

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1. The Preliminary Study

The preliminary survey was conducted on Friday, July 17, 2023 at SMK Swasta Pariwisata Imelda Medan. To obtain factual data situation of problems faced by teachers and students in the process I teach and learn English especially in vocabulary mastery. Its action is it was conducted 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 reason is that the students' motivation for learning English has decreased. Researchers conducted research by giving students some terminology in Hotel and give the explanation from the terminology. 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:

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

Notes :

$\bar{X}$ = The mean of students' score

$\sum x$ = The total score of students

N = The number of students.

4.9 Pre Cycle Activity

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. The third lesson, the researcher wrote some terminology on the whiteboard where the material had been prepared before meeting. As a pre-test, then ask students to write down the meaning of terminology they known again in the given and then checked to find out the results of student mastery in mastering vocabulary in English. In this activity the researcher would collect the results in tabular from where the result were used to find out the students' vocabulary mastery was before the application of the using terminology. Pre-test had been conducted as preliminary studies or conducted before class action researcher (CAR) to identify student's competences and real problems vocabulary in pre-tests. In this case, students are assigned to answer some direct questions related to their competencies or majors in the mastery of English vocabulary and students' understanding of some terminology commonly used in hospitality with an understanding of meaning and vocabulary.

**Table 4.1 The results of students' Vocabulary Mastery on
Pre Cycle Activity**

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			

The researcher has provided several questions about hospitality according to their majors. The researcher also gave sufficient time to answer the exercises that had been given. Based on the results of

observations that have been made by researchers to students, it can be seen that students mastery of English vocabulary is very low and can be said poor, this can be known and seen from the way they answer the questions given. This is caused by many learning activities that are not in accordance with their majors and focus on writing and reading activities only without any practice or memorization activities.

Before entering the technique that will be applied to students, activities are carried out to determine students' vocabulary mastery using some general knowledge in hospitality before actually going into deeper terms about hospitality itself. From the results of this activity, it was found that in answering that task, almost all students did not bring a dictionary and opened the dictionary so that they were careless in choosing answers, even for letter they were still wrong in writing. Students were also unable if asked to mention the meaning of the words provided in the answer column. This happened because the lack of memorization and speaking practice to familiarize them with listening to what is said or expressing something using English. From the pre-test results, the students' English vocabulary mastery ability at SMK Swasta Pariwisata Medan before the researcher was carried out can be seen in the following table:

**Table 4.2 The analysis of students' vocabulary mastery on
Pre-Cycle Activity**

No	Interval	Criteria	Frequency	%
1	81-100	Excellent	0	0
2	75-80	Good	2	6
3	61-74	Enough	1	3
4	50-60	Less	8	25
5	Under 50	Failed	21	66
Total			32	100

Based on the table above, shows from the 32 students, 2 students (6%) are in good category, 1 student (3%) enough category while 8 students (25%) are in the less category, 21 students (66%) in the failed category. From the test results, it could be concluded as the observations following, namely:

1. The students' vocabulary ability in English was still low, they were more passive and silent when the researcher ask the meaning of word in English.
2. There were still many students who do not understand the meaning of word, so the students write down the word and the meaning but they still cannot put the right letter.

3. Students' vocabulary understanding was still in the poor category and many students who do not bring and open the dictionary to prepare themselves.

The results show that students' vocabulary mastery is low and maybe can be said failure, these results are sufficient as a reference for the researcher to improve the vocabulary using terminology. The mastery of vocabulary in the object of research is the students of class X-AP SMK Pariwisata Imelda Medan, it is enough to be followed up in the first cycle. It can be seen in the diagram

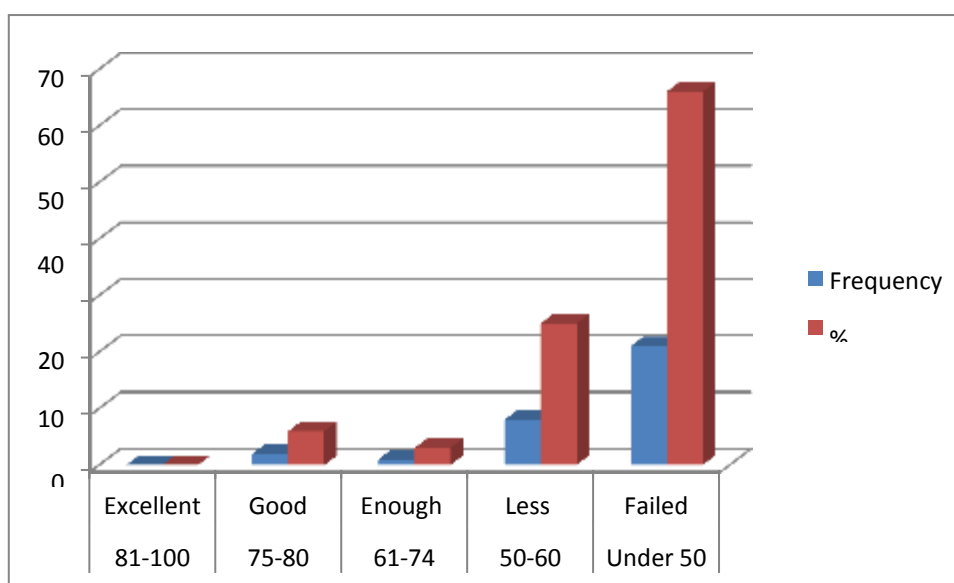
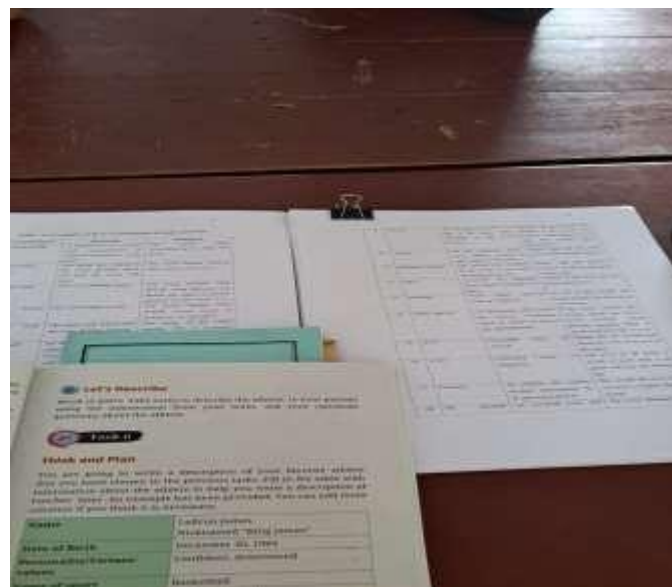


Diagram 4.1 Percentage of students' analysis on Pre-Cycle Activity

4.10 The First Cycle

The first cycle was conducted on Friday, 28 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 mastering the of English vocabulary mastery. The identification of students' problem was carried out by giving some English terms that are commonly used in the tourism industry, which was then continued by the researcher conducting interviewing or asking and giving questions with the students in the classroom. In the first cycle, the researcher conducted one meeting but the meeting consisted of three lesson hours, which was the same as the previous meeting, which was the Pre-Test.

4.10.1 The Planning



Before applying the material, where did the researcher plan? Planning is an arrangement to consider first. Intended shipping the program must be flexible as it depends on the circumstances and the program used. After that, the researcher will work as the teacher and the other teaches will work together plan whatever they need to solve the students' problems. Thus, the researcher prepare everything related to the teaching and learning process. At this stage, several activities had been carried out by the researcher, as follows:

1. Prepared the lesson plan
2. Prepare observation sheets.
3. Prepare material about terminology about hotel for students.
4. Divided students into several groups, consisting of 16 people.

4.3.2 The Action



Figure 4.2 The students' activity in the action of researcher explain the importance of learning English

The next action, the following is the process of doing something that has been implementation from the planning. Researchers must be flexible and ready to face various changing situation in the classroom. In the stage, the researcher will explain the importance of learning English, one of which is mastering English vocabulary. Then the researcher explained the terms commonly used in hospitality and made an example of a guest who would do the check-in process and a front office attendant. And after finishing explaining, the researcher asked them to write down the terms they got from the explanation given and then collect the work of each group for further evaluation.

4.3.3. The Observation



Figure 4.3 observing the students' activity in the class for answering the question from the researcher

Observation had been made on Friday, 21 July 2023. Observation found that:

1. Students' attention got enough categories.
2. Participation, understanding and readiness of students got poor categories.

Concluded that student activities in the first cycle will be taken as a reflection of students' attention. At this stage, the researchers observed and recorded student activities during the teaching and learning process, such as attitudes, behaviors, and even obstacles that occur during learning. Observations are made to determine the results of the teaching and learning process by analyzing the items that will be recorded by researcher. Observations were also made of the teacher, in the observation it was found that the teacher had a sufficient category in classroom management and other activities received a good category. In the first cycle, based on the observation results, it was concluded that teacher's activities in the first cycle were already good.

Table 4.3 The results of students' Vocabulary Mastery on Cycle 1**Activity**

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			

4.3.3 Reflection



Figure 4.4 the students gave their attention to hear the explanation from reseracher

After conducting an assessment of students' vocabulary mastery, the researcher found that the scores obtained by students showed that their scores increased from the pre cycle activities that had been carried out previously, students were also more active and enthusiastic in working on tasks whose instructions only chose answers that were already available on the worksheet. This shows that the use of example or role play can motivate students in the teaching and learning process.

This activity is used to help teachers make decisions by analyzing the situation and students' problems in understanding the lesson. At this stage, the researchers took feedback from the teaching and learning process from the results

of the written observation test. Based on this data, researchers will continue in the second cycle to get better results than the previous cycle.

**Table 4.2 The analysis of students' vocabulary mastery on
Pre-Cycle Activity**

No	Interval	Criteria	Frequency	%
1	81-100	Excellent	2	6
2	75-80	Good	6	19
3	61-74	Enough	5	16
4	51-60	Less	11	34
5	Under 50	Failed	8	25
Total			32	100

Based on the table above, it can be seen that 2 (6%) students were in the excellent category, 6 (19%) students were good category, and 5 (16%) students were enough category, while 11 (34%) students were got less category, then 8 (25%) students were got failed category. Based on these calculations, it can be seen that the students' vocabulary mastery was better than in previous pre-cycle activities where in the pre-cycle was carried out at the beginning of the meeting. From the test results it can be concluded as follow:

1. Although not much, but some students get enough results.

2. In the first cycle the attitudes and behavior of students can be classified into good category, but there are still some students who are still walking and disturbing their friends.
3. In going learning, students often lack focus and ask back and forth how to do it carrying out the previous exercises, the researcher has clearly explained how doing exercises.
4. Then the training results are still said to be less than optimal students still write wrong words, placements, and related meanings each word.
5. The teaching and learning process is very good because there are students can be controlled although not serious in learning.

Seeing the results of observations in cycle where some students start doing it got an increase in value where as many students (50%) were completed. It was deemed necessary to follow up in the second cycle, so that there will be more seeks to improve students' vocabulary mastery in studying English vocabulary by studying terms or terminology commonly used in the world of hospitality.

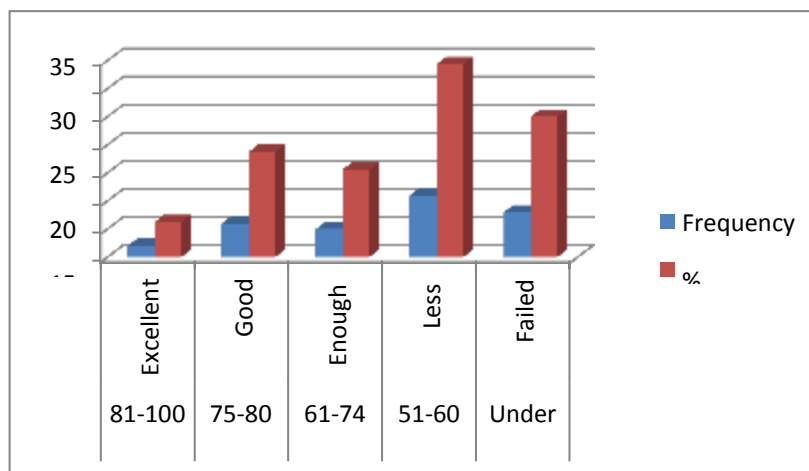


Diagram 4.2 The analysis students vocabulary on Cycle-1 Activity

4.4 The second cycle

The second cycle was conducted on Monday, 31 July 2023 in the same way with the cycle 1 which differs in different exercise way, the second cycle is carried out to get better results than the previous cycle, because the previous cycle according to the researcher did not show success.

4.4.1. Planning



Figure 4.5 the researcher prepared the materials and the students' activity in Second Cycle

The results of the first cycle show that there was a slight increase in students' vocabulary mastery, but did not appear to increase significantly. To get better improvement and overcome the problems found in the first cycle, the researcher would continue these activities in the second cycle. Also carried out in one meeting with the same step but different ways.

4.4.2 The action



Figure 4.6 activity in process learning in the class after the researcher give the explanation in the Second Cycle

In the second cycle, the steps that would be carried out were the same as in the first cycle, namely the researcher explains the some of terminology about hotel and deepest than before, if in the first cycle the researcher explains the terminology commonly used in hospitality, then in the second cycle the researcher explains some terminology but deepest than first cycle, and the test was used as a medium in learning. Next, the

researcher ask the students to give their attention while the researcher explain the material and then the researcher write some terminology and asked them to write the meaning from the terminology.

4.4.3 The Observation



Figure 4.7 the researcher observed the students' activity in the class after the researcher explain about the terminology

In the phrase, the researcher would observe and write the students activities during the teaching and learning process, such as students' attitudes, behavior, and even obstacles that occur immediately when students complete the exercises given by researcher in their group. This can be seen in most of them very active in carrying out activities with more enthusiasm than in the previous cycles and activities. This was done

to benefit from the explain some terminologies and asked them to write back the meaning in the white board.

Table 4.5 the result of students' vocabulary mastery on second cycle activity

Students	Cycle 1	Students	Cycle 1
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			

4.4.4 Reflection



Figure 4.8 the students showed appreciation after the researcher finished explaining

Based on the explanations and directions made by researcher in the first cycle, they are very good response, where the students began to bring an English dictionary during the English learning schedule. The researcher also found that the students' score showed a very drastic increase from the previous activities namely pre-cycle, First Cycle, and Second Cycle activities. The researcher also found the students were also much more active and enthusiastic in doing the exercises given in the second cycle. This means that give some terminology by explanation was capable and can motivate and improve students' mastery of English vocabulary in the teaching and learning process.

Table 4.2 The analysis of students' vocabulary mastery on Pre-Cycle

No	Interval	Criteria	Frequency	%
1	81-100	Excellent	12	38
2	75-80	Good	18	56
3	61-74	Enough	0	0
4	51-60	Less	2	6
5	Under 50	Failed	0	0
Total			32	100

Based on the table above, it can be seen that 12 (38%) students were in the excellent category, and 18 (56%) students were in good category. And 2 students (6%) were less category. To the results in the second cycle, several important things were obtained, namely:

1. The students' vocabulary mastery ability in English shows improvement. This can be seen from the results of the post-test that had been carried out by students showing satisfactory results.
2. Most of the students have started to be able to mention any vocabulary they known from the explanation by researcher but they were still wrong in the pronunciation and meaning contained in the words.
3. Most the students were able if the researcher describe terminology without mentioning the terminology and then ask the students what is the

terminology the researcher was describing, then the students can guess and know it well.

4. Students' memory in English vocabulary shows improvement and becomes a good change.

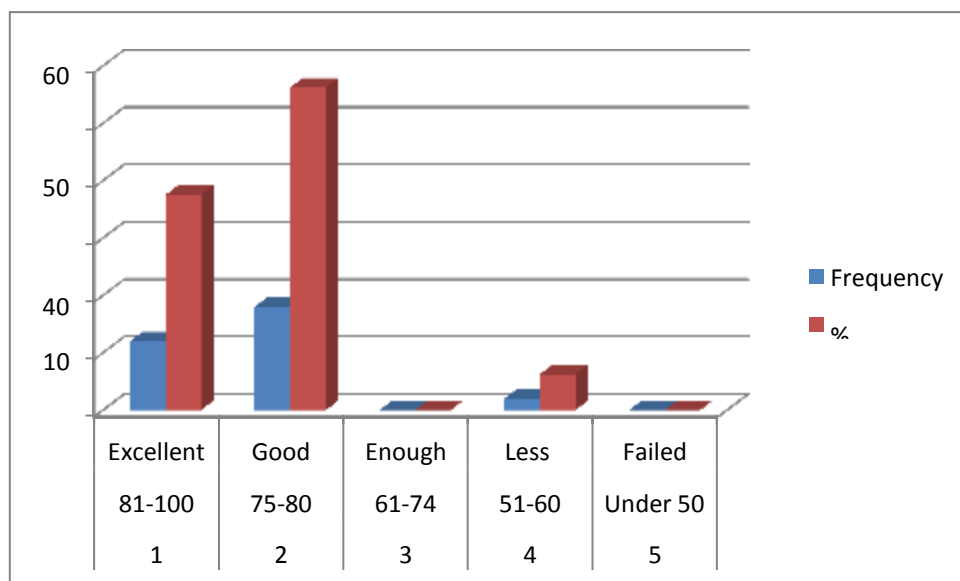


Diagram 4.3 The percentage of students' analysis students vocabulary on Cycle-2 Activity

4.5 Data Analysis

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.

Table 4.7 the comparison of students' vocabulary mastery in pre-cycle, First-cycle, and Second-cycle

No	Researcher	Category	Frequency	%
1	Pre-Test	Complete	2	6
		Incomplete	30	94
2	Cycle I	Complete	8	25
		Incomplete	24	75
3	Cycle -2	Complete	30	94
		Incomplete	2	2

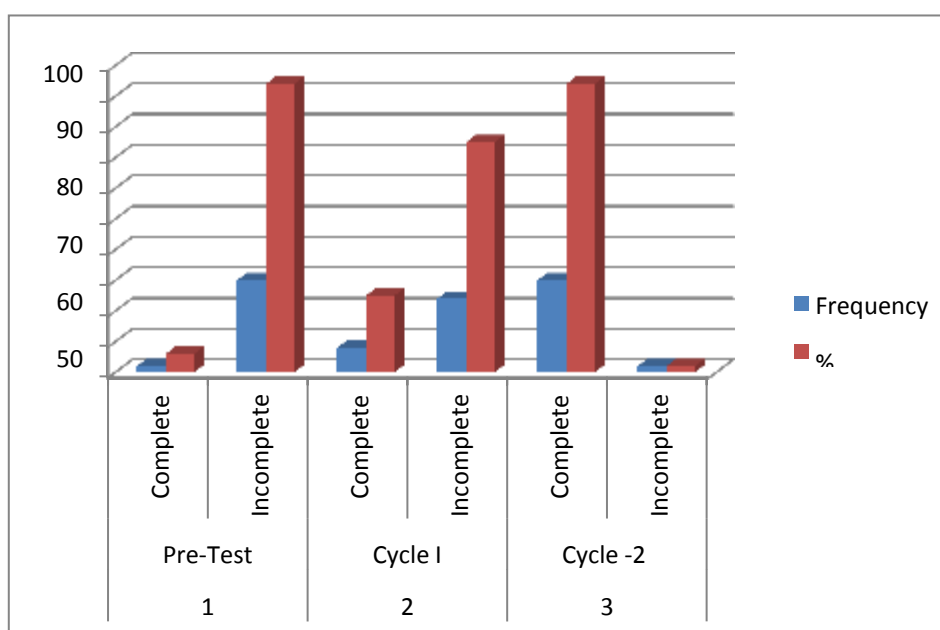


Diagram 4.4 The comparison of completeness results of students' vocabulary in pre-cycle, First Cycle, and Second Cycle

Based on the data in the diagram above, it can be seen that the percentage of students' grades between the pre-cycle, first-cycle, and second cycle has increased. In the pre-cycle conditions, the percentage of students'

incomplete scores was 94% meaning that the students' vocabulary is very low especially vocabulary in their major. In the first-cycle, the percentage the students' incomplete scores increased to 75%, while in the second-cycle it increased significantly to 94% complete scores. The researcher declared success in using the technique and it can be said that the use of integrated approach in terminology was able to improve students' vocabulary mastery.

4.6 Findings

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.

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 8 students (25%) who were in complete category and 24 (75%) students were incomplete category.

3. Second-Cycle

In this cycle, students feel better in learning vocabulary by using terminology for hotel especially terminology about their major. The shows that 30 students (94%) were complete, and the others students 2 students (6%) were incomplete or failed. This can be seen from the percentage analysis of students' vocabulary mastery in the second cycle, namely 94% 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.

4.7 The Interpretation of the Data

In classroom action research, the researcher not only rely on one data but must look at various sources to support the researcher results. The data source used in this research was triangulation.

1. Data Observation

The data was obtained from the first observation before the class action research (CAR) and during the CAR. Based on the results of the students participation during the English teaching and learning process through the observation notes. In the observation before CAR, the teacher only gave a list of tasks and asked them to write and memorize

individually so that students could not pronounce the words individually so that students cannot pronounce and understand the meaning of word easily and fell bored in learning because the teacher uses teaching and learning techniques that makes the students fell bored when the teacher teaches vocabulary. This exact problem also has an impact on students' other ability problems, especially for students' vocabulary mastery in English. If students have limited vocabulary, they cannot speak, write, listen fluently, or do not understand when learning English words and more. Vocabulary is not one of the skills in language learning, but it is an important part of language. After students learns vocabulary by using the terminologies for hotel. They are interested and motivated to master vocabulary in English. This can be seen their enthusiasm during the teaching and learning process and the grades they get are result of their progress in mastering vocabulary of the progress of vocabulary mastery obtained by students.

2. The test of Data

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%.

4.8 Discussion

There are several students' weakness in this process such as the value of accuracy, mastery, and understanding as well as student confidence. Most of the students have low scores in the pre-cycle activities. Students have low scores, this is evidence by looking at their scores in the pre-cycle activities. Some of them were confused to understand what was being discussed by the researcher in front of the class because the most of them had very minimal knowledge about hospitality could not master the vocabulary. Some of them were also choose to leave the worksheet blank. The improvement of students' ability can be seen in the table for each cycle.

After doing the pre-cycle activities, the researcher conducted the first cycle activities to the students. In the first cycle, the researcher introduced the second technique by dividing all students into two groups, then doing a role-play where one of them as a reception and the others as a guest. Then ask the students to write down the vocabulary they get from the role play into paper and whiteboard. Then the researcher gave worksheets in the form of multiple choice questions as media and then the researcher asked each student to

choose the right answer. In the cycle-1 activity, students' weaknesses have been reduced. Many students know more vocabulary than before which can be seen from the improvement in accuracy, writing, and comprehension. The students were also more confident when asked about the vocabulary. And it can be seen in their pre-cycle scores after doing cycle-1 activities and the cycle-2 with the same technique as an first cycle activity. This cycle shows that there was an better improvement in students vocabulary mastery.

From the results of students' worksheets, it was evident that the average score of students in the pre-cycle activities was 41,87 and the average value of the students in the cycle-1 was 65,76 and the average value of students in the cycle-2 activities was 83,44. Based on the these data, the researcher found that the use integrated approach in 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.