

Improving Students' Vocabulary Mastery In English For Hotel By Using Integrated Approach At Grade Ten SMK Swasta Imelda

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ABSTRACT

The research that has been done is entitled "Improving Students' Vocabulary Mastery in English for Hotel by Using Intergrated Approach at Grade Ten SMK Swasta Imelda". Acquiring a rich vocabulary is he one of the biggest challenges in learning a second language. According to Hatch and Brown (1995, p.1) vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use. This study is aimed to get empirical evidence about improving student's vocabulary mastery in english for hotel by using intergrated approach at Grade ten SMK swasta Imelda. The research method used in this research was Classroom Action Research (CAR). It was conducted to find out the improvement in students' writing skills. Improving students' vocabulary mastery in learning English by using terminology for hotel at SMK Swasta Pariwisata Imelda Medan , obtained a comparison of students' vocabulary mastery in pre-cycle , first cycle, and second cycle activities. Based on the research that the researcher has done previously, it can be concluded that the researcher obtained qualitative data and quantitative data, the results showed an increase in students' vocabulary mastery by using terminology for hotel, there were all students 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, the total mean score is 42,87 it means that students mastery of English vocabulary is very low and can be said poor. The first cycle, the total mean score is 65,76 it means that the students' vocabulary mastery was better than the previous pre-cycle was carried out at the beginning of the meeting. The second cycle the total mean score is 83,44 it means the students' mastery ability in English shows improvement. This can be seen from the results from the pre-cycle, first-cycle, and the second-cycle.

Keywords :Vocabulary, Class Action Research, Integrated Approach

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1. INTRODUCTION

Language was a formally organized form of communication and is crucial to human existence. One of the tools for communicating with others is language. It is supported by Brown (2022, p.60) that language is used for communication. When language is made up of words, vocabulary is very important for reading comprehension. Without a good working knowledge of words and their meanings, written and verbal communication will be confused or poorly understood. Vocabulary refers to a list or set of words for a particular language or a list or set of words that an individual speaker of a language might use (Hatch and Brown, 1995, p.1).

Productive vocabulary is the words that students understand, can pronounce correctly, and use constructively in speaking and writing. Receptive vocabulary is the words that students recognize and understand when they occur in a context, but which they cannot produce correctly. Vocabulary mastery is a crucial part of language learning because it allows students to communicate effectively and understand new ideas.

Based on the researcher's observation that many students at the SMK Pariwisata Imelda Medan did not comprehend or even know English or terminology often used in hospitality, PLP (Pengenalan Lapangan Persekolahan) was conducted there. As a result, the teaching and learning process suffers since teachers must first explain the fundamental words to students so that they can grasp the direction in which learning is taking them and how the teacher is presenting the content. However, according to researcher observations made during PLP (Pengenalan Lapangan Persekolahan), the English teacher exclusively utilized general English texts and taught only in general English 2013 curriculum.

The goal of this research is to give an overview of how well pupils can expand their vocabulary. The goal is to assess students' capacity to broaden their vocabulary in English so that it is easier and more fluent to communicate. In grade ten at SMK Pariwisata Imelda Medan, this study will be conducted. The purpose of the study is to explain how students may speak English more fluently by first expanding their vocabulary. Additionally, the researcher wants the students to be able to comprehend vocabulary related to their degrees, which they would likely use frequently. This will make it simpler for them to comprehend and carry out their tasks during practice, training, or employment.

2. LITERATURE REVIEW

A. *English Specific Purpose*

1) *Definition of English Specific Purpose*

A subset of English as a second or foreign language is English for Specific Purpose (ESP). It typically refers to providing English language instruction to university students or persons who are currently employed while taking into account the specific vocabulary and skills they require. A particular ESP (English specialized Purpose) course will concentrate on one profession or occupation, such as technical English, scientific English, English for medical professionals, English for waiters, and English for Tourism, notably English for Hotels, as is the case with any language taught for specialized purposes.

The development of English Specific Purpose (ESP) is closely related to students' interest in a variety of specialized fields, such as law, the hotel industry, or tourism management, as seen in teachers' work. When studying a subject, students learn English with a specific goal in mind—to acquire and advance useful knowledge and abilities in English. Because of this, studying English is not considered as the primary objective, but rather as a means of acquiring other skills. Students learn English Specific Purpose (ESP) because they must complete a task in English, not because they are interested in the language in general.

2) *Definition of Vocabulary*

Acquiring a rich vocabulary is one of the biggest challenges in learning a second language. Wilkins (1972) wrote that "...while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed" (p. 111-112). Because students cannot understand others or convey their own thoughts without an adequate vocabulary, vocabulary is a crucial component of English language instruction. A vocabulary is a helpful and fundamental instrument for communication and knowledge acquisition that typically develops predominantly with age. According to Hatch and Brown (1995, p.1) vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use. According to the definition given above, vocabulary is everything; it refers to the words individuals use to interact with one another in a language they are familiar with.

The learner's first and most crucial step in learning English is to expand their vocabulary. They will be better able to communicate verbally and in writing if they have a strong vocabulary. The learners are also hoping to master the four English language abilities of reading, speaking, writing, and listening by having a large vocabulary. According to Rivers in Nunan (1991, p.117) vocabulary is essential for successful second language use because without an extensive vocabulary, the learners will be unable to the structures and functions we

may have learned for comprehensible communication. We can infer from the phrase that the vocabulary is the first English thing. Young students should learn English well enough to support you.

3) *Vocabulary Mastery*

A language is made up of various parts. Vocabulary is a crucial component of language. Richard and Renandya (2002) argue that vocabulary is a central component of language competence, providing much of the basis for how well a learner speaks, listens, reads, and writes. Rivers in Nunan (1991) states that acquiring a good vocabulary is essential for successful use of a second language, but without a rich vocabulary, learning structures for clear communication is essential or functions cannot be used. Students must be familiar with a certain vocabulary in order to use the language. These are nouns, pronouns, adjectives, verbs, adverbs, prepositions, determiners and conjunctions.

Given the definition provided above, it is clear that vocabulary instruction for kids is crucial since it shapes language. Students that have a large vocabulary will be able to speak, listen, read, and write in the language. There are numerous approaches to teaching vocabulary, but none of them is the best. Indirect vocabulary learning is when the emphasis is placed on other aspects of language proficiency or when students pay more attention to language proficiency than to new words.

4) *English for Hotel*

People staying at hotels are typically traveling from other nations, cities, or states. Included in the amenities are adjoining rooms, extras, attractions, a bellhop, free breakfast, an indoor pool, a kitchenette, a sauna, valet, brochures, credit card processing, a Jacuzzi, and more. Because it relates to their majors at SMK Swasta Pariwisata Imelda Medan, the students are required to master vocabulary specific to hotels that differs from common English. Hotel terminology is referred to as ESP (English for Specific Purpose), which was highly essential.

Table 2.1 examples of English for hotel

Terminology	Meaning	Example in sentences
Adjoining room	Two hotels room with the door in the center.	I want to reserve the room with the <i>adjoining room</i> .
Amenities	Local facilities such as stores and restaurants.	The guest requests some <i>amenities</i> in the room.
Bellboy	The staff who brings the luggage of the guest.	The <i>bellboy</i> will take your luggage.
Book	Arrange to stay in hotel.	The guest <i>book</i> the room.

5) *Integrated Approach*

Integrated approach is an approach where the learner brings together prior knowledge and experience to support new knowledge and experiences, (Mansilla,2008). By employing this strategy, the student can draw on his or her prior knowledge and apply it to increasingly difficult situations. To motivate students to learn a language for the purpose of communication, the integrated approach in language teaching refers to teaching a foreign language through a content-based subject. This way, language is integrated in to the natural context and taught through the real-life situations. Writing brief letters or notes about a well-known subject and using and comprehending a variety of everyday vocabulary are examples of using an integrated approach in the English language.

The rationale for the integration is, among other things, due to the following points:

- Most problems and experiences (including learning experiences) are interdisciplinary, so that to understand, learn and solve them multi-skills are needed.
- There is a high demand for collaborative interaction in solving various problems.
- Making it easier for children to make connections between subjects and transfer understanding between contexts.
- For the sake of efficiency.
- There is a demand for high involvement of children in the learning process.

In keeping with the aforementioned, curriculum-based subject exploration has a significant impact on integrated learning. This allows kids to simultaneously learn how to connect the process and content of learning across disciplines. Planning and execution are the key distinctions between the vision of an integrated curriculum and integrated learning. While an integrated curriculum would be ideal, many curricula with different topic areas actually call for integrated learning. A learning strategy known as integrated learning incorporates a variety of subjects to give pupils rich learning opportunities.

The focus of attention of integrated learning lies on the process that students go through when trying to understand the content of learning in line with the forms of skills they must develop (Aminuddin, 1994).

Based on this, the definition of integrated learning can be seen as:

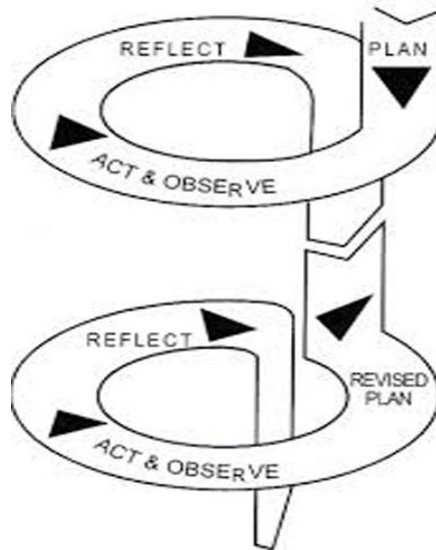
- A learning approach that connects various subjects that reflect the real world around and Within' the range of children's abilities and development.
- A way to develop children's knowledge and skills simultaneously.
- Assembling or combining a number of concepts in several different subjects, with the hope that students will learn better and more meaningfully.

That is why the researcher sure that the integrated approach is one of effective ways to improving vocabulary mastery of the students. The goal of this technique to provide the information that teachers and other colleagues in the school need to implement an integrated and comprehensive approach to vocabulary instruction. By integrated, it is mean that vocabulary is a core consideration in all grade across the school and it all content areas across the school days.

3. METHOD

The researcher will make the CAR (Class Action Research) to get the result of the effectiveness from integrated approach in improving students' vocabulary mastery. Classroom Action Research (CAR) was used by the researcher with quantitative research as the research design. The goal of this study is to help students become more proficient at writing descriptive texts about their families, the Classroom Action Research (CAR) design was employed in its planning. It all begins with instructors' worries about how well their own lessons go and the learning progress of 23 students, which they monitor during the entire process of instruction in order to plan, carry out, and assess improvement.

This study uses preliminary study as the basic measurement in using scrapbook as the media in writing descriptive text. The result will be explained whether there is an improvement or not.



The researcher will do this research in SMK Swasta Imelda Medan. The researcher will research this treatment in grade X. There will be 30 students in the class and the researcher will divide to 2 groups. One group of 15 students. Based on the opinion of the English subject teacher at the school, all the students had a hard time learning English, one of them for vocabulary mastery material. Based on this experience, researcher will take the initiative to do the research at this class.

Procedure of the research is divided to two cycles. Cycle 1 and cycle 2:

a. Pre Cycle

In pre cycle, in the class the teacher teach writing procedure text using common model learning. The class teacher will not use TPS. In the class the teacher give test toward the end of class. The purpose of test is to measure student's comprehension of procedure text. The class teacher then ask the students to write 13 a recipe. When the class finish, the researcher and the teacher analyze the data and make lesson plan for cycle 1.

b. Cycle 1

1. Planning

The researcher prepared materials and the instructional tools, the researcher arrange a lesson plan based on data analysis in pre cycle, and The researcher prepare observation sheet.

2. Acting

Researcher give topic about English for hotel, the class make became 2 groups, Researcher ask students to make role play as guest and front office attendant, Researcher prepare several class contains with pieces of papers which any terms about hotel in front office about product in one hotel, the students make a conversation about check in in hotel.

3. Observing

The researcher observed students' activity during research, when the discussion is in progress the researcher help students with their trouble in understanding the material.

4. Reflecting

The researcher will evaluate the result of cycle 1 and discuss it with class teacher to make lesson plan on cycle 2.

c. Cycle 2

If the planning in cycle one fail, the researcher will make another cycle to make the progress of teaching learning effective.

1. Planning

The researcher will prepare materials and the instructional tools, the researcher arrange a lesson plan based on data analysis in cycle, the researcher prepare observation sheet.

2. Acting

The researcher give some examples of explanation of the terminology about Hotel in the whiteboard, and then researcher will ask the students to memorize the terminology, Students asked to come in front of the class and speak up what they already memorize.

3. Observing

The researcher observes the activity during research keep an eye on students when they work in pair and helped them with the difficulties on understanding the terminology in hotel. Researcher also helping the students with observation sheet to monitor student's performances.

4. Reflecting

The researcher then analyze the teaching process whether it success or not according to criteria of success. The observation sheet and the students' recipe were analyzed to measure the success. The researcher used elements score of writing by (Alderson, J & Bachman, 2002) to indicate the success rate based on students work.

This research conduct in several cycles in case the criteria of success was not accomplished. When it does failed, the researcher will reflect on the observation and carrying out the information with the researcher to revise next cycle.

According to Ary et al. (2010), data analysis is a systematic process of searching and arranging data which are conducted by the researchers to increase their understanding and enable them to present what they have learned. There are two kinds of data that should be analysis. There are quantitative and qualitative data.

1. Quantitative Data

The numerical data in this research is students' scores of pre-test and post-test will analyze based on the quantitative principle dealing with statistical numbers. To know the mean score of students in the class, the formula will be used as follows:

$$x = \frac{\sum X}{N} \times 100\%$$

Notes :

X = The mean of students' score

$\sum x$ = The total score of students

N= The number of students

The success of the learning activities can be seen whether the students can pass the Kriteria Ketuntasan Minimal (KKM) which has been set by the school or not. 29 In addition, SMK Swasta Imelda Medan is 75. If there is an improvement from the result of the post-test, the scrapbooking treatment was appropriate to improve students' ability in improving vocabulary mastery.

2. Qualitative Data

The qualitative data that will be collected in this research is the data from the field notes. It is analyzed using qualitative data analysis. It has three stages, those are; organizing and familiarizing, coding and reducing, and interpreting and representing described as follows:

a. Organizing and Familiarizing

The researcher is required to have well understands with the data through reviewing and rereading so the data can be easily retrieved. In this stage, the researcher read the field notes that had been collected in each meeting during the cycle.

b. Coding and Reducing

Coding and reducing are the stage where the researcher classified the data. The researcher in this research categorized the field notes data into two parts, those are the strength and the weakness research's application of writing.

c. Interpreting and Representing

The last stage is interpreting and representing. The researcher reports the data that had been collected by explaining and describing. It is in the form of 30 students' improvement in the class activity in responding and correcting their errors. Then the researcher can conclude the whole qualitative data.

The results of tests measuring vocabulary size are frequently regarded as proof that the target words are "known" or "learned." However, "knowing" a word should also mean being able to apply it in one or more of the four skills of real-language communication. It should also include more in-depth information, including understanding word derivatives or collocations. However, little is known about how instructive different vocabulary item formats are regarding mastery of different facets of word knowledge or lexical employability.

Table scoring

No	Name	Score	Criteria
1	Student 1	90-100	Excellent
2	Student 2	70-80	Very Good
3	Student 3	60-70	Good
4	Student 4	50-60	Enough
5	Student 5	40-50	Failed
6	Student 6	30-40	Less
7	Student 7	20-30	Poor

This study employs a preliminary investigation as the fundamental yardstick for employing a scrapbook as the writing medium for a descriptive text. In this research, the data are collected through observation, interview, tests, and documentation. Observation is carried out by the researcher and the

teacher as the collaborator in the classroom during the teaching and learning process. It is used to get the data about the students' participations, attentions, and activities in the classroom. Interview is conducted by the researcher to the teacher and students. It is important to know the students' problem in improving vocabulary mastery especially in English for Hotel. There are two kinds of data that should be analysis. There are quantitative and qualitative data.

4. RESULT AND DISCUSSION

A. Finding

Researchers have found many problems in the classroom in class X AP (Hotel and Tourism) SMK Swasta Pariwisata Imelda Medan. Researchers have found many problems in the classroom. The first problem is class situation, the class is too noisy for the teacher to lead the lesson easily. The second problem the school does not provide English books in accordance with the profession so they learn general English. The last problem is the limited vocabulary. The pretest was conducted on Friday, 21 July 2023 and had three meeting lessons where the first and second, the researcher explain the learning material about vocabulary and continue by providing terminology material.

1. Pre-cycle

In the pre-cycle activity, it showed that only 2 students (6%) were in excellent category in mastering vocabulary in English. These 2 students from 32 students showed that they had very good vocabulary mastery without using the method. There were 30 students fell into the failure category, and they were among the students with the poor vocabulary mastery.

Table 4.1 Result of The Students In Pre-Test

Students	Pre-test	Students	Pre-test
AFA	30	MHB	20
ASG	30	MPA	40
CDI	50	MR	30
CGA	40	MNK	80
CBNP	30	MRS	20
DAP	50	NAP	70
GAYP	40	NNJS	40
HP	40	NS	30
HNKH	50	NH	30
IJP	30	NR	20
IM	50	RTR	60
JS	50	RS	60

JES	50	RYP	30
KLA	40	RAN	20
KSL	30	SO	30
MIL	30	ZZ	80
Total : 1.340			
Total mean score : 41,87			

2. First-cycle

In the first-cycle, the researcher asked about the students' difficulties in learning vocabulary. In this case, the researcher allows students to tell their difficulties to the researcher. Almost all the students described their difficulties. After knowing their problems, the researcher began to apply the method that the researcher brought to the students. The results showed that there were 2 students (6%) who were excellent category and 3 (9%) students were very good category. Meanwhile the other students still were poor and failed in mastering vocabulary. For the cycle, the researcher found that the students' mastery ability increased slightly from the 25% in pre-cycle activities to 59% in first-cycle activities.

Table 4.2 The Result of The Students In Cycle I

Students	Cycle 1	Students	Cycle 1
AFA	60	MHB	50
ASG	60	MPA	70
CDI	50	MR	60
CGA	75	MNK	90
CBNP	60	MRS	80
DAP	50	NAP	80
GAYP	75	NNJS	70
HP	75	NS	60
HNKH	80	NH	60
IJP	60	NR	50
IM	50	RTR	70
JS	50	RS	70

JES	50	RYP	60
KLA	70	RAN	50
KSL	60	SO	60
MIL	60	ZZ	90
Total : 2.055			
Total mean score : 65,76			

3. Second-Cycle

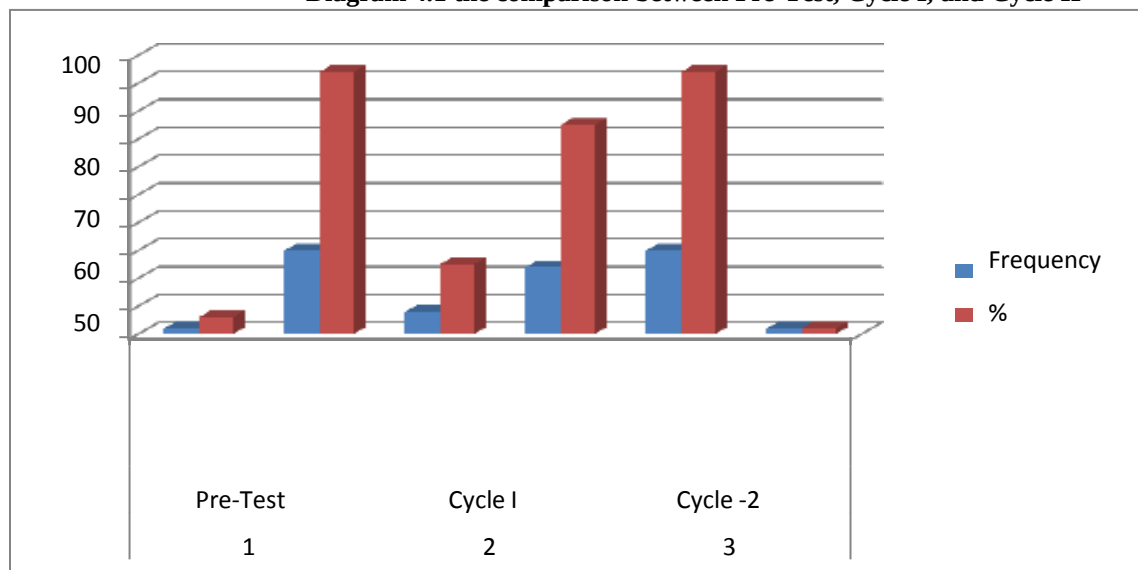
In the cycle, students feel better in learning vocabulary by using terminology for hotel especially terminology about their major. The shows that 13 students (41%) were excellent, and the others students 19 students (59%) were in very good category and no one students get poor or failed. This can be seen from the percentage analysis of students' vocabulary mastery in the second cycle, namely 100% of students who complete mastery vocabulary in English. It can be agreed that there was a good improvement in students' vocabulary mastery after applying the second cycle or method where the researcher provides an opportunity for students to write back the meaning of the terminology that the researcher has previously conveyed to them.

Table 4.3 The Result of The Students in Cycle II

Students	Cycle II	Students	Cycle II
AFA	80	MHB	80
ASG	80	MPA	90
CDI	80	MR	80
CGA	90	MNK	100
CBNP	80	MRS	90
DAP	80	NAP	90
GAYP	90	NNJS	90
HP	90	NS	80
HNKH	90	NH	80
IJP	80	NR	80
IM	80	RTR	90
JS	80	RS	90

JES	60	RYP	80
KLA	90	RAN	60
KSL	80	SO	80
MIL	80	ZZ	100
Total : 2.670			
Total mean score : 83,44			

Diagram 4.1 the comparison between Pre-Test, Cycle I, and Cycle II



The data came from the initial observation made both before and during the class action research (CAR). based on the outcomes of the students' involvement in the English teaching and learning process as recorded in the observation notes. In the observation before the CAR, the teacher only gave the students a list of tasks and asked them to write and memorize them individually so that students could not pronounce the words individually so that students could not pronounce and understand the meaning of the word easily and fell bored in learning because the teacher uses teaching and learning techniques that make the students feel bored when the teacher teaches vocabulary.

This specific issue affects the pupils' other academic difficulties, particularly with regard to their command of the English language's lexicon. When acquiring English words and other vocabulary, pupils who have a restricted vocabulary find it difficult to speak, write, listen, or understand. Despite not being one of the abilities in language learning, vocabulary is an essential component of language. Students then practice their vocabulary by using hotel-related terms. They are eager and driven to learn English vocabulary. This can be observed in their enthusiasm throughout the teaching and learning process, and the grades they receive are a direct outcome of their growth in vocabulary mastery.

Based on the scores obtained by students in vocabulary learning, it is found that students' vocabulary scores have improved. This shows that the benefits of the technique of using terminology especially terminology for hotel or terms in hospitality can improve and motivate them to continue to

increase their better vocabulary mastery than before. Most of the students got good grades in each cycle. The average score of students in preliminary study was 36% in the pre-cycle, the average score in the first-cycle was 64% and the second cycle was 83%.

B. Discussion

From the results of students' worksheets, it was evident that the average score of students in the pre-cycle activities was 36% and the average value of the students in the cycle-1 was 64% and the average value of students in the cycle-2 activities was 83%. Based on the data, the researcher found that the use of terminology was very effective in developing motivation and increasing vocabulary mastery of grade X-AP students of SMK Swasta Pariwisata Imelda Medan. This means that using the terminology for Hotel was proven to improve student achievement in vocabulary mastery.

5. CONCLUSION

Based on the research that the researcher has done previously, it can be concluded that the researcher obtained qualitative data and quantitative data, the results showed an increase in students' vocabulary mastery by using terminology for hotel, there were all students 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, the total mean score is 42,87 it means that students mastery of English vocabulary is very low and can be said poor. The first cycle, the total mean score is 65,76 it means that the students' vocabulary mastery was better than the previous pre-cycle was carried out at the beginning of the meeting. The second cycle the total mean score is 83,44 it means the students' mastery ability in English shows improvement. This can be seen from the results from the pre-cycle, first-cycle, and the second-cycle. 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 in English for Hotel by using integrated approach. It can be concluded that terminology was effective for improving vocabulary mastery of class X-AP students of SMK Pariwisata Imelda Medan. The results showed a significant increase, evidence by the difference between the students' average score in the pre-test and post-test activities in the first and second cycle.

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