

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

2.1.1. Definition of English Specific Purpose (ESP)

English for specific purpose (ESP) is a subset of English as second or foreign language. It usually refers to teaching in English language to university students or people already in employment, with reference to the particular vocabulary and skills they need. As with any language taught for specific purposes, a given course of ESP (English Specific Purpose) will focus on one occupation or profession, such as technical English, Scientific English, English for medical professionals, English for waiters, English for Tourism especially English for Hotel.

The origin of English Specific Purpose (ESP) and its development is closely linked with learners' interest in various specific disciplines e.g. Law English, „English for Hotel Industry“ or “English for Tourist Management“, as presenting in teacher's work. Students learn English for a specific purpose, represented by studying subject matter, to gain and develop appropriate knowledge and skills through English. That is why English language is not seen as the main goal in the process of learning, but rather a vehicle for its acquirement. “Students study English Specific Purpose (ESP) not because they are interested in English language as such but because they have to perform a task in English. Their command of the English language must be such that they can reach a

satisfactory level in their specialist subject studies. “(Robinson, Pauline C., ed. Hywel Coleman, 1989, p 396). The fact that “learners know specifically why they are learning language” (Hutchinson and Waters, 1992, p 6) is a great advantage on both sides of the process.

2.1.2. Definition of Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. A vocabulary usually develops primarily with age and serves as a useful and basic tool for communication and knowledge acquisition. 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).

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 words that individual speakers of language might use.

From the definition above, we can see that vocabulary is everything, a word in a language people are familiar with and use to communicate with each other.

2.1.2.1. The importance of Vocabulary

Vocabulary is the first fundamental important aspect of learning English by the learner. Mastering vocabulary will enable them to communicate both orally and written well. Also, by having a lot of vocabularies, the learners are hopeful to

master four skills in English such as reading, speaking, writing, and listening. 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. From the statement we can conclude that the vocabulary is first English item. Young learners should master well support your knowledge of English.

2.1.2.2. The words Classification

According to Hatch and Brown (1995, p.218) the word classification is based on their functional categories which are called part of speech. There are parts of speech such as nouns, verbs, adjectives, adverb, pronouns, preposition, conjunctions, and interjections.

a. Nouns

According to Lyons as cited in Hatch and Brown (1995, p.219) are all parts of speech that have a semantic core that is independent of language.

At the core of nouns (which he calls first order) are the names of people and physical objects, and entities that exist in space and time. Second-order nouns are observable entities that occur in space and time. So, this would include state nouns (e.g., sleep), process (e.g., cleaning), and events (e.g., fighting). So, a noun refers to a person place, and thing.

b. Verbs

Verbs are words that denote action. Vendler as cited in Hatch and Brown (1995, p.223) placed verb into four classes: activities, accomplishments, achievements, and states.

Activities : run, walk, write, drive, and seek.

Accomplishments : draw, write, and build.

Achievements : recognize, hearing, and seeing.

States : knowing, loving, and wanting.

c. Adjectives

Adjectives are used to emphasize qualities or characteristics. Absolutely adjectives are usually used to describe specific nouns. For example, light, dark, bright, and dull are used with color names.

2.1.3 Vocabulary Mastery

A language consists of several components. An important part of language is vocabulary. 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. There are some vocabulary that students need to know in order to use the language. Hammer (2004:37) states that he has eight types of vocabulary. It says so in the speech section. These are nouns,

pronouns, adjectives, verbs, adverbs, prepositions, determiners and conjunctions. Based on the above definition, we can conclude that teaching vocabulary to students is very important, as vocabulary forms the language. Students with a rich vocabulary will be able to use the language while speaking, listening, reading and writing. There are many different ways to teach vocabulary, but there is no one best way to teach vocabulary. This is because each method and technique used for vocabulary learning has its own strengths. On the other hand, it also has its weaknesses. When it comes to vocabulary learning, we can divide it into two categories. They are direct learning and indirect learning. Nation (1994) states that direct learning consists of classroom activities and vocabulary games that focus directly on the vocabulary to be learned. Indirect vocabulary learning means that learning is focused on other characteristics of language skills, or that students focus their attention on language skills rather than unfamiliar words. Nation (1994:24) techniques for teaching vocabulary are demonstrated verbally, such as giving explanations, synonyms, and antonyms using gestures, performing actions, demonstrating visual aids (images, photographs, object transparency, etc.), and translations; It is said that it is done through the explanation of Linson (1990:135) stated that the educational community tends to use educational materials to teach vocabulary. Materials help students learn vocabulary because they know not only the objects but also their names

2.1.4. English for Hotel

Hospitality is considered as one of the largest industry in the world. This industry includes many types of lodging such as hotels, resort and others. It is mainly the relationship between the hotel and guest. It is showing respect to the guests, treating all of them equally and catering to their needs. If a costumer will have a good experience in a hotel and will like its facilities then the costumer will come again and recommended the hotel to others even.

Hotel provided accommodation to people usually coming from different countries, cities, or states. The facilities include adjoin rooms, amenities, attractions, bellboy, complimentary breakfast, indoor pool, kitchenette, sauna, valet, brochures, credit card payment, Jacuzzi, and etc. vocabulary at hotel different with the general English which the students have to know because it related with their majoring at SMK Swasta Pariwisata Imelda Medan. It calls Hotel Terminology that was very important as ESP (English for Specific Purpose).

Following are some common Terminology that use in Hotel Industry:

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.

Check-in	Go to the front desk to receive keys.	You can <i>check-in</i> every time after four o'clock.
Check-out	Go to the front desk to give back the keys.	You can check-out every time after 12 o'clock
Complimentary breakfast	Free of charge.	All of our rooms have <i>complimentary</i> .
Floor	A level of the building.	The swimming pool is in the main <i>floor</i> .
Guest	The person who stays at hotel.	Our wash room are for our <i>guest</i> only.
Deposit	Amount paid ahead of time to secure a reservation.	You will not receive your <i>deposit</i> back if you cancel.

Source : google, *English for hotel and tourism*

2.1.5. 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 doing this technique the learner draw their skill and apply them to new experiences at a more complex level. Integrated approach in language teaching is a terms used to refer to teaching foreign language through a content-based subject, that way language is integrated in to the natural context and taught through the real life situations in order to motivate students to acquire language for the sake of communication. To use integrated approach in language English is write a short letters or notes on a familiar topic, use and understand a range of common everyday vocabulary.

There are two terms that theoretically have an interrelated relationship and dependence on one another, namely integrated curriculum and integrated learning. An integrated curriculum is a curriculum that combines a number of disciplines through the integration of content, skills and attitudes (Wolfinger, 1994: 133). The rationale for the integration is, among other things, due to the following points:

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

In line with the above, integrated learning is heavily influenced by the exploration of topics in the curriculum so that children can learn to connect the process and content of learning across disciplines at the same time. The fundamental difference between the conception of an integrated curriculum and integrated learning lies in terms of planning and implementation. Ideally, integrated learning should be based on an integrated curriculum, but reality shows that many separated subject curriculum demand integrated learning. Integrated

learning as a concept can be defined as a learning approach that involves several subjects to provide meaningful experiences to students. It is said to be meaningful because in integrated learning, students will understand the concepts they learn through direct experience and connect them with other concepts they already understand. 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:

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

Learning that starts from a certain theme as a center of interest that is used to understand other symptoms and concepts, both from the subject concerned and from other subjects. Integrated learning is an approach that is oriented towards learning practices that are in accordance with the developmental needs of children. This approach departs from learning theories that reject the process of practice/memorization (drill) as the basis for the formation of knowledge and intellectual structures of children. This learning theory is driven by Gestalt Psychology figures, (including Piaget's theory) which emphasizes that learning

must be meaningful and also emphasizes the importance of learning programs oriented to children's developmental needs.

2.1.5.1. Principles of Integrated Learning (Integrated Approach)

There are several principles that need to be considered in the implementation of integrated learning in elementary schools, especially when extracting themes, implementing learning, and conducting assessments. In the process of extracting themes, it is necessary to pay attention to principles as follows.

1. Themes should not be too broad, but can easily be used to integrate subjects.
2. The theme must be meaningful, meaning that the theme chosen for study must provide provisions for students to learn further.
3. The theme should be adapted to the developmental level of the students.
4. The developed theme should be able to show most of the students' interests.
5. The chosen theme should consider authentic events that occur within the learning time span.
6. The chosen theme should consider the current curriculum.
7. The chosen theme should also consider the availability of learning resources.

In the process of implementing integrated learning, the following principles need to be considered as follows.

1. Teachers should not be authoritarian or a single actor who dominates activities in the learning process.
2. The assignment of individual and group responsibilities must be clear in every task that requires group cooperation.
3. Teachers need to be accommodating to ideas that are sometimes not thought of at all in lesson planning.

In the integrated learning assessment process, the following principles need to be considered.

1. Provide opportunities for students to conduct self-evaluation in addition to other forms of assessment.
2. Teachers need to invite students to assess the learning gains that have been achieved based on the success criteria for achieving agreed goals or competencies.

2.1.5.2. Models of Integrated Learning (Integrated Approach)

Integrated learning is an approach that integrates several related subjects harmoniously to provide meaningful learning experiences to students. This learning is a model that tries to integrate several subjects (Beane, 1995 in Sa'ud, 2006). The integration in this learning can be seen from the process or time aspect, learning material aspect and teaching and learning activities aspect. In

terms of how to integrate concepts, skills, topics and thematic units, Fogarty (1991) suggests 10 models, namely:

1. Fragmented model

The fragmented model is a traditional learning model that separates disciplines into several subjects such as Math, Science, Social Studies, Language and Arts. This model teaches these disciplines separately and without any attempt to connect or integrate them. This model prioritizes the purity of a particular discipline. This model is more suitable for high school and vocational school levels as well as universities.

2. Connected Model

The connected model tries to connect one concept with another concept, one topic with another topic, one skill with another skill, one idea with another idea but still within the scope of one field of study such as science or social studies. With the connected model, students find it easier to find connections because it is still within the scope of one field of study, but it does not show interdisciplinary links.

3. Nested Model

The Nested model is a model that combines various forms of skills, namely social skills, thinking skills and content-specific skills when discussing a topic. For example, when students study the circulatory system, the target is to understand the concept of "system". But the teacher also develops students'

thinking skills by exploring students about the factors that cause and affect circulatory system disorders. Social skills are also developed by having students learn in groups. That way these skills are "nested" together as a students learning experience.

4. Sequenced Model

In the Sequenced model the topics or units between subjects are organized and sequenced appropriately with each other. Material from two related subjects can be sequenced to be taught in parallel. The topics can be integrated in the same allocation of hours. This sequenced model of integrated learning is pursued in an effort to strengthen and unify materials with similar and related characteristics to make them more complete and comprehensive.

5. Shared Model

This shared model is a form of integrated learning due to the "overlapping" of concepts or ideas in two subjects, so that it becomes a whole concept of the scattered concepts so that it leads students to open up broad and deep insights and ways of thinking through understanding cross-disciplinary concepts.

6. Webbed Model (Spider Web)

This webbed model represents a thematic approach to integrating subject matter. This model begins by determining a theme and then developing sub-themes by considering their relationship to other fields of study. Usually the

theme chosen must be a "fertile" theme, that is, a theme that has the possibility of rich connections with other elements or concepts. Fertile themes are usually patterns or cycles. Familiar themes increase students' motivation to learn and give students experience of interdisciplinary thinking and working. However, it is difficult to determine a fertile theme.

7. Threaded Model (Threaded Integrated Learning)

The Threaded Model is a curriculum integration model focusing on the Meta curriculum. Learning with this model is pursued by developing the main idea which is a red thread (groove) derived from concepts contained in various disciplines.

8. Integrated Model

The Integrated model begins by identifying concepts, skills, attitudes that overlap in several fields of study. The theme only serves as a learning context. The advantage of this model is that the connection between subject areas is clearly visible through learning activities. However, this model demands a broad insight from the teacher and because it focuses on learning activities, it sometimes ignores the target of concept mastery.

9. Immersed Model

The Immersed Model is designed to assist students in filtering and integrating various experiences and knowledge in relation to their field of use. In this case, exchange of experiences is needed in activities and disciplines by

linking ideas through their interests. In this model, integration occurs internally and intricately by students with little or no outside intervention. Students in learning must have the ability as an expert, so that in seeing something he looks at one of his discipline's glasses. This model can only be applied at the secondary and higher education levels.

10. Networked Model

The networked model is a learning integration model that controls the possibility of changing conceptions, forms of problem solving, and demands for new forms of skills after students conduct field studies in different situations, conditions and contexts. Learning is perceived as an ongoing process because of the reciprocal relationship between understanding and reality faced by students.

The integrated approach can be implemented in various learning models. In Indonesia, especially at the basic education level, there are 3 models of integrated approaches that are currently developing, namely: connected model, webbed model, integrated model.

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. By comprehensive, it is mean that vocabulary instruction

encompasses much more than a list of words to teach of the beginning of the week.

2.2. Previous Studies

Based on the title of the study that has been approved, the researcher must find a study related to the title. The studies related to this title are as follows:

1. Hidden Treasure Among Heap Of Woods (The Effectivity Of A Game In Improving Students' Vocabulary Mastery) Ermawati,& Asari (2019). Research in the context of English as a foreign language suggests the use of games in the teaching learning process, either as enforcement or as teaching variations to make students learn in more relaxed condition. Students in the beginning level of learning, including young learners, still need encouragement. Word games, as it is believed, have the advantages of creating a context which help students' attention focus on the task in a relaxed situation. Students even do not realize that they are practicing the language while playing. From various games suggested to teach young learners, Bingo is the recommended one. Bingo game is one of word games usually played by children outside the classroom. This game is interesting and challenging. By doing some modification, this game can be used to teach vocabulary and create a context from the material given in the classroom with their daily life context that is described by pictures and words. Concerning the power possessed by Bingo game, the present study aims to reveal the effectiveness of Bingo

game for improving students' vocabulary mastery of the third semester students of business management of tourism study program in Politeknik Negeri Banyuwangi. Vocabulary is selected as the sub skill taught using Bingo game since based on the preliminary study done the students in this program claimed that they have difficulty in memorizing it. Classroom action research design will be employed to answer the research questions in this study. The result of this study shows that Bingo game was able to improve students' vocabulary mastery. It was showed by the improvement got from the students score after bingo game applied.

2. Doing Explicit In Hospitality And Tourism Service Encounters In English Language Aonrumpa Thongphut (2023) many highly heterogeneous hospitality and tourism (HT) settings around the world, English is used to mediate hospitality service encounters. However, little is known about how front-desk staff are able to effectively communicate with international guests of diverse linguistic backgrounds to deliver quality service. This study investigates the use of communication strategies by Thai front-desk staff that is characterized by increased explicitness in their interactions in English as a lingua franca (ELF) with international tourists. The data comprise 15 h of authentic interactions recorded at three sites: a tour service counter, an airport information counter, and a hotel front office. Using conversation analytic procedures, the analysis reveals the staff's orientation to explicitness: they repeat key information multiple times to increase its prominence, use explication,

circumlocution, and self-reformulation to clarify keywords and repair ongoing utterances to address potential ambiguity. In the absence of overt displays of non/misunderstanding, the staff's use of multiple explicitness strategies in these short, routine exchanges points to explicitness as a defining feature of ELF HT service encounters. The findings of this study have implications for ESP course development in HT where awareness raising and practice in the use of explicitness strategies should be incorporated.

3. An Integrated Approach To Developing And Assessing EFL Students' Speaking Ability And Strategy Use, Chou (2021). Speaking a foreign language is a complicated process that involves linguistic competence, skills, and strategy use. Communicating through English in English for Academic Purposes courses is a basic requirement for EFL learners, but it can be a challenge. To improve the quality of speech, strengthen components of speaking competence, and raise learner awareness of metacognition, Goh and Burns (2012) propose an integrated pedagogical approach featuring a teaching cycle for developing and assessing students' speaking. The present study accordingly aimed to test how far the teaching-speaking cycle was able to develop low-intermediate Taiwanese EFL university students' speaking ability. Sixty university students participated in the study, which employed a quasi-experimental design. The Experimental Group (EG) received Goh and Burns' integrated pedagogical approach for 18 weeks, whereas the Control Group (CG)

simply practiced speaking as regular in-class activities. Speaking tests and questionnaires were used. The results showed that the EG adopted the rehearsal and social strategies more frequently than the CG. In the case of speaking performance, the EG students steadily improved their speaking ability through the semester. The speaking performance of the CG students, however, was limited. A close inspection of the scores revealed marked improvements in particular speaking components for the EG participants.

4. The Implementation and Effectiveness of Integrated Approaches In Improving English Basic Skills For Beginners. Warman Mardiyah (2019). There are a lot of approaches in learning a new language particularly English and there have been many studies that attempted to seek the best one. studies that attempted to seek the best one. However, the attempts have failed because there is no single approach that can be considered as the best one. That is because each approach has its own advantages and drawbacks and most of them are situational. Therefore, this study combined some of the approaches in order to create a more effective language teaching method. The main objectives of this study were 1) to see the applicability of the implementation of the integrated approaches and 2) to find out the effectiveness of the implementation of the integrated approaches in improving English basic skills for beginners. Action research design as well as quantitative analysis by using statistical

calculation were used in this study as the research method. The result of this study showed that there were two main obstacles in implementing the integrated approaches and there was a significant positive impact of using the integrated approaches in improving the beginners' English basic skills.

5. Didactic Material To Teach English For Specific Purposes (ESP) To 8th Level Students Of The Hospitality And Tourism School At Puce Esmeraldas, Saud, Dara (2018). A quantitative- qualitative investigation was carried out to design a didactic material to teach English for specific purposes to the 8th level students of the Hospitality and Tourism School at PUCE Esmeraldas in the year 2018. The methods used were Analysis and Synthesis to deep on the necessary bibliography for the investigation, the techniques used was a survey which was applied to students of the mentioned career. The population was formed by 20 students and it coincided with the sample. The results showed that the students previously mentioned, present difficulties in the use of the specific communicative functions specific and the specific vocabulary for the speciality, because of the lack of exercises the teachers provide them in the classroom, as it was not documented in the program or syllabus, the students had poor vocabulary in relation to their level and were not able to use the communicative functions appropriately. It was demonstrated that with the exercises planned, students could improve their linguistic level considerably. Through these exercises learning turned to be more

meaningful and significant and motivation increased for the development of all the language skills.

6. Improving The Students English Vocabulary By Using The Crossword Media At Grade X Of Sma Swasta Taman siswa Kisaran In Academic Year Of 2016/2017, Hamidah Sidabalok (2017). The objective of the study is intended to describe the implementation of crossword e method in improving the English vocabulary at grade X student of SMA Swasta Taman siswa Kisaran in Academic Year of 2016/2017. this study is classroom action research. The subject of this study is the grade X students of SMA Swasta Taman siswa Kisaran. There are 18 male students and 22 female students in that class. The conclusions of the study are (1) the implementation of the first cycle lasts well but is less conducive. The average results value of 71 with learning completeness reached 73.30% or as many as 27 students, and the remaining 13 persons or 26.70% did not pass the study, (2) The implementation of the second cycle lasts good and conducive. The average results value of 79 with learning completeness reached 90% or as much as 37 students, while students who do not pass the study is 10% or as much as 3 students. Thus, activity on the second cycle need not be repeated because it exceeds the specified indicators of success that is as much as 85% of students scored ≥ 65 , and (3) By using crossword puzzle method especially on vocabularies, learning results in grade X SMA Taman siswa Kisaran can be improved.

7. The Influence Of Social Media In Learning English For Hospitality And Tourism Students, Magdalena Kartika Sari Tandy Rerung (2021). Since the beginning of the pandemic, education is challenged with the new method of online learning. With regards with the intervention of technology to the learning field, both students and teachers are able to continue the teaching and learning process with several adjustments along the side. Social media can be one of the powerful tool during this process. Information such as text and visual are accessible based on these platforms. Therefore gaps between the what has been known and yet unknown is getting narrower. English as the main language in hospitality industry takes an important role in having an effective communication. From practice to the business world, the authenticity of information is also important. Based on the needs reviewed, the following study is discussing about the influence of social media, especially Facebook and Instagram toward the students language learning. The participants are taken from 63 Hospitality and Industry – Bunda Mulia University students who were taking General English as one of their course subjects. Results shown that most the students agree and extremely agree on how social media influence their language learning in various perspectives. Therefore as conclusions, educators as well teachers are encouraged to support their students in expressing their English whenever they use the social media platforms.

8. The Used of Housekeeping Terminologies in Four Points Hotel by Sheraton Bandung. Fakhri Priatama Shidqi: 157010024. Fakhri Priatama Shidqi, Erik Rusmana, S.S., M.Hum. (2021). The title of this research is “The Used of Housekeeping Terminologies in Four Points Hotel by Sheraton Bandung”. The purpose of this research is to find out knowledge or understanding of the English terminologies in Housekeeping at Four Points by Sheraton Bandung, the writer feels the importance of English Terminologies in general knowledge, especially in the hospitality, which many word containing Terminologies to simplify their work. Not only the front office department uses many terminologies, types of linen and room amenities, all the lists are made by the hotel to meet the needs of hotel guests. The writer analyzes the data using qualitative methods. After analyzing the research, the writer collects English Terminologies in Housekeeping department, there are 93 English terminologies in Housekeeping department from this research, which every word is explained and made a questionnaire with Google Form to be answered by 5 housekeeping staff at Four Points by Sheraton Bandung to analyze how they know the words that are often used in their daily work. The result from questionnaire, the writer suggest that English language needs to be learned more detail especially the English terminologies in Housekeeping Department.

Keywords: English Language, Terminologies, Housekeeping, Hotel.

9. The Text-based Integrated Approach to Language Teaching: Its Meaning and Classroom Application, Cyprian Mumba, Sitwe Benson Mkandawire (2019). The Text-based Integrated Approach is one of the co-methodologies in the teaching of language such as English at senior secondary schools in Zambia. As a co- methodology, teachers are expected to understand and fully implement it in language teaching. This article aims at discussing the Text-based Integrated Approach by outlining its major characteristics, merits, demerits and how it can be implemented in a language class. The successful teaching and learning of language hinges on the teachers' use of appropriate approaches and methodologies in their teaching. This article provides a theoretical and conceptual understanding of the method and provide insights on how the method can be implemented in the classroom. It ends by shedding light on the implications that emanate from the scope of the method on pedagogy and language teaching research.
10. An Integrated Approach to Developing and Assessing EFL Students' Speaking Ability and Strategy Use, Chou, Mu-Hsua (2021). Speaking a foreign language is a complicated process that involves linguistic competence, skills, and strategy use. Communicating through English in English for Academic Purposes courses is a basic requirement for EFL learners, but it can be a challenge. To improve the quality of speech, strengthen components of speaking competence, and raise learner

awareness of metacognition, Goh and Burns (2012) propose an integrated pedagogical approach featuring a teaching cycle for developing and assessing students' speaking. The present study accordingly aimed to test how far the teaching-speaking cycle was able to develop low-intermediate Taiwanese EFL university students' speaking ability. Sixty university students participated in the study, which employed a quasi-experimental design. The Experimental Group (EG) received Goh and Burns' integrated pedagogical approach for 18 weeks, whereas the Control Group (CG) simply practiced speaking as regular in-class activities. Speaking tests and questionnaires were used. The results showed that the EG adopted the rehearsal and social strategies more frequently than the CG. In the case of speaking performance, the EG students steadily improved their speaking ability through the semester. The speaking performance of the CG students, however, was limited. A close inspection of the scores revealed marked improvements in particular speaking components for the EG participants.

Considering the previous studies above the researcher analyzed the same theme. In this case the researcher conducted a study with title “improving students’ vocabulary mastery in English for hotel by using integrated approach at SMK Swasta Pariwisata Imelda Medan”, this study aims to determine the mastery of students’ vocabulary who apply the integrated approach in learning process. The difference between the above researchers and this researcher is in the research location, sample, technique, results, and some steps and activities carried out by researcher with students.

2.3 Conceptual Framework

Vocabulary is one of the components in language learning that must be mastered. Without vocabulary Mastery, English as foreign language (EFL learners) cannot attain the four macro skills in English, such as listening, reading, writing and speaking. If they cannot achieve the macro skills, it means that they cannot achieve the language proficiency. Base on the theories that explain previously and the background of the research, a conceptual framework is

constructed on the description of the difficulties to understand English vocabulary mastery. This conceptual framework is aimed at focusing this research on the problem concerned.

As mentioned above, the students must master vocabulary. It is the knowledge of the word how to use, pronounces, spell, and meaning. It is about the difficulties words in language used to express meaning. The culmination of the language is not simply in the mastery of the forms of the language but the mastery of forms in order to accomplish the communicative functions of the language. Vocabulary is basic to communication. It is also essential for students to learn English but they often face difficulties in learning it. It is because the teaching learning process is monotonous. Therefore, it is not surprising that the students face difficulties in mastering vocabulary.

Based on the researcher experience at SMK Swasta Imelda Medan, the vocabulary is so important to teach, because almost all of students especially in hospitality department blind in hotel terminology which is have to used in their future if they work in hotel industry based on their majoring, that is why this integrated approach is an effective method to improve students' vocabulary.

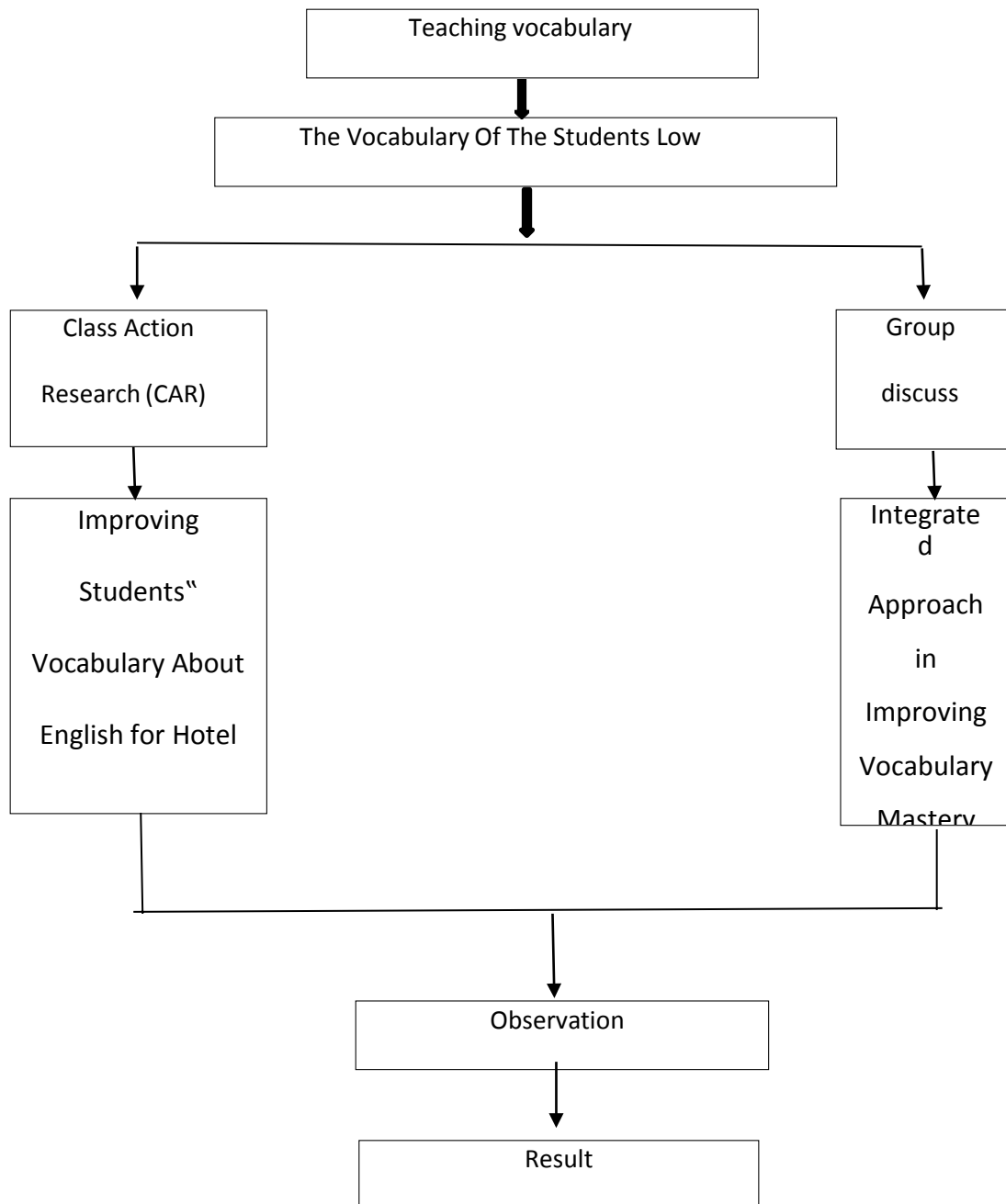


Figure 2.1 Conceptual Framework

