The Application of Situational Language Teaching for English Vocabulary Development of Housekeeping Students

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Abstract--This research is an experiment research method that is pre-experimental with one group pretest-posttest design. This research aims to find out the vocabulary mastery of housekeeping students before the application of Situational Language Teaching (SLT) and describe the vocabulary mastery of housekeeping students after the application of SLT. The data in this research was collected by using tests and questionnaires. The data analysis methods used are quantitative and qualitative analysis. The theories used to answer the problems are behaviorism learning theory, vocabulary theory and situational language teaching. This research showed the development of the students' English vocabulary mastery after the implementation of SLT. This can be seen from how the mean scores had improved. The mean score of the pretest was 52,4. Meanwhile, the mean score of the posttest was 80.

Keywords: English vocabulary, Situational Language Teaching, Development

## 1.	Introduction

Mastering English is one of the most paramount aspects of developing one's career. English is an international language and therefore it can be the bridge to achieving something greater in life. In Bali particularly, tourism plays a vital role in economic growth. As a result, being able to communicate in English is expected to be able to survive in this competitive world. In 2016, AEC (ASEAN Economic Community) policies were started to be applied by ASEAN countries and one of them is Indonesia. This condition leads to a more competitive job market. It is caused by more foreign workers coming to Indonesia. Therefore, mastering English as an international language is urgent to stay competitive globally.

One of the educational institutions which provide education and training for high school graduates who wish to work in the hospitality industry is Mediterranean Bali. This training institution has several study programs such as; Housekeeping, Food and Beverage Service, Food Production, Hotel Accommodation, and Bartending. Based on the observation, students majoring in housekeeping need to get more attention because they still find it difficult to interact with guests. Thornbury (2002:1) once stated that all languages have words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. From this statement, it can be understood that learning a language starts from learning the vocabulary. Mastering vocabulary is a way to express ideas, concepts, and thoughts in the form of language. Vocabulary consists of words used in spoken and written communication. Furthermore, Tarigan (1986:2) states that the quantity and quality

of vocabulary determine the quality of one's language skills. As a result, the larger vocabulary the students master, the better they communicate and express their ideas.

Based on the phenomenon mentioned earlier, it suggests that improving vocabulary mastery is crucial. Therefore, determining the appropriate approach in teaching is paramount, and Situational Language Teaching (SLT) is expected to be the appropriate one in this case. This approach allows students to practice their English skills based on contextual setting. In addition, this is in line with the idea stated by Billows (1961: 17) that the material of the language lesson is not language, but life itself; the language is the instrument used to deal with the material, slices of experience. Therefore, it is paramount to correlate language with real situations. As a result, SLT is one of the appropriate approaches for teaching vocabulary. This approach allows students to master English vocabulary more easily and recall their vocabulary knowledge.

2. Research Method

This research uses an experiment research method which is pre-experimental with one group pretest-posttest design for students in Mediterranean Headquarters majoring in Housekeeping which is located on Jl. Hayam Wuruk Number 274, Panjer, South Denpasar, Denpasar City, Bali. The students were in their 1st semester with the D1 program in the academic year 2022/2023. The pretest-posttest aimed to find out the vocabulary mastery of students before and after the implementation of SLT. The data then was quantitatively and qualitatively analyzed using Behaviorism theory by Skinner (1993), Vocabulary theory by Thornbury (2002), Situational Language Teaching theory by Davies, et al (1975) and Tarigan (2009). In addition, the vocabulary rubric that was used based on International Reading Association NCTE and Astuti (2016), and test results then were integrated according to success criteria based on Mediterranean academic standard.

3. Theoretical Framework

According to Skinner (1993), in Anwar (2017: 47- 60), the behaviorism view recognizes the importance of input in the form of a stimulus and output in the form of a response. Reinforcement is a significant factor in learning. Reinforcement is anything that strengthens the response itself. Behaviorism theory has the following main characteristics:

a)   the environment is a very essential factor;

b)   emphasizing on the part factor;

c)   emphasizing on visible behaviour by using objective methods;

d)   mechanical in nature;

e)   past or experience is vital;

f)   reaction or response is very significant in learning;

g)   emphasizing practice as a crucial factor in learning;

h)   emphasizing on the importance learning outcomes mechanism,

i)   prioritizing the importance of abilities and learning outcomes can be seen when desired behaviours have emerged.

If applied in learning, then there is a close relationship between behavioural reactions and the stimulus in learning behavior, Anwar (2017: 17).
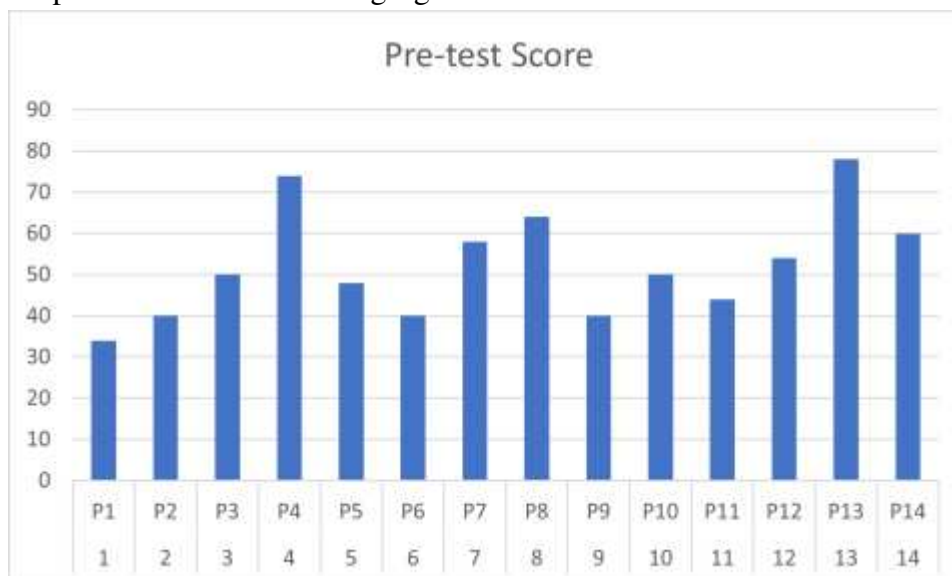
Based on the definition and characteristics of the behaviorism learning theory, teaching vocabulary using the SLT is used as a stimulus to stimulate students to master new vocabulary according to real situations in the Housekeeping Department. Students' task is to respond to a number of learning activities that emphasize part factors; in the form of defining vocabulary, repeating new vocabulary, and in the form of conversations that contain new vocabulary in related situations. The learning process emphasizes visible behavior by using an objective approach, namely the SLT.

4.   Results and Discussions

In this section, the vocabulary mastery of housekeeping students in Mediterranean Headquarters before and after the implementation of SLT is explained descriptively.

4.1   Quantitative Analysis of Pretest Results

Before implementing the SLT in housekeeping class at Mediterranean Headquarters, students were given a pretest to measure their English vocabulary mastery in the housekeeping field. The pretest was given in the form of looking for the lexical meaning of words. These words are often used in conversations when handling guests as room attendants, laundry valet, handling lost and found and guest complaints. After they have written down the meanings, the next task is to complete the dialogue using the vocabulary they have answered. The pretest results are presented in the following figure.

Figure 4.1 The Bar Chart of Pretest Scores

Based on the scores obtained by the students, the student's highest score, lowest score, and the mean score can be concluded as follows.

Highest Score	78
Lowest Score	34
Mean Score	52,4

Table 4.1 Students Pretest Scores

There were 14 students from housekeeping major in Mediterranean Headquarters involved during the pretest. The test has 100 questions in total. 50 questions are writing down the meaning of words and the other 50 questions are fill-in-the-blank questions. The mean score of the pretest is 52,4 which is categorized as bad according to Mediterranean academic standard. The results of the pretest show the vocabulary mastery of students majoring in housekeeping before the application of SLT. From this result, it can be seen that there are only 2 students whose scores are categorized as good. Meanwhile, the rest of the students failed to get good scores.

4.2   Qualitative Analysis of Pretest Results

There are three samples used from the pretest result of students' vocabulary mastery namely, students with the highest score, average, and lowest score. The qualitative analysis of students' vocabulary mastery before the implementation of SLT can be seen as follows.

1. The Pretest Result of Student with P13 Code

The result of the pretest shows that this student has not mastered all 50 words listed on the pretest yet. This student could answer the meanings of 40 words and there are 10 unanswered questions in the 1st section. The 10 words that this student could not answer are; [1]collected, [2]identify, [3]immediatelly, [4]memorable, [5]notify, [6]once, [7]periodically, [8]recorded, [9]stain, [10]upon. The pretest result of the student with P13 code shows that the student has not mastered several word classes namely, 4 verbs, 3 adverbs, 1 adjective, 1 noun, and 1 preposition.

2. The Pretest Result of Student with P3 Code

The result of the pretest shows that this student could answer the meanings of 28 words and there are 22 questions left unanswered in the 1st section. The 22 words that the student failed to write down the meanings are; [1]amenities, [2]approximately, [3]charged, [4]collected, [5]drawer, [6]ensure, [7]facilitated, [8]fix, [9]further, [10]identify, [11]immediately, [12]inconvenience, [13]memorable, [14]notify, [15]once, [16]patience, [17]periodically, [18]recorded, [19]sign, [20]stain, [21]trust, [22]upon. The pretest result of the student with P3 code shows that the student has not mastered several word classes namely, 9 verbs, 6 nouns, 4 adverbs, 2 adjectives, and 1 preposition.
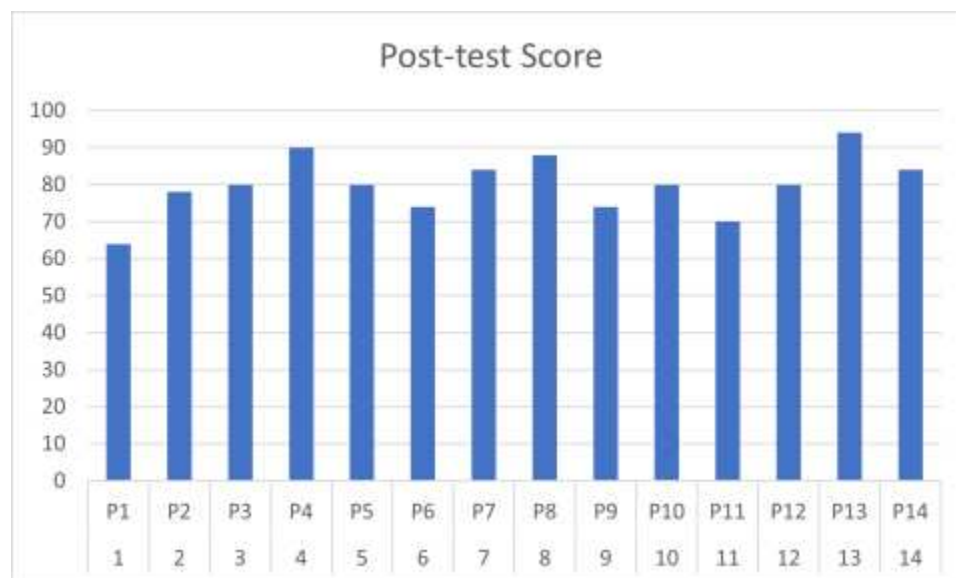
3. The Pretest Result of Student with P1 Code

The pretest score of the student with P1 code is 34 and according to the academic standard applied in Mediterranean this score is categorized as failed. The pretest shows that this student could only answer the meanings of 19 words and there are 31 words left unanswered by the student. The 31 words that could not be answered by the student are; [1]additional, [2]amenities, [3]apologize, [4]approximately, [5]assistance, [6]charged, [7]collected, [8]drawer,

[9]ensure, [10]escort, [11]facilitated, [12]fix, [13]further, [14]hesitate, [15]identify, [16]immediately, [17]inconvenience, [18]issue, [19]memorable, [20]notify, [21]once, [22]patience, [23]periodically, [24]provide, [25]receipt, [26]recorded, [27]sign, [28]stain, [29]trust, [30]upon, [31]wardrobe. The pretest result shows that the student with P1 code has not mastered several word classes namely, 13 verbs, 10 nouns, 3 adjectives, 4 adverbs and 1 preposition.

4.3   Quantitative Analysis of Posttest Results

After the implementation of SLT in the housekeeping class of Mediterranean Headquarters, the posttest was conducted to analyze the development of students' vocabulary mastery. The posttest was given in the form of writing down the meaning of words that are often used in the Housekeeping Department, particularly for several situations namely; Handling Guest as a Room Attendant, Handling Guest as a Laundry Valet, Handling Lost and Found and Handling Guest Complaint. The results of the posttest is presented in the following figure.

Figure 4.2 The Bar Chart of Posttest Scores

Highest Score	94
Lowest Score	64
Mean Score	80

Table 4.2 Students Posttest Scores

4.4 Qualitative Analysis of Posttest Results

There are three samples used from the pretest result of students' vocabulary mastery namely, students with the highest score, average, and lowest score. The qualitative analysis of students' vocabulary mastery after the implementation of SLT can be seen as follows.

1. The Posttest Result of Student with P13 Code

The score of the student with P13 code is 94 which is the highest score among other students and the score is categorized as excellent according to the Mediterranean academic standard. The result of the posttest shows that the student has mastered the majority of the vocabulary. There is only one word left unanswered by the student in the 1st section namely, [1]upon. Therefore, the result of the posttest shows that the student still could not understand a preposition.

2. The Posttest Result of Student with P3 Code

The score of the student with P3 code is 80 and categorized as excellent according to Mediterranean academic standard. The posttest result shows that the student could answer 42 out of 50 questions. There are still 8 questions left unanswered by the student namely; [1]identify, [2]inconvenience, [3]Memorable, [4]notify, [5]once, [6]patience, [7]periodically, [8]recorded. From the posttest result, it shows that the student was still unable to understand several word classes namely; 3 verbs, 2 nouns, 1 adjective and 2 adverbs.

3. The Posttest Result of Student with P1 Code

The posttest score of the student with P1 code is 64 and considered as fair according to Mediterranean academic standard. The result shows that the student could answer 33 out of 50 questions in the 1st section. There are 17 words left unanswered by the student namely; [1]ensure, [2]further, [3]hesitate, [4]identify, [5]immediately, [6]inconvenience, [7]issue, [8]memorable, [9]notify, [10]once, [11]patience, [12]periodically, [13]receipt, [14]recorded, [15]sign, [16]trust, [17]upon. The posttest result shows that the student was still unable to understand several word classes namely; 6 verbs, 5 nouns, 2 adjectives, 3 adverbs and 1 preposition.

These three samples have shown that the students have developed their understanding of the meaning of the vocabulary and its use in dialogue according to context. The success of the training participants in mastering vocabulary after learning using the SLT method as shown by the three samples, is in accordance with the behaviorist view as stated by Anwar (2017: 18) that learning in the behaviorist view is a form of change in students' ability to perform behavior change as a result of the interaction of stimuli and environmental responses that they get.

5. Conclusions and Suggestions
5.1 Conclusions

Based on the analysis that has been described in the previous chapter, there are conclusions that can be drawn as follows:

1. The pretest results quantitatively show that the average ability of students to understand the vocabulary namely; nouns, verbs, adverbs, adjectives, and preposition only scored

52,4 out of 100. According to Mediterranean academic standard, the pretest mean score was categorized as bad. Therefore, it can be concluded that the students had not mastered the vocabulary yet and their vocabulary needs to be developed.

2. Meanwhile, the posttest shows that the students have sufficiently mastered the role of the vocabulary namely; nouns, verbs, adverbs, adjectives, and preposition based on the situations in the Housekeeping Department. Students have developed their vocabulary mastery because the meaning of words is learned through the use of forms in situations. The posttest results also quantitatively show that students' vocabulary mastery has developed as the mean score of the students is 80 and categorized as excellent according to Mediterranean academic standard.

5.2   Suggestions

There are several suggestions intended to improve the learning process in class related to English vocabulary learning as follows.

1. SLT is one of the appropriate ways to teach English vocabulary in ESP class. However, it should be supported with other methods as well to maximize the development of students' vocabulary mastery. This is because SLT alone cannot be effective in teaching English vocabulary.

2. Students should be aware of how important English is for their future careers. Especially, most of the students in Mediterranean Headquarters said that they want to work in 5-star hotel and work abroad. Therefore, students should have the willingness to learn English in order to make their dreams come true.

3. The next researchers are suggested to develop effective and efficient learning methods that are aligned with what the students need. Therefore, the material that students learn in class reflects the situation in the workplace. The effective and efficient learning methods will help the students in their learning process as a result the students have better motivation and performance in the targeted industry.

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