

Improving Students' Vocabulary Mastery About Hotel By Using Word Wall Technique (WWT) Of Grade XI At SMK Swasta Pariwisata Imelda Medan

Meningkatkan Penguasaan Kosakata Siswa tentang Hotel dengan Menggunakan Word Wall Teknik (WWT) pada Kelas XI di SMK Swasta Pariwisata Imelda Medan

Loita Munte^{a,1}, Dwi Suci Amaniarsih^{b,2}

^{a,b}Program Studi Pendidikan Bahasa Inggris UPU, Jl. K.L. Yos Sudarso KM 6.5 Tj. Mulia, Medan, 20241, Indonesia

loithamunte@gmail.com¹, Amaniarsih86@gmail.com²

ABSTRACT

This study aims to determine whether the application of word wall technique (wwt) in English for hotel was effective or not in learning English vocabulary mastery in grade XI students of SMK Swasta Pariwisata Imelda Medan. The writer applied the Classroom Action Research (CAR) method. The population in this study were students of class XI at SMK Swasta Pariwisata Imelda Medan, totaling 38 students. Based on the research that the writer has done previously, it can be concluded that the writer obtained qualitative data and quantitative data, the results showed an increase in students' vocabulary mastery by using word wall technique, there were 74% of those who passed the KKM. (75). These results come from the data in the pre-cycle, first cycle, and second cycle. In the pre-cycle of the pre-test, 11 students succeeded with a percentage of 29% and 27 students did not succeed with a percentage of 71%, and in the first cycle, 22 students succeeded with a percentage of 58% and 16 students did not succeed with a percentage of 42% and then in the second cycle 28 students succeeded with a percentage of 74% and 10 student who did not succeed with a percentage of 26% in post-test II.

Keywords : Vocabulary mastery, Word wall technique, English for hotel

Disubmit: 08 Januari 2024

*Info Artikel :
Direview: 09 Februari 2024*

Diterima : 06 Maret 2024

Copyright © 2024 - Journal UPU. All rights reserved.

1. INTRODUCTION

Vocabulary was smallest element in english that had to be mastered by student because without vocabulary we could not understand each other and we could not express our opinions and ideas. On the other hand, teaching vocabulary was very hard, because the teachers had to choose an appropriate ways in order to made the learning process effectively. So, the students enjoyed and relaxed learning vocabulary and they could master it. Based on the writer's point of view during PLP (Pengenalan Lapangan Persekolahan) at SMK Swasta Pariwisata Imelda Medan, the students difficult to memorized the new vocabulary especially master in English for Hotel. It because the difference between foreign word and bahasa Indonesia words and the difference between English in general with English in hotel terminology. Based on the problem, the writer applied a technique to help students improve their vocabulary mastery. There were many techniques and strategies of language teaching that can be used in teaching vocabulary. On of the type is Word Wall Technique (WWT). Word Wall is collection of the words which displayed in large visible letters on a wall and bulletin board. A word wall were designed to be an interactive tool for student and other to used and could be improve vocabulary mastery.

As Errin (2012, p. 2) said that interactive word walls showcase well-selected words; they help teachers build foundation for student content vocabulary comprehension. They help students decode meaning of the text. This supports content comprehension, it also helps the students became aware of vocabulary in the world around them. In references to these explanation above and the strong desire of finding solutions of these problem, the writer has motivation to do research in Grade XI At SMK Swasta Imelda Medan. The writer wants to make Class Action Research (CAR) to know whether Word Wall Technique (WWT) effective on improving student's vocabulary mastery. Therefore, the writer conducted an research by the title " Improving Students' Vocabulay Mastery about Hotel by Using Word Wall Technique (WWT) of Grade XI at SMK Swasta Pariwisata Imelda Medan" in the academic year of 2022/2023.

Based on the problem above, the writer aims to find out How did the Word wall Technique (WWT) Improve Students' Vocabulary Mastery about Hotel of Grade XI at SMK Swasta Pariwisata Imelda Medan? The Objective of the Study Based on the research problem above, the writer aims to find out the improvement of the students vocabulary mastery about hotel by using Word Wall Technique (WWT) of grade XI at SMK Swasta Pariwisata Imelda Medan.

The research limited and focused on the use of Word wall Technique (WWT) in teaching vocabulary. The writer's reason chose the students' vocabulary mastery about hotel because the school where the writer choose as the research place has the major of hotel hospitality and the writer had worked in hotel management company at one of five stars hotels in Medan. This research just focuses in hospitality company based on the students' major at SMK Swasta Pariwisata Imelda Medan. Especially in Hotel Management Department.

2. LITERATURE REVIEW

There were some definitions of vocabulary based on the experts. Hatch and Brown (1995) regarded vocabulary as a list or a collection of words specific to a language or a list of words that a single language speaker might employ. According to Linse (2005:121), vocabulary is a group of terms that people are familiar with. The vocabulary of the other specialists, according to Neuman and Drayer (2011:44), can be characterized as the terms one has to know in order to communicate effectively. Homby (2006: 1645) vocabulary was all the words that the person knows or uses and it is all the words in particular language. Nurgiyantoro (2016, p. 338) in Susanto and Yohana (2017) mentions vocabulary was a wealth of languages owned by (contained in) a language. One may also use vocabulary as an important component for mastering a foreign language because it plays an essential part in determining the quality of a person's language competence. According to Mittal and Rathore (2015:4) in Kusnandar and Fatimah (2018), say that "Vocabulary was the backbone of any language". It means that vocabulary was the central part of language learning.

The ability of students to comprehend and apply vocabulary is known as vocabulary mastery. A term is said to be "known" if one can identify its meaning when one sees it (Cameron 2001). It implies that in order to effectively learn vocabulary, we must be able to understand its meaning as well as apply it to sentences. John Read (2000) identified between two categories of vocabulary: active and passive. To acquire new words, people still require a great deal of repetition and context-based learning. When they talk or write, they will be able to retrieve the terminology from memory. Those two main groups of person's vocabulary were active and passive vocabulary. When the students were learning a language, vocabulary was the most important thing to learn first. Worth mastery of vocabulary was significant for anyone who learns the language employed in listening, speaking, writing and reading beyond grammar. A learner of the foreign language would speak easily and accurately, write simply, or understand what he or she read or heard if he or she has the adequate

vocabulary and has an ability to use it accurately. vocabulary learning was deemed as an issue of remembering long lists of English words as the goal language, Thorn burry (2002) in Fadila Lamante (2020). Without a large vocabulary mastery, the students could not comprehension their English learning well. Vocabulary was the most important thing for learners to learn when they were learning a language. For those who learn the language for purposes other than grammar, including as speaking, writing, listening, and reading, knowledge of vocabulary is important. According to Collier (1971) in Fadila Lamante (2020), a student's job is to identify the vocabulary or vocabulary that he needs once he has mastered the grammatical fundamentals of language. Thus, it is evident that vocabulary was important, particularly when learning English.

A. *The Importance of Vocabulary*

Speaking, writing, listening, and reading are the four skills that are all connected by vocabulary (Huyen and Nga, 2003). Vocabulary is therefore crucial to learning English. The teaching of vocabulary was essential to the English language because without it, learners could neither communicate their own ideas or comprehend those of others. To become excellent in all three areas, learners must have a strong command of terms. If learners are proficient in vocabulary, it will be easier for them to express their views both orally and in writing as well as to understand what others are saying. Vocabulary was not less important than grammar. The lack of vocabulary would bring many troubles to the students in learning English language because without good vocabulary mastery they would get difficulties to communicate their ideas.

B. *The types of Vocabulary*

1. Productive vocabulary

Productive vocabulary was usually used when someone's share his/her opinion or idea when he/she spoken or wrote. They usually use words which meaning was familiar to him/her. According to Hiebert and Kamil (2005:3) productive vocabulary was the set of words that individual could use when writing or speaking. They were the words that known-well, familiar and used frequently. While Haycraft in Hacht and Brown (1995:370) stated that Productive Vocabulary was words which students understands, pronounce correctly and constructively in speaking and writing.

2. Receptive Vocabulary

Receptive Vocabulary was that set of the words for which an individual could assign meaning when listening and reading. These were words that often less-known to students and less frequent to use. (Hiebert and Kamil 2005:3). Receptive vocabulary was words that the students recognize that student understand when they occur context, but which he could not produce correctly (Haycraft in Hacht and Brown 1995:370).

C. *English for Hotel*

English for hotel was important in hospitality industry. It pushed students who choose to major in hospitality to become experts in it. The term "hotel terminologies" refers to the ways in which English is used in hospitality. According to the Cambridge Dictionary, "terms" are specific words or expressions used in connection with a given subject or activity; they are a vocabulary used to identify objects within a given discipline. For example, we were familiar with terms like "lesson plan," "rubric," and "term paper" in the field of education, but terms like "blood work," "scalpel," and "set" were specific to the medical field. People would use different language in different contexts. Therefore, being able to use the terminology was a prerequisite for working in a particular profession.

Examples of the Terminologies in Hotel Company

No	Terminologies	Meanings	Sentences
1.	Annual leave	Leave of absence with pay.	The employee usually has 12 total of <i>annual leave</i> a year.
2.	Name tag	The name of the employee	All of employee have to use <i>name</i>

			<i>tag.</i>
3	Courtesy	Relate with attitude and politely.	All of the employee must apply the <i>courtesy</i> in daily life.
4.	Day-off	A leave day for employee in a week.	Today is my <i>day-off</i>
5.	Day-payment	Time to get the salary.	The <i>day-payment</i> usually once a month in this hotel company.
6.	Grooming	The presentation of the employee.	Look at your <i>grooming</i> first.
7.	Unpaid leave	Leave absence without pay.	If the hotel is slack so the company must give the <i>unpaid leave</i> for each employee.
8.	Locker room	Place to get rest for the employee.	If you want to take a nap you can go the <i>locker room</i> .
9.	Long leave	The employee spent all of the annual leave.	If you want holiday, you can take your <i>long leave</i> .
10.	Lost and breakage	The lost from the hotel in a month.	Service charge is depending on the <i>lost and breakage</i> in a month.

D. Word Wall Technique

A Word Wall technique was a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in the classroom (Jennifer 2008). Some previous revealed that the word wall technique could be a good strategy to improve student's vocabulary learning. Fatimah (2020) stated that wall technique can help students easy to understand the content of the text. Ramadhan and Zaharani (2021) also conducted study about word wall media on student's vocabulary mastery. Word wall was effective ways to improve students' vocabulary mastery. Word wall activity recognized as the best way for teaching learning English at school, especially in building the students' vocabulary, Cronsberry (2004: 3). The word wall designed to be an interactive tool for students' or others to use, and contains an array of words that can be used to effective the students' vocabulary. The advantage of this technique is they would learn vocabulary by what they heard and read, sure the students unsuspected also learning listening and reading from the teacher teach. Word wall could also develop some aspects in writing. To manage the content aspect in writing, theme or topic, word wall could be created to give the words match to certain topic or area of discussion. When students worked with word wall, the words become anchored in their long-term memory allowing quick and easy access.

They also enjoy it from the word that the teacher brought to make sentences. Word wall technique developed by Green. It was originally designed to challenge and motivate language learning in classroom to develop vocabulary and to internalize new vocabulary. These vocabularies could help the students in catching the meaning. Based on the explanation above, the writer applied word wall technique to help the students master in vocabulary. Word wall have done by several ways, such as word picture, guess the word and word wall activities. Word wall technique could be effective in enhancing student's vocabulary mastery especial about hotel terminologies in teaching-learning process.

E. Vocabulary Mastery

Vocabulary mastery means the students having ability in understanding and using the vocabulary. A person said to "know" a word if they can recognize its meaning when they saw it (Cameron 2001). It means that in learning vocabulary we need to know the meaning of it and also understand and can used it in sentence context. According to John Read (2000) stated that vocabulary has two types; they are active and passive vocabulary. People still need a lot of practice and context connections to learn new

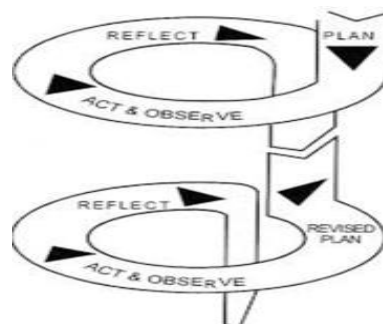
words. Save the vocabulary in their mind and recall it when they speaking or writing. Those two main groups of person's vocabulary were active and passive vocabulary. When the students were learning a language, vocabulary was the most important thing to learn first. Worth mastery of vocabulary was significant for anyone who learns the language employed in listening, speaking, writing and reading beyond grammar. A learner of the foreign language would speak easily and accurately, write simply, or understand what he or she read or heard if he or she has the adequate vocabulary and has an ability to use it accurately.

3. METHOD

The research was to find out the effectiveness of word wall technique in vocabulary technique in vocabulary mastery. CAR (Classroom Action Research) was one of the Method to find something that is effective or successful in research. According to Mettetal, (2002) in Haristiani and Oktarina (2001:129), that CAR help researchers got the right decision in research practice based on the real situation in the classroom. CAR (Classroom Action Research) was a process where teachers and students wanted improvement and learning changes that were better for learning purpose so the class could be optimally. It could also be said that classroom action research (CAR) was a form of study that was reflective by the doer of the action what was being done to improve the rational ability of the action did, and to improve the real conditions in where was the implementation practice the learning is carried out in the class.

Cycle 1

Cycle 2



A. Research Subject

The subject of this study was The Eleventh (XI) Grade at SMK Swasta Pariwisata Imelda Medan, there were 38 students in that class and the writer would divide to 4 groups, two groups consist 10 students and some of group consist of 9 students. The writer would perform this treatment in grade X1 AP1 as the main object of this research that would be carried out. Based the opinion of the English teacher in the school, almost all of the student very difficult in learning English, one of them was learning vocabulary especially about hotel terminology that very important to their major. Based on the experience, the writer would the initiative to do the research in this class.

B. Research Procedures

1. Planning

In the planning stage the writer would prepare the learning process of vocabulary mastery about hotel terminology by using word wall technique with this following steps: (a) the teacher

would prepare students' worksheet (b) teacher would ask student to bring blank paper; (c) the teacher will deliver the material and ask the student to read the module and memorize some vocabulary on it.

2. Action

The action must be according to the planning. At this stage, the writer would be performed actions in the learning process. The action would perform in this stage consist of the introduction, the core, and closing.

3. Observation

Observation would made while the teaching and learning process on going. The writer would follow learning activities in the class until the end of the learning. The aspect that would be observe was the positive and negative behavior of students. Positive aspects consist of : (a) paying attention to the subject matter; (b) the seriousness of the student in vocabulary about hotel terminology; (c) the activeness of the students in the classroom; (d) students are passionate about the test, while the negative aspects consists of; (a) students underestimate vocabulary mastery activities; (b) the students speak with their friends while process of teaching and learning on going; (c) students disturb their friends; (d) students are not eager to do the test.

4. Reflection

After implementation of the action, the writer would analyze the test result, observation result, and result of interviews that would be conduct. This analysis aims to find out:

- The advantages and disadvantages of word wall technique used by writer in the learning process by the cycle 1.
- Action would be taken by students during the learning process
- Action that would be taken by the writer during the second cycle if in the first cycle the result of the action did not carry out to the target of the writer.

C. Data Collecting Technique

1. Test

The writer would give a sentence that related with the meaning of the terminology, and gave some examples of the terminology that used in hotel industry and in the short terms, and then the writer would ask the students to memorize the vocabulary and the meaning with the short terms.

2. Observation

Observation used to take research data that would be carried out during teaching and learning process. The aspects that would be observe in this observation consist of positive and negative aspects.

3. Documentation

Photo documentation was very important non-test instrument, namely as evidence f the activity documents that would carry out during the research. Through the photo documentation, it would strengthen data both observation and interview so that the data became clearer and complete

4. Interview

The purpose of the interview was to collect data on students' difficulties in vocabulary mastery. The writer would interview English teaching by asked any question.

5. Field noted

The field note needed in the research process. From the field note the writer could make an observation on certain phenomena being study. In this study, field notes used to see the students' ability in mastering vocabulary in actual conditions in the learning progress.

D. Data Analysis Technique

In this study, qualitative and quantitative data analysis would be used. Quantitative data analysis used to determine the improvement of the learning process in the form of notes, observation, and document to be analysis and to know the scores. While qualitative data analysis would use to describe

situation during the teaching and learning process. The writer would apply the formula to find out the average students' scores for each cycle as show in below:

The Classification of Students' Vocabulary Mastery Score
(Depdikbud, 2004:10 In Nurhidayah 2018)

No	Interval	Criteria
1	86-100	Excellent
2	66-85	Good
3	46-65	Enough
4	26-45	Poor
5	Under 25	Failed

The calculation score of the students' vocabulary mastery can be count by this formula :

$$\text{Students' scores: } \frac{\text{students' score} \times 100}{\text{maximal scores}}$$

Formulas to find students who better understand:

$$P = \frac{r}{t} \times 100\% \text{ (Arikunto 2013:315)}$$

P : The percentage of those who getting score.

r : the number of students' getting score.

t : the total number of the students

4.RESULT AND DISCUSSION

A. Pre- test activity

The pre-test was conducted on Friday, 22nd July 2023, and had 3 meeting lesson where the first and second, the writer explain learning material about vocabulary and continue by giving some examples of vocabularies about terminology to the students.

Table 4.1The result of students' Vocabulary Mastery About Hotel in Pre- Cycle Activity

Respondents	Pre- test	Respondents	Pre-test
AN	25	MF	45
AS	80	MRS	45
AHA	45	NA	60
AR	45	NW	75
AR	50	NN	75
CAP	50	NHA	40
CAR	45	NA	75
DS	75	NP	45
ECS	60	NG	45
FYA	85	NH	40
FRS	25	PS	45
ID	85	R	50
JIA	70	RST	45
KAN	60	RU	70
LAL	30	RCP	80
MB	60	RO	65

RH	45	SR	45
RS	65	WSH	65
SAZ	45	WFZ	80
Total : 2.135			
The main score : 56,18			

B. First Cycle

This cycle was conducted on Tuesday ,25 of July 2023. The first cycle was carried out with the identification stage to find problems faced by students in the classroom during the teaching-learning process of vocabulary mastery in English for hotel. Identification of the student problems already done by giving some examples on the whiteboard, which was then followed by the writer conducting interviews with the students in the class. In the first cycle, the writer conducted one meeting but the meeting consisted of three lessons, which were the same as the previous meeting, namely the pre-test.

Table 4.2 The Result of students' vocabulary mastery about hotel in Cycle I Activity

AN	45	MF	45
AS	90	MRS	45
AHA	50	NAZ	75
AR	55	NW	75
AR	75	NN	75
CAP	75	NHA	45
CAR	55	NA	80
DS	90	NP	50
ECS	80	NG	50
FYA	90	NH	45
FRS	40	PS	55
ID	90	R	75
JIA	90	RST	50
KAN	80	RU	75
LAL	45	RCP	90
MB	75	RO	80
RH	80	SR	50
RS	80	WS	75
SA	45	WFZ	90
Total : 2.555			
The main score : 67.23			

C. Second Cycle

The second cycle was conducted on Thursday, 27 of July 2023. In the same way and steps as in the first cycle, which differs only in different exercise tests, the second cycle was carry out to get better results than the previous cycle, because the previous cycle according to the writer already success for some of students but there were many students still not got as the writer expected. In the second cycle the categories of the words were the terminologies that usually used in hotel especially about front office department.

Table 4.3 The Result of students' vocabulary mastery about hotel in Cycle II Activity

AN	75	MF	65
AS	95	MRS	75
AHA	65	NAZ	80

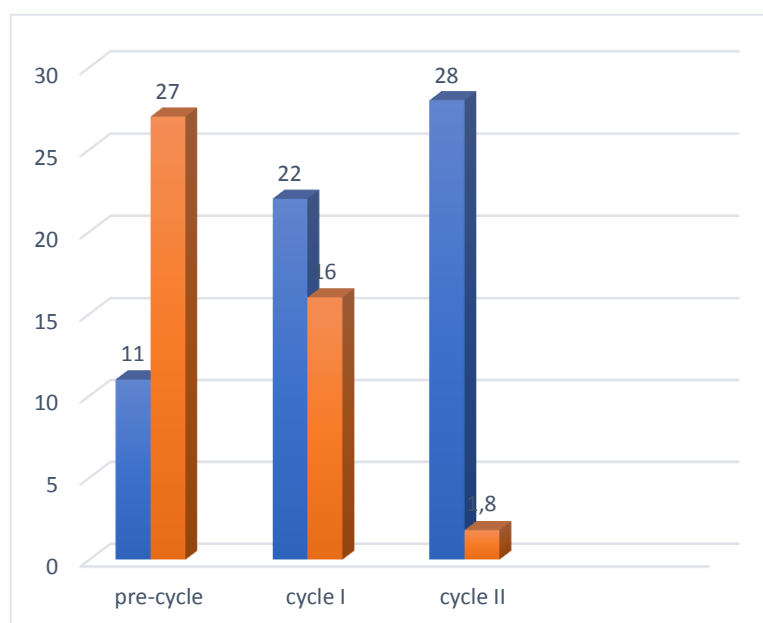
AR	75	NW	90
AR	80	NN	85
CAP	90	NHA	65
CAR	65	NA	90
DS	95	NP	75
ECS	90	NG	75
FYA	95	NH	65
FRS	45	PS	75
ID	95	R	80
JIA	95	RST	65
KAN	90	RU	85
LAL	65	RCP	95
MB	80	RO	85
RH	95	SR	65
RS	80	WS	80
SA	45	WFZ	95
Total : 3.005			
The main score : 79.07			

D. Data Analysis

Improving student's vocabulary mastery about hotel by using word wall technique (wwt) of grade XI AP at SMK Swasta Pariwisata Imelda Medan, obtained a comparison of students' vocabulary mastery about hotel in pre-cycle, first cycle, and second cycle activities:

Table 4.4 The Comparison of Students' vocabulary mastery in Pre-Cycle, First Cycle, and Second Cycle

No	Research	Categories	Frequency	%
1	Pre- cycle	Complete	11	29%
		Incomplete	27	71%
2	first cycle	Complete	22	58%
		Incomplete	16	42%
3	Second cycle	Complete	28	74%
		Incomplete	10	26%



NOTES

COMPLETE
INCOMPLETE

Diagram 4.1 The Comparison of Completeness Results of students' Vocabulary Mastery in Pre- Cycle, First Cycle, and Second Cycle

E. Finding

From the results of student worksheets, it was evident that the average score of students in the pre-cycle activities was 56,18 and the average value of students in the first cycle was 67,23 and the average value of students in the second cycle activities was 79,07. Based on these data, the writer found that the use of word wall technique was very effective in developing motivation and increasing vocabulary mastery of grade XI AP students of SMK Swasta Pariwisata Imelda Medan. This means that using the word wall technique (wwt) was proven to improve students' achievement in vocabulary mastery in English for hotel. Fill the blank space in to terminologies with the meaning can make students easily to memorize and understand while they used the cardboard and whiteboard as the media to arrange to letter by letter to be a word that had meaning and memorize the meanings for each terminology so that they would be more confident in pronouncing vocabulary that they did not know before.

In the pre- cycle activity showed from the 38 students, no one student in excellent category, 11 students (30%) are in the good category before used the technique while 10 students (25%) are in the enough category, and 15 (40%) whose results stated that students were in the poor category. And the last 2 students (5%) in failed category. From the percentage of pre-cycle activities.

In the first cycle activity, the writer asked about the students' difficulties in learning vocabulary. In this case, the writer allows students to tell their difficulties to the writer. Almost all the students described their difficulties. After knowing their problem, the writer began to apply the method that the writer brought to the students. The results showed can be seen that 7 (19%) students were in the excellent category, and 15 (41%) students were in a good category, while 8 (20%) students got the enough category and the last number showed 8 (20%) in the poor category. Based on these calculations, it can be seen that the student's vocabulary mastery specially in English for hotel was better than in the previous pre-cycle activity. For the cycle, the writer found that the student's mastery ability increased.

In the second cycle, students feel better in learning vocabulary by using the word wall technique (wwt). It can be seen that 13 (35%) students were in the excellent category, and 15 (40%) students were in a good category, 8 (20%) students in the enough category, While, in the poor category there were only 2 (5%) students. In the second cycle, it was seen that students improve their vocabulary mastery about English for hotel by using the word wall technique (wwt). In the Post-cycle activities, students' weaknesses have been reduced. Many students know more vocabulary than before, which can be seen from the improvement in accuracy, writing, and understanding. The students were also more confident when asked about vocabulary especially in English for hotel. And it can be seen in their pre-cycle activity scores after doing the first cycle activities, to continue the activities in the second cycle with the same technique as in the first cycle activity. This cycle shows that there was an even better improvement in students' vocabulary mastery. They also often say vocabulary without being asked and without being given a clue.

5. CONCLUSION

Based on the research that the writer has done previously, it can be concluded that the writer obtained qualitative data and quantitative data, the results showed an increase in students' vocabulary mastery about hotel by using word wall technique (wwt), there were 74% of those who passed the

KKM (75). These results came from the data in the pre-cycle, first cycle, and second cycle. In the pre-cycle of the pre-test, 11 students succeeded with a percentage of 29% and 27 students did not succeed with a percentage of 71%, and in the first cycle, 22 students succeeded with the percentage of 58% and 16 students did not succeed with a percentage of 42%. And then in the second cycle 28 students succeeded with a percentage of 74% and 10 students who did not succeed with a percentage of 26% in post-test II. Qualitative data were also obtained by conducting interviews and observations of English teacher. The class becomes more interesting and students are very active in learning English, especially to improve students' vocabulary mastery about hotel by using word wall technique (wwt) to increase the students' knowledge about English for hotel. And the benefit was the student knew the terminology complete with the meaning and they can make it to a sentence and the results showed a significant increase. evidenced by the difference between the students' average scores in the pre-test and post-test activities in the first and second cycles.

- *For SMK Swasta Pariwisata Imelda Medan*

It was expected to be able to apply the word wall technique (wwt) as an alternative in choosing learning technique for teachers, because this technique can attract students' interest in learning English especially in English vocabulary, and also have a benefit beside improving students' vocabulary mastery, it can trained the students ability in writing also, fostering independent learning activities to be fun and active and also involves the potential of students so that it was expected to improve the quality of learning.

- *For English teachers*

It was for English teachers to use word wall technique in teaching process for the students. There are many types of word wall technique that can be used by teachers, for example, using cardboard on the wall, find the word, used picture on the wall, and so on. the teacher should use texts related to what the students' major, support the students to studying more about their major so the students love it and to be mastered of it.

- *For all of students in SMK Swasta Pariwisata Imelda Medan*

Improve English vocabulary was not only in general vocabulary, the students have to realized that English for hotel has a little difference with English in general, in this case it known as English for Specific Purpose (ESP) so, the students have to give attention of it because it related with their job in their future.

- *To the other writers*

There were many unsolved problems. This research can be used as a source of reading and new technique before the other writer conduct action research related to the development of students' English vocabulary mastery.

ACKNOWLEDGEMENT

The researcher would like to express her deepest gratitude to the people who helped her accomplish her research by spending their valuable time providing guidance, encouraging words, recommendation, and comment sections. Thanks to University of Potensi Utama and Thanks to my advisor Dwi Suci Amaniarsih, S.Pd., M.Hum for the worthy experience and understanding and thoughts to consider giving me a solution in working on this thesis efficiently and successfully.

REFERENCES

- [1] Amelia, Yezzie; Martina, Feny; Afriani, Zelvina Liska. The Effect of Word Walls Media On Students' Vocabulary Mastery. *JPT: Jurnal Pendidikan Tematik*, 2022, 3.2: 129-137.

- [2] Asmin, Arny Irhani. "Contextual Meanings of The English Terms Used In Hotel." *Ethical Lingua: Journal Of Language Teaching And Literature* 6.2 (2019): 164-172..
- [3] Arsini, Ni Nyoman, Made Hery Santosa, And Ni Putu Era Marsakawati. "Hospitality School Students' Perception On The Use Of Wordwall To Enrich Students' Work-Ready Vocabulary Mastery." *Elsya: Journal Of English Language Studies* 4.2 (2022): 124-130.
- [4] Ayutami, A., & Harahap, A. (2018). Learners'need Analysis of English For Specific Purposes of Culinary Department Students at Smkn 3 Kota Bengkulu. *Journal Of English Education and Teaching*, 2(1), 13-21.
- [5] Asti, Dwi, Floranti. (2022). An Analysis of Compound Words of Hotel Terminologies (A Case Study in Bentani Hotel and Residence, Cirebon) *Journal of English for Tourism*
- [6] Fatimah, Siti. "Students' Vocabulary Mastery Through Word Wall at SMPN 44 Surabaya." *Journeel (Journal of English Education and Literature)* 2.2 (2020): 22-33.
- [7] Firmansyah, M. (2020). Increasing Students'vocabulary Mastery by Using Word Wall Method of The Second Grade at Smp Negeri 4 Tolitoli Utara. *Jurnal Madako Education*, 4(1).
- [8] Handyaningrum, Nuraeni. "Investigating The English Syllabus Of Room Division Department Related To The Needs Of The Hotel Industries: A Case Study At One Tourism Institute In Bandung." *Sinonim: Journal Of Language And Literature* 1.01 (2023): 70-78.
- [9] Hasyim, R., Hartanti, R., & Assiddiq, M. A. (2021). The Ability To Use English For Specific Purposes By Hotel Receptionists. *Qalam: Jurnal Ilmu Kependidikan*, 10(2), 126-131.
- [10] Ismiyati, Warda Latifah, And Tiya Saputri. "Using Word Wall To Improve English Vocabulary Mastery: Systematic Review." *Konstruktivisme: Jurnal Pendidikan Dan Pembelajaran* 12.2 (2020): 120-131.
- [11] Nuh, M. (2018). *The Effectiveness Of Word Wall Media In Improving The Students' Vocabulary Mastery: Quasi-Experimental Study In The 7th Grade Students Of SMPN 46 Bandung* (Doctoral Dissertation, UIN Sunan Gunung Djati Bandung).
- [12] Nurul, H, Kahar& Sultan Baa, (2021). *Using Word Wall Medium to Improve Students' Junior Secondary School Vocabulary Mastery*. Journal of English Language Education.
- [13] Ramadhan, Khairi, And Hetty Zaharani. "The Effect Of Word Wall Media On Students'vocabulary Mastery." *Jurnal Mahasiswa Fakultas Ilmu Sosial Dan Kependidikan* 2.1 (2021): 31-40.
- [14] Siman, Ponorogo &Triariani, Restu 2020). The Effectiveness of Word Wall Media to Improve Students' Vocabulary Mastery in Learning English at The Seventh Grade of SMPN 1. *Journal of Mahasiswa Fakultas Ilmu Pendidikan*.
- [15] Warda, Latifa & Saputri, Tiya. (2020) Using Word Wall to Improve English Vocabulary Mastery: Systematic Review. *Journal of English education*.