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AN EVALUATION OF ENGLISH PROGRAM: A DEEP ANALYSIS OF EFL LEARNERS' ATTITUDE TOWARDS ENGLISH PROGRAM

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Abstract
This study investigated EFL learners' attitude towards English program conducted by the language institute in an engineering college in Palembang. The program consisted of 36 regular meeting where participants learn English for their field and TOEFL test. This evaluation was conducted at the end of the program to advance the English program in the college to meet their learners' of English. As a part of evaluation, this study evaluated six aspects in program namely teaching materials, teaching methodology, course fee, course design, facilities and service provided in the program. The participants of this study were 87.9% learners who took English course in the institute. A questionnaire consisting 15 items was given to the participants at the end of the program. This study revealed that most participants had positive attitude towards the English program provided by the language institute. Clearly, they were satisfied with the English program in the college.

Keywords: attitude, EFL learners, evaluation

Introduction

All higher education institution s such as universities and colleges have the same opinion of how important English is for their collegians. This leads them to provide a particular curriculum for English language teaching in their institutions to accommodate the needs of their students. The existence of English in the country with multilingual education and system is considered as a primary foreign language which must be one of basic competence to be mastered by their citizens (Björklund, Björklund & Sjöholm, 2013, p. 16). As a result, English becomes a primary subject in each stage of education from primary to higher education. This is can be denied due to the fact that English language teaching industry keeps growing both in formal and informal education. The growth of English language schools as the supplementary has grown with a positive trend in most developing countries. Also, the rapid development of social media influences the way people think of English. In particular, Asian countries have believed that English provide three main functions for their people such as to accelerate national development, to learn about other cultures in the world and to communicate in the international level (Chang, 2011). Furthermore, higher education institutions in Indonesia are willingly to obligate their students to sharpen their collegians' English proficiency

by providing English subject in their curriculum (BSNP, 2010; Rokhyati, 2013). Another way to boost their outcomes' English proficiency is by requiring English proficiency certificate prior to their graduation such as TOEFL and TOEIC.

English proficiency Index or EPI (Education First, 2019) has placed Indonesia in the 61st rank which is categorized as low proficiency and far behind its neighbours, Singapore (Rank 5), Philippines (Rank 20) and Malaysia (Rank 26). Therefore, it is not hyperbole to say that English language learning is very much necessary for Indonesian. With the rapid development of English requirement in many sectors such as economy, science, law, technology, etc., the foreign language awareness especially English has also increased among collegians. Many past studies have proven that day by day more people tend to think English is very essential for their future stability. Unfortunately, General Directorate of Learning and Student Affairs (2019), Research, Technology and Higher Education Ministry did not mention explicitly in the preparation of higher education curriculum in the era of 4.0 about how much the proportion of English must be taught in colleges or universities. Surprisingly, all universities and colleges do not bother with it and keep English as one of compulsory subject in their institutions. However, since they must adjust the limit of credit and the outcomes need, the credit of English subject is normally between 2 up to 5 credits only (Rokhyati, 2013). Therefore, many universities and colleges establish language institution or unit to accommodate their students' need of English. A language institution or unit in colleges usually provides several services such as language courses, translation, language workshop, etc.

Polytechnic of Akamigas Palembang established a language institution in 2016 and the language institution has accommodated the students' need of foreign language especially English ever since. It provides several programs such as English courses, English proficiency test, English exam preparation and translation both for its students and public. These programs are aimed to increase students' English proficiency so that after studying at the college, the industry are willing to accept them as their employees.

The language institute provides English learning program in Polytechnic of Akamigas Palembang as the students in most study programs only learn English for two semesters. This is considered not enough for students' need as in the first year of the study students have international program that is studying in overseas for several weeks. Therefore, in the first semester students are required to take an English course program prior to the departure. Moreover, the students are also required to have an English proficiency certificate, TOEFL ITP, before they graduate from the college. The detail of the English program in the college will be explained further later in this research.

In order to evaluate and develop the English language program in the institution, an evaluation is necessary to be conducted. This evaluation aimed to gain real data and further details about how the students experience learning English in the institution. The result of the evaluation will be a reference for improving the language institute performance each year and explore the students' needs annually. Viet (2017) states that having a proof of learners' attitude towards language learning assist a language institution and teachers or lecturers to advance the language learning program in an institution.

Thus, this research aims to explore the EFL learners' attitude towards learning English in an English language program provided by a language institution in a private college. This research would extend the findings to the very detail information as a part of annual evaluation in order to develop its language program.

The objectives of this study were to investigate the students' attitude towards teaching materials, teaching and learning method, course design, facilities, service and course fee in the English language program at the language institute of Akamigas Polytechnic of Palembang.

This research focuses on the attitudes of learners towards English language program. It is considered as an evaluation of the English language program itself. In English language teaching research, learning attitude and evaluation have been interesting issues to be explored. Therefore, there are numerous researches or studies related to those topics.

Ahmed (2015) completed a study related to EFL students' attitude towards English language learning at a university in Malaysia. Its objectives was to investigate the EFL learners' attitude towards English language learning program, the causes influencing the effect of the program for the EFL learners and English learning perspective among non-English major learners. The study involved 238 EFL learners in the university. It gathered the data through questionnaire analysis which consisted of 19 items. From the study, it was obtained that the EFL learners had positive attitude towards English language learning. Even the EFL learners were found seeking extra English classes outside their college. It means that they are surely aware how important English was and understand the objectives of English language learning.

Daggol (2017) also investigated EFL learners' attitude towards English language learning. The participants were 35 collegians which were investigated through a questionnaire and their autobiography reports. The study revealed that the learners had positive attitude towards learning English. Furthermore, the learners were found to have awareness of how important English is for their future job opportunities. This led a fact that the learners have high level of intrinsic motivation.

Abu-Snoubar (2017) studied the attitudes of EFL learners towards learning English in Al-Baqa Applied University involving 176 participants in the university. In addition, the study also studied the effect of gender on students' attitudes. The instrument used was Attitude and Motivation Test Battery (AMTB) questionnaire. it was found that the students had positive attitudes towards learning English. Furthermore, female participants were found having more positive attitudes rather than male participants. The study was a quantitative study whose results of analysis were obtained from data calculation using questionnaire analysis and T-Test.

Zulfikar, Dahliana & Sari (2019) conducted a qualitative study to investigate the students' belief, attitude, feeling and behavior in English learning. The six participants were selected purposively and interviewed in the study. The study found that the participants had positive attitude towards learning English. They were highly aware of English learning and willingly to learn English seriously. However, the results were not surprising as the participants were studying English

as their major in the university. It was normal to have English major learners had great awareness and attitudes of learning English.

Abidin, Pour-Mohamadi & Alzwari (2012) studied the EFL learners' attitudes towards learning English in Libya. 180 students i.e. 94 males and 86 females participated in the study. The study explored the attitude of EFL learners in learning English in terms of behavioral, cognitive and emotional aspects. It utilized Attitude and Motivation Test Battery (AMTB) questionnaire. The study found that the EFL learners had negative attitude towards learning English. This caused learners unaware of how important English is.

Mohamadi (2013) evaluate the success of general English course program at Tabriz University in Iran. It was a qualitative and quantitative study He tried to see if the students' needs, materials provided and the teaching methodology of the program in the university are relevant to each other. In his study, he utilized questionnaire as the instrument of research. There were three questionnaires; the first questionnaire consisted of 5 parts to find out the learners' needs; the second one was to evaluate the textbook effectiveness and the last one was to evaluate the lecturers' methodology. The study revealed that the learners' needs, material and teaching methodology were not in the same track. In other words, those three important components did not match each other. He then concluded that program was not established based on the ELT principles.

Another study exploring program evaluation was conducted by Yavuz and Topkaya (2013). The study involved 18 teacher educators from five state universities in Turkey. Its objective was to find out how teacher educators evaluate the new change in their English Language Teacher Education Program. It administered a questionnaire consisting of 6 questions. The study found that the participants did not involve in the program preparation and development.

Agustina and Mukhtaruddin (2019) evaluated an English program called Integrated English Learning (IEL) in a college. The study applied CIPP initiated by Stufflebeam. The study evaluated the program in terms of context, input, process and product (CIPP) through interview. The study revealed that the participants had no problem with the level applied in the program. Related to materials, teachers are given module from the language centre and involve games, blogs and other interesting activities in the classroom. However, the study also found that the participants concerned with the quality of their teachers which were different. Therefore, they agreed that they need teachers who were able to build strong communication with the students so they feel encouraged to learn.

Those studies explored the EFL attitudes towards English learning in various institutions and using different methodology. The attitude studies mostly investigated the learners' attitude towards learning English in their universities or school not in a special course program. While the studies related to program evaluation focused on the evaluation itself rather than the learners' attitude. Therefore, this study tried to fill the gap by investigating EFL learners' attitude towards English language learning program in a private university. This study will also become a reference to evaluate the English course program in the university.

Method

This study was a descriptive quantitative conducted in a private college in Palembang. This study investigated the attitudes of the participants towards

several aspect of English language program in the college. The aspects were teaching material, educators' methodology, course fee, course design, course facilities and student service in the language program provided by the language institute in the college. The results of this study were presented in form of descriptive analysis obtained from the questionnaire.

The instrument used in this research was a questionnaire consisting of fifteen statements. Item No 1, 2, 3 and 15 were related to teaching material in the program. Item No 4, 5, 6, 7 and 8 were related to educators' methodology. Item No 9 was related to the course fee. Item No 10 was related to the course design. Item No 11, 12 and 13 were related to the course facilities. Item No 14 was related to the student service. The questionnaire was given at the last meeting of the course when the participants had already finished all the course lessons and tests.

The data was obtained from the questionnaire given to the participants after the language program was completed. The data from the questionnaire was analyzed by counting the percentage of each answer. Then data analysis was described in the findings of the study.

Findings and Discussion

Findings

This research investigated the attitude of learners' towards learning English in the language institute of Polytechnic of Akamigas. The course program was English for Specific Purpose Program in which learners learn English for oil and gas industry and English for engineering. The course program consisting of 36 meetings (two hours/ meeting) lasted for approximately 4 months (three times per week). However, since the learners would have a proficiency test for a selection of Summer School Program in the college, 6 out of 36 meeting were allocated for TOEFL Preparation class. So, 30 meetings were spent for English for specific purpose and 6 meeting were spent for TOEFL Preparation. With this course design, 100% first year students of Polytechnic of Akamigas Palembang joined the course even though the course program in the language institute was not obligatory for them. This number of learners increased from the previous year where only around 90% students took course in the language institute. The course started in October 2019 - January 2020 for 30 meetings and had a break approximately 1.5 months due to semester break. Then, the next 6 meeting were done in the beginning of March 2020.

After the program finished, the students were given a questionnaire in the last meeting of their course. There were 223 students in the course program divided into 7 classes. However, on the day of filling questionnaire there were 196 students present in their last meeting. Therefore, the number of participants of this study was 196. It means that 87.9% of course learners joined as the participants of the study. The detail number of each class can be seen in this following table:

Table 1. Number of Participants

No	Class	No of Students	No of Questionnaire Participants
1	English for Oil and Gas A	34	33
2	English for Oil and Gas B	33	28

3	English for Oil and Gas C	32	25
4	English for Oil and Gas D	32	28
5	English for Oil and Gas E	31	29
6	English for Engineering A	31	28
7	English for Engineering B	30	25
	Total	***223***	***196***

With 87.9% of participants, the findings of this research were still representative for evaluating learners' attitude towards English learning in the language institute. The questionnaire of this research investigated the participants' attitude towards several aspects of the English program in the language institute namely teaching materials, teaching and learning method, service, course fee, course design and facilities. Therefore, the findings in each aspect based on the percentage of each scale were explained in order to give detail description.

Learners' Attitude towards Teaching Materials of the Language Program

The number of respondents was 196. In this part of the questionnaire, there were four questions related to teaching materials used in the programs. Here is the detail information:

Table 2. Percentage and Number of Respondents about Teaching Material

Questionnaire Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The textbook used was interesting and easy-to-understand.	47.96% (94)	42.86% (84)	9.18% (18)	0.00% (0)	0.00% (0)
2. The textbook used is relevant to your field of study.	50.51% (99)	40.31% (79)	6.63% (13)	1.53% (3)	1.02% (2)
3. The price of the textbook is too expensive.	4.08% (8)	6.63% (13)	47.96% (94)	21.94% (43)	19.39% (38)
4. Learning English in the program gives you maximum benefits.	55.10% (108)	35.71% (70)	8.16% (16)	1.02% (2)	0.00% (0)

In the Item No 1 of the questionnaire, a very positive response was obtained as it can be seen from the table that 47.96% (94 out of 196) respondents strongly agreed that the materials they got in the program was interesting and easy-to-understand. Out of the rest, 42.86% (84 out of 196) respondents agreed, 9.18% chose neutral and no one disagreed. This means that around 90% of respondents had a very positive response related for Item 1.

For Item 2, more than half of the respondents which were 99 respondents (50.51%) strongly agreed that the textbook they used in the program was relevant to their field of the study i.e. oil and gas industry and engineering. The rest was 40.31% (79 respondents) agreed, 6.63% (13 respondents) was neutral, 1.53% (3 respondents) disagreed and 1.02% (2 respondents) strongly disagreed. It can be

said that more than 90% out of the total respondents have positive response on the relevance of the course materials with their respective fields of the study.

Item 3 asked the respondents if the textbook they used was affordable. The results were 4.08% (8 respondents) strongly agreed, 6.63% (13 respondents) agreed, 47.94 % was neutral, 21.94% disagreed and 19.39% (38 respondents) strongly disagreed. So, the number of respondents who were in 'disagree' party was 41.33% (81 respondents) thought that the textbook they used was still affordable for them.

For Number 4, 55.10% (108) respondents strongly agreed that learning English in the program gave them maximum benefits. Then, 35.71% (70) respondents agreed, 8.16% (16) respondents was neutral, 1.02% (2) respondents disagreed and no one strongly disagreed. So, around 40% respondents agreed with this statement.

Based on the explanation of the data analysis, it can be concluded that most participants had positive attitude towards teaching materials provided by the program. Many of them even had a very positive response by choosing 'strongly agree' in most numbers.

Learners' Attitude towards Teaching and Learning Method of the Language Program

In this aspect, the questionnaire asked how the students' attitudes towards the methodology used in the process of teaching and learning in the class. There were 5 items or questions in the questionnaire in this part. Here is the detail of the analysis results:

Table 3. Percentage and Number of Respondents about Teaching Methodology

Questionnaire Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The lecturer was able to give the materials clearly with an easy-to-understand language.	58.67% (115)	32.65% (64)	6.12% (12)	1.53% (3)	1.02% (2)
2. The lecturer's teaching methodology was monotonous and boring.	4.08% (8)	4.08% (8)	29.08% (57)	43.88% (86)	18.88% (37)
3. The lecturer was patient and willing to give lesson repetition for students who did not understand about the materials.	62.24% (122)	30.10% (59)	6.63% (13)	1.02% (2)	0.00% (0)
4. The lecturer was able to create an active and interactive atmosphere in teaching.	48.98% (96)	41.33% (81)	9.69% (19)	0.00% (0)	0.00% (0)
5. The performance of the lecturer was neat and polite.	71.43% (140)	27.55% (54)	1.02% (2)	0.00% (0)	0.00% (0)

Item 1 of this aspect investigated if the lecturers were able to give materials clearly using an easy-to-understand language. More than half of the respondents i.e. 58.67% (115 respondents) gave 'strongly agree' response on the questionnaire and 32.65% (64 respondents) agreed with the statement. In the neutral position, there were 12 respondents. And the rest, in the column disagree and strongly disagree were 1.53% (3) and 1.02% (2) respectively. This data analysis indicated that most respondents had positive attitude towards the way lecturers delivering the course materials in the class.

Next item investigated if the lecturer's teaching methodology was monotonous and boring or not. The result was also interesting as the only 8.16% or 16 out of 196 respondents i.e. 4.08% (strongly agree) and 4.08% (agree) had similar opinion that their lecturers' teaching methodology was monotonous and boring. On the other hand, 43.88% (86 respondents) disagreed and 18.88% strongly disagreed (37 respondents) that the lecturer's teaching methodology was monotonous and boring. In the neutral position, there were only 57 respondents. Thus, it can be inferred that the lecturer's teaching methodology was not monotonous and boring according to the students' opinion. In other words, the students had positive attitudes towards the lecturers' method in teaching.

Then, the third item of this aspect asked if the lecturers were patient and willing to give lesson repetition for students who did not understand about the materials. Just like in the first item, more than half of the respondents (62.24%) i.e. 122 out of 196 respondents strongly agreed and 59 respondents (30.10%) agreed that their lecturers were patient and willing to give lesson repetition for students who did not understand about the materials. Then, 13 respondents (6.63%) were neutral on this statement. And the rest was that only 2 respondents (1.02%) disagreed and no respondent strongly agreed with this statement.

In terms of the lecturers able to create an active and interactive atmosphere in teaching, no respondent had negative response. It can be seen from the data that in the 'disagree' and 'strongly disagree' columns the percentages were all 0%. On the contrary, 96 out of 196 respondents (48.98%) chose 'strongly disagree' and 81 out of 196 respondents agreed upon this statement. And only 19 out of 196 respondents (9.69%) chose to be neutral. Thus, it can be inferred that most of the respondents had positive attitudes towards the learning atmosphere in their classes.

Finally, the last item of this aspect asked if the performance of their lecturers was neat and polite. 71.43% i.e. 140 respondents strongly agreed and 27.55% (54) respondents agreed upon the statement. In other words, 194 out of 196 respondents had positive attitudes towards the lecturers' performance. The rest was 2 respondents (1.02%) choosing to be neutral. And no respondents chose disagree and strongly disagree options.

According to the data interpretation above, it can be concluded that most respondents had positive attitudes towards the way of their lecturers in delivering materials, creating learning atmosphere and performance. This indicated that teaching methodology of their lecturers were well-accepted and considered as a positive point.

Learners' Attitude towards Course fee of the Language Program

As the language program required learners to pay some amount of fee, this questionnaire also investigated whether or not the number of meetings i.e. 36 meetings was in accordance with the course fee. Here is the detail of the analysis results:

Table 4. Percentage and Number of Respondents about Course Fee

Questionnaire Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The number of course meeting was in accordance with the course fee	41.84% (82)	43.37% (85)	13.27% (26)	1.53% (3)	0% (0)

Based on the respondents' responses, it was revealed that almost half of the respondent (41.84%) which means 82 out of 196 strongly agreed with the statement. Then, 43.37% or 85 out of 196 agreed that the course fee they paid was suitable with the number of meetings they got in the course. While the rest was 13.27% or 26 respondents chose neutral and only 1.53% or 3 respondents disagreed.

According to the data analysis, 167 respondents shared the same opinion about the course fee suitability. It is clearly described that more than half of respondents had positive attitude towards the course fee of the English program in the college.

Learners' Attitude towards Course Design of the Language Program

In this part, the questionnaire was designed to explore the learners' attitude towards course design of the program. There was only one item in this part. Here is the detail of the analysis results:

Table 5. Percentage and Number of Respondents about Course Design

Questionnaire Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The distribution of materials (30 meetings of ESP, 6 meetings of TOEFL preparation) was sufficient.	38.78% (76)	47.45 % (93)	11.22% (22)	2.55% (5)	0% (0)

The questionnaire found that 38.78% (76 out of 196) strongly agreed with the statement and 47.45% (93 out of 196) agreed with the statement. Then, 11.22% (22 out of 196) respondents chose neutral and 2.55% (5 out of 196) disagreed. Therefore, it was concluded that most learners agreed that the distribution of material in the course was sufficient to accommodate their needs.

Learners' Attitude towards Facilities of the Language Program

In this section of the questionnaire, the respondents were asked to give their opinion about the facilities they got during the program. Here is the detail of the analysis results:

Table 6. Percentage and Number of Respondents about Facilities

Questionnaire Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The classroom was comfortable and conducive.	33.67% (66)	40.31% (79)	21.43% (42)	4.08% (8)	0.51% (1)
2. Facilities such as air conditioning, speaker, projector, etc. were in good condition.	43.88% (86)	36.22% (71)	17.86% (35)	1.53% (3)	0.51% (1)
3. There needs to be an increase in facilities, such as air conditioning or number of speakers.	54.08% (106)	29.08% (57)	13.27% (26)	2.55% (5)	1.02% (2)

Responding to Item 1 stating that the classroom used for learning was comfortable and conducive, 33.67% or 66 respondents chose strongly agree, 40.31% or 79 respondents chose agree, 21.43% or 42 respondents chose neutral, 4.08% or 8 respondents chose disagree and 0.51% or only one respondents chose strongly disagree. In other words, there were 14 respondents (73.98%) had positive attitude in this item.

Item 2 in this part asked if the respondents agreed that the learning facilities such air conditioning, projector, etc. were in good condition. The results were 86 respondents (43.88%) chose 'strongly agree', 71 respondents (36.22%) chose 'agree', 35 respondents (17.86%) chose 'neutral', 3 respondents (1.53%) chose 'disagree' and only one respondent (0.51%) chose 'strongly disagree'.

Item 3 in this part asked if the respondents agreed that 3 there needs to be an increase in facilities, such as air conditioning or number of speakers. The results were 106 respondents (54.08%) chose 'strongly agree', 57 respondents (29.08%) chose 'agree', 26 respondents (13.27%) chose 'neutral', 3 respondents (2.55%) chose 'disagree' and 2 respondents (1.02%) chose 'strongly disagree'.

Based on the data, most respondents indicated positive attitude towards the learning facilities they got during their learning period in the program. It can be seen from the data that more than half of the respondents chose 'strongly agree' on these items. However, they also suggested an enhancement of the facilities they used in the program.

Learners' Attitude towards Course Service of the Language Program

In this last part of the questionnaire, the respondents were asked if the course service given was in accordance with what was offered before. Here is the detail:

Table 7. Percentage and Number of Respondents about Facilities

Questionnaire Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The course service given was in accordance with what was offered.	32.14% (68)	54.59% (107)	12.24% (24)	1.02% (2)	0% (0)

Based on the analysis, the results were 68 respondents (32.14%) chose 'strongly agree', 107 respondents (54.59%) chose 'agree', 24 respondents

(12.24%) chose 'neutral', 2 respondents (1.02%) chose 'disagree' and 0 respondents (0%) chose 'strongly disagree'. The results indicated that the respondents were satisfied with service given during their course.

Discussion

This study investigated the EFL learners' attitude towards the language programs. According to Hosseini and Pourmandnia (2013), there is a strong correlation between learners' attitude and the success of language learning program. Therefore, Learners' attitude was investigated in this study. There were six points of evaluation were concerned in this study. This research tried to evaluate the teaching materials, teaching methodology, course design, fee, facilities and service which the learners obtained during their course in the language institute. This main purpose of this evaluation was to improve the program itself. An evaluation helps institutions, course designer and educators to create a language program with relevant process and outputs in order to fulfill the demands of providing qualified language program (Tufail & Embi, 2016).

The result of this study revealed that learners felt satisfied with the teaching materials given in the course program where the program offered two kinds of materials i.e. English for specific purpose and TOEFL preparation. Nikoopour and Farsani (2011) suggest that learning materials should be adjusted to the learners' needs. Therefore, the textbook they used also met their needs where they were majoring petroleum, chemical and coal mining engineering. Then after finishing their ESP course, they also learned TOEFL to help them in their TOEFL test. Learners can learn successfully when the materials they gained in their classes meet their needs. This is very reasonable as learners learn effectively by having what they need. Integrated, newest and authentic materials are definitely a key to a successful English learning (Abidin, Pour-Mohamadi & Alzwari, 2012; Ahmed, 2017). However, teachers need to be facilitated in terms of developing and adapting materials using their knowledge and practical skills (Işık, 2018). Even though the students already have their own textbook from international publisher which is, of course, already developed through a set of research by considering the students' needs, teachers are still expected to be able to manage and design materials according to their students' needs and proficiency.

The second concern of this evaluation was teaching methods used in the classes. Most respondents were satisfied with the performance of their lecturers while teaching. They agreed that their lecturers were professional, neat, and able to deliver materials with easy-to-understand explanation during their course program. Moreover, the lecturers were able to create an interactive atmosphere in their classes as well. Another positive point was that the lecturers were patient and willing to help students who have problems in learning English. There is a strong proof that teachers' methods in teaching affect learners' success in learning (Ökmen & Kılıç, 2016). Brown (1994) suggests that teacher should be able to understand how learners learn a language and help learners achieve their goal during the process by providing active and extensive approach. Also, Wilga Rivers (cited in Brown, 1994) mention that an interactive class can help learners to broad their language skills through authentic learning materials, groupwork, task and direct practice in real situation by communicating with their classmates in the classroom. EFL educators are also expected to encourage their learners to

learn by applying the right methods and tasks in learning (Abidin, Pour-Mohamadi & Alzwari, 2012). Learners tend to have better performance when teachers teach them using interactive method rather than traditional method (Ökmen & Kılıç, 2016). Therefore, teachers are also expected to apply modern teaching methods to keep up with students' style in learning and teacher-centered learning also should be avoided (Coskun & Daloglu, 2010). Communicative learning method can be in form of having groupwork and discussion with pairs in learning where learners could interact to each other and practice their skill in real life situation (McDonough, Shaw & Masuhara, 2013).

Related to course design, learners were also satisfied the way the course was designed where they had 36 meetings in total which were divided into two terms. 30 meetings were conducted in the first half of the period where learners learn English for their respective field and 6 meeting were conducted in the second term where learners learned TOEFL preparation. It is necessary for institution to provide appropriate course design and content to fulfill learners' needs and make them interested to learn (Abidin, Pour-Mohamadi & Alzwari, 2012; Agustina, 2014). The specific course materials or English for specific purposes meet the learners' needs of professional and interdisciplinary skills (Li, 2018).

In term of course fee, most learners agreed that the fee they paid was in accordance with what they obtained in the program. They did not think that the course fee was expensive. Therefore, it was concluded that the learners had positive attitude towards the course fee of the program.

Then, this study also revealed that the facilities given to the learners in the program were considered good overall. This could be seen from the learners' rating in the questionnaire. They agreed that the facilities they had in their classes meet their expectation. However, they still considered that facility enhancement was necessary. Institution and educators should be able to provide a comfortable learning environment where all facilities can be used well as learners' focus in learning depend a supportive and comfortable learning environment (Abidin, Pour-Mohamadi & Alzwari, 2012; Brown, 1994). There was a strong relationship between classroom facilities and learners' academic achievement (Akomolafe & Adesua, 2016; Wali, Abulfathi & Mustapha, 2019). Moreover, the findings of the studies suggest that institution should be able to provide high quality facilities to motivate learners to study and increase the academic standard of the institution. A clean, tidy and quite class is definitely better than a messy class as comfortable learning environment can encourage learners and teachers Wali, Abulfathi & Mustapha, 2019). Also, learners tend to have better performance when the facilities in their classroom are good as they assist learners in learning, create comfortable condition which can increase learners' attendance and participation in class (Ekundayo, 2012: Wali, Abulfathi & Mustapha, 2019).

The last point concerned in this evaluation was the service provided in the program. The result of this study revealed that the service provided in the course met the learners' expectation as well. It can be seen from the positive results in the data analysis where the learners agreed that the service they obtained during their course was just like what was offered.

Conclusion

This study aimed to evaluate English course program provided by the language institute in order to accommodate the learners' need of mastering English for their field. This study evaluated the teaching materials, methods used by the lecturers, course fee, course design, facilities and service provided by the language institute. Given a questionnaire at the end of the program, learners were asked to mark every item in the questionnaire.

This study revealed that more than half of the learners had positive attitude towards the materials used in their course, teaching methodology, course design, fee, facilities and service provided by the institute. Moreover, it was found that the proportion of the materials and number of meetings meet the learners' needs. Also, they were satisfied with the way the course design where they learned not only English for their field but also TOEFL preparation. This was satisfactory as the test was very necessary for them when they graduated from the college.

This study focused on evaluating its program based on students' perception. Therefore, in the future it is recommended to explore how this English program make different in their academic achievement.

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