The influence of word wall media toward hospitality students' vocabulary mastery

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Article Info

ABSTRACT

As a foreign language, English is not easy to be mastered by the students. There is still dissatisfaction with the English proficiency of Indonesian students. Many students find difficult to write and speak English in a simple sentence. It makes the students feel less confidence, afraid of made some mistake, and memorizing word is quite bored to be learned. Lack of vocabulary felt by Indonesian students make them difficult to understand spoken and written language. English proficiency among Indonesian students' needs more improvement to assist them to communicate effectively. The technology provides many resources suitable to utilize as a media in teaching and learning process. The researcher implemented word wall media as a tool to teach vocabulary, letter-sound correspondence, spelling, etc. It is a good way to make the activity in the classroom becomes more fun and interesting in hospitality students at Institut Pariwisata dan Bisnis Internasioanal. This study used a qualitative approach by implementing a case study design. The questionnaire and the interview sheet given to the 61 respondents. The result show that most students increase their vocabulary mastery. 67,2% students agree that the word wall media helped to understand the vocabulary easily, 77% students easy to understand the vocabulary with picture include, 54,1% students enjoyed the activity in the classroom, 54% students mentioned that the word wall media was easy to use, and 60,7% students mentioned that they could memorize longer.

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1. INTRODUCTION

English is recognized as the only foreign language in the Indonesian education system. It has been taught in the age of seven years old formally. As a foreign language, English is not easy to be mastered by the students. There is still dissatisfaction with the English proficiency of Indonesian students (Arafah et al, 2020). Many students find difficult to write and speak English in a simple sentence. It makes the students feel less confidence, afraid of made some mistake, and memorizing word is quite bored to be learned. The way the teacher or the educator still use traditional way or teacher-centered where the students should imitate the teacher, make a note, and memorize unfamiliar word affect the students' motivation in learning English become low and they cannot improve the vocabulary (Dhaifi et al, 2020)

Lack of vocabulary felt by Indonesian students make them difficult to understand spoken and written language. English proficiency among Indonesian students' needs more improvement to assist them to communicate effectively. Especially for the vocational students, when English as their one of the tools to work professionally. They supposed to know how to express their idea, explain some functions or give direction to the guest and answer all the guest questions fluently. (Arafah et al, 2019). one element plays the role in mastering English comprehension is vocabulary. The vocabulary is the basic part of English need to be known first by the students so they will be easy to master the four English skill such as writing, speaking, reading, and listening (Zaen et al, 2022). In a millennial era, where the technology takes a big role in every

aspect of life and especially for education. Most of the educators implement some technology as a tool to teach the topic in the classroom. Those technology utilized is for improving the academic performance of the students (Ambarwati et al, 2020).

The technology provides many resources suitable to utilize as a media in teaching and learning process. The educators believe that the media used in the classroom to convey vocabulary easily and make the activity more fun to followed. Especially for vocational school where the English is taught is English for specific purpose, the teacher is difficult to find the suitable strategy in teaching English at classroom. The teacher needs a lot of time to search the resources and sometimes they should create a new one to get appropriate material. When teaching food process for example, the students need to see the picture of the ingredients, the materials needed, the step or the process of food making, the cooking technique or method of cooking, so the students can imagine and understand the vocabulary based on the picture easily. However, not all the media exist provided what the vocational teacher wanted. By developing the technology, the teacher hope that it can provide varieties of learning strategies in order to make the students have a big motivation to learn, easy to understand the topic given and they can be independent learner (Putri & Sari, 2020). One technology that helps the educator to support teaching vocabulary mastery is a word wall media.

A word wall media is a tool utilized by the educator as a part of word collections for the students to teach vocabulary, letter-sound correspondence, spelling, etc. It is a good way to make the activity in the classroom becomes more fun and interesting. This media also systematically organized collection of words structure in big letter on the wall or other big structure place in the classroom. However, the development of technology, right now the word wall can be accessed by using internet to the word wall website. The word wall web provides a lot of templates that can be designed and improved based on the topic given freely such as crossword, quiz, matching pairs, find match, missing word, open the box, random card, word search, and more. It assists the teacher or lecturer to be easy to make the tool in supporting their teaching and learning process effectively (Novalia, et.al 2019), (Triariani, 2020). There are some benefits of word wall are to emphasize students' engagement and higher-level thinking skills, increase and improve their English ability, focus on student internalization of key concepts to improve understanding of subject-specific terminology, improve spelling and awareness of spelling patterns provide visual cues for students and gain their self-confidence by learning a new unfamiliar word on the gadget and using their gadget properly (Ramadhan and Zaharani ,2021).

By implementing the media such as word wall media, it helps the teachers a lot because the teachers can create the material freely, use the media as appropriate as the teacher wants and carry out the teaching and learning process and convey the message to the students easily especially in English for specific purposes in vocational school (Syamsuar & Reflianto, 2018). The teaching and learning process in ESP concerns more with how the language expressions are used in a certain professional working situation (Lestari et al, 2022). Based on the situation above, the researcher curious about how the students' reaction of using word wall media as their teacher's strategy in teaching and learning activity. This study aimed at investigating the utilization of word wall media, the English for tourism business. The study focused on evaluating the students' perception of word wall media for English for tourism business courses. There is one research questions proposed on this study how is the ESP students' perception in using word wall in English for tourism business class?

2. RESEARCH METHOD

This study used a qualitative approach by implementing a case study design. A qualitative approach identifies a phenomenon naturally, deeply, and focuses on personal perception and experience. In addition, the usage of a case study design in this research can support the range of phenomena to be explored and is also based on the scope of data which focus on only one scope of learning domains (Pramerta, 2018). In its implementation, this research was conducted at the International Tourism and Business Institute in the D-III Hospitality study program. The participants in this study were 61 students in the D-III Hospitality IPB International program and took part in the BTB 1 (English for Food Production) course. In its application, this research divided into three stages, namely the preparatory stage, the implementation stage, and the final stage.

In the preparatory stage, the research caried out several initial activities that initiate this research, namely conducting initial observations by observing learning activities in the classroom, to obtain information related to the problems, collect and studying literature related to the research topic discussed, compile schedules for using word wall media in learning, and compile questionnaires and interview instruments that will be used in data collection.

At the implementation stage, the research focused on data collection activities. In collecting data, the research used the method of observation, questionnaires, and interviews. Observations carried out to

identify the students while using word wall media in learning. Questionnaires distributed to collect students' perceptions of the usage of interactive video in learning English for food production, in terms of the appearance of the questions, the quality of the questions, and the ease of use of word wall media, as well as their preferences in choosing learning media. Interviews carried out with several students who have ambiguous answers and need further clarification. The results of the interview will be transcribed.

In the final stage, the research focused on data analysis activities and preparation for producing the outputs to be achieved. In data analysis activities, the research applied three stages of data analysis, namely data reduction, data display, and drawing conclusions. In the data reduction stage, the research selected the data that has been collected and data that is not in accordance with the scope of the research deleted. Then the data is sorted and grouped into analysis reference themes. After the data has been sorted, the data analysis activity continues with the appearance of the data. The results of the analysis displayed in the form of a table showing students' perceptions of the usage of word wall media in learning English for Tourism Business. Then, data analysis continued to the third stage, namely drawing conclusions. In this stage, the results of the analysis compiled in the form of a feasibility study draft that describes students' perceptions of the usage of word wall media in learning English for Food Production.

3. RESULTS AND DISCUSSION

In this section, the researcher showed the result of this study regarding students' perception toward the utilization of word wall media toward hospitality students' vocabulary mastery.

The students' perception of word wall media toward hospitality students' vocabulary mastery

Table 1. Transcript percentage result

No	Question	Scale	Percentage
1	Word wall media help students to understand the vocabulary given easily	Agree	67,2%
2.	Understanding the new vocabulary with picture include (one kind of word wall media)	Strongly agree	77%
3.	The media used makes the students happy to learn new vocabulary	Agree	54,1%
4.	The quality of word wall media is great and easy to use	Agree	54%
5.	The word wall media makes the students remember the vocabulary longer	Agree	60,7%

As shown in the statement number 1 is "Word wall media help students to understand the vocabulary given easily.", agree as the higher percentage. It indicated that most of the students agree that the word wall media used in the class could help them in learning especially about learning food and beverage production where some of the vocabularies are difficult to understand without word wall media. The activity could run smoothly and they participated for every activity well. It means that in using of word walls media help to improve the students' vocabulary mastery and create an effective teaching and learning activity (Wulandhary, 2018). According to Sartika (2017) states that the students were introduced with a word wall media helped them to get keywords to develop their idea easily, created the word by themselves and valued them by seeing it and using it every learning activity. Harwika (2019) states that the students who did not get treatment using word wall media, they got poor classification and no one in excellent and good classification. It indicated that they still difficult to understand the topic given and their competency are low.

"If without wall word media I was difficult to understand the topic given" – Students 16
"The media used makes me learn fast" -Students 20

The statement 2 is "Understanding the new vocabulary with picture include"., strongly agree as higher percentage. Based on the topic given about cooking method or how to cook something. It would be easy to understand if the lecturer gave them the picture for every step explained. The topic tended to hard to understand for some students who do not have prior knowledge about food and beverage production. The picture showed by the lecturer assisted the students to understand the topic given without hesitation of the meaning for every word. The use of word wall media gave a significance effect on the students' vocabulary mastery (Ramadhan & Zaharani, 2021). According to Kahar (2021) states that the application of word wall media had successfully improved student's vocabulary mastery and help the students score increased significantly. Ilma (2019) states that the implementation of word wall media in teaching and learning activity gave positive effect. The students felt comfort, enjoy, and got a good result. It made the students could understand, maintain the memory well and visualize it better.

"It's hard to understand some of cooking method vocabularies without picture given" – Students 11

"Learning food and beverage production needed a picture given because we should know the exact thing" -Students 24
"The media helped the students to visualize something better" -Students 45

The statement 3 is "The media used makes the students happy to learn new vocabulary"., agree as higher percentage. Learning new vocabulary for the vocational students are quite hard for them since not all the students are graduated from vocational high school. In term of making the students enjoy to follow the activity in the classroom, the lecturer utilized word wall media in the class. The activity used word wall media also improve students' motivation because the media used was not boring media so the activity was never monotonous (Yezzie, 2022). According to Utari (2020) states that there were a significant progress in the achievement after learning vocabulary using word wall media. It happened because the students felt happy and enjoyed following the activity in the classroom. Hartutik (2022) states that word wall media was fun to use because they could play games and happy learning while playing. The students understood more by looking at pictures and could relate the topic given with their surrounding community.
"Using word wall media, the students feel happy and enthusiast to learn new vocabulary" -Students 50
"I enjoyed the activity in the classroom with word wall media" -Students 61
"I strongly agree with it, because If the activity is boring, I do not have feeling to learn" -Students 10

The statement 4 is "The quality of word wall media is great and easy to use"., agree as higher percentage. It is important to know that the media quality is good to use so the lecturer and the students could make the activity effectively. When using the word wall media, they could not find any difficulties to use the media. They were amazed with the media prepared by the lecturer in the class. The instruction given attached on the media was easy to follow so they could be active easily with it.
"The picture showed is good quality so I could see clearly even I sat quite far from the board" – Students 35
"I like the media given because the quality is pretty good to use" -Students 11

The statement 5 is "The word wall media makes the students remember the vocabulary longer"., agree as higher percentage. It showed that to understand English vocabulary could not just showed the letter but also needed the media to support the activity. In this case the activity that supported was word wall media. The media given not only show the letter of something that related to the topic given but also show some pictures or matching word. It made the students get a lot of repetition about some vocabulary and they knew the meaning of the word without realization. They mentioned that the word wall media assisted them a lot. The media could apply to all the level of the students and they enjoyed to join the activity. According to Sipayung (2019) states that the implementation of word wall media helped the students to have longer memory of some vocabulary given. The students who taught by using word wall media had good memory to remember the word.
"The word wall media makes the activity in the class effectively" -Students 17
"I strongly believe that this media helped me to memorize some vocabularies better" -Students 42

The students at Institut Pariwisata dan Bisnis Internasional had a positive perception of using word wall media in teaching and learning activity. Most students agree that the media given assisted them to increase their vocabulary mastery, understand the topic given easily, got motivation to learn new vocabulary, memorize some word faster and better, and one of the best strategies to implement in the classroom. The word wall media is a tool that easy to use and the quality of the media is very good. The media provided a lot of activities that make the students not feel bored to use and play the games provided by the media. Besides, the media was not difficult to use while learning vocabulary and they were excited and enjoyed follow the activity Ramadhan and Zaharani (2021).

4. CONCLUSION

Based on analyzed results and finding from observations and interviews. From most of the student's steps, the researcher can conclude that the word wall media is a suitable media for vocabulary learning. Word wall media chosen by the lecturer was proven to improve the students' vocabulary mastery. The activity provided by the media is very interesting and easy to use. The students felt confidence and easy to memorize unfamiliar word. Most of the students agree that the media was helpful. The media played important role of students' vocabulary improvement. To the lecturer who still difficult to find suitable strategi used, this word wall media is as one of the strategies in teaching English vocabulary to all level of the students. It is suitable to be implemented in vocational school level and even to the primary school.

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