

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

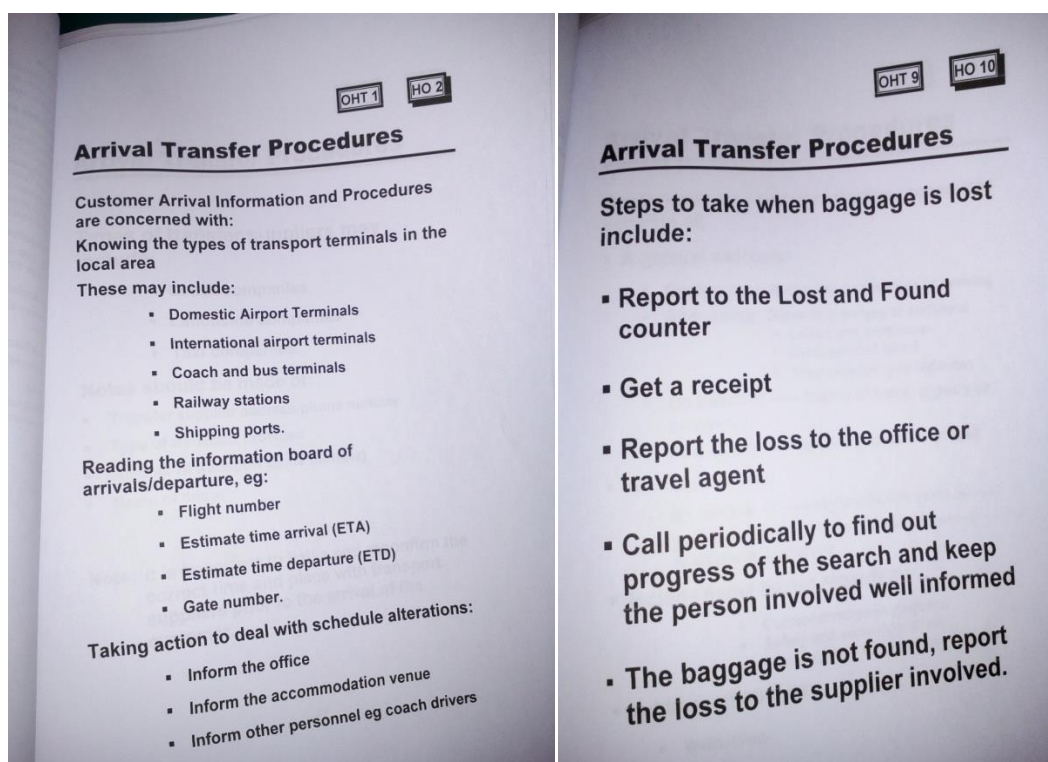
In this chapter consist the finding and discussion of the research through some steps as mention in data analysis. As the previously mentioned, this chapter is the result of the research through an analysis on the content of English material for tour guiding "*Provide Arrival and Departure Assistance*". Conduct the research which is done by researcher found that from 11 (eleven) Hutchinson's criteria about material there are 9 criteria appropriate with Hutchinson criteria and there are 2 criteria which is not appropriate with Hutchinson criteria.

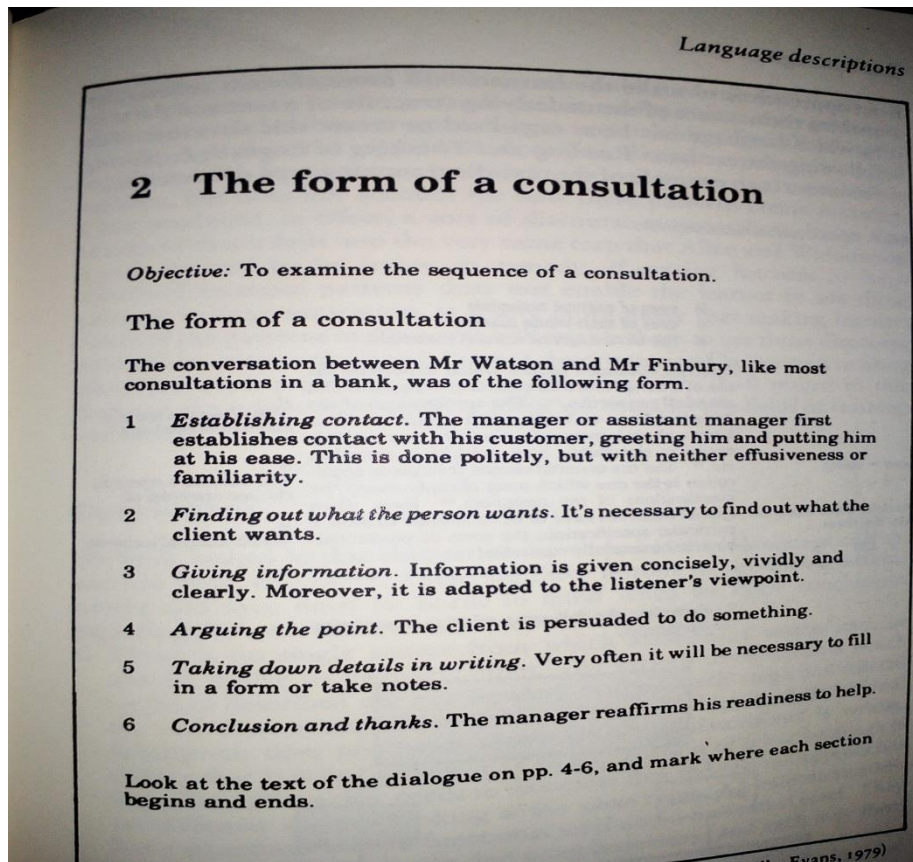
##### 1. Brief of *Provide Arrival and Departure Assistance* book

English for tour guiding book "*Provide Arrival and Departure Assistance*" is a book which use for tourism major in vocational school especially in SMKN 3 Banjarmasin. This book is created for tourism students in vocational school grade XII. The book is divided into five (5) sections and consisted of 90 pages. In this book the material that will be taught in section four page 35 until 65. The material about "*Transfer In*" and "*Transfer Out*". by Indonesia Australia partnership for skill development.

## 2. The Criteria of The Book by Subjective Analysis

Based on the criteria from Hutchinson and Alan water in subjective analysis, there are some criteria. For the first what criteria that has to has the book about language descriptions. So in Hutchinson and Alan water first criteria the content has language descriptions such as: classical/traditional grammar, structural linguistics, transformational grammar, language variation and register analysis, functional/notional syllabus and discourse/ rhetorical analysis. Below there are some materials of English for tour guiding which compare with the kind of text of discourse analysis.





This picture one kind of discourse analysis approach

Then, for the second criteria about macro skill that available in the content. For this criteria the content has macro skill of four skill in language. The content should has macro skill such as reading, speaking, listening and writing. The macro skill is essential of any language. Macro skill as primary to master the language. Based on the theory about macro skill there are many discussions about macro skill briefly. In the Hutchinson and Alan water criteria, the material of tour guiding has to contain macro skill like in the theory. As well as micro skill in the language is also important alongside macro skill. Both of them support each other to master of the language. Micro skill is more detail of macro skill. In the theory researcher explain

about kind of micro skill that has to contain in the material in English for specific purposes.

The next criteria discuss about text-types which should be included in the material such as manuals, letters, dialogues, experimental report, visual text, or listening text. The researcher explain the criteria that Hutchinson mention on the question. The kind of the text is experimental report.

After discussing about type, the criteria that has to relate with subject matter area is required. Because researcher conduct the research for tourism so the subject matter has to focus on specific material. The English required for tourism can be divided into three principal areas: planning a tour, booking a tour, and conducting a tour. Conducting a tour includes welcoming the clients at the port of entry, presenting the tour program at the hotel, guiding the tour, and handling complaints (Peter Master, 1998 : 214). So, the material for the tourism has to about how to welcoming the client (tourist), what the students need and do when they spent time with client until the client is finished the tour.

The subject matter establish quality of the student when they finished the subject. The important things also about the level of knowledge has to appropriate with the student level. If the student is a college student then the level of material for college students. The researcher choose material about English for tour guiding in tourism major grade twelve, of course the level of material has to appropriate with the students level that is twelve grade of secondary school (vocational school).

The next concern about the topics are needed for tourism major especially for English for tour guiding material. The topic has to discuss about the material

appropriate with the subject matter. In this research the topic about English for tour guiding material so that the topics are needed about tour guiding especially like explanation above about tour guiding is going to discuss about how welcoming the client (tourist) from airport until the tourist finish the tour (deliver to the airport). For the topics are concluded that about tour guiding.

Alongside about types of topics, Hutchinson also discuss about treatment should the topics given. The example 'straightforward, factual; 'human interest' angle; humorous; unusual perspective; taking into account issues, controversy. What the treatment is appropriate with the student is going to choose based on the analysis. Actually in the teaching material it can be there is treatment from the topic or not.

The next discussion about organizing of the content. Hutchinson and Alan water divide the organization into two discussion. There are organizing of the content throughout the course and organizing the content within the course. There are some organizations that Hutchinson and Alan Water mention about content organization throughout the course such as language points, by subject matter, by some other means and by a combination of means. Then, organizing of the content within the course unit such as by a set pattern of components, by a variety of patterns, by some other means, to allow a clear focus on, and a communication task.

Alongside about organization, in the criteria also mention about sequencing of the content. The sequencing is divided into two part, first about sequencing of content throughout the course and sequencing the content within a unit. criteria of sequencing of content throughout the course such as from easier to more difficult, to create variety, to provide recycling, or there is no obvious sequence. It has to decide

if the teacher want to create their own materials. The sequencing is going to make the teacher easier to teach the course in the class. In addition the teacher has to concern about sequencing of content within a unit. There are some form of sequencing within a unit such as from guided to free, from comprehension to production, accuracy to fluency or there is no obvious sequencing.

### **3. The Result of Objective Analysis**

In this part the researcher is going to discuss about objective analysis. This is about analysis material based on the criteria in subjective analysis. In the first criteria there are six linguistic descriptions that should be required one of them. In this material about arrival and departure procedure researcher analyze and found that the material using type of linguistic is discourse analysis which is about functional the material like above explanation the example form of discourse analysis and the material is similar. Between discourse analysis explanation and the material is match.

Then about the proportion of work on each skill. In the material the macro skill is speaking and writing prominently. Because the material using instruction directly and the student is going to practice the instruction of the material by writing and speaking. Students are going to divided into some group to present what they have to do when arrival and departure procedure. Before presenting they have to write the list what they have to do. Although macro skill in the material about speaking and writing prominently but this material also has micro skill. The example on writing the micro skill that they have to use acceptable grammatical systems, cohesive devices in written discourse and use the rhetorical forms and conventions of

written discourse. The criteria about kinds of texts are there in the materials include directly instruction and experimental report based on the functional.

Then the criteria about subject-matter area, level of knowledge and types of topics. The subject matter area is about tour guiding because the name of subject is tour guiding. Level of knowledge from this material for secondary school in vocational school, definitely for tourism major grade XII. Based on researcher mention above about subject-matter is tour guiding, so the material relate with the subject-matter area. Then types of topic from the material about arrival transfer and departure transfer procedure. Alongside the important thing from the material is about treatment of the material. In this material there is no identification about treatment that is given by the material. There is no specification for the treatment of the material.

The analysis of the material about organizing of content is one of important thing. There are some content organization that Hutchinson and Alan Water mention like by subject-matter. It uses in the material. The language description of material using discourse analysis development which is the language use functional and the organization by subject matter because the student need the specific language and explanation about arrival and departure procedure.

Then, the explanation still about organization of content but it is about content be organized within the course units. There are four choices about organization of content within the course units. But in the material just use one organization of content within the course unit. It is to allow a clear focus on. Example of it like certain skill areas. Then about content sequenced throughout the

book. The researcher analyze that the book do not use sequence of content that Hutchinson and Alan Water mention in their criteria. The book using the other sequence of content which is no mentioned in the criteria.

From researcher analysis of materials about content sequenced within a unit that the sequence is from comprehension to production. Based on the material and the task of the material, after student learn about theory how to procedure of arrival and departure they are going to practice the theory in front of class like the real condition of arrival and departure. Divided into some groups, they are going to present and act in front of class what they have to do when arrival and departure procedure.

## **B. Discussion**

In this part, the writer discusses the analysis of the content from English for tour guiding material from the book “*Provide Arrival and Departure Assistance*”. . The discussion is about the content of the book especially the material about arrival and departure according to Hutchinson and Alan water criteria. In findings there are two analysis section. It was subjective analysis and objective analysis. The researcher found that there are some criteria match and there are not match with Hutchinson criteria. There are 2 criteria are not matched from 11 Hutchinson criteria. The researcher found some information from interview with headmaster and the teacher of English for tour guiding subject about the subject and the history of SMKN 3 Banjarmasin also about the facilities of SMKN 3 Banjarmasin. From this interview and researcher analysis so the researcher found that the material of “*Provide Arrival*



*and Departure Assistance*” for tourism major grade twelve. When the researcher interviewed the teacher about the material and the process learning in the class. He told me that after students finish the material they have to make a presentation like a drama about arrival and departure procedure. But the teacher has a problem in learning process when he teach in English language, there are some student still misunderstanding with the instruction. As far as the teacher can solve it by the book that given for student.

Based on the observation, the data analyzed based on the statements of problem those are about Hutchinson and Alan Water criteria of ESP content/material and the analyze to know the material match with some criteria or at all. There are two analysis process that the researcher did in findings. The description is known from analysis in finding. In this part the researcher is going to explain about the result of analysis.

1. In the findings the objective analysis match with the subjective analysis.

Because the material using one of language description. As Hutchinson and Alan Water (1948) who explain that “there are six language descriptions, those are classical/traditional grammar, structural linguistics, transformational grammar, language variations & register analysis, functional/notional syllabus and discourse/rhetorical analysis”.

2. From the analysis the researcher about proportion of work on each macro-skill. In the material there is macro-skill. Those are writing and speaking. The proportion of them like writing based on the Brown H (2001) the proportion of macro-skill in writing like “develop and use a battery of

writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing". The analysis between subjective and objective is match. Because in the objective analysis the material has proportion of macro skill.

3. The analysis about micro-skill in the material of *Provide and Arrival Assistance* there is appropriateness with the criteria on subjective analysis.
4. Kinds of texts are there in the materials are direct instruction and experimental reports. It shows that there is quite appropriateness between subjective and objective analysis.
5. Subject matter area in subjective and objective is match. Because in subjective the subject-matter for tourism major especially English for tour guiding subject. As well about the type of topics is also match between subjective and objective analysis. The level is match.

But in the analysis about treatment of the material, the researcher does not find the appropriateness between subjective and objective analysis. The material does not show the treatment specifically.

6. The explanation about organizing of content throughout the materials, in Hutchinson mention there are four criteria. The researcher found that organization of material is by subject-matter. Because this material is for specific purpose that is about arrival and departure procedure.

7. It is about the organization of the content within the unit. Based on the analysis the student need certain material about arrival and departure procedure. So that researcher conclude the organization of content to allow a clear focus on. Peter (1998) who argued that ESP involves teaching and learning that focuses on the specific skills and language which needed by particular learners and particular purpose. The P in ESP is always a professional purpose- a set of skills that learners currently need in their work or will need in their professional careers. Further, ESP exams tend to focus on the learners' ability to function effectively at work, rather than purely their level of English. Generally, ESP aims to meet the needs of particular learners.
8. The sequencing of the content throughout the book that mention in the criteria there are four sequencing of content. Those are from easier to more difficult, to create variety, to provide recycling and by other criteria. Based on the analysis the researcher did not find about content sequenced throughout the book in the material. so that between the criteria and the result does not match.
9. Based on Peter (1998) Generally, ESP aims to meet the needs of particular learners. This mean in practice that much of the work done by ESP teacher is concerned with designing appropriate courses for various groups of learners included a group of tourism. So the content sequenced within a unit is from comprehension to production. Because after the student learning the theory about arrival and departure procedure, they

have to get more practice in front of class like as real arrival and departure process. It matches between criteria and material analysis.