GRAMMAR CONTENT OF TENSES AND MODALS IN ENGLISH LEARNING MATERIALS FOR TOURISM HIGH SCHOOLS STUDENTS IN DKI JAKARTA

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ABSTRAK

Riska Ariestha Kemala. 2012. *The Grammar Content in English Learning Materials Tourism High Schools* Students *in DKI Jakarta*. Analisi Isi. Skripsi. Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Bahasa Inggris menjadi aspek yang paling penting dalam pariwisata. Para siswa pariwisata harus mampu menguasi bahasa Inggris untuk mengembangkan industri pariwisata di Indonesia. Tata bahasa yang dibutuhkan untuk tidak hanya dibutuhkan secara tertulis tetapi juga dalam berbicara. Penelitian ini berfokus pada *tenses* dan *modals* untuk mencari tahu apa sajakah *tenses* dan *modals* yang muncul dan paling sering muncul dalam bahan belajar bahasa Inggris untuk sekolah pariwisata, hasilnya dibandingkan dengan kebutuhan siswa akan *tenses* dan *modals*. Penelitian ini mengadopsi analisis Barber. Ada 196 *spoken text* dari 21 sekolah menengah pariwisata. 3093 kalimat, 2383 kalimat dengan *tenses* dan 710 dengan *modals*. Hasilnya *simple present tense* adalah yang paling sering muncul di buku pelajaran dan bahan otentik, dan diikuti oleh: *simple past tense, future tense* dan *continuous tense* untuk bahan buku teks, dan *present perfect* untuk bahan otentik. Itu sejalan dengan kebutuhan siswa sebagai berikut; 17% *simple present tense* sebagai yang paling dibutuhkan oleh siswa, diikuti oleh *simple past tense* 16%,*continuous tense* 13%, *present perfect* 11% dan *simple future* 10%,*past continuous* 10%, *past perfect* 9%, *present perfect continuous* 7% dan *past perfect continuous* 7%. Singkatnya, *simple preset tense dan simple past* muncul dan paling sering muncul dalam buku pelajaran dan bahan otentik dan sejalan dengan kebutuhan siswa, hal itu menunjukan bahwa materi tersebut dapat memenuhi kebutuhan siswa akan tenses, di harapkan guru juga mengembangan tenses dari yang sering muncul hingga yang sedikit muncul. Modal *can* adalah yang paling umum muncul dalam buku pelajaran dan bahan otentik, dan diikuti oleh: *would, will* dan *have to* untuk materi buku pelajaran, dan *could* materi otentik. Itu sejalan dengan kebutuhan siswa: *can 11%,would 10%, will 10% , could 10% ,may 10% ,must 10% , should 10% , shall 9% , have to 9%, used to 9% , ought to 1% ,and supposed to 1%*. Kesimpilan, modal *can, would, and will* muncul dan paling sering muncul dalam buku pelajaran dan bahan otentik dan itu sama dengan hasil dari kebutuhan siswa, dan materinya mampu memenuhi kebutuhan siswa akan *modal*. Penelitian diharapkan dapat membantu para siswa untuk berbicara bahasa Inggris fasih dengan menggunakan tata bahasa yang sesuai.Untuk implikasi lebih lanjut, studi ini dapat digunakan sebagai rekomendasi bagi guru bahasa Inggris di sekolah menengah pariwisata.

Jakarta, Januari 2012

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ABSTRACT

Riska Ariestha Kemala. 2012. The Grammar Content in English Learning Materials Tourism High Schools Students in DKI Jakarta. A Content Analysis. Thesis. English Department, the Faculty of Language and Arts, State University of Jakarta

English becomes the most important aspect in tourism. The tourism students have to be mastered in English in order to develop tourism industry in Indonesia. Grammar is needed to be focused not only in writing but also in speaking. This research focuses in the tenses and modals forms on order to find out what tenses and modals that appeared and most commonly appeared in the English learning materials for tourism high schools, the result is compared with the students' need of tenses and modals. This research adopted the Barber's register analysis. There are 196 spoken texts from 21 tourism high school. There are 3093 sentences and 2383 sentences with tenses and 710 with modals forms. The research shows that the *simple present tense* is the most commonly appeared in the textbooks and authentic materials, and followed by: *simple past tense, simple future tense* and next *continuous tense* for textbooks materials, and *present perfect* for authentic materials. Those are in line with the students' needs, 17% (212) *simple present tense* as the most needed to be understood by the students, followed *by simple past tense* 16% (211), *continuous tense* 13% (164), *present perfect* 11% (143) and *simple future* 10% (132), *past continuous* 10% (130), *past perfect* 9% (113), *present perfect continuous* 7% (96) and *past perfect continuous* 7% (86). In short, *simple preset tense and simple past* appeared and most commonly appear in the textbooks and authentic materials and it is similar with the result of the students' needs, it means that the materials can fill the students' need of tenses, and the teacher is expected to fill the students' needs of tenses from the highest to the lowest number of tenses. Modals *can* is the most commonly appeared in the textbooks and authentic materials, and followed by: *would, will* and next *have to* for textbooks materials, and could for the authentic materials. Those are in line with the students' needs: *can 11% (141 students), would 10% (140 students), will 10% (139 students), could 10% (133 students), may 10% (132 students), must 10% (130 students), should 10% (127), shall 9% (123), have to 9% (119), used to 9% (116), ought to 1% (12), and supposed to 1% (11)*. It can be concluded, modal *can, would, and will* appeared and most commonly appear in the textbooks and authentic materials and it is similar with the result of the students' needs, it is meant the materials can fill the students' needs of modals. This study is aimed to help the students to speak English Fluently by using the appropriate grammar. For the further implication, this study can be used as recommendations for the English teacher in tourism high schools.

Jakarta. January 2012

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TABLE OF CONTENTS

CHAPTER 3 METHODOLOGY

CHAPTER 4 DATA ANALYSIS, FINDINGS AND DISCUSSIONS

CHAPTER 5 CONCLUSION AND RECOMMENDATION

Appendices

Appendix 1 Table of Analysis

Appendix 2 The Samples of Textbooks and Authentic Analysis

Appendix 3 List of School, and Letter Recommendations from Schools

Appendix 4 Questionnaires for The Students

Appendix 5 Teachers' Interview Scripts

CHAPTER I

INTRODUCTION

This chapter consists of background of this study based on the researcher to conduct this study, research problems, purpose of the study, the scope of the study, and the benefit of the study.

1.1 Background of the Study

Komodo Island had become one of nominations of 7 wonders in the world in 2011; therefore, Indonesia may become a centre of interest of tourism aspect, the world's eye can concern in Indonesia. It means the tourism in Indonesia should be developed. Not only making the better and clean tourism spots, but also the development of tourism aspect should concern in making the best service for the tourists. In effort to increase the service for tourists, tourism vocational school is the common place to create good human resources in order to make the best service in tourism aspect. A good communication becomes an important aspect in tourism. Tourism is the business of providing tours and services for tourists. The growth of tourism has had a positive effect on income and development in many countries therefore tourism is actively encouraged. Tourism in Indonesia is an important component of the Indonesian economy as well as a significant source of its foreign exchange revenues. In order to develop the tourism, Indonesia needs some experts; which can be produced in the school of tourism. The

tourism school needs the specific knowledge such as; the basic knowledge about tourism in Indonesia, the way to serve the tourist, and language skills which effect the tourism development. English is one of international languages that can be used by all the people in the world to communicate. The tourism students should be mastered in English in order to develop the tourism industry to the world.

To improve the quality in speaking for tourism vocational school, English learning materials are the main points to be concerned; it is because the materials in teaching and learning will build the specific knowledge of tourism students. Spoken text is one kinds materials that used by the teacher in order to improve speaking ability of the students. Spoken text is the spoken language that poured into written (UEFAP, Features of Academic spoken English). Learning materials for Tourism High School are based on Standard and Basic Competence of English Vocational School for speaking and listening the learners will learn how to communicate with their boss, clients, customers, colleagues, etc. in order to develop the speaking ability of the students, grammatical pattern is can not be avoided. Grammatical structures also become a main point to be learnt in order to develop the spiking ability of tourism high schools students. Grammar can be seen as a part of the study that form or structure is possible in language (Thornbury: 1999). Without using appropriate grammar, our spoken or written language will not be understood by the other people. Although grammar is not a focus on teaching English, it is still needed for the learners as for speaking or accuracy in using the language

in receptive or productive skills that are much implemented in the target situation (Dudley-Evants and St John: 1998). In Short, grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the language used.

This study focuses on the tenses and modality in spoken text. Tenses indicate whether the actions or the state takes place in the present, took place in the past or will take place in the future. Thus, tenses are needed in speaking because appropriate tenses make the students to be able to speak in good English with the foreign tourists. Modals verbs belong to the larger category of auxiliaries' verbs. All modals share the nice systematic features of the auxiliaries. Modals are used to make an assessment, judgment or interpretation of what speaking about or to express the attitude to this. Therefore, in speaking ability, politeness is important. It is aimed to make students good in speaking English politely in order to increase the tourism aspect through good service to the foreign tourists.

In the other head based on the informally observation, the researcher found that some English teachers in some tourism high schools taught all kinds of grammar. The materials that used by the tourism teacher is as same as the materials for the business vocational school, in additions the Standard Competency and the Basic Competence for vocational schools is general, it does not mention the specific area, so that the teachers need to be more active in developing English materials especially for grammar. The teachers claimed

that grammar is not important in speaking skills; because as far as the students know the vocabulary, it is possible to the students to be able in speaking, but the grammar is needed to the students understand the speaking in English correctly and accurately in a particular context. Dudley-Evans stated that the specific context will involve very particular uses of grammar; ESP teacher needs to be sensitive to the context. So that, the students will be helped to understand the special terms of grammar found in the field of work.

In this study the researcher analyze the grammar tourism vocational schools materials, specified in spoken text. This study conduct the most common of tenses and modals. This research adopted the Barber's analysis that was done in 1985, Barber analyze the Science and Technology texts. The analysis is aimed to find the most frequency grammar in the texts. Barber firstly broke down into some clauses and sentences, divided into comment or statement sentences. After that Barber divided into the main and the subordinate clause. Then, the conjunctions in each subordinate clause was analyzed and counted. Next, the finite and non finite form verb was analyzed in each sentence. And analyzed it based on the verbs, and broke down into traditional grammar or modals auxiliaries.

This research is conducted in order to give the clearer aspect of grammar especially in tenses and modals in English for tourism high school. This study can help the students have better English in speaking as well. Through gaining a clearer understanding of how the language works, and gaining greater control over the way of words into sentences. In short,

studying grammar may help the tourism vocational students who become an important aspect in developing human resources of tourism industry, are able to use the good English.

1.2 Research Questions

This study is conducted based on the research question, as follows:

Main problems:

1. How is grammar in the English learning materials for tourism high school in DKI Jakarta?

   Sub Problems:

   - What tenses and modals appear in the spoken text of English learning materials for tourism high school in DKI Jakarta?

   - What are the most common of tenses and modals appear in spoken text of English learning materials for tourism high school in DKI Jakarta?

2. Do the tenses and modals in the materials can fill the students' needs in learning English?

1.3 Purpose of the Study

1. The purpose is to describe the grammar (tenses and modals) that used in the spoken text of English learning materials for tourism high school in DKI Jakarta

2. To find out whether the grammar (tenses and modals) in the spoken texts of English learning materials for tourism high school in DKI Jakarta can fill the students' needs.

1.4 Scope of the study

This study focuses on analyzing the tenses and the modals in the spoken text of English learning materials (textbook and the authentic materials) for 21 tourism high school in DKI Jakarta which are limited to the area of tenses and modals.

1.5 Significant of the Study

The expectation of the result of this study is:

- To help the tourism high schools students to learn tenses and modals more focus.

- To give input to the English Department Students who want to be a teacher in Tourism High school about the tenses and modals in spoken text.

- To enrich ESP in tourism branch.

- For the further benefit is to help the tourism high school teachers in teaching grammar especially in tenses and modals specifically.

CHAPTER II

LITELATURE REVIEW

2.1 Grammar

Based on the statement of Tornburry (1999), grammar is an important things in the language, no grammar means meaningless in speaking or writing. The similar idea is stated by Rob Batstone (1995), language without grammar can be chaos, and he also adds that grammar is very important in every classroom exercise. David Crystal (2004) said that grammar is how we make the words become the sentences. Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. Those definitions are also supported by Rob Batstone (1995), he argued that grammar is a major influence in design the syllabus for the learning materials, the main point in many classroom exercises. Grammar is the important to the language, language without grammar will be disordered and meaningless.

Based on Richard Nordquist in www.about.com, there are two definitions of grammar; Descriptive grammar refers to the structure of a language as it is actually used by speakers and writers, it is the systematic study and description of a language. Prescriptive grammar refers to the

structure of a language as people think it should be used, and it is a set of rules and examples dealing with syntax and word structures of a language.

From the definition above the researcher can conclude that grammar is important for the language usage, moreover in spoken or written language grammar still becomes the main point of the language. The reason is because grammar is the word structure which makes the words meaningful. Without grammar in spoken or written language, it can not be accepted by the listener or the reader.

2.1.1 Tenses

Tense means 'time'. The tense of the verb indicates whether the action (or the state of being) denoted by the verb takes place in the present, took place in the past or will take place in the future. Tenses also indicate whether the action denoted by the verb is simple, continuous or completed. The term imperfect (meaning 'not finished' 'still going on') is often used as a synonym for 'continuous'. The term 'perfect' (meaning finish, 'over') is more often used than 'completed'. The explanation is in line with the definition from about.com, the core is that the tenses is a verb form that indicates, or can indicate, a relationship between the time the action in a verb occurs and the time the verb is uttered. A verb tense can also give an indication of the duration of the verb's action and when or if it is completed. There are two basic tenses in English; the present tense and the past tense. The present is like the base form, although the third person singular adds -s. Regular

verbs add **-ed** or **-d** to show the past tense, while <u>irregular verbs</u> change in many different ways, or not at all in some cases. Therefore, the tenses can be concluded as indication of time, when the action begins. **Tense** is used to show the relation between the action or state described by the <u>verb</u> and the time, which is reflected in the form of the verb.

2.1.2 Modals

Modals especially *may, might, could, would* , are one way of indicating degree of certainty. According to Gramley and Patzold (2004), modality in English has to do with the world, not so much the way it is as a way it might potentially be. This may revolve around people's beliefs about it or around their potential actions in it. The modal verbs form a closed class whose central members are: will, would, may, might, can could, shall, should, and must. Somewhat less central are need, dare, and ought to, used to, and had better. All the modals share the nice systematic features of the auxiliaries/operators. The definition is similar with the explanation from about.com whish stated that *modal* <u>verbs</u> are used to express ideas such as possibility, intention, obligation and necessity. Can, could, will, would, shall, should, ought to, dare and need are some examples of modals. Modal also can describe as a <u>verb</u> that combines with another verb to indicate <u>mood</u> or <u>tense</u>. In short Modal verbs express modality, which is the expression of possibility, necessity, and contingency. This article offers the most frequent definitions of the modals can and may with examples to illustrate use. Also included is a printable reference sheet of the definitions.

2.1.3 Grammar in ESP

English has become a universal language in many purposes; tourism is one of the purposes why English has to be learned. For Vocational Tourism High School, English is important in the classroom in order to produce the students, which are ready for working after graduate, aware of the grammatical in spoken and written English. Yet, there are many misconceptions of the grammar in the teaching grammar in ESP; it is not concerned with grammar. Whereas, when the students meet the grammatical difficulties in receptive and productive skills, they have to pay attention to those difficulties, in order to make the clearer idea in spoken or written languages.

Based on the definition of grammar above, although grammar is very important for speaking and writing, grammar is not a core of English teaching materials in tourism school. The statement is supported by Dudley-Evans (1998) that where students face the grammatical difficulties in productive skills (speaking and writing) and receptive skills (reading and listening), grammar becomes the priority needs to be given to grammatical accuracy and fluency in using language. Dudley-Evans also emphasizes in reading, the learners' grammatical weaknesses interfere with comprehension of the meaning, and the relationship between meaning and form can be taught or revised in context through analysis and explanation. This often includes the verb form, notably tense and voice; modals, particularly in relation to the expression of certainty and uncertainty; logical connectors, and compound nouns.

To analyze the grammar in the materials, Barber (1985) has the explanation of the register analysis of three texts of English for Science and Technology, stated that those texts were analyzed to find the most frequency grammar in these texts. Barber firstly broke down into some clauses and sentences, divided into comment or statement sentences. After that Barber divided into the main and the subordinate clause. Then, the conjunctions in each subordinate clause was analyzed and counted. Next, the finite and non finite form verb was analyzed in each sentence. And analyzed it based on the verbs, and broke down into traditional tenses and modals auxiliaries.

2.2 English Learning Materials

As stated by Brown (1995), materials is a system description which is wide enough to encompass lesson plan and yet can accommodate books, packet of audiovisual aids, games, or any of other my types of activities that go on in the language classroom. The key in developing materials is to ensure that they are described and organized well enough so that teachers can use that with no confusion and with a minimum preparation time. Materials can be adopted, developed, adapted, or a combination depends on the approach of the curriculum and the syllabus design a course used. The development of English learning materials for ESP is different for the General English.

Materials are used in all teaching. The core materials are usually paper-based but, where possible; ESP teachers also want to use audio and video cassettes, overhead transparencies, computers and occasionally, other

equipment or real object. Dudley–Evans (1998), there is four reasons for using materials which seem significant in the ESP context are:

1. As a source of the language
2. As a learning support
3. For motivation and stimulation
4. For reference

According to Tom Hutchinson (1988), materials development of ESP has been created for analyzing the learners' needs, so that materials can be made as relevant as possible. In order to make the appropriate materials for the specific purpose, According to Hutchinson and Waters (1987), the learning-centered approach to need analysis is based on the principle that learning is totally determined by the learner. ESP materials are available after needs analysis have done, so, needs analysis are the main activities in developing the materials in ESP, in order to give the learners a suitable materials based on their needs. The teachers also have to develop the English learning material in the four skills (listening, speaking, reading and writing).

Derived from British Council in www.teachingenglish.org, the receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing. While the **productive skills** are speaking and writing, because learners doing these need to produce.

Based on Dudley-events in skills of EAP and EOP, the purpose of reading skills in ESP are to gather the information in the manual, brochure, reservation sheet, etc. the development of language in reading course depends on the needs analysis of the learners. Reading materials will be used for transfer the information.

Spoken interaction in ESP is where speaking and listening is required with the real situation. Between speaker and listener are both needs to pay attention to get the right information and become a good conversation. For Tourism students, they need to concern with those skills, because when they interact with the foreigner in the real situation, such as in Hotel, in Ticket Reservation or when guiding the tourism, they can do the interaction well.

According to SIL International (1999) Writing skills help the learner gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it. Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

There are some probably materials which can be developed by those skills based on Natalia Ladik in(ladik, 2000): *Speaking skills:* discussion, negotiation, information seeking, conversational formulas, conducting interviews or surveys, oral presentation and reporting. *Listening skills:* listening to video and audio materials for detail, for specific information or

gist, transferring and summarising information, outside speakers questions and answers, listening to each groupís presentation. *Reading skills:* skimming, scanning, sequencing, briefing/making summaries, inferencing, critical reading, finding additional reference materials. *Writing skills:* note-taking, formal letters of invitation, appointments, recording information from interviews, questionnaire design, using sources & organising, written presentation of the project

The development of those materials is very important, but grammar always becomes the centre of those skills because without grammar the language can not be understood. According to Dudley-Evans the key study of grammar for ESP are verbs and tense, voice, modals, articles, nominalization, and the logical connectors. For the tourism high school students, the grammar in the development of four skills is very large to be learned, so the specific grammar that usually appears in the materials for tourism high school will be described in this research.

In the teaching of ESP in receptive or productive skills, grammar is often ignored because of many misconceptions about the role of grammar. According to Dudley Evans (1998), *'for reading, where the learners' grammatical weaknesses interfere with comprehension of meaning and form can be taught in context through analysis and explanation. This often includes the verb form, notably tense and voice, modals, particularly in relation to the expression of certainty and uncertainty, connectors, noun compounds and various expressions.'* So, If students are expected to be able

in written and spoken work, serious weaknesses in grammar require will more be helped by require all the probably materials of receptive and productive skills in ESP with grammar for specific purpose.

2.3 Spoken Text

Spoken language is different from written language for many reasons. One important reason is that it usually has to be understood immediately whereas written language can be read many times. For that reason, spoken language has many different features. Spoken language has the following characteristics (Halliday, 1989) : Variation in speed - but it is generally faster than writing, loudness or quietness, gestures - body language, intonation, stress, rhythm and pausing and phrasing.

Spoken language is less complex than written language. Spoken language is grammatically less complex than written language. It has fewer subordinate clauses, fewer "that/to" complement clauses, fewer sequences of prepositional phrases, fewer attributive adjectives and more active verbs than written language. Spoken texts are longer. This means that there is more repetition. According to Bortoluzzi in the journal, the percentage of different words in a text is generally below 40% for spoken texts and above 40% for written texts. Spoken texts also have shorter, less complex words and phrases. They have fewer nominalisations, more verb based phrases, and a more limited vocabulary. Spoken texts are lexically less dense than written language - they have proportionately more grammatical words than lexical

words. Spoken language has more words that refer to the speaker, more quantifiers and hedges, and less abstractness.

Spoken texts are more fragmented - more simple sentences and more use of coordination *and, but, so, because* rather than subordination (embedding), lexically less dense and longer. In short Spoken text is the spoken language that poured into written (UEFAP, Features of Academic spoken English).

2.4 English Tourism

Tourism is travel for predominantly recreational or free time purposes or the condition of services to support this leisure travel. The World Tourism Organization defines tourists as people who "travel to and stay in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes not related to the exercise of an activity remunerated from within the place visited". Tourism has become a popular global leisure activity. According to the sidesore.com, tourism is vital for many countries, due to the income generated by the consumption of goods and services by tourists, the taxes levied on businesses in the tourism industry, and the opportunity for employment in the service industries associated with tourism.

The explanation above is similar with the explanation of tourism from Central Department of Tourism & Summer Resorts website, Tourism is an activity done by an individual or a group of individuals, which leads to a

motion from a place to another. From a country to another for performing a specific task, or it is a visit to a place or several places in the purpose of entertaining which leads to an awareness of other civilizations and cultures, also increasing the knowledge of countries, cultures, and history.

In short, tourism is the temporary, short-term movement of people to destination outside the places where they normally live and work and their activities during the stay at each destination. In 1981 International Association of Scientific Experts in Tourism defined Tourism in terms of particular activities selected by choice and undertaken outside the home environment. Tourism has a direct impact on the national revenue for all touristic countries, it creates work opportunities, industries, and several investments to serve and raise nations performance and cultures, also distributes their history, civilization, and traditions, in addition tourism is an important industry that depends on culture and science.

As the explanation above, tourism become the important thing to increasing the national income. English is becoming the important things because the tourism aspect in Indonesia can be visited from whole the world.

The researcher focuses on EOP (English for Occupational Purposes) at the field of tourism. English for tourism is a sub-division of EOP. The aims of this course are to prepare students for work in tourism and hotel services industries.

There are two departments at tourism high school in DKI Jakarta. They are hotel management, called *UJP (Unit Jasa Perhotelan)*, and travel,

called *UPW (Unit Perjalanan Wisata).* At travel department learn how to be a tour guide. A tour guide is one of aspect that responsible for guiding tourists about the culture and sites in a city or town. As the tour guide, he/she have to be able in English in order to serve the foreign tourist. So that, developing students in English for tourism can be a effort to develop the tourism in Indonesia. Students are encouraged to apply tourism knowledge and experience that they might have as they work through course material.

2.5 ESP (English For Specific Purposes)

After the end of the World War II, scientific, technical and economic activities are growing into international scale. Unites States become a core of economic power; people do those activities internationally, and because United States use English, people learn English not just for prestige but for particular purposes. Businessmen and women who want to sell their products, mechanics who had to read the manual book, the doctors who need to keep up with developments in their field and a whole range of students whose course of study included textbook and journal only in English, those are the reason why people need to learn English. Therefore English for Specific Purpose is applied for the language learners.

Dudley-Evans gives an extended definition of ESP in terms of 'absolute' and 'variable' characteristics. *Definition of ESP (Dudley-Evans, 1998) Absolute Characteristics*: (1) ESP is defined to meet specific needs of the learners. (2) ESP makes the use of underlying methodology and activities

of the discipline serve. (3) ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

The Variable Characteristic: (1) ESP may be related to or designed for specific disciplines. (2) ESP may use, in specific teaching situations, a different methodology from that of General English. (3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. (4) It could, however, be for learners at secondary school level. (5) ESP is generally designed for intermediate or advanced students. (6) Most ESP courses assume some basic knowledge of the language systems

The definition Dudley-Evans offers clearly influenced by that of Strevens (1988). The division of ESP into absolute and variable *characteristics* is particularly very helpful for resolving arguments about what is and is not ESP.

Tickoo (1988) also distinguished between four absolute and two variable characteristics. Absolute characteristics of ESP (ESP consists of English language teaching) are same with three absolute characters which Dudley-Evans offers, he just adds one criteria; ESP is in contrast with general English, while two variable characteristics from Tackoo is available in the Dudley-Evans's.

From the definition, the researcher can conclude ESP is not necessarily concern with a specific discipline; it also does not have to be

aimed at a certain age group or ability choice. ESP should be seen simple as an 'approach' to teaching, or what Dudley-Evans describes as an 'attitude of mind'. This is a similar conclusion to that made by Hutchinson (1987) who stated that;

"ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

It means ESP does not engage with a particular language, teaching material or methodology, ESP is a necessity of the language learners. ESP is an approach to language teaching which the method and the content are based on the learners' reason for learning. For instance, Tourism Learners need to learn English about Hotel words and grammar for Hotel staff and so on. Thus students are given the appropriate English learning materials based on their own purposes from the analysis of their needs. The students who need to analyze for learning are the vocational students, because vocational school is aimed to produce the students who are ready for working.

Based on Diana Bocco (2003), a vocational school is providing vocational education, is a school in which students are taught the skills needed to perform a particular job. Traditionally, vocational schools have not existed to further education, but rather to teach only job-specific skills, and as such have been better considered to be institutions devoted to training, not education. One of the vocational schools is Tourism high school. Therefore, one of the users of ESP is vocational school students who need to learn English in specific area.

According to Tackoo (1988) the learners who learn for English for Science and Technology should be learn English largely through the study of the literature or general English. They usually face some disadvantages in the nature of English teaching available for them, such as: much time and effort is spent learning material that is not the primary concern, the learners are not given the particular materials, and in many cases the attitudes of the teacher of literature are antipathetic to specific purpose (i.e., science, business or tourism). The situations above are in contrast with the learners' needs, the teachers should determine the teaching materials that are given to the learners. That's why the ESP is necessary for learners in vocational school.

In short ESP is not only how is the language taught and what is the language is, but it can be seen as the learners' needs for learning English. Through need analysis the learners' needs are collected, so the teacher can give the appropriate materials.

2.6 Theoretical Framework

Tourism is one of the important aspects to improve the national income in Indonesia; tourism high school is the basic place to develop the tourism aspect. English as the international language become the tolls of communication with the foreign tourists, so that the students have to be able speak in English fluently. In the speaking aspect, to make a good communication, the appropriate grammar is needed, in order to be understood with the interlocutor. The grammar is needed for the tourism high school in

order to be able using English in a correct way when the students interact with foreign tourists.

Grammar can be seen as a part of the study that form or structure is possible in language (Thornbury: 1999). Although grammar is not a focus on teaching English, it is still needed for the learners as fluency or accuracy in using the language in receptive or productive skills that are much implemented in the target situation (Dudley-Evants and St John: 1998). Grammar is used in order to make the clearer mind when the action begins. To improve the grammar of the students, the teachers have to prepare the appropriate materials in order to achieve the students' needs.

The researcher conducted this research in order to give the clearer aspect of grammar in English for tourism high schools, especially in tenses and modals of spoken text in the English learning materials in tourism high schools in DKI Jakarta. The aspects are the tenses and modals that appear and the most commonly appear in the English materials in tourism high schools in DKI Jakarta.

The researcher committed to Barber's (1985) analysis, the analysis of three texts of English for Science and Technology. The analysis is done in order to find the most frequency grammar in these texts. Barber firstly broke down into some clauses and sentences, divided the texts into comment or statement sentences. After that Barber divided into the main and the subordinate clause. Then, the conjunctions in each subordinate clause was analyzed and counted. Next, the finite and non finite form verb was analyzed

in each sentence. And analyzed it based on the verbs, and broke down into traditional tenses and modals auxiliaries. This research is concern in tenses and modals in the spoken text of English learning materials for tourism high schools in DKI Jakarta because of the limited time of the research, and in the other hands it is because tenses is used to show the relation between the action or state described by the <u>verb</u> and the time, which is reflected in the form of the verb, and modal is the expression of possibility, necessity, and contingency in order to show the good semantic order, in addition speaking is frequently used in the target situation of the tourism.

Based on the informal observations, the materials in tourism high schools are also used for business vocational school; it means the materials do not specific based on the major. The teachers also use the main materials; it is textbooks, without exploring more materials. Grammar especially tenses and modals, although those are important in speaking, the teachers do not taught based on the students' needs. Teachers just follow the guidance from the textbooks and from the standard competency and basic competence as the standers materials to be developed. Through this study, the grammar especially tense and modals that appear and most commonly appear in the spoken materials can be the new information for the teamers and teachers want to be.

CHAPTER III

METHODOLOGY

This chapter presents the research design and the methodology that was used in this study. It started with research design, time and place of this study, the data and the data source, the data collection procedures, and data analysis procedures.

3.1 Research Design

The research design of this study was a qualitatively content analysis study that was adapted with the survey. Content analysis emphasizes an integrated view of speech/texts and their specific context. Content analysis is a research technique for making replicable and valid interference from texts (or other meaningful matter) to the contexts of their use (Krippendorff, 2004). That is in line with Weber in Stemler (2001) said that "Content analysis is a research method that uses a set of procedures to make valid inferences from text". While survey was only as the method to find the students' needs in order to compared with the result of the content analysis.

Based on the explanation above the researcher concluded that this study will analyze the document of English learning materials, so that it can

be seen as the content study, after that the result was compared with the students' needs which were collected from the questionnaire to the students.

3.2 Time and Place of the Study

This research was conducted in Jakarta in 2011, the researcher collected the data from May 2011 until September 2011, after that the researcher analyzed the data from September 2011 until November 2011, then finished the research until December 2011.

3.3 Data and Data Source

The data in this study was sentences in the spoken text of English learning materials tourism high school. The data sources were the English learning materials tourism high school in DKI Jakarta. The data sources were taken from 21 tourism high schools in DKI Jakarta (see appendix 2). The schools were chosen randomly at vocational tourism school in south, east, north, and west Jakarta. Beside that, to measure the students' needs, the data collected were the students' needs of tenses and modals, and the data sources were the students. The researcher was collected the data through the questionnaire which was distributed to the 420 students from 21 tourism high schools.

3.4 Data Collection Technique

The data of this research were collected by doing these following steps. First of all, the researcher requested permission to each selected

tourism high school in DKI Jakarta to borrow the English learning materials in each school. From **21** Tourism High School, the researcher got 9 textbook that used as the core materials for teaching and learning, and 9 materials that was provided by the teacher to the students. Then, the researcher selected the spoken texts to be analyzed. From 9 textbooks, the writer selected 196 spoken texts that would be analyzed and 4 authentic materials in the spoken texts. Finally the researcher counted the sentences and analyzed the tenses and modals of each sentence which deal with the table analysis presented in the data analysis technique.

Beside that, the researcher collected the data of students' needs; the researcher distributed the questionnaire to the 420 students from 21 tourism high schools. Then, the researcher analyzed the questionnaire in order to get the result of the students' needs of the grammar content in the English learning materials for the tourism high school students in DKI Jakarta.

3.5 Data Analysis Technique

This study adopted the Barber's analysis in analyzing the data. Barber procedures that presented in the Episode in ESP by John Swales (1985). The analysis techniques of the data to answer the research questions are as follow:

1. First, the researcher counted how many sentences in every text; after that the writer analyzed each sentence; the sentences were given different marks according to the characteristic of the tenses and the modals. For example: sp (simple present tense), ft (future tense), and so on, the

analysis of the spoken texts could be seen in the appendix. Each sentence was characterized based on the 12 tenses and kind of modals.

2. The measure of the sentences and the kind of tenses and modals were tabled based on the category.

3. After that the researcher distributed the questionnaires to the students from 21 tourism high schools.

4. Then the researcher measured and analyzed the questionnaires

5. After that, the result of the tenses and modals analysis were compared with the students' needs, thus, this research described whether the grammar content in the English learning materials for tourism high schools in DKI Jakarta suitable with the students' needs.

3.5.1   Table of Analysis

Based on Barber (1985) explanation of the register analysis of three texts of English for Science and Technology, stated that those texts were analyzed to find the most frequency grammar in these texts. Barber firstly broke down into some clauses and sentences, divided into comment or statement sentences. After that Barber divided into the main and the subordinate clause. Then, the conjunctions in each subordinate clause was analyzed and counted. Next, the finite and non finite form verb was analyzed in each sentence. And analyzed it based on the verbs, and broke down into traditional grammar or modals auxiliaries.

Those steps were done in order to differentiate the language used between ESP and General English. According to the Barber's way in analysis the grammar in the science and technology text, the step in analyzing the verb into tenses and modals were appropriate for this research. Therefore, for this research, the researcher analyzed many texts from the English materials in Tourism High School in DKI Jakarta (textbooks or authentic materials); the time applies limitedly, so that the researcher analyzed the grammar which focuses in tenses and modals, that commonly appeared in materials English learning textbook materials or the materials that made by the teachers. The result would be as the following tables. The researcher was divided the table; textbooks table and the authentic materials table. The result of the analysis was tabled into the following table:

Table 3.5.1.1

Table of Specification of Tenses and Modals in textbook materials					
No	Source	Spoken Texts	Total sentences	Sentences	
				Tenses	Modals
Total					

The table was consist of the number of spoken text in the English learning materials for tourism high school, then the table sentences was the amount of sentences in spoken text in English learning materials for tourism high school. After that the sentences was divided into tenses and

68

which sentence that used with modals. The tenses and modals table were the amount of tenses and modals in sentences of the text of English learning materials for tourism high school.

The result of the analysis was tabled into the following table. Those tables were made vertical for the name of books, while horizontal for the Modals or tenses that were found in the materials. The tables could be seen as follow:

Table 3.5.1.2

Table of Specification of Tenses/Modals									
	Tenses / Modals								Total
Textbooks/auth entic materials									
Total									

The next tables were the tables that showing the tenses and modals which most frequently occur in the sentences of the text of English learning materials for tourism high school. Those tables will be presented also in diagram.

Table 3.5.1.3

Tenses/modals Table in the Texbook/authentic English learning materials			
No	Tenses/modals	Total	percentage
TOTAL			

3.5.2 The Need Analysis

The result of the analysis of the English learning materials was compared with the students' needs. The researchers distributed the questionnaire to the 420 students from 21 tourism high schools. The questionnaires were aimed to get the information whether the grammar content in the English learning materials in tourism high school in DKI Jakarta can fill the students 'needs in learning English grammar. The need analysis was needed whether the materials can fill the students' needs.

There were two questions in the questionnaire. First, was about the tenses. Second, was about the kind of modals that the students need to learn. The questions were open-ended question. Students could choose more than one options. The questions will be shown in the appendix3. The result calculated by tallying the answers from the options as follows:

The table to analyze the questionnaire will be shown below:

Table 3.5.1.4

No	Answers						
	a	b	C	d	e	f	g
1							
TOTAL							

No	Answers						
	a	b	c	d	e	f	g
2							
TOTAL							

CHAPTER IV

DATA ANALYSIS, FINDINGS, AND DISCUSSIONS

This chapter presents the findings and discussion of this research. It answers the research question about to what kind of tenses that appear and the most commonly appear in the English learning materials (textbook and authentic materials) for tourism high school in DKI Jakarta. The first point is data analysis; second point is finding and discussion of the result.

4.1 Data Analysis

This research aimed at investigative the tenses and modals in spoken text of English learning materials in tourism high school. The collected data were the 3291 sentences in spoken text of English learning materials in tourism high school. The source of data consists of English learning materials tourism high school in DKI Jakarta. The data sources were taken from 21 tourism high schools in DKI Jakarta (see appendix 1). The schools are chosen randomly at vocational tourism school in south, east, north, and west Jakarta.

In order to answer the research question, the researcher adopted the Barber's procedures that analyzed sentences structure and verb forms. Based on Barber's (1985) explanation of the register analysis of three texts of English for Science and Technology, stated that those texts are analyzed to

find the most frequency grammar in these texts. Barber firstly broke down into some clauses and sentences, divided into comment or statement sentences. After that Barber divided into the main and the subordinate clause. Then, the conjunctions in each subordinate clause is analyzed and counted. Next, the finite and non finite form verbs are analyzed in each sentence, and analyze them based on the verbs, and broke down into traditional grammar or modals auxiliaries. According to the Barber's way in analysis of the grammar in the science and technology text, the step in analyzing the verb into tenses and modals are appropriate for this research. Therefore, the researcher analyze 196 spoken texts from the English materials in Tourism High School in DKI Jakarta (textbooks or authentic materials); the time applies limitedly, so that the researcher analyzed the grammar which focuses on tenses and modals, that appear in English learning textbook and authentic materials. The researcher broke down the materials into some spoken texts, divided into sentences, and those sentences were divided into sentences in tenses and in modals form. After that the researcher analyzed the tenses and modals, what kind of tenses and modals that appear in the materials and which tenses and modals commonly appear in the materials. This result was compared to the students' needs of grammar in tenses and modals form based on the survey to the students and English teachers in of Tourism Schools.

The researcher analyzed the materials, both textbook materials and authentic materials. From textbook materials, almost all schools used the textbook materials as the basic materials for the students. The researcher

divided the spoken texts in the textbooks, counted the sentences of the spoken texts, and divided the sentences which were in tenses or modals. The result can be shown from the table as followed:

Table 4.1.1

Table of Specification of Tenses and Modals in textbook materials					
No	Source	Spoken Texts	Total sentences	Sentences	
				Tenses	Modals
1.	BSE	36	509	372	137
2.	Learning English 2A	37	752	593	159
3.	Learning English 2B	26	384	304	80
4.	English in Progress	34	475	360	115
5.	Get along with English	26	412	316	96
6.	English for vocational school IIA	19	263	205	58
7.	English for vocational school IIB	7	96	81	15
8.	LKS Mentari	4	68	52	16
9.	LKS Matra	7	134	100	34
Total:		*196*	*3093*	*2383*	*710*

The vertical columns was the sources or the textbooks learning materials, next was amount the spoken texts in each textbooks materials, next the total

sentences was the amount of the sentences in the spoken texts. The next columns were the amount of the sentences with tenses and modals. The result was: there were 9 textbooks, 196 spoken texts, 3093 sentences which are divided into 2383 sentences in tenses and 710 sentences in modals.

The researcher did the analysis based on the Barber's in tenses and modals analysis, the tenses that appeared in the textbooks materials were: *simple present tense, simple past tense, simple future tense, continuous tense, present perfect tense, present perfect continuous, past perfect, past continuous tense, and future continuous.* Modals that appear red in the textbooks materials were: *would, could, will, should, can, have to, may, must, used to, and ought to.*

There were authentic materials of tourism high schools that were analyzed. There were 4 kinds of authentic materials in spoken text; they were tour guide scripts. The researcher did the similar analysis with the textbooks materials analysis above. The researcher counted the sentences of the spoken texts, and divided the sentences which were in tenses or modals. The result can be shown from the table as followed:

Table 4.1.2

Table of Specification of Tenses and Modals in authentic materials				
No	**Source**	**Total sentences**	**Sentences**	
			Tenses	**Modals**
1.	Guiding text 1	55	54	1
2.	Guiding text 2	54	51	3
3.	Guiding text 3	37	33	4
4.	Conversation 4	52	43	9
Total		198	181	17

The table was as same as with the textbooks analysis table previously. The vertical columns was the sources or the authentic learning materials, next was amount the spoken texts in each authentic materials, next the total sentences was the amount of the sentences in the spoken texts. The next columns were the amount of the sentences with tenses and modals. The result is: 198 sentences which were divided into 181 sentences in tenses and 17 sentences in modals.

The Barber's tenses and modals analysis had been done by the researcher in the authentic materials; the results showed that; the tenses that appeared in the authentic materials were: *simple present tense, simple past tense, simple future tense, continuous tense, present perfect tense, and past*

perfect. Modals that appear red in the textbooks materials *were: would, could, will, can, and may.*

After the data had been analyzed, in order to find the total tenses and modals that appear and the most common tenses and modals appear in the textbooks and authentic materials, the data were tabulated based on the kinds of materials and tenses and modals that appear red in the materials. The analysis will be discussed in the next part.

4.2 Findings

This section discussed the result of the analysis of the data in the 3291 sentences in spoken texts of English learning materials in tourism school in DKI Jakarta. They were divided into textbook materials and authentic materials.

In the textbook materials, there were 2383 sentences in tenses and 710 sentences in modals form. The following table showed the number of tenses and modals that appeared in the English learning materials in tourism high schools in DKI Jakarta. They were classified as follow:

The table showed the result of the analysis of the tenses in the textbooks. How many sentences with *simple present tense*, *past tenses* and so on. The first column was the sources of the textbooks materials, the nine next columns were the amount of the tenses that were found in the textbooks materials. The last column was the total of sentences in a material. The last rows were the amount of the each column.

From the table above, it could be seen that the tenses that appeared in spoken text of the textbook materials for tourism high school in DKI Jakarta were: *simple present tense, simple past tense, simple future tense, continuous tense, present perfect tense, present perfect continuous, past perfect, past continuous tense, and future continuous*. The most appeared tenses showed from the highest number of tenses was *simple preset tense* (1790) that account for 75% in total, followed by *simple past tense* 9% (211), *simple future tense* 6% (145), *continuous tense* 5% (117), *present perfect tense* 4% (95) of the total number of tenses, and the lowest number of tenses in the spoken texts in the textbook materials for tourism high school in DKI Jakarta was present *perfect continuous* (18) that made up 1% in total. For the *past continuous* 0% (5), *past perfect* 0% (1), and *future continuous tense* 0% (1). The result of the analysis can be tabled as follows:

Table 4.2.2

Tenses Table Percentage in the Texbook English learning materials			
No	**Tenses**	**Total**	**percentage**
1.	simple present tense	1790	75%
2.	simple past	211	9%
3.	simple future tense	145	6%
4.	continuous tense	117	5%
5.	present perfect tense	95	4%
6.	present perfect continuous	18	1%
8.	past continuous	5	0%
7.	past perfect	1	0%
9.	future continuous	1	0%
Total		2383	100%

The next table showed the result of the analysis of the modals in the textbooks materials. How many sentences with modal *can, would, could* and so on. The first column was the sources of the textbooks materials, the ten next columns were the amount of the modals that were found in the textbooks materials. The last column was the total of sentences in a material. The last rows were the amount of the each column. The next table was presented the result of the modals analysis, as followed:

From the previous table, it could be seen that the modals that appeared in spoken text of the textbook materials for tourism high school in DKI Jakarta were : *would, could, will, should, can, have to, may, must, used to,* and *ought to*. The highest number of modals was *can* (192) that account for 27% in total, followed by *would* 25% (176), *will* 17% (122), *have to* 9% (67), *could* 7% (48), *may* 5% (37), *should* 5% (34), and *must* 3% (22) of the total number of modals. The lowest numbers of modals in the spoken texts in the textbook materials for tourism high school in DKI Jakarta were *used to* 1% (5), and *ought to* 1% (4) in total. The result of the analysis could be tabled as follows:

Table 4.2.4

Percentage Table of Modals in texbook English Learning Materials			
No	**Modals**	**Total**	**percentage**
1.	can	192	27%
2.	would	176	25%
3.	will	122	17%
4.	have to	67	9%
5.	could	48	7%
6.	may	37	5%
7.	should	34	5%
8.	must	22	3%
9.	used to	5	1%
10.	ought to	4	1%
Total		707	100%

In the authentic materials, there were 181 sentences in tenses and 17 sentences in modals form. The following table showed the number of tenses

and modals that appeared in the English learning materials in tourism high schools in DKI Jakarta. The result of the tenses that appeared in the authentic materials that were tabled, as follows:

Table 4.2.5

Table of Specification of Tenses in authentic materials						
	simple present tense	simple past	simple future tense	continuous tense	present perfect tense	past perfect	Total Sentences
Guiding text 1	29	1	1		2		33
Guiding text 2	38	8	5				51
Guiding text 3	35	8	8		2	1	54
Conversation 4	33	4	4	1	1		43
Total	135	21	18	1	5	1	181

The table was the table of tenses analysis of the authentic materials, the first column was the sources of the authentic materials, and the next columns were the amount of the tenses that were found in the authentic materials. The last column was the total of sentences in a material. The last rows were the amount of the each column.

From the table above, *simple present tense, simple past tense, simple future tense, continuous tense, present perfect tense, and past perfect tense* were the tenses that appeared in the authentic materials for tourism high school in DKI Jakarta. The highest number was *simple present tenses* (135) that account for 75% in total, followed by *simple past tense* (21) for 12%, *simple future tense* (18) for 10% in total tenses in authentic English materials for tourism high

school in DKI Jakarta, and the lowest number of tenses were *present perfect tense* (5) for 3% in total and *continuous tense* (1) and *past perfect* 0% in total. The result of the analysis could be seen in the following table:

Table 4.2.6

Tenses Percentage Table in the authentic materials			
No	Tenses	Total	percentage
1.	simple present tense	135	75%
2.	simple past	21	12%
3.	simple future tense	18	10%
4.	present perfect tense	5	3%
5.	continuous tenste	1	0%
6.	past perfect	1	0%
Total		181	100%

In the other hand, the modals in authentic materials were only seventeen (17) sentences in modals forms. The table was accordance with the table tenses analysis previously; the first column was the sources of the materials, the next columns were the amount of modals that were found in the authentic materials, and the last column was the total sentences of each source. The modals could be classified in the following table:

Table 4.2.7

Table of Specification of Modals in authentic materials						
	would	**could**	**will**	**can**	**may**	**total sentences**
Guiding text 1				3	1	4
Guiding text 2	1	1		1		3
Guiding text 3	1					1
Conversation 4	2	1	3	3		9
total	4	2	3	7	1	17

From the table above, only modals *would, could, will, can, and may* that appeared in the authentic materials. The highest modals was *can* (7) for 41% in total, followed by *would* (4), *will*, (3), *could* (2),those percentage are 23%, 18%, 12% in total modals in authentic English materials for tourism high school in DKI Jakarta. And the lowest modal that appeared was *may* (1) for 6% in total. The result could be seen in the following table:

Table 4.2.8

Percentage Table of Modals in authentic Materials			
No	**Modals**	**Total**	**persentage**
1.	can	7	41%
2.	would	4	23%
3.	will	3	18%
4.	could	2	12%
5.	may	1	6%
Total		**17**	**100%**

4.3 Discussion

In order to find the answer from the research question that is: how is grammar in the English learning materials for tourism high schools in DKI Jakarta which is divided into two sub problems, they are: First, kinds of tenses and modals appeared in the spoken text of English learning materials for tourism high school in DKI Jakarta. Second, the most common tenses and modals appeared in the spoken text of English learning materials for tourism high school in DKI Jakarta. Those results compared with the survey analysis through questionnaire students and teachers interview.

There were three highest tenses in the textbook materials are the tenses that most common appeared in the textbooks, those were accordance with the tenses in the authentic materials, and they are: *simple present tense, simple past tense, and simple future tense.* There were; *present perfect continuous, past continuous tense, and future continuous* did not appear in the authentic materials. The highest numbers of tenses in the both materials were *simple present tense* (1790) for 75% in total tenses in the textbook materials, *simple present tense* (135) for 75% in total tenses in the authentic materials. It could be concluded that *simple present tenses* is the most commonly appeared in the spoken texts of English learning Materials for tourism high schools in DKI Jakarta.

The description can be seen as the following diagram:

Tenses in textbook materials Percentage

- simple present tense
- simple past
- simple future tense
- continuous tense
- present perfect tense
- present perfect continuous
- past continuous
- past perfect

1% 0%
0% 0%
4%
5%
6%
9%
75%

tenses percentage in authentic materials

- simple present tense
- simple past
- simple future tense
- present perfect tense
- continuous tenste
- past perfect

0%
3% 0%
10%
12%
75%
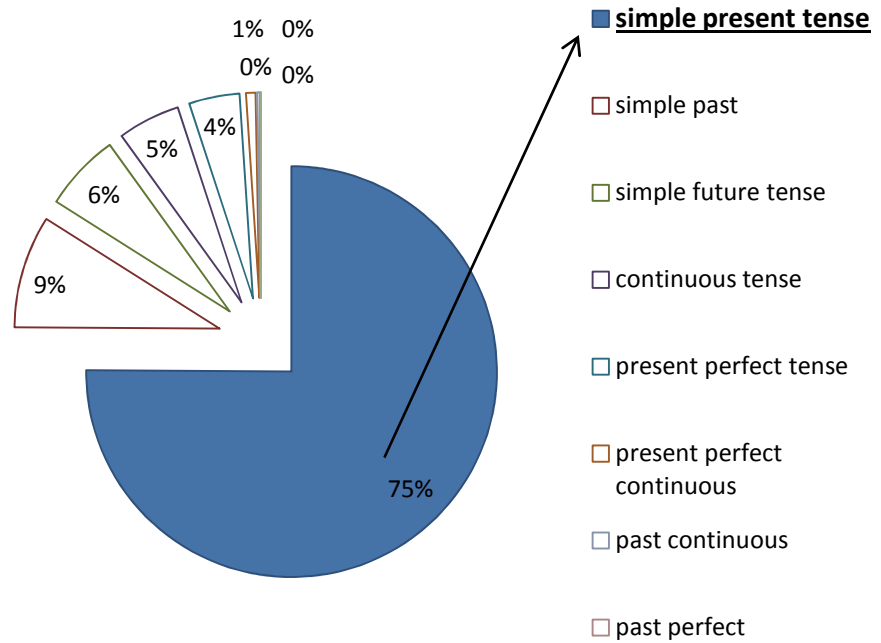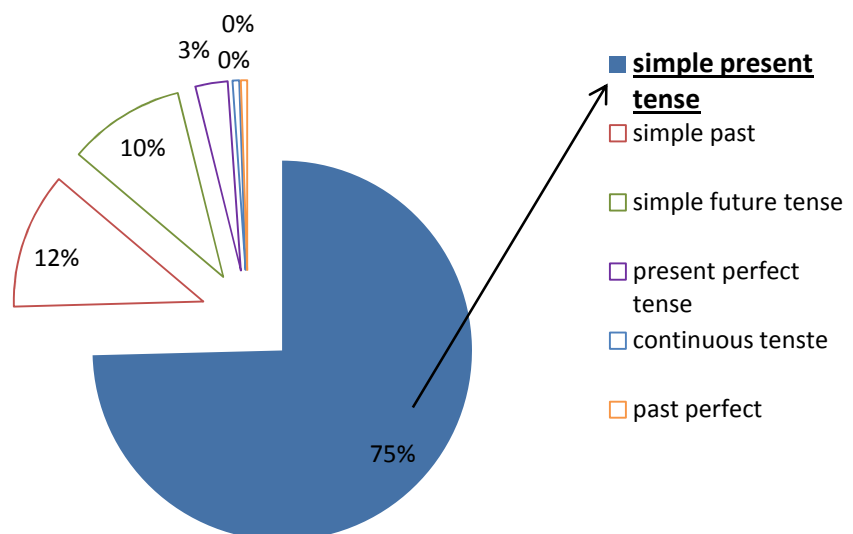
It was followed by the *simple past tense* (211) 9% in total tenses in the textbook materials, *simple past tense* (21) 12% in total tenses in the authentic materials. It was also followed by *simple future tense* (145), 6% in total tenses in the textbook materials, and *simple future tense* (18), 10% in total tenses in the authentic materials. The sentences in *simple past* and *future tense* were the most commonly appeared in the sentences of spoken text of English learning materials for tourism high schools in DKI Jakarta after *simple present tense*.

This result could be seen in the following diagram:

Tenses in textbook materials Percentage

0%

1% 0% 0%

4%

5%

6%

9%

75%

☐ **simple present tense**

■ simple past

■ simple future tense

☐ continuous tense

☐ present perfect tense

☐ present perfect continuous

☐ past continuous

☐ past perfect

tenses percentage in authentic materials

- □ **simple present tense**
- ■ simple past
- ■ simple future tense
- □ present perfect tense
- □ continuous tenste
- □ past perfect
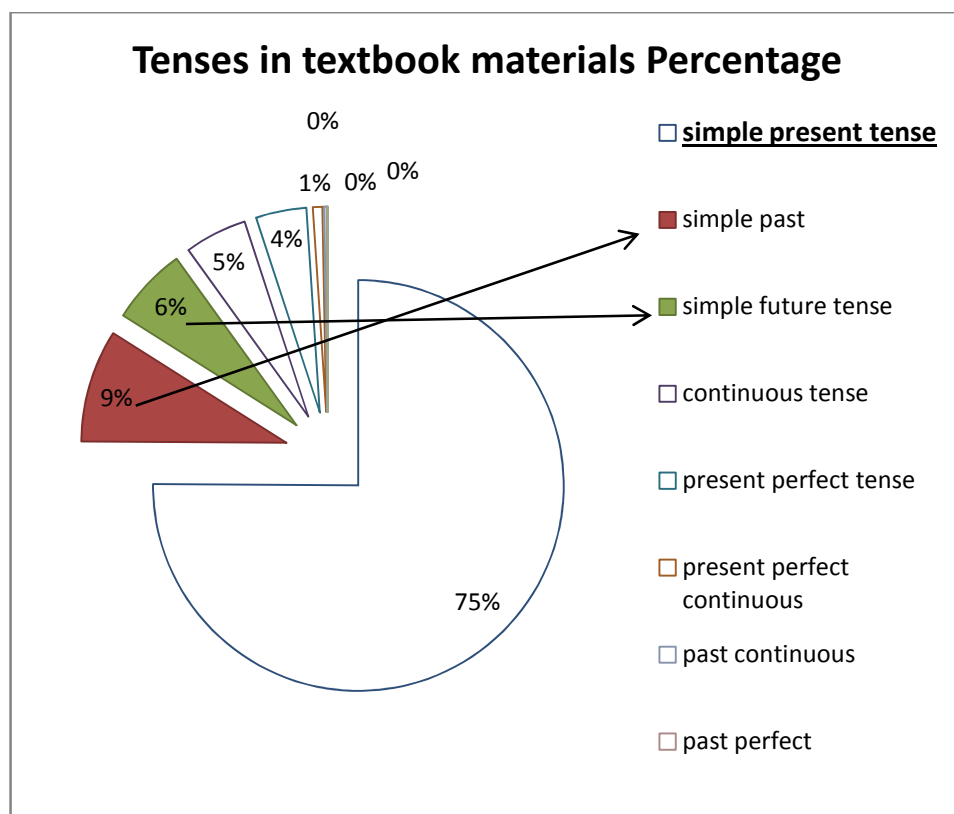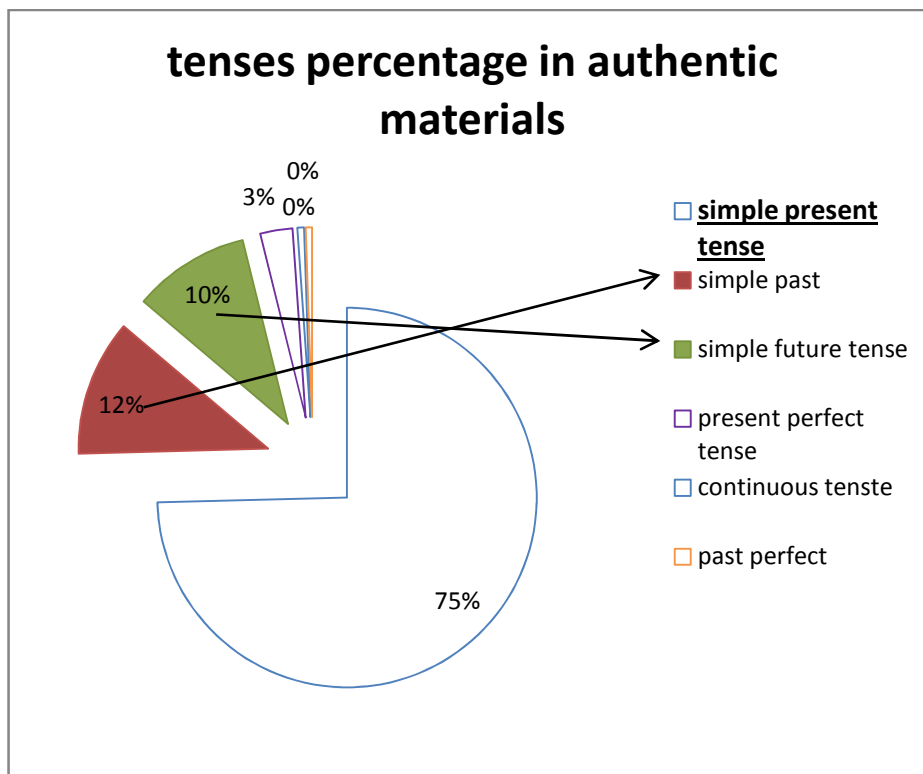
This result was in line with the Standard Competency and Basic Competence of vocational school as the standard of developing materials, the tenses are focused in the *simple present tense, future tense, and past tense.* The materials analysis and tenses are focused in the Standard Competency and Basic Competence of vocational school are accordance with the tenses that needed by the students. The questionnaire that distributed to the 420 students by the researchers to the students in the Tourism High School in DKI Jakarta, the result was: 212 students were chosen *simple present tense* in their speaking when they had PKL (Praktek Kerja Lapangan) as the most needed to be understood by the students. Beside that *simple past tense* 13% (211), *continuous tense* 13% (164), *present perfect* 13% (143) and *simple future* 10% (132), *past continuous* 10% (130), *past perfect* 9% (113), *present perfect*

continuous 7% (96) and *past perfect continuous* 7% (86) that chosen by the students as their needs in order to make their speaking skill more understood by the interlocutors. The result of the survey of need analysis of the students showed in the following diagram:
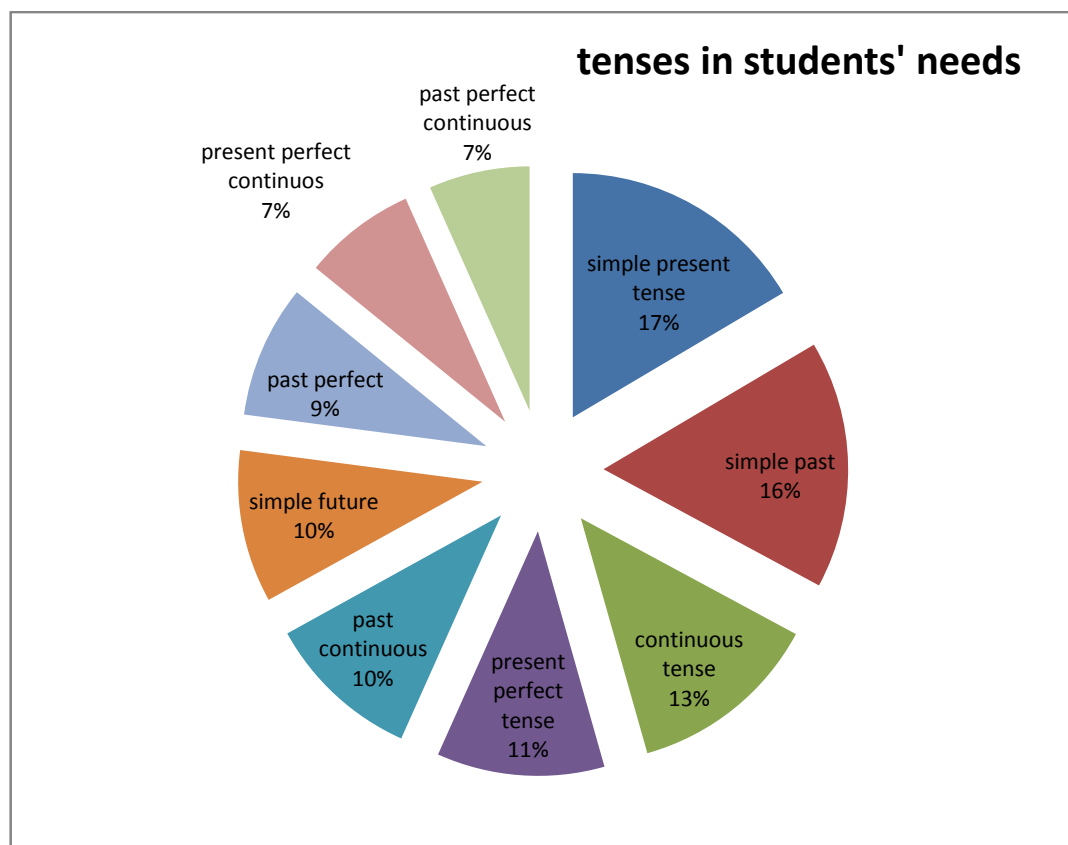
There are three highest modals auxiliaries in the textbook materials that were in line with the modals auxiliaries in the authentic materials. They are: *can, would, and will*. There were; *have to, should, must, used to, and ought to* that appear   in the authentic materials. The highest numbers of modals in both materials were: *can* (176) for 27% in total modals in the textbook materials. The description can be seen as the following diagram:

Modals in the textbook materials Percentage

used
to
should must 1% ought to
5% 3% 1%

may
5%

could
7%

would
25%

have to
9%

will
17%

can
27%

Modal *can* (7) for 41% in total modals in the authentic materials, as the

following diagram:

modals in authentic materials

may
could 6%
12%

can
41%

will
18%
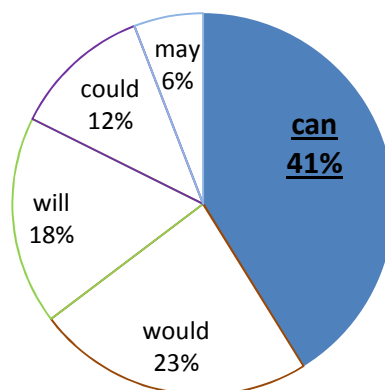
would
23%

It could be concluded that modals *can* was the most commonly appeared in the sentences of spoken texts of English learning Materials for tourism high school in DKI Jakarta.

The others highest modals were *would* (176) 25% in the total modals in the textbook materials, It was followed by modal will (122) 17% in total of the modals in the textbook materials. Those are described into the following diagram:

Modals in the textbook materials Percentage

could 7%
may 5%
should 5%
must 3%
used to 1%
ought to 1%
would 25%
have to 9%
will 17%
can 27%
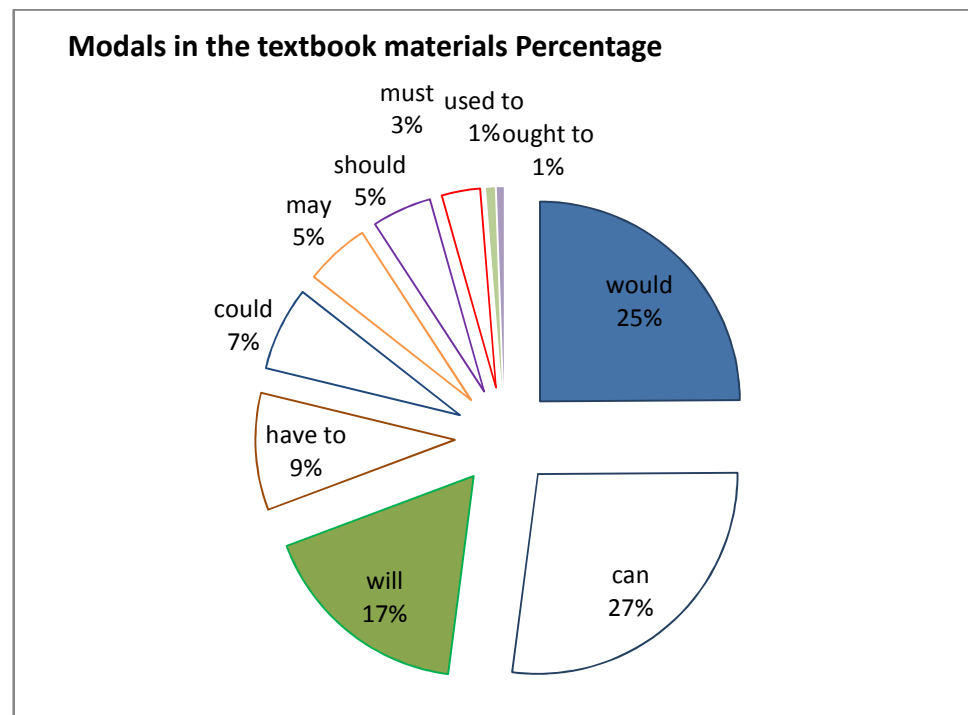
Modals *would* (4) 23% in total modals in the authentic materials., it is followed by modal will (3) 18% in total of the modals in the authentic materials, as the following diagrams:

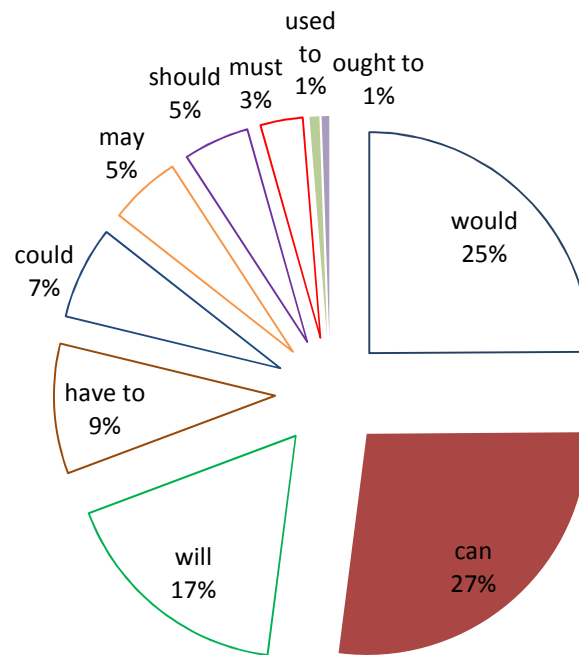**modals in authentic materials**

can 41%
would 23%
will 18%
could 12%
may 6%
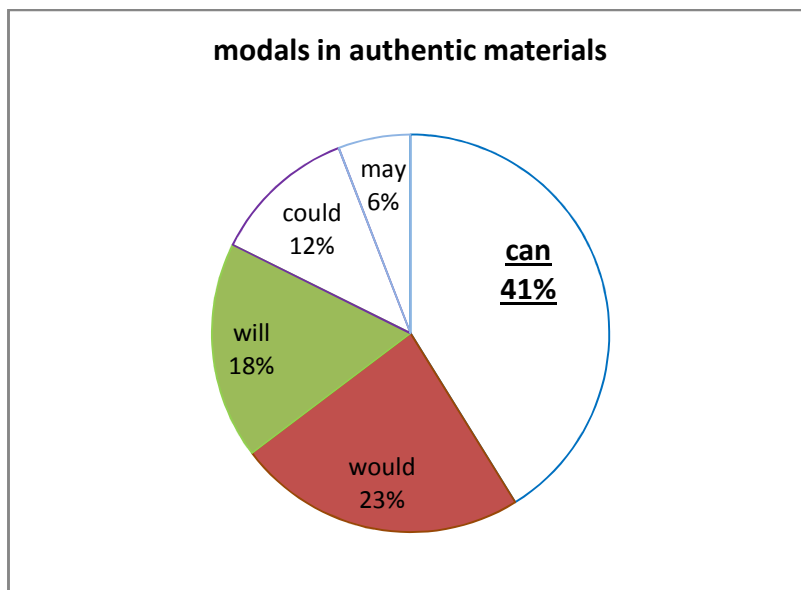
This result was accordance with the Standard Competency and Basic Competence of vocational school as the standard of developing materials; the modals that are mentioned in the Standard Competency and Basic Competence of vocational school are: modals ability, such as: can, could, will, and would, must and have to. The materials analysis and modals in the Standard Competency and Basic Competence of vocational school are accordance with the modals that needed by the students. The questionnaire that did by the researchers to the students in the Tourism High Schools in DKI Jakarta showed : most students were chosen modals *can 11% (141 students), would 11% (140 students), will 10% (139 students), could 10% (133 students), may 10% (132 students), must 10% (130 students), should 10% (127), shall 9% (123), have to 9% (119), used to 9% (116), and ought to 1% (12),* in the speaking when the students had PKL (Praktek Kerja Lapangan) as the modals that needed to be understood. The students also answered that those modals

was needed for developing their speaking skills. The result of the survey of students' needs of the students shoed in the following diagram:

Students' needs of modals
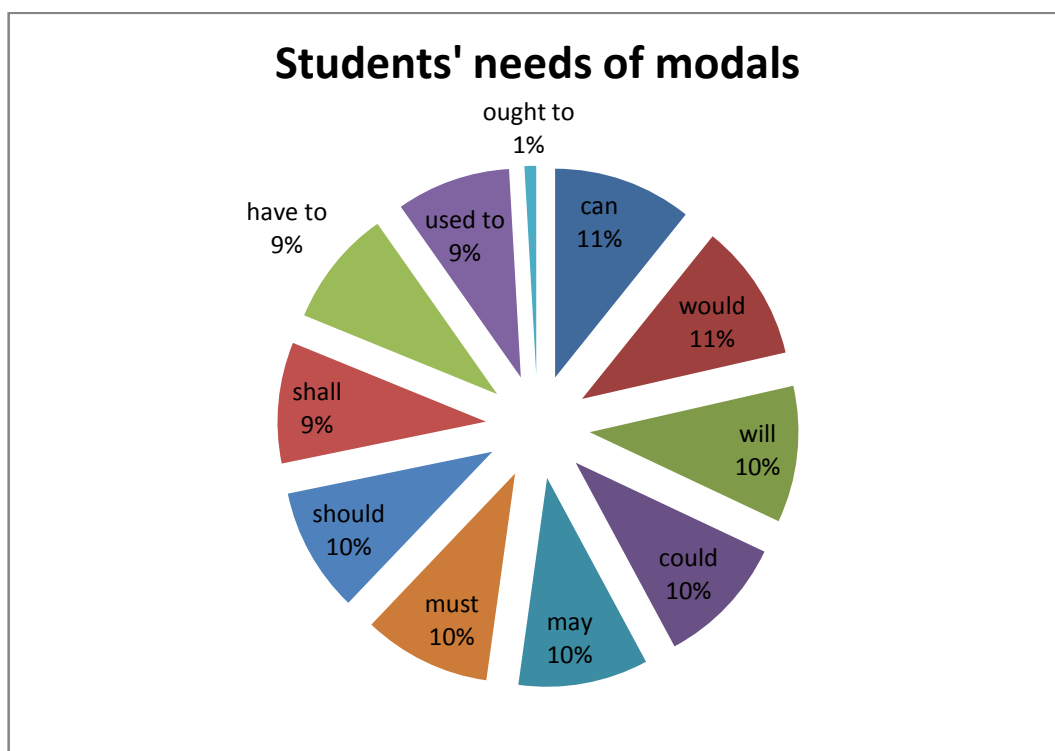
CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter was aimed at presenting the conclusion of the theories, findings and discussions explained in the previous chapters. It was also aimed at giving recommendation to the following research and teaching and learning process at English Department of State University of Jakarta.

5.1 Conclusion

ESP especially in tourism school students has the different needs of English grammar materials. Grammar in ESP is as the priority needs to be given to grammatical accuracy and fluency in using language. The grammar focused on tenses and modals, because through tenses and modals the language indicated when the action begins and the nice semantic used. Tenses and modals in tourism are needed in the conversation with the foreign tourist, the tourism students have to be able to speak English. The students have to be mastered in grammar especially in the tenses and modals so that the students can speak English fluently.

In this case of tenses and modal that appeared and the most commonly appeared in English learning materials in tourism high schools in DKI Jakarta had been carried out to examine the characteristic of grammar in English materials in teaching and learning activities in tourism high school. The results shoed that the

tenses and modals that appeared in spoken text were divided into textbooks and authentic materials.

The results of the tenses in the textbook materials for tourism high school in DKI Jakarta were: *simple present tense, simple past tense, simple future tense, continuous tense, present perfect tense, present perfect continuous, past perfect, past continuous tense, and future continuous*. The most commonly appeared were revealed from the highest to the lowest tenses. The highest number of tenses was *simple preset tense* (1790) that account for 75% in total, followed by *simple past tense* 9% (211), *simple future tense* 6% (145), *continuous tense* 5% (117), *present perfect tense* 4% (95), and the lowest number of tenses in the spoken texts in the textbook materials for tourism high school in DKI Jakarta was *present perfect continuous* 1% (18). For the *past continuous* 0% (5), *past perfect* 0% (1) those tenses indicated in total.

The tenses that appeared in the authentic materials: *simple present tense, simple past tense, simple future tense, continuous tense, present perfect tense, and past perfect tense*. The highest number was *simple present tenses* (135) that account for 75% in total, followed by *simple past tense* (21) for 12%, *simple future tense* (18) for 10% in total tenses, and the lowest number of tenses were *present perfect tense* (5) for 3% in total and *continuous tense* (1) and *past perfect* 0% in total.

The *simple present tense* is the most commonly appeared in the textbooks and authentic materials, and followed by: *simple past tense, simple future tense*

and next *continuous tense* for textbooks materials, and *preset perfect* for authentic materials. Those were in line with the students' needs, 17% (212) students were chosen *simple present tense* as the most needed to be understood by the students, followed by *simple past tense* 16% (211), *continuous tense* 13% (164), *present perfect* 11% (143) and *simple future* 10% (132), *past continuous* 10% (130), *past perfect* 9% (113), *present perfect continuous* 7% (96) and *past perfect continuous* 7% (86). In short, *simple preset tense and simple past* appeared and most commonly appeared in the textbooks and authentic materials and it was similar with the result of the students' needs.

The result was accordance with the teachers' interview informally. The teacher claimed that the tenses are still needed for the students but not as the main knowledge in speaking, the tenses as the basic to be understood are in line with the result, they are: *simple present tense, simple past tense, simple future tense, perfect tense and continuous tens*, but the teachers also claimed the lowest tenses are do not need to be understood by the students. The teachers stated that tenses in grammar are taught in order to pass the National Examination or TOEIC test. English grammar were taught only based on the textbook that the teacher used as the main materials, the teacher did not search the other materials that appropriate for the students based on the context that will probably found by the students. The textbooks were used not only for the tourism students but also can be used for the business vocational schools, so that the materials did not specific for the tourism knowledge. Therefore, the materials can fill the students' needs of tenses in order to improve their spiking ability, but the teachers also have to improve the

students' understanding of tenses through reminding the tenses in every teaching activity and in the materials, and the further conclusion is the teacher have to be able in analysis the students' needs, it is due to find the appropriate context so that tenses in the spoken text can be taught appropriately. In additions the teacher also have to be more creative in developing the materials for grammar, not only follow the textbooks as the main materials, but also can explore the grammar especially tenses from highest to the lowest number of tenses that appeared in the spoken texts in order to increase the students ability in speaking with appropriate grammar.

The modals that appeared in spoken text of the textbook materials for tourism high school in DKI Jakarta were: *would, could, will, should, can, have to, may, must, used to, and ought to*. The most commonly appeared modals in the English material in tourism high schools in DKI Jakarta was explained from the highest to the lowest modals. The highest number of modals was *can* (192) that account for 27% in total, followed by would 25% (176), *will* 17% (122), *have to* 9% (67), *could* 7% (48), *may* 5% (37), *should* 5% (34), and *must* 3% (22) of the total number of modals, and the lowest number of modals in the spoken texts in the textbook materials for tourism high school in DKI Jakarta were *used to* 1% (5), *ought to* 1% (4) in total.

Only *would, could, will, can,* and *may* that appeared in the authentic materials. The highest modals were *can* (7) for 41% in total, followed by *would*

23%, (4), *will* 18% (3), *could* 12% (2) in total modals in authentic English materials for tourism high school in DKI Jakarta. And the lowest modals that appeared were *may* (1) for 6% in total.

Can is the most commonly appeared in the textbooks and authentic materials, and followed by: *would, will* and next *have to* for textbooks materials, and *could* for the authentic materials. Those were in line with the students' needs: *can 11% (141 students), would 10% (140 students), will 10% (139 students), could 10% (133 students), may 10% (132 students), must 10% (130 students), should 10% (127), shall 9% (123), have to 9% (119), used to 9% (116), ought to 2% (12).* It could be concluded, modal ***can, would, and will*** most commonly appear in the textbooks and authentic materials and it was similar with the result of the students' needs.

The result was accordance with the teachers' interview informally. The teacher claimed that the modals are needed for the students as the prior knowledge in speaking, the modals as the basic to be understood are in line with the result, they are: *can, will, would, should, could, must and have to*, but the teachers did not mention the lowest modals as the modals that was needed by the students.

The result was accordance with the teachers' interview informally. The teacher claimed that the modals are needed for the students as the prior knowledge in speaking, the modals as the basic to be understood are in line with the result, they are: *can, will, would, should, could, must and have to*, but

the teachers did not mention the lowest modals as the modals that was needed by the students. The teacher also claimed that modals is needed for speaking, but the teacher taught the modals only follow the textbooks and Standard Competence and Basic Competency. Standard Competence and Basic Competency is only as the standard materials, teachers have to analyze the students' needs of modals in speaking, so the materials can be appropriate with the context that will probably face by the students. It can be concluded that the materials can fill the students' needs of modals in order to improve their spiking ability, but the teachers also have to complete the modals from the highest lowest into the lowest modals from many sources materials, and improve the students' understanding of modals through practice the modals in every teaching activity and in the materials.

5.2 Recommendation

Based on the conclusion stated above, the spoken texts in English learning materials in tourism high schools can fill the students' needs of tenses and modals. This study hopefully can entire the knowledge of tenses and modals that needed by the students tourism high schools. Beside that hopefully this study can enrich the teachers' knowledge in teaching grammar especially in tenses and grammar for tourism high school. The teacher is recommended to provide the authentic materials or the various grammar materials in speaking. It is aimed to develop the students' ability in speaking

with appropriate tenses and appropriate modals. Beside that the lowest numbers of tenses and modals are also be the concern, the teachers not only have to teach the tenses and modals in Standard Competency and Basic Competence, because the tenses and modals in the Standard Competency and Basic Competence are only as a standard to develop the materials, but the teachers need to analyze the students' needs in the target situation, find the appropriate context and remain the tenses and modals in every materials. The teacher is expected to fill the students' needs from the highest to the lowest numbers of tenses and modals in order to develop the students' ability in speaking.

The tenses and modals in English materials and the students' needs have the similar result, it means that the materials can be used as the reference of teaching materials; but the teacher is expected to explore more materials for the students. This study also hopefully can enrich the knowledge for the English Department of UNJ students that want to teach tourism high school about tenses and modals of spoken texts. The further recommendation is for English teachers in the tourism high school to pay more attention of kinds of tenses and modals in speaking that needed by the students and most appeared and most used in the target situation, in order to develop students' fluency in speaking English with appropriate grammar. All in all, through appropriate tenses and appropriate modals in speaking, the students' tourism school can be good tourism servers, such as; the tour guide, house keeper in the Hotel, Ticket service, and so on in order to develop the Indonesia tourism.

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Appendix 1
Table of Analysis

Table 4.1.1

Table of Specification of Tenses and Modals in textbook materials					
No	Source	Spoken Texts	Total sentences	Sentences	
				Tenses	Modals
1.	BSE	36	509	372	137
2.	Learning English 2A	37	752	593	159
3.	Learning English 2B	26	384	304	80
4.	English in Progress	34	475	360	115
5.	Get along with English	26	412	316	96
6.	English for vocational school IIA	19	263	205	58
7.	English for vocational school IIB	7	96	81	15
8.	LKS Mentari	4	68	52	16
9.	LKS Matra	7	134	100	34
Total:		196	3093	2383	710

Table 4.1.2

Table of Specification of Tenses and Modals in authentic materials				
No	**Source**	**Total sentences**	**Sentences**	
			Tenses	**Modals**
1.	materials 1	55	54	1
2.	materials 2	54	51	3
3.	materials 3	37	33	4
4.	materials 4	52	43	9
Total		198	181	17

Table 4.2.2

Tenses Table in the Texbook English learning materials			
No	**Tenses**	**Total**	**percentage**
1.	simple present tense	1790	75%
2.	simple past	211	9%
3.	simple future tense	145	6%
4.	continuous tense	117	5%
5.	present perfect tense	95	4%
6.	present perfect continuous	18	1%
8.	past continuous	5	0%
7.	past perfect	1	0%
9.	future continuous	1	0%
Total		2383	100%

Table 4.2.4

Table of Modals in texbook English Learning Materials			
No	**Modals**	**Total**	**percentage**
1.	can	192	27%
2.	would	176	25%
3.	will	122	17%
4.	have to	67	9%
5.	could	48	7%
6.	may	37	5%
7.	should	34	5%
8.	must	22	3%
9.	used to	5	1%
10.	ought to	4	1%
Total		707	100%

Table 4.2.5

Table of Specification of Tenses in authentic materials							
	simple present tense	simple past	simple future tense	continuous tense	present perfect tense	past perfect	Total Sentences
materials 1	29	1	1		2		33
materials 2	38	8	5				51
materials 3	35	8	8		2	1	54
materials 4	33	4	4	1	1		43
Total	135	21	18	1	5	1	181

Table 4.2.6

Tenses Table in the authentic materials			
No	**Tenses**	**Total**	**percentage**
1.	simple present tense	135	75%
2.	simple past	21	12%
3.	simple future tense	18	10%
4.	present perfect tense	5	3%
5.	continuous tenste	1	0%
6.	past perfect	1	0%
Total		181	100%

Table 4.2.7

Table of Specification of Modals in authentic materials						
	would	**could**	**will**	**can**	**may**	**total sentences**
materials 1				3	1	4
materials 2	1	1		1		3
materials 3	1					1
materials 4	2	1	3	3		9
total	4	2	3	7	1	17

Table of Modals in authentic Materials

No	Modals	Total	persentage		*Table 4.2.8*
1.	can	7	41%		
2.	would	4	23%		
3.	will	3	18%		
4.	could	2	12%		
5.	may	1	6%		
Total		17	100%		

Appendix 2
The Samples of Textbooks
and Authentic Analysis

Appendix 3
List of School, and Letter Recommendations from Schools

Tourism High School in DKI Jakarta:

NO	SMK NEGERI	No	SMK SUASTA
1	SMKN 27 Jakarta,	1	SMK 28 Oktober 1928-1,
2	SMKN 28 Jakarta,	2	SMK Bina Darma DKI,
3	SMKN 32 Jakarta,	3	SMK Bunda Mulia,
4	SMKN 33 Jakarta,	4	SMK Cipta Karya 1,
5	SMKN 37 Jakarta,	5	SMK Jakarta Wisata,
6	SMKN 38 Jakarta,	6	SMK Jayawisata 1,
7	SMKN 57 Jakarta,	7	SMK Jayawisata 2,
8	SMKN 62 Jakarta,	8	SMK Kartini 1,
		9	SMK Paramitha 1,
		10	SMK Paramitha 2,
		11	SMK Patria Wisata,
		12	SMK Kharismawita,
		13	SMK Wisata Indonesia,

Appendix 4
Questionnaires for The Students

Student's Questionnaire

Class :
Major :
School :

Berikanlah tanda checklist (√) pada pernyataan-pernyataan dibawah ini sesuai dengan <u>pengalaman</u> Anda. Anda bias memberikan checklist (√) lebih dari 1 (satu) pilihan.

1. Berdasarkan pengalaman praktek saya, tenses dalam bahasa Inggris yang ingin saya kuasai agar mampu bertutur kata dengan tepat adalah:
   - ☐ Simple present
   - ☐ Present continuous
   - ☐ Present perfect
   - ☐ Present perfect continuous
   - ☐ Simple past
   - ☐ Past continuous
   - ☐ Past perfect
   - ☐ Past perfect continuous
   - ☐ Simple future
   - ☐ Future continuous
   - ☐ Future perfect
   - ☐ Future perfect continuous

2. Berdasarkan pengalaman praktek saya, tenses dalam bahasa Inggris yang ingin saya kuasai agar mampu bertutur kata dengan sopan adalah:
   - ☐ Would
   - ☐ Can
   - ☐ Will
   - ☐ Have to
   - ☐ Could
   - ☐ May
   - ☐ Should
   - ☐ Must
   - ☐ Used to
   - ☐ Ought to
   - ☐ Shall

Appendix 5

Teachers' Interview Scripts

Table 4.2.3

	would	could	will	should	can	have to	may	must	used to	ought to	supposed to	total sentences
Table of Specification of Modals in the textbooks materials												
BSE	37	18	26	5	28	14	7	2				137
Learning English 2A	41	5	21	10	40	22	11	7	2	1		160
Learning English 2B	12	4	14	6	26	14	1	2			1	80
English in Progress	23	4	18	8	37	5	8	6	1	3	2	115
Get along with English	37	7	14	2	23	8	4	1				96
English for vocational school IIA	16	4	16	1	13	1	5	2				58
English for vocational school IIB	2	2	5	1	3		1	1				15
LKS Mentari	3	3	2	1	3	2		1				15
LKS Matra	5	1	6		19	1			2			34
	176	**48**	**122**	**34**	**192**	**67**	**37**	**22**	**5**	**4**	**3**	710

Table 4.2.1

Table of Specification of Tenses in the textbooks materials

	simple present tense	simple past	simple future tense	continuous tense	present perfect tense	present perfect continuous	past perfect	past continuos	future continuous	Total Sentences
BSE	269	23	36	18	24	1	1			372
Learning English 2A	479	45	40	17	10	1		1		593
Learning English 2B	209	59	11	8	16	1				304
English in Progress	251	37	10	21	25	15		1		360
Get along with English	222	20	31	26	15			1	1	316
English for vocational school IIA	174	9	11	7	2			2		205
English for vocational school IIB	60	13	2	3	3					81
LKS Mentari	42	2	3	5						52
LKS Matra	84	3	1	12						100
	1790	**211**	**145**	**117**	**95**	**18**	**1**	**5**	**1**	**2383**

Interview Scripts

School: SMK 62 Jakarta

Researcher	: Selamat siang bu, materi bahasa Inggris yang ibu gunakan sumbernya dari mana saja?
Teacher	: biasanya saya ambil materi ya dari buku paket Bahasa Inggris yang di sediakan, kalo di sekolah ini pakenya BSE kadang juga LKS.
Researcher	: selain itu bu?
Teacher	: ya seringnya itu.
Researcher	: Kalo untuk materi Grammarnya ibu biasanya ambil dari sumber mana aja?
Teacher	: saya biasanya ikutin yang ada d buku dan SKKD aja, karena kl grammar kan untuk melatih siswa untuk UN sama TOEIC.
Researcher	: kalo untuk speakingnya bu, bagaimana kaitannya dengan grammar?
Teacher	: kalo speaking sih yang penting berani bicara dulu, grammar tidak terlalu di utamakan.
Researcher	: grammar apa aja yang bisanya temukan paling sering selama ibu mengajar bahasa Inggris?
Teacher	: tenses sih mbk ya.
Researcher	: selain itu bu? Kl grammar untuk mendukung speaking apa aja?
Teacher	: banyak mbk tapi yang di tekankan sih modals.
Researcher	: kl ngajarin speaking ke anak materinya apa aja dan dari mana jab u biasanya?
Teacher	: biasanya dari buku mbk, ka nada tuh percakapannya, ada rekamannya juga, atw saya juga punya *guiding text* sendiri. Ya anak-anak iasanya d suruh dengerin lalu mengikuti dan practice di depan kelas dan sebagainya.
Researcher	: tenses-nya atw modals-nya ibu sesuaikan dengan kebutuhan si anak g bu? Apa aja bu spesifc tenses dan modals yang ibu tekankan?
Teacher	: saya biasa ikutin silabusnya, d buku juga da, paling kalo tenses sih yang simple-simple aja, kalo modals paling cam, will, would should, yang anka-anak biasa pake kl berbicara aja.
Researcher	: ok bu terimakasih ya bu waktunya.
Teacher	: ya sama-sama

School: SMK 57 Jakarta

Researcher : materi bahasa Inggris yang ibu gunakan sumbernya dari mana saja?

Teacher : buku paket Bahasa Inggris, LKS, Internet sama dari majalah-majalah biasanya mbk.

Researcher : Kalo untuk materi Grammarnya ibu biasanya ambil dari sumber mana aja?

Teacher : biasanya saya sesuaikan topic atau materni yang di bahas, jad di setiap materi saya sempilin grammar.

Researcher : kalo untuk speakingnya bu, bagaimana kaitannya dengan grammar?

Teacher : kalo speaking bisanya saya ajarin lewat percakapan-percakapan dan biasanya praktek langsung sama teman-temannya nah grammarnya sih g terlalu di utamakan dulu ya dalam speaking, tapi tetep saya ajarkan, bisanya modals yang saya tekankan kl belajar speaking.

Researcher : grammar apa aja yang bisanya temukan paling sering selama ibu mengajar bahasa Inggris?

Teacher : banyak mbk, yg sering ya tenses terus conditional sentences, modals juga, preposition dan sebagnya.

Researcher : selain itu bu? Kl grammar untuk mendukung speaking apa aja?

Teacher : yang tadi saya bilang modals ya tenses sih penting tapi ga diutamakan

Researcher : tenses-nya atau modals-nya ibu sesuaikan dengan kebutuhan si anak g bu? Apa aja bu spesifc tenses dan modals yang ibu tekankan?

Teacher : kalo saya saya sesuaikan dengan materi yang mau d pelajari aja. Bisanya sih yg simple present tense, past tense, continuous tense, perfect tense, nah yg simple dulu biasnya. Kl modals ya can, will, would, should, yang bisanya anak-anak sudah pahami dan sering mereka pakai.

Researcher : kl ngajarin speaking ke anak materinya apa aja dan dari mana aja bu biasanya?

Teacher : buku, internet dari mana aja bias mbk, yang penting materinya sesuai. Biasanya saya ambil dari buku yang anak punya, percakapannya di ikuti, kemudian di peraktekan atau kadang saya suruh mereka improfisasi.

Researcher : ok bu terimakasih ya bu waktunya.

Teacher : ya sama-sama

School: SMK Paramitha 1

Researcher   : materi bahasa Inggris yang bapak gunakan sumbernya dari mana
                 saja?
Teacher   : buku paket Bahasa Inggris, internet dan buku TOEIC.
Researcher   : Kalo untuk materi Grammarnya bapak biasanya ambil dari sumber
                 mana aja?
Teacher   : seringnya saya ambil dari buku TOEIC.
Researcher   : kalo untuk speakingnya pak, bagaimana kaitannya dengan grammar?
Teacher   : kalo speaking saya kan bisanya ajarin lewat dialogue-dialogue dari
                 buku, nah itu ya saya bahas grammarnya, walau grammar tdk terlalu di
                 utamakan untuk anak-anak dalam speaking.
Researcher   : grammar apa aja yang bisanya temukan paling sering selama bapak
                 mengajar bahasa Inggris?
Teacher   : tenses sih ya.
Researcher   : selain itu bu? Kl grammar untuk mendukung speaking apa aja?
Teacher   : modals sama tenses-tenses sama preposition menirut saya.
Researcher   : tenses-nya atau modals-nya bapak sesuaikan dengan kebutuhan si
                 anak g pak? Apa aja pak spesifc tenses dan modals yang bapak
                 tekankan?
Teacher   : nah itu saya biasanya mengacu paka soal-soal TOEIC, biasanya simple
                 present tense, simple past, future, continuous tense dan perfect tense.
                 Kl modalsnya seringnya ya can, could, would dan might, kan biasanya
                 untuk ungkapan kesantunan tuh.
Researcher   : kl ngajarin speaking ke anak materinya apa aja dan dari mana aja pak
                 biasanya?
Teacher   : biasanya dari percakapan-percakapan, atau tourguide scripts, atau
                 kadang announcement, ya di sesuain sama silabus aja, biasanya sih
                 saya dari buku yah.
Researcher   : ok pak terimakasih ya pak waktunya.
Teacher   : ya sama-sama

School: SMK Jakarta Wisata

Researcher	: materi bahasa Inggris yang bapak gunakan sumbernya dari mana saja?
Teacher	: buku paket Bahasa Inggris yang di sedikan
Researcher	: Kalo untuk materi Grammarnya bapak biasanya ambil dari sumber mana aja?
Teacher	: seringnya saya ambil dari buku paket itu, kan sudah ada tuh language focusnya, dan sesuai dengan silabus.
Researcher	: kalo untuk speakingnya pak, bagaimana kaitannya dengan grammar?
Teacher	: grammar kan ga terlalu penting dalam speaking yang penting orang bias mengerti maksud kita bicara ya sudah.
Researcher	: kl ngajarin speaking ke anak materinya apa aja dan dari mana pak biasanya?
Teacher	: internet, buku paket anak-anak juga bias ka nada dialognya. Materinya ya di sesuain aja sm silabus atau ka nada di buku semua udah lengkap.
Researcher	: grammar apa aja yang bisanya temukan paling sering selama bapak mengajar bahasa Inggris?
Teacher	: tenses sering mbk.
Researcher	: selain itu pak? Kl grammar untuk mendukung speaking apa aja?
Teacher	: tenses juga mendukung, kaya present tense, past tense, future tense, continuous dan perfect ya penting sih jadi kita paham maksdnya, modals juga, can will, would, could kan untuk minta ijin atau ngajak seseorang tuh.
Researcher	: tenses-nya atau modals-nya bapak sesuaikan dengan kebutuhan si anak g pak?
Teacher	: ya saya sih sesuaikan sama materi dari buku, kan udh lengkap, paling saya tambah-tambahin kl si anak agak ga paham gitu. Terus kan kl grammar ya mbk itu pentingnya d tulis aja, untuk UN paling, makanya kl di speaking grammar g saya tekankan, kl tenses dan modals sih saya jarin.
Researcher	: ok pak terimakasih ya pak waktunya.
Teacher	: ya sama-sama

The result of tally for students' needs analysis of tenses:

No	Answers											
	Simple present	Pres. Continuous	Pres. Perfect	Pres. Perfect continuous	Simple past	Past continuous	Past perfect	Past perfect continuous	Simple future	Future continuous	Future perfect	Future perfect continuous
1	ⱧⱧ ‖	ⱧⱧ ‖‖	ⱧⱧ ‖ ‖	ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ‖	ⱧⱧ ‖	ⱧⱧ ‖‖	ⱧⱧ ‖‖‖	ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ⱧⱧ ‖	ⱧⱧ ⱧⱧ			
TOTAL	212	164	143	96	211	132	113	86	130	0	0	0

The result of tally for students' needs analysis of modals:

No	Answers										
	Would	Can	Will	Have to	Could	May	Should	Must	Used to	Ought to	Shall
2	⦀⦀⦀⦀⦀ ⦀⦀⦀⦀⦀ ⦀⦀⦀⦀⦀ ⦀⦀⦀⦀⦀ ⦀⦀⦀⦀⦀ ⦀⦀⦀	⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ‖	⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀‖‖	⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀‖‖	⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀ ‖‖	⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀ ‖	⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀ ‖	⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀	⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀ ‖	⦀ ⦀ ‖	⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ⦀⦀⦀⦀ ‖‖
TOTAL	140	141	139	119	133	132	127	130	116	12	123