Learning Tenses through Keyword Cards to Improve the Tourism English Language Skills of the 2nd Semester Students of Tourism Department, Manado State Polytechnic

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Abstract: *Learning Tenses Through Keyword Cards To Improve The Tourism English Language Skills Of The 2nd Semester Students Of Tourism Department, Manado State Polytechnic. Tenses are the most important part of the structure of the English language because they are the soul of the structure of this language. All sentences in English use tenses. An English sentence that does not use a particular tense is incorrect. Mastery of tenses determines whether English language skills are good or bad starting from listening to speaking, reading, writing and translating skills. Without mastering tenses, some people may be able to achieve the fluency but not the accuracy because accuracy of English sentences is largely determined by mastery of tenses. Mastery of tenses is badly needed to develop English for specific purposes, especially for speaking and writing. Therefore, before studying English for Tourism in semester 3, 4 and 5, the students must be equipped with tenses in both written and spoken forms in order that mastery in tenses is not only in writing (theoretical) but also in speaking (practical).*

Using Keyword Cards is an effective and attractive way for learning English. The learners are taught to express sentences spontaneously not by memorization of full sentences, but just by using key-words. By using cards on which the keywords are written, the learners are prompted to make sentences, paragraphs or even stories and mastery of tenses is of great contribution.

Keywords: *Tenses learning, media, keyword cards, tourism English.*

I.   Introduction

Mastery of tenses using keyword cards allows mastery of English in integrated and communicative manner. In this era of globalization, English proficiency has become an inevitable necessity. International cooperation in various fields requires that everyone involved in can interact in English. These collaborations cover the fields of economic, education, culture, science and technology, military, sports, tourism and others (Agustinus Lumettu and Treesje L. Runtuwene, 2019:1). Good ability in English makes it possible for our young generation to undertake education in various countries that provide scholarships. With a good ability in English, the graduates of senior High schools and universities have opportunities to work in various countries or at multinational enterprises operating in Indonesia. In the field of education, a good English mastery is compulsorily required in undertaking education in both foreign and domestic universities where references are provided in English and the instruction is given in English.

A good English mastery involves the four main language skills, i.e listening, speaking, reading and writing (Dwi Cahyadi Wibowo, May 23 2014 (dwicahyadiwibowo.blogspot.com). All these skills are closely related to English structure. For instance, a good understanding of structure show the differences between two similarly pronounced phrases : 'send them aid' and I send the maid'. Combination of knowledge about structure and intonation can help to distinguish them. A closer relationship can be seen between speaking and structure. First, speaking using grammatical sentences is more easily understood by the learner. The sentence 'The lady was sick' and the sentence 'the lady is sick' are clear to the learner who has good understanding of structure. The first sentence refers to the past condition, while the second sentence refers to the present time. Second, mastery of structure influences the fluency when the structure teaching is done communicatively in oral form and in integration, not in separation as has been done so far. This separation makes Tenses seem to be a theory which has no contribution to speaking development. Reading and writing are also significantly affected by mastery of tenses. Without a good understanding of Tenses, misunderstanding about a written text or a spoken dialog or speech might possibly occur.

Learning tenses using keyword cards allows communicative and integrated mastery of tenses. This kind of tenses learning upgrades the learners' ability to understand and produce sentences spontaneously. And ultimately, this

ability of written and oral (spoken) tenses will improve the students' skills in using Tourism English.

This research was conducted in the midst of covid 19 pandemic that the sample were chosen purposively from both the D3 and D4 study programs students who were interested and reachable by means of communication such as Zoom, WA and Video call.

Learning : Houwer (2014 : 1) states that learning is an ontogenetic adaptation which is a charge in behaviour of organism due to regularities in the environment of organism. While Ruanguruku (April 2012) defines learning as a process of interaction of the learners, the teachers and the learning resources in an environment where exchange of information takes place. About it, Wikipedia defines : " learning is assistance given by the educator in order that the process of knowledge and science acquisition, mastery of skills and character as well as the formation of attitudes and beliefs in students. In other words, learning is a process to help students learn well. Slavin (1994) in RuangGuruku (April 2012) defines learning objectives as the direction to be aimed from a series of activities carried out in the learning process.

From some definitions above, it can be summarized that learning is a process of communication between teachers as educators and students as learners to acquire knowledge, skills and attitudes.

Tenses : A tenses is a form of Verb in English which indicates the time when an action or activity occurs involving the present time, the future time and the past time (https://www.wordsmile.com). Without good mastery of Tenses, the English we use will be messy, both spoken. Tenses are very important in both everyday English and scientific English (Jahja, 2017). In English, there are 16 tenses as follows (https://www.intraxenglish.com) :

1. Present tense (simple present tense)
    a. Use
    It expresses an activity which takes place in the present time as a habitual action or routinity, general truth, eternal truth and formulas.
    b. Pattern :
    - Verbal sentence : (+) Sub + Vb1/Vb + s/es…
    (-) Sub + do/does + not + Vb1… (?) Do/does + sub + Vb1…
    - Nominal sentence (+) Sub + am,is,are + non-verbal phrases…
    (-) Sub + am,is,are + not + non-verbal phrases… (?) Am,is,are + sub + non-verbal phrases…?

    c. Examples :
    Verbal sentences : (+) 1. Hendry plays chess every day
    2. They play football twice a week
    (-) 1. Hendry does not play chess every day
    2. They do not play football twice a week (?) 1. Does Hendry play chess every day?
    2. Do they play football twice a week?
    3. Where does Hendry play every day? Nominal sentence : (+) 1. Hendry is busy every day
    2. They are at home every night (-) 1. Hendry is not busy every day
    2. They are not at home every night (?) 1. Is Hendry busy every day ?
    2. Are they at home every night ?
    3. Where are they every night ?

2. Present continuous tense
    a. Use
    It expresses an action or activity which is taking place at the time of speaking.
    b. Patterns (just exist in verbal sentences) (+) Sub + am,is,are + Vbing…now
    (-) Sub + am,is,are + not + Vbing…now (?) Am,is,are + sub + Vbing…now
    c. Examples :
    - (+) Hendry is playing chess now
    (-) Hendry is not playing chess now (?) Is Hendry playing chess now ?
    Who is playing chess now ?
    - (+) They are playing football now
    (-) They are not playing football now (?) Are they playing football now ?
    What are they playing now ?

    d. Present perfect tense

    e. Use
        It expresses an action or activity that has been done but is still continuing to the present time. It also expresses a state or condition that has existed and still goes on.
    f. Patterns

- Verbal sentences :
  (+) Sub + have/has + Vb3…already/many times… (-) Sub + have/has + not + Vb3…yet…
  (?) Have/has + sub + Vb3…already/many times…
- Nominal sentences :
  (+) Sub + have/has + been + non-verbal phrases…already, many times… (-) Sub + have/has + not + been + non-verbal phrases…yet
  (?) Have/has + sub + been + non-verbal phrases…already, many times…

g. Examples :
- Verbal sentences :
  (+) Hendry has played chess many times (-) Hendry has not played chess yet
  (?) Has Hendry played chess already/many times ?
  Who has played chess many times ?
- Nominal sentences :
  (+) They have been in trouble for many years
  (-) They have not been in trouble for many years (?) Have they been in trouble for many years ?
  How long have they been in trouble ?

3. Present perfect continuous tense
   a. Use
   It expresses an action or activity that was started in the past and still continues up to the present time.
   b. Patterns (just exists in verbal sentences)
   (+) Sub + have/has + been +Vb ing…for/since…
   (-) Sub + have/has + not + been + Vb ing…for/since… (?) Have/has + sub + been + Vb ing…for/since…?
   c. Examples :
   (+) Hendry has been playing chess since morning
   (-) Hendry has not been playing chess since morning (?) Has Hendry been playing chess since morning ?
   Who has been playing chess since morning ?

4. Simple past tense
   a. Use
   It expresses an action or activity in the past both those that have long passed and those that have recently occurred. It also expresses a state or condition that existed in the past.
   b. Patterns :
   - Verbal sentences
     (+) Sub + Vb2 + yesterday/last…
     (-) Sub + did + not + Vb1…yesterday/last… (?) Did + sub + Vb1…yesterday/last…
   - Nominal sentences
     (+) Sub + was/were + non-verbal phrase…yesterday/last…
     (-) Sub + was/were + not + non-verbal phrase…yesterday/last… (?) Was/were + sub + non-verbal phrase…yesterday/last…

   c. Examples :
   - Verbal sentences
     (+) Hendry played chess yesterday
     (-) Hendry did not play chess yesterday (?) Did Hendry play chess yesterday ?
     When did they play chess ?
   - Nominal sentences
     (+) They were in trouble last night
     (-) They were not in trouble last night (?) Were they in trouble last night ?
     Why were they in trouble last night ?

5. Past continuous tense
   a. Use
   It expresses an action or activity that was taking place in a certain time in the past when another activity happened.
   b. Patterns (just exist in verbal sentences)
   (+) Sub1 + was/were + Vb ing when sub2 + Vb2… (-) Sub1+ was/were + Vb ing when sub2 + Vb2 (?)

Was/were + sub1 + Vb ing when sub2 + Vb2

c. Examples :
(+) Hendry was playing chess when I arrived
(-) Hendry was not playing chess when I arrived (?) Was Hendry playing chess when I arrived ?
What was Hendry playing when I arrived ?

6. Past perfect tense
    a. <u>Use</u>
        It expresses an action or activity that had been done at the time when another activity took place or prior to that. It also expresses a state or condition that existed at the time or prior to that.
    b. Patterns :
    •   Verbal sentences
        (+) Sub1 + had + Vb3…when/before sub2 + Vb2
        (-) Sub + had + not + Vb3…when/before sub2 + Vb2 (?) Had + sub1 + Vb3…when/before sub 2 + Vb2 ?
    •   Nominal sentences
        (+) Sub + had + been + non verbal phrases when/before sub2 + Vb2
        (-) Sub + had + not + been + non verbal phrases when/before sub2 + Vb2 (?) Had + sub + been + non verbal phrases when/before sub 2 + Vb2 ?
    c. Examples :
        Verbal sentences
        (+) Hendry had played chess before he went to the party last night
        (-) Hendry had not played chess before he went to the party last night (?) Had Hendry played chess before he went to the party last night ?
        What had Hendry done before he went to the party last night ?
        Nominal sentences
        (+) They had been in trouble when I arrived last night
        (-) They had not been in trouble when I arrived last night (?) Had they been in trouble when I arrived last night ?
        Why had they been in trouble when I arrived last night ?

7. Simple future tense
    a. <u>Use</u>
        It expresses an action or activity that take place in the future. It also expresses a state or condition that will exist in the future.
    b. Patterns
        Verbal sentences :
        (+) Sub + will/shall + Vb1…tomorrow/next…
        (-) Sub + will/shall + not + Vb1…tomorrow/next… (?) Will/shall + sub + Vb1…tomorrow/next…?
        Nominal sentences :
        (+) Sub + will/shall + be + non verbal phrase…tomorrow/next…
        (-) Sub + will/shall + not + be + non verbal phrase…tomorrow/next…?
    c. Examples :
        Verbal sentences :
        (+) Hendry will play chess tomorrow
        (-) Hendry will not play chess tomorrow (?) Will Hendry play chess tomorrow ?
        When will Hendry play chess ?

Learning media : The success of learning is determined by a number of components that are interrelated and mutually supportive, namely : the objectives, the media, the method, the material and the learning evaluation. Furthermore, Falahuddin states that the use of learning media in the teaching and learning process generates new interests and desires, motivation and simulation of learning activities and even has a psychological influence on learning. He states : " In order to be effective, the selection of teaching media should consider several things. Firstly, teaching media should be practical. It means that a teacher should consider the availability of the media and the practically of media, whether they are easily used in the instructional environment and what will, the time and cost involved in obtaining them". Secondly, learning media must be in accordance with the characteristics of students because Their perceptions of learning media will affect learning itself. Thirdly, learning media must be a good means of presenting a particular learning activity. This means that the media must support the activities that will be presented in class (MI Lestari, 2013) (digilib.uinsby.ac.id).

According to Brets, there are 7 classifications of learning media.
1. Motion audio-visual such as sound film, television film and animation.
2. Still audio-visual such as slides.
3. Semi-motion audio-visual such as moving text with sound.
4. Motion visual media such as silent films.
5. Still visual media such as still slides, printed pages, photos.
6. Audio media such as radio, telephone, audio map.
7. Printed media such as books, modules.

While Anderson (1976) in (https://www.asikbelajar.com) mentions 10 types of media as follows :

1. Audio such as audio cassettes, radio broadcasting, CD, telephone.
2. Printed media such as course books, brochures.
3. Printed audio, audio cassettes equipped with script.
4. Still visual projector such as OHT, slides.
5. Still visual audio projector such as films, frame (slide) with sound.
6. Motion visual such as silent film.
7. Motion audio visual such as motion film with sound, video/VCD, TV.
8. Physical objects such as realia, model and specimen.
9. Humans and environments such as teachers, librarians, laboratory assistants.
10. Computer such as CAI, CMI

Thus, learning media is anything that can be used to transmit messages that can stimulate thoughts, feelings, attention and will of the students. (Miorso, 1989)

The use of keyword cards in learning.

Cards are one of the teaching media as we have discussed in the previous section. Ari Susanti (2015) states that using Cards can improve the learners' reading ability.

In relation to the characteristics of effective and efficient teaching media as mentioned before, namely the availability of media and their practicality of use, keywords cards are the right choice since they can be easily made with low cost and can be used easily to encourage the students' creativity in making sentences, paragraph and even a story or speech. Even every student can easily make their own cards for self practice, pair practice or group practice. Keyword cards can also be used in various places such as in the classroom, at home or on the playground either indoors or outdoors. Cards can also be used to teach a variety of topics at various levels such as making sentences for elementary level, making paragraphs or dialogs for intermediate levels and making stories or speeches for advanced level.

English for Tourism : English for tourism is a part of English for specific purposes (ESP). Sarmento and Bocorny (2018) mentions that ESP is not meant to improve the students' English skills in general. In contrast, the learners are deemed as stakeholders who have decided to learn this language for a certain purpose. And after this purpose is set, we can help them achieve their purpose. The golden standard in ESP is allowing the students to use English to fulfill their needs (for example, reading manuals, writing projects, listening to lectures and presenting reports, etc).

English for Tourism (Aspari, 2019) is a subject which involves English for travel, English for hotel and English for tourist guide). The materials given during the program are all the tourism activities in Indonesia and abroad. In line with this, Administrator UPT. TIK UNTIDAR (2015) states that the purpose of English for Tourism is equipping the students with English skills related to Tourism (https://untidar.ac.id).

II.   Method

Method of research
The research method use is qualitative method to achieve predetermined goals to understand the phenomena of what the research subject is experiencing, for example behavior, motivation, holistic action in a descriptive way in the form of words (Moleong, 2004 : 6 in A. Lumettu and T. L. Runtuwene, 2018: 5).
Population and Sample
Population of this research is all of the students of semester Two, Tourism Department. Manado State Polytechnic, academic year of 2019/2020 while the sample is 20 students in experimental group and another 20 students in Control group.

Nasution (2004) in A. Lumettu and T. L. Runtuwene (2019 : 7) states that in a qualitative research only sources that can give information are chosen as sample. Therefore, the sample are only those students who are willing to participate in this research and who can be accessed by Virtual media.

Location of research

This research was virtually conducted using WA, Zoom and Video call.

Lofland and Lofland in A. Lumettu and T. L. Runtuwene (2019 : 7) suggest that main data sources in a qualitative research are actions, words, documents and other sources. So, the sources of data in this research were 40 students of semester of majoring in Tourism who participated in this research with activities and test results in the form of actions and words as well as documents from the Administration section of Tourism Department, Manado State Polytechnic.

Research Instrument Instruments in this research are :

1. Interview
2. Written and oral tests
3. Observation
4. Documentation Data Analysis

The collected data were analyzed using qualitative-descriptive method. Stages of Research

1. Pretest (8 tenses, online interview or presentation for all the participants).
2. The class of 40 is divided into two smaller groups : Experimental group and Control group consisting of 20 students for each group randomly chosen.
3. Treatment was done for both groups. Experimental group used keyword cards while the Control group only used the course book.
4. Post test was done using the same type of test for both groups (interview, presentation, multiple choice, essays with tourism theme).
5. Data analysis was done to compare the results of both groups.
6. Conclusion drawing.
7. Research results reporting.

III.   Results And Discussion

The development of tenses learning both passively and actively is very important in supporting the students' skills of English for Tourism. This is so because English for tourism consists of listening, speaking, reading and writing skills where using grammatical sentences is closely related with Tenses. In this research, the team of researchers used keyword cards in teaching tenses which was meant to upgrade the student's ability in producing sentences, paragraphs, dialogs, stories or speeches just by using keywords not depending on texts or full memorization as English teachers have done so far. By using this technique, the students were creatively trained to make grammatical sentences or using them just by using keywords. Just by one word they were trained to make a sentence spontaneously. This is related to the mastery and use of tenses orally (practically), not only written (theoretically).

Picture 1. Pretest for Control group using Video call.

In line with this, the researchers have determined one class to be used as an experimental group and another class as a control group.

Picture 2. Pretest for Experimental group using Video call

For the experimental group, the researchers used keyword cards in the treatment while the control group only used the course book. After both groups had the same pretest, the results were as follows:

Picture 3. Another Couple Of Experimental Group Having A Pretest With Video Call.

The pretest consisted of 10 separated sentences to be translated from Indonesia into English spending the same amount of time. And the results of the two groups are as follows :

Table 2. The Results Of Pretest Of Both Groups.

No	Experimental Group	Control Group
1	65	65
2	70	60

3	60	65
4	65	70
5	55	65
6	65	55
7	60	75
8	55	70
9	75	75
10	65	60
11	75	65
12	65	75
13	60	55
14	70	60
15	75	60
Total	980	975

From the results of pretest displayed in table 2, we can see that the two groups had almost the same results where the experimental group scored 980 and the control group had 975, an insignificant difference (5 points or 0,55 %).

Picture 4. Application Of Keyword Cards In Teaching Tenses For The Experimental Group

The next stage was giving the same material to both groups, that was, writing a paragraph of 10 sentences describing a tourism object in North Sulawesi Province. This time, the experimental group was given tenses exercises in written form followed by a discussion of problems commonly encountered. For the experimental group the exercise was aided by the use of key words cards. While for the control group the same exercise was given without using these media but only with verbal explanation. The results are as follows :
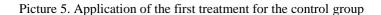
Picture 5. Application of the first treatment for the control group

Table 3. Test after the first treatment

No	Experimental Group	Control Group
1	80	70
2	85	70
3	65	60
4	75	65
5	65	70
6	80	65
7	75	65
8	70	70
9	85	80
10	75	65
11	85	60
12	80	65
13	70	80
14	80	60
15	80	65
Total	1.150	1010

The test results above show that the scores obtained by the two groups were significantly different where the experimental group got 1150 points while the control group got 1010. When compared to the first test, there was an increase of 170 points or averagely the class got 76,7 points or rounded to be 77 points. Whereas for the Control group, the increase was 35 points or 67,3 points averagely for each participant or rounded to be 67. It means that there was a difference of increase between the pretest and the first treatment test as much as 170 points which shows that each participant had an increase of 11.3 points higher than those in the Control group that had only 2.3 points.

Picture 6. The Application of the second treatment for the experimental group.

After the test for the first treatment, the next material was given. The experimental group was trained in Tenses orally using the keyword cards for promoting a tourism object in North Sulawesi Province equipped with explanation of grammatical errors especially those related to Tenses whereas for the control group the same material was only given using verbal explanation. The two groups were then tested to see their progress. The following are the results of the test.

Table 4. Test after the second treatment

No	Experimental Group	Control Group
1	90	70
2	95	70
3	80	70
4	80	75
5	70	70
6	90	70
7	85	80
8	85	75
9	85	80
10	95	65
11	85	65
12	95	70
13	90	80
14	85	65
15	85	65
Total	1295	1070

From this table, it is clean that, experimental group scored 1295 points and the control group scored 1070 points where the difference was 190 points. So, there was an average increase of 13 points for each student in experimental group higher than those in control group.

Next, the two groups were given the same Final Test whose results can be seen from the following table.

Table 5. Results of the final test for both groups

No	Experimental Group	Control Group
1	95	80
2	95	70
3	85	75
4	85	80
5	80	70
6	95	70
7	95	85
8	95	85
9	90	85
10	95	70
11	90	70
12	95	80
13	95	85
14	90	80
15	90	70
Total	1370	1155

From the table above, it is known that the points of the experimental group have reached 1305 points, while for the control group, they have reached 1155 points. Here, the difference is even clearer, namely 215points.When the class average is calculated, every student reached 91 points while in the control group, the average for each student is 77 points. So, there is a 14 points difference.

Table 6. Comparison Of The Scores Of Both Groups

Nu.	Experimental Group		Control Group	
	Pretest	Posttest	Pre Test	Post Test
1	65	95	65	80
2	70	95	60	70
3	60	85	65	75
4	65	85	70	80
5	55	80	65	70
6	65	95	55	70
7	60	95	75	85
8	55	95	70	85
9	75	90	75	85
10	65	95	60	70
11	75	90	65	70
12	65	95	75	80
13	60	95	55	85
14	70	90	60	80
15	75	90	60	70
Total	980	1370	975	1155

As we can see, the students in the experimental group with good understanding of tenses the and ability to use grammatical sentences, their scores increased 40% from the initial scores while the control group students reached only 18%. Thus, there is a very significant difference between the two groups (22%).

IV.   Conclusion And Suggestion

Conclusions: The use of keyword cards is able to increase the students' ability in learning tenses for supporting the development of Tourism English skills as much as 40% from the initial scores. The scores of the experimental group reached 1370 points while the control group had only 1155 points giving a difference of 215 points. These figures also show different class average where each student reached 91 points in the experimental group and only 77 points in the control group giving a 14- point difference, therefore, it is suggested to apply this technique in teaching tenses or other topics of English grammar.

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