of the sharing session is as e.. what is it’s e.. warming session for the students. So before we have new material to discuss, they haveto speak about something; they have to share about something that they form daily in their life, in their daily. For example like, for example maybe the last movie they watch, the song that they currently they listen to or maybe the activity...they are just they watch. I want them try to speak something what is it authentic hat they are really do that. They are really in that. Just the program, the specific program that I used. And the other motivational strategy I guest. Always make the students to make bahasa indonesia and english that they feel so confused, so nervous I will tell them is oke you can mix I will help you. And then... I also what is it.. if they ask I also what is it I also let them if they doesn’t know, they do not know the word in english, they can ask me. So, feel free to ask me during the class is fine, I always say that to them. And also... the other things is e... when they speak, I try to ask them for clarification, for confirmation, so it will help them to speak clear in english. I think that’s all

Interviewer : You said before that when the students didn’t know the vocabulary or others is oke for you

Interviewee : Ya.. is oke for me.. they can ask me.

Interviewer : It means that the students make mistake is it oke?

Interviewee : Yes, it’s totally fine, as long as they want to learn.

Interviewer : Is there anything else?

Interviewee : Anything else...

Interviewer : I want to clarify based on the observation, I see that you always say questionis it also the part of your strategy to make the students to speak up?

Interviewee : Actually my main vision is I want to make sure that they are understand. But, the other thing I also want to invite them to speak. Sometimes, some
clarification, so..I will allow them to speak. So, that’s why I say question.

**Interviewer:** And also I see when the students comeforward and they also bring a
note...

**Interviewee:** Ya allow them to bring a note, but, I always say to them, do not
read. This isn't reading class, this is speaking class, you can check your note, but not
read it. That’s why always say to them. Sometimes, they don’t really do that. But,
try to always tell the that okeyou can bring your note. But, make sure you are not
I reading. It is only for check it.

**Interviewer:** And also I see when the students comeforward and they also bring a
note...

**Interviewee:** Ya allow them to bring a note, but, I always say to them, do not
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read. This isn't reading class, this is speaking class, you can check your note, but not
read it. That’s why always say to them. Sometimes, they don’t really do that. But,
try to always tell the that okeyou can bring your note. But, make sure you are not
I reading. It is only for check it.
better if we have a circle rotation of sit or they it should be in pairs or it should be e,...dialog between their friends or only talk to me something like that I think is depends o the topic. But I not like towrite, so, that’s why I used LCD Projectors. I don’t really like write my hand writing is bad. But I write. But is not really good.

**Interviewer** : You said before, that you use projector, do use other media to support what teaching speaking?

**Interviewee** : If I have classroom I used LCD projector, If I don’t have classroom I will bring my what is it board...white board.. because there something that make clarify the word,something lie that. So make them more understand. Sometimes we need to write.

**Interviewer** : How about the other media? Movie maybe relate their field

**Interviewee** : No, I don’t really what is it movie, song, is for outside the class, is for they sharing session, not for my topic.

**Interviewer** : Do you plan motivational strategies in advanced or spontaneously?

**Interviewee** : I think mostly spontaneously

**Interviewer** : Spontaneously depends on the situation?

**Interviewee** : Ya.. depends on the situation, the students reaction, and response.

**Interviewer** : It means you realize when the students feel bored, you will change the strategy?

**Interviewee** : Yes..or if.. we can not... sometimes this class is so advanced, in English, the other class is basic in English. So, ya.. depends.. understand. For example, redwan do you understad? Something like that..and involve them in the class.

**Interviewer** : In your class, do you ever introduce the important English, or the important inspeaking in english for their carrer or for their bright future?

**Interviewee** : I think they know it all, I don’t really need to speak it up. Maybe, I speak littlebit in the first meeting oly, but, for the rest meeting I don’t think I talk about it.

**Interviewer** : In the first meeting, like what?

**Interviewee** : When I introduce my self, why they should speak english, why they should what is it involve english, in their daily life. Like setting your phone setting in english. And use english for the atm, but I think I only d in the first meeting.

**Interviewer** : In the first meeting do you have any appointment between you and yourstudent, so the students have to obey your rules, so that maybe the class can running well,

**Interviewee** : Agreement you mean?

**Interviewer** : Yes..

**Interviewee** : Oke.. I always chec the attendance befor the class started. So, however is late, or I late, it’s going to be mark. That’s my appreciation for those who come on time

**Interviewer** : What else?

**Interviewee** : The others... no.. I think the burden.. so I donbt like

**Interviewer** : Or maybe you tel your experience about how difficult to learn englishor how difficult to sepak in english before...

**Interviewee** : If they ask. I just say English is fun...saying is not enough, prove it to them. That they need to speak.

**Interviewer** : It means you show your enthusiasm?

**Interviewee** : Yes... I prefer that, so action is better than word.

**Interviewer** : So, do you ever teach the students ho to motivate their self. For
example they can face when they have problem. So they can motivate themselves.

Interviewee: Oiya I am... for students that very... very... struggling in English. I will ask them to... listen more English, because can get you to get more vocabulary I say like that. Say say adult miss. I don’t like English. Try to listen the song, the music. If maybe you like, it will help you a lot rather than in the class, I said. Sometimes if what is it... I think that they are very very lack in vocabulary I will ask them to do more watching in English, and more listen in English, usually I say that after the mid term test. So, I only speak to them individually, not speak in front of their friends. So only personally.

Interviewer: What do you think about the material? Is it relate in their field or not?

Interviewee: Ya.. I think so...

Interviewer: How about the authentic material?

Interviewee: Authentic material maybe when I have a campaign class, I think one of the authentic material that should be in English, the real one of poster, the other... not really, I guess

Interviewer: Do you ever provide for the students to evaluate themselves?

Interviewee: Ya.. for example... when we play games about telling a plan. After we play games, we evaluate it together. So which one is the most commonly mistakes mad for example. So they will say this one, this one, this one, and which one the vocabulary that mostly wrong pronounce? Which one the word that you don’t know? Ya.. that’s... but noteverytime, I think it depends. Because when it is one by one performance it is going to be difficult to evaluate. When they do it together, as a team it will be easier to evaluate. So it is depends on the kinds of things that I do.

Interviewer: Based on the observation, when you call their name, you use the nickname or the special name, why?

Interviewee: Because I want to be close to them... so, at the first meeting, we have introduction, I ask for their nick name, because I need their nick name to what is it... to make me closer to them, they like it. The students will feel that you e... respect them, you appreciate them when we... use the nick name. So, I like to use the nickname for them. I have name... the students name... nanda... but she doesn’t like to call to nanda. She ask me to ask them jessica. So something like that. At the time I call jessica, but the first we laugh, but.. she love it.

Interviewer: So make you closer to them?

Interviewee: Ya.. make me closer to them. I like it.

Interviewer: Oya. I see during the scoring, you always remember every students. For example when the students present about their plan. Oke rifki.. you want to go to england, you same with firda... and also rafi for example... this is also the part your strategy to make more engage?

Interviewee: Ya.. to make them more engage. So, I try to connect any word they say. But I have short long term memory. So, maybe that’s my best, the best I can do (Smiling)

Interviewer: So, what do you think about their response?

Interviewee: They like it.

Interviewee: So, the response is positive right?

Interviewee: Ya...

Interviewer: Thank you miss for the information

Interviewee: Oke.. no problem at all (smiling)

Interviewee: Wassalamualaikum warahmatullahi wabaraka tuh

Interviewee: Waalaikum salam warahmatullahi wabaraka tuh.
### Appendix-3a1. The Transcription of FGD

**Date**: Wednesday, 15th March 2019  
**Time**: 15.33-16.12 p.m.  
**Place**: 3.02 GKB 4, UMM Malang  
**Interview**: Sulastri  
**Object of FGD**: The students from “A Class”

**Menurut kamu speaking untuk jurusan akuntansi itu penting gak? mengapa?**

**Student A**: Speaking itu penting yakarena utamanya bahasa inggris itu bahasa internasional, jadi kalau speaking buat akuntansi itu kan pasti itu nanti ada gunanya gitu lo kalau misalnya nanti kita apa…kerja, itu pasti…..pasti ditanyain karena itu biasanya sudah jadi requirement nya.

**Student D**: Mungkin bisa jadi nilai plusnya kalau kita bisa bahasa inggris dengan lancar mungkin mata perusahaan itu…ow…orang ini dia pandai bahasa inggris, dia punya nilai lebih sehingga ada sesuatu nilai sehingga dia pantas bekerja di perusahaan saya begitu.

**Student B**: Kalau menurut saya kita belajar speaking itu melatih pronounciation juga, dia lebih kayak..lebih bagus..

**Students C**: Bisa ini apa namanya..memperlancar kita, misalnya kitaapa namanya…..misalnya kita mengambil pekerjaan,septi kita itu bahasa inggris sebagaibahasa international, jadikalau misalnya kita mengambil pekerjaan, bahasa inggris jadibisa nilai untuk perusahaan, jadi requirement buat kita bisa meningkat.

**Strategi motivasi apa yang di gunakan oleh instructor kalian ketika mengajar speaking?**

**Student D**: Sharing session, karena kalau menurut saya, dosen speaking saya itu dalam pengajaran itu bagus,jadi ketikakami sebelum pengajaran kami di wajibkan masing-masing mendapat jatah untuk maju keperan untuk sharing session.

**Student D**: Itu mungkin upaya beliau untuk merangsang kami untuk berbicara bahasa inggris,meskipun masih di bolehkan membawa catatanmungkin itu salah satu caranya agar kita tetap mau berbicara bahasa inggris.

**Student A**: Ya memang benar setiap hari kita dikasih warm up pemanasan untuk maju, terus kalau menurut saya juga itu cara mengajarnya juga enak, karena saya lebih suka untuk disuruh maju dan berbicara, jadi, dosen saya itu sering gitu lo habis nerangin terus nanya ada yang mau maju? terus kayak memberi semangat gitu……

**Interview**: Seperti memberi peluang gitu ya?

**Student A**: Selalu memberi peluang buat kita dan itu semua…harus…harus semua.

**Student D**: Wajib dan dosennya itu pasti semuanya diikuti kesempitan hayooo maju kedepan untuk nilai tambah kalian Jadi kami itu seperti ow kalau saya tidak maju tidak dapat nilai, jadi kami harus maju.

**Student B**: ee…dan dosen saya itu orangnya baik and friendly juga. Misal kita malu mau maju kayak kemaren itu, ayo maju lagi gak papa….gak papa kata ibunya dan ibunya itu selalu keep smile dengan kita, dan orangnya itu gak pernah marah.

**Student A**: Ada juga yang terkait rules nya rules nya itu…….kalau terlambat kita dari kasihpunishment, tapi punishment nya itu kayak tetap buat kita untuk belajar bahasa inggris kayak kita di suruh hafalin beberapa vocabulary tapi karena tidak ada response teman-teman akhirnya setiap minggu kita sharing pengalaman dua orang maju dua orang maju itu.

**Student D**: Menurut saya sharing session itu bisa meningkatkan speaking kita tidak meskipun cuma satu kali kesempatan itu kayak panjang gitu lo..sebelumnya saya juga bisa untuk majungomong gitu lo, tapi ibunya bilang ayok kamu bisa jadi kayak nambah semangat kitadan tertantang.

**Student C**: Iya saya juga setuju….bener juga terus kayak pas kita dikasih tugas gitu, setelah dikasih tugas kan kita maju kedepan, untuk membacaan tugas kita masing-
masing tapi kalau kita misalnya di kita dikasih tugfasnya itu bukan individu, tapi berkelompok jadi enak juga bincaranya itu... gimana ya. kita jadi terasa percaya diri, Tekannya jadi kayak gak adasalnya kita kan kelompokan.

Bagaimana ESP instructor yang ngajar speaking menurut kalian?

Students B,C and D: Kalau menurut saya enak, iya menurut saya enak, dosen speaking nya enak, dosennya baik.

Student A: Dosen nya itu ramah, sehingga memberikan energy positive untuk kita, ketika dosennya pas menyampaikan materi ke kita dan memberikan kaya ayok maju dengan penyampainyang ramah jadi kita itu kayak tambah semangat oke, I want to go, I want to try..

Seberapa suka kalian dengan cara ESP instructor kalian mengajar speaking?

Student D: Sangat suka...katrena dosen nya itu seperti tadi. karena kalaun menjelaskan materi itu enak, jelas, sampai materinya itu sampai ke kami itu jadi kami paham apa yang beliau bicarakan, dan tidak membuat kita takut untuk bicara bahasa inggris.

Student C: Dan dosennya itu santai. Santainya itu pasti

Kalian pengennya dosen yang seperti apa untuk mengajar speaking?

Student C: Seperti dosen yang sekarang si

Student D: Mungkin kalau bisa ditambahin kayak game, atau kita belajar di luar kelas, mungkin di tambah technique-technique yang lebih fun.

Student A: Kalau saya sudah cocok dengan dosen yang sekarang karena apa yang dosennya kasih sudah ada sedikit-sedikit cocok dengan Akuntansi seperti kayak materi yang kemarintgentang endorse itu kan kayak sama saja kita mempromosikan, itu juga termasuk dalampart-part akuntansi euma kecil tapi masih ada kaitannya dengan akuntansi.

Bagaimana tanggapan instruktur kalian ketika pas maju kedepan kalian salah ngomongnya dan terbata bata ngomongnya?

Student D: Kalau seandainya pas kita lagi maju itu salah atau kita gak tau bahasa inggrisnya kita tanya ke miss nya itu gak papa. Misalkan lagi bicara bahasa inggris ada kata-kata yang lupa, miss kata ini apa bahasa inggrisnya? dan beliau jawab jadi kami meskipun melakukan kesalahan tetap suka itu gak takut jadinya dan gak takut untuk bertanya jugajadinya.

Student A: Saya juga sama, kan langsung diberi tahu, waktu itu saya pernah melakukan kesalahan pronounciation kalau gak salah saya baca kampanye campaign itu salah langsung dibenerin sama miss itu, dan saya masih salah, terus dibenerin lagi, jadi kita bisa tau kesalah kita dimana.

Dan bagaimana cara dosennya membenarkan kesalahan kamu?

Student A Miss nya tetap benerin pronounciationnya tapi tetap dengan senyum g itu lo, jadi buat kita gak takut dan tenang.

Kalian seang gak kalau sama instruktur di bantu dibenerin pronounciationnya?

Student D: Saya si senang selain memberikan rasa percaya diri, juga semangat karena ibunya bantu

Kalian mauinya pas belajar speaking materinya yang seperti apa?

Student A: Materi tentang bahasa inggris tentang akuntansi dasar cuma gak langsung ke akuntasinya, jadi materinya bisa ada kaitannya dengan akuntansi kayak endorse itu itu kana da kaitannya dengan akuntansi cuma kita kayak mempromosi itu,, kan mudah gitu.

Bagaimana tanggapan kalian dengan strategi strategi motivasi yang di gunakan

Instruktur kalian ketika mengajar speaking?

Student D: Positive, kami senang dengan cara mengajar missnya, jadi kayak saling mengasih feedback, jadi kami belajar dengan enak, beliau ngajarnya juga dengan enak, jadi kami itu kayak seperti...........santai pokoknya kalau masuk kelas speaking itu, malah kalau pas gak masuk itu gak mau, pengen nyan masuk, ya itu karena dosennya ramah dan kita sangat enjoy.

Students A,B,C: he eh...saya juga setuju begitu
Appendix-3b1. The Transcription of FGD

Date: Wednesday, 15th March 2019
Time: 15.33-16.12 p.m.
Place: 3.02 GKB 4, UMM Malang
Interview: Sulastri
Object of FGD: The students from “B Class”

1. The Transcription

**Date**: Wednesday, 15th March 2019
**Time**: 15.33 - 16.12 p.m.
**Place**: 3.02 GKB 4, UMM Malang

**Interview**: Sulastri

**Object of FGD**: The students from “B Class”

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**Menurut kalian speaking itu penting gak? mengapa?**

**Student B**: Penting si, kalau apa namanya kita bisa bicara bahasa inggris dengan lancar itu bisa berguna, nanti ketika kita melamar kerja mungkin, kalau ada kemampuan bahasa inggris itu akan membantu nilai plus sendiri untuk melamar di perusahaan itu, untuk melamar kerja.

**Student A**: Penting si.. kalau seandainya nantik kita kerja terus mengurus atau bertemu dengan klient orang asing atau orang klien nya orang luar, kita kan juga menggunakan bahasa inggris kan.. otomatis kita ngomong bahasa inggris kan. Sehingga speaking untuk jurusan akuntansi itu penting.

**Student D**: Penting si, kalau misalnya kalau di perusahaan pasti kan ada kayak teknologi baru, pasti kan bukan dari bahasa indonesia, dari bahasa inggris. Soalnya bahasa inggris juga apa itu... umum gitu.

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**Strategi apa yang biasanya di pakai instruktur ESP untuk membuat kalian tertarik di kelas speaking?**

**Student B**: Mungkin kalau dari sanya dosennya itu tidak memaksa mahasiswa wany itu kamu harus bisa ini, tapi dengan santai tapi serius.

**Interview**: dengan santai bagaimana maksudnya?

**Student B**: Santai maksudnya misal kalau kamu harus bisa mengucapkan kalimat seperti ini dengan lancar... gak... di tuntung dengan pelan supaya dia apa namanya... bisa nerima apa namanya dengan gak keberatan itu.

**Student C**: Kalau saya si gitu ya.. dosennya itu mengajarnya itu monotone misalnya kayak apa... bikin bosan medianya itu selalu pakai papan, terus nanti kita itu dikasih materi habis itu kita e... disuruh nyebutin terus kita di buat memutar itu...

**Student A**: Kalau menurut saya itu justru metode yang dosen saya pakai ini, menurut saya justru malah apa ya...lebih optimal, karena apa soalnya kita kan dituntut untuk membuat sebuah kalimat dan mengucapkan secara bergantian, berkellig kan muter..nah itu jadi ada motivasi untuk aku harus bisa, cara jawabnya itu seperti ini, enggupacapatnya itu seperti ini, jadi kita berusaha putih itu pakai google translate. Jadi kayaknya motivasi nya itu malah yang tadi nya tertekan tapi malah santai itu lo seperti yang dikatakan teman saya tadi yang tadi malah santai, nah disitu kita kayak di paksa untuk belajar speaking juga

**Student D**: ee... kayak apa missalnya dosenya itu selain menulis, itu kayak mengasih aplikasi itu seperti kayak game tapi itu kita disuruh menjawab kayak diambil kelompok. Kita itu dikasih alikasi dari orangnya terus kita practice kayak memutar. Jadi sambil orangnya memantau itu kita juga bertanya itu. Terus kita nanya ini salah atau orangnya itu langsung tau kalau kita salah atau bener tapi tetap terasa enjoy

**Student B**: Kalau aku mungkin dosennya itu mengatakan, apa ya...langsung dengan tatap muka. Jadi kita tidak tau, mungkin salah satu dari buku. Tapi, orangnya dengan memberikan e... sedikit ilmu, lalu seperti yang dikatakan A mengajak kita untuk melihat grammar kita.

**Interview**: Apakah strategi strategi yang tadi circle dan pasangan. Menurut kalian startegi mana yang lebih efektif?

**Students C**: Kalau menurut aku lebih yang ke pasangan karena kalau ngerjain kurang tugasnya berpasangan akan saling membantu untuk menjawab pertanyaan dan kita jadi cemasnya. Kalau yang circle tadi kan kita sudah taupertanyaannya itu seperti apa jadi gak surprise. Klau missalnya berpasangan sama teman kan biasanya random dan bisa lebih saling membantu tapi kalau yang circle yang sendiri2 itu kan kalau missalnya kita gak bisa jawab kan malu kalau kalau missalnya dikasih pertayaan. Dan menurut saya yang...
Students A: Kalau menurut saya si memang saya kurang setuju dengan pernyataan C soalnya kan pair work, pair work itu biasanya temannya itu biasanya kalau ada tugas membebeankan tugasnya dengan teman yang lain, jadi kalau ada tugas itu ngerjainya kayak kurang serius kan apalagi kalau sama temannya. Kalau yang circle itu kan sudah terkonek, dosennya seperti ini, pertanyaannya seperti ini, kalau pair work itu biasanya kita gak tau kesalahannya di mana soalnya dosen bisa kagak sepuhnya memperhatikan, tapi kalau pas individu itu ow...salahnya yang ini nanti di betulkan.

Student C: Iya si betul biasanya kalau habis circle itu kalau ada yang salah dosennya tulis di papn nantik di betulkan atau di terangkan. Ya sebenarnya sama aja si sama yang pair work kalau ada jawaban yang salah di betulkan juga di akhir sesi.

Student D: Saya kurang setuju dengan mas C, Saya setuju dengan mas A soalnya itu kan kalau yang circle itu kan memang pertanyaannya sudah terkonek; dan terkadang itu kita saling nanya dengan pasangan. Itu kan bukan kayak dosennya random tapi kayak kalau kita buka buku dan jawabannya ada disitu kita kayak bisa interaksi dengan teman kita jadi itu kita gak tau soalnya apa jadi kan kita tanya terus terus langsung jawab. Dan setelah itu kalau kita ada yang salah dosennya dibenarkan nantik yang salah di tulis di papan tulis dan diterangkan sama dosennya.

Students B: Kalau menurut saya si saya lebih setuju dengan si D dan si A soalnya kan kalau yang circle itu kan memang pertanyaannya sudah terkonek; dan terkadang itu kita saling nanya dengan pasangan. Itu kan bukan kayak dosennya random tapi kayak kalau kita buka buku dan jawabannya ada disitu kita kayak bisa interaksi dengan teman teremana yang ngomongnya lancar bahasa inggris dan kalau kita buat kesalahakan gak Cuma dosennya yang benerin tapi terkadang teman kita saling membenarkan juga.

Interview: apakah ada strategi lain?

Students C: sejauh ini gak ada. Apakah strategi yang di gunakan oleh instruktur kalian bisa meningkatkan kinerja kalian dalam speaking?

Students A: Iya yang individu atau circle Motivasi strategi yang di gunakan oleh instruktur itu berdampak tidak ke mata kuliah speaking?

Students B: Mungkin seperti tadi gaya ngajar dosennya yang monote dan juga itu itu dosennya ngajarkan kita agar supaya tidak nervous contohnya waktu kita muter kita ditunjuk pasti ada yang kurang lancar dan saat ada yang kurang lancar karena nervous itu dibantu sama dosennya. Sedangkan biasanya kalau dosen lain kalau kita salah kita gak dibantu malah orangannya kayak marah gitu.

Students C: Bener si kalau dosennya itu gak ...buat kita gak gugup. Karena dari di tulis pertama beliau mengajar itu banyak mahasiswanyya itu ada yang kurang lancar speakingnya itu dosennya memberikan bantuan berupa media kalau misalnya mahasiswanyya gak lancar bisa jawaban kalau itu di tulis di kertas dulu, nantik setelah kalau bisa lihat kertas yang kita tulis tadi nantik menjawab. Pokoknya nulis dulu dikertas di persipakan bagi yang gak bisa jawab. Jadi yan karena itu lama lama kita jadi terbiasa gak gugup.

Kelas speaking seperti apa si yang kalian harapkan dari instruktur ESP? Tolong jelaskan.

Students A: Saya si pengennya kalau belajar speaking dosennya itu tidak memakai itu metode itu itu aja selama ini dosennya kan hanya memakai 1 atau 2 metode saja. Dan masih baru. Dan yang saya harapkan dari dosen saya. Saya itu inginnya belajar speaking itu untuk kita akuntansi kita belajarnya langsung kayak interaksi. Jadi topiknya itu langsung kayak kita berbicara, nah itu grammarnya bleber kemana mana yang penting kita ada usaha untuk berkomunikasi menggunakan bahasa inggris itu tadi yang berhubungan dengan jurusan saya. Ya karena jurusan saya kan kalian yang ngurusi klien ya itu tadi karena komputer dan teknologinya kan pakai bahasa inggris semua.

Interview: jadi menurut kalian materinya itu tidak berhubungan dengan jurusan kalian?

Students A: Berhubungan, tapi, kalau dari 100 persen masih 5 persen. Karena kita kan akuntasi jaman sekarang kan apa apa sudah pakai bahasa inggris semua apalagi kalau
kita bekerja di perusahaan, dan perusahaannya itu asing atau kerja sama dengan orang asing kan juga kita tetap butuh bahasa inggris karena bicaranya semua pakai bahasa inggris.


Interview: Jadi kamu pengen dosennya itu ngajarnya menekankan ke speakingnya?

Students C: Iya, karena kita belajar speaking jadi harus ditekankan di speakingnya. Speakingnya pakai bahasa inggris

Student D: Jadi saya juga setuju dengan teman saya, lebih baik kita kayak banyak ngomong bahasa inggrisnya seperti kalau kita mengerjakan tugas dengan pasangan, kontohnya kayak belajar menunjukan arah terus kita maju terus kita salah2 karena bahasa inggrisnya kurang lancar, terus dosennya mendengarkan, dan gak kayak membekadn dengan anak yang pinter bahasa inggris, siapa yang gak jadi masih kayak itu apa namanya, di bimbing.

Student B: Kalau menurut saya, mungkin dosen itu itu kalau boleh usul mungkin kayak e....belajarnya itu kayak untuk sehari hari. Mungkin kalau yang berhubungan sama ekonomi itu masih sedikit, karena yang kita dapat dari materi pertama itu cuma perkenalan, perkenalan kaya sipaa kita itu sampai UTS jadi mungkin seharusnya materinya bisa kayak yang berhubungan dengan business dan praktiknya ngomong berita yag menarik. Kalian senang tidak jika ketika kalian maju kalian salah, terus di benerin sama miss nya?

Student D: Kita senang tapi dosen nya itu kayak sudah langsung ngerti kita jadi jadi kita walaupun kita sudah kayak bla bla sudah panjang terus salah dosennya pasti akan mebenarkan punya kita... Jadi kita... yang lain mungkin ada yang belum tentu ada yang bisa jadi itu dosennya itu kayak sekalain ngasih info kalau itu sebenaranya gini, kalau itu sebenaranya gini.

Student C: Kalau dosen saya itu kalau misalnya ada penyebutan yang salah itu dia koreksi nantik pas kita sudah selesai maju jadi kita tau kesalahan kita pas selesai maju. Contohnya kayak em.. I am.. when I am sick. Itu seharusnya am nya dihilangkan atau tidak kita kan jadi tau jadi nanti kita tidak buat kesalahan yang sama. (positive feedback)

Bagaimana sikap instruktur ESP kalian ketika kalian sedang mempresentasikan tugas, baik dengan benar maupun dengan salah? berikan contohnya

Student C: Kalau menurut saya, mungkin dosen kita sudah selesai maju kita maju terus kita salah karena... Instruktur kita itu kayak kayak kocek terus kita salah kita sudah selesai maju kita maju terus kita salah karena instruktur kita itu kayak kita sudah selesai maju kita maju terus kita salah karena instruktur kita itu kayak kayak kocek.

Student B: Kalau menurut saya, mungkin dosen kita sudah selesai maju kita maju terus kita salah karena instruktur kita itu kayak kayak kocek terus kita salah karena instruktur kita itu kayak kayak kocek.

Bagaimana respon kalian ketika instruktur ESP menggunakan beberapa strategies ketika mengajar speaking?

Student A: Kalau saya si setuju setuju ajya solanya gurunya juga enak kan, e.. apa penjelasan beliau kepada kami itu juga mudah diterima, kalau salah bisa langsung di betulkan, kalau pronunciation salah juga ias langsung di betulkan kalau yang biasanya kata kata atau kalimat yang salah itu biasanya di akhir jadi menurut saya si positive meskipun metodinya gitu, itu gitu.

Student C: Kalau saya sedikit kurang setuju karena saya pengennya itu belajar speaking itu kita pakai bahas inggris kalau ngomong ngomong nya kemudian instruktur kita itu ngajarnya kayak monotone gitu.

Student B: Menurut saya mungkin jika ibunya mengajarnya banyak menggunakan metode dan materinya banyak berkaitan dengan akuntansi akan lebih menarik.

Student D: Ya kalau menurut saya ibunya lumayan si karena gak memaksakan kita jadi gak papa kalau kita salah
# HASIL CEK PLAGIASI

**PROGRAM PASCASARJANA**
**UNIVERSITAS MUHAMMADIYAH MALANG**

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Malang 19 Juli 19

Petugas Cek