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Learning English based on Education Environment

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Abstract

The focus of the problem statement of this article is whether the educational environment can develop English vocabulary? This study aims to find out that the education environment can develop students' vocabulary. The significance of this study is expected to give useful information on English teaching and the learning process, especially in learning English vocabulary based on the education environment. In this case, the researcher used experimental as a research method, and She used random sampling technique in choosing the sample. Vocabulary test as a research instrument consists of 20 items, then pretest and posttest were used to collect data, statistic analysis as a technique of data analysis. Based on the result of the data analysis and the discussion of the result in the previous chapter, the writer would like to put forward the conclusion that the school environment is a good medium in the teaching-learning process especially to develop students' vocabulary.

Keywords: Environment, English, Learning, and Vocabulary.

Abstrak

Fokus masalah artikel ini adalah apakah lingkungan pendidikan dapat mengembangkan kosakata bahasa Inggris? Penelitian ini bertujuan untuk mengetahui bahwa lingkungan pendidikan dapat mengembangkan kosakata siswa. Makna dari penelitian ini diharapkan dapat memberikan informasi yang berguna tentang proses belajar mengajar bahasa Inggris, khususnya dalam pembelajaran kosakata bahasa Inggris yang berbasis lingkungan pendidikan. Dalam hal ini, peneliti menggunakan eksperimen sebagai metode penelitian, dan dia menggunakan teknik random sampling dalam memilih sampel. Tes kosakata sebagai instrumen penelitian terdiri dari 20 item, kemudian pretest dan posttest digunakan untuk mengumpulkan data, analisis statistik sebagai teknik analisis data. Berdasarkan hasil analisis data dan pembahasan hasil pada bab sebelumnya, penulis ingin mengemukakan kesimpulan bahwa lingkungan sekolah merupakan media yang baik dalam proses belajar mengajar khususnya untuk pengembangan kosakata siswa.

Kata Kunci: Bahasa Inggris, Kosa Kata, Lingkungan, dan Pembelajaran.

A. Introduction

Education is an effort that is essential in human life because education is an important factor and beneficial life to improve the standard of living of a nation. Education activities take place in a given environment, whether the environment is related to space and time. Environment influence the development of learners. The impact on the environment is intentionally and unintentionally natural. This means the environment is no specific intent in giving effect to the development of the students. There are three kinds of environments, according to the venue for educational activities, the family environment, school environment, and the community. The third environment in which education takes place to have a positive influence on the development of the students, then we should try such a way that each environment continues to provide its good effects.

The education environment is important in teaching English vocabulary because many students still lack vocabulary. They still find many difficulties in learning vocabulary. This is probably caused by the word form, varied meaning and word choices. Besides that, the main objectives of English teaching in Indonesia will never be achieved well without having good knowledge of vocabulary and grammar. Canggara (1992:1) states that the success of teaching the English language as a foreign language is determined by many factors such as the teachers material and attitudes of the students toward studying English. The teaching process consists of teacher, learner, material, and context. Materials, teaching methods, and evaluation should all be designed for learners and their needs. It is the teacher's responsibility to check to see whether all of the elements of the fundamental teaching are suitable for learners and to adapt them if they are not. Therefore this fundamental teaching must be judgments in organizing English teaching at elementary school.

Many techniques can be used in teaching vocabulary. One medium of vocabulary teaching is through the education environment, especially in school. In this case, the writer list several words related to a school environment and the students find their meaning in them. On the contrary, the students write new words or difficult words and then they discuss them with their friends. The writer assumes that this medium will be interesting because the students will be more active and this assumption is however still in question, whether or not, the students can improve their vocabulary through using the school environment.

Referring to the statement above, the writer focused on the problem statement into one question as follow: Can the education environment develop students' vocabulary of SDN 63 Parepare?. This study aims to find out that the education environment can develop students' vocabulary of SDN 63 Parepare. The significance of this study is expected to give useful information on the English teaching and learning process, especially in learning English vocabulary based on the education environment.

Review Of Related Literature

A. Previous Related Research

The method of Loci can be used to enrich the students' vocabulary command, motivate the students in learning English vocabulary (Harmer, 2000). In learning vocabulary, the students are easier to master the words if they are given many opportunities to recognize and practice the words. The student's ability in learning English vocabulary through the Method of Loci is a vital aid to individual adaption, moreover, it is very important to know the meaning of each word they found at the familiar place. In the teaching vocabulary, the students are easier to master the words if they are given many opportunities to recognize and practice the words through actions, (Rafiq, 2009).

The review of related literature above shows that there is significant vocabulary learning in English. Their researches show the effectiveness of the school environment as a medium in the English learning process. This method emphasizes students learning activities and engages students' attention.

B. Education environment as a Medium

Education is all people problem, and education can be said as a process of humanizing humans, that phenomena can walk in through non-formal or formal, education is system students are or output education process changed by education component system which tightens each other.

People progress can be changed through the educational applicant, otherwise people education applicants through non-formal while through people living themselves. While progress people, education applicant as non-formal or formally. For applicant education formally formed educate institution through school from elementary skill college with many specializations. In progress people, it doesn't enough family education that people condition effect formalization education institution which is called the school system. So thing school educate institution early rise and created by a group of progressive people, which it is for high rate people the mission of the school first is pressed in social size function i.e. bequeathed culture property to the next generation.

School as an institution of culture banqueted for a certain people group and move in an educational institution which organized for general importance and servicing all the people rate, in this like position school function not only about socializes function into have educated function too. As an educational institution, the school is organized through formally based or rules or laws formal, and as a formal place to make them smart in nation living. In the school has known formal curriculum which being base for content development and education process formal curriculum placement it's not a thing possibly teacher to make and act creatively in learning, teaching process,

otherwise, that curriculum needs to apply and articulate in the learning-teaching process which suitable with the child growing.

Back to the essence, students growing in elementary school, i.e. curriculum showed by the teacher in the class in the learning-teaching process, is a formal curriculum which state with the child growing, with this way teacher need to be absorbed toward curriculum through children world the teachers' attitude which places their see if as curriculum applicant should change with attitude and role as promotor curriculum. The teacher role as devisor educates action which basically through understanding about child nature and education material absorbing by students. So teacher wishes up creativity develop learning material suitable with needs and students development.

1. Kinds of educational media

Educational media/learnt usually called "hardware" and "software". Hardware meant media through physically is hard such as tape recorder, television, video, globe, OHP, computer, projector film, multimedia, etc. While software meant the media physically is soft such as module, transparent, tape cassette and the message content or program which kept on that hardware.

In general, media can be classified into:

- a. Visual tools (can be the watch)
- b. Audio tools (can be heard)
- c. Audiovisual (can be watched and heard)
- d. Dramatization

Especially, the education media can divide into several categories as follow:

- a. Audio media such as cassette, telephone, phonograph record and radio.
- b. Projection audiovisual media such as slide, strip film, OHP, calm film.
- c. Audiovisual projection media such as sound slides, sound film strips, sound film.

- d. Electronic media: computer and television.
- e. Non-projector media: photo, picture, chart, diagram, map and poster
- f. Print media such as books, modules, magazines, newspapers.
- g. Realia such as model, globe, doll and simulator.

On the purposing side, there are three general tendencies for purposing media, as follows:

- a. Mass media, for example, radio, television, internet.
- b. Can be used in a small or big group such as film, slide, OHP, video, tape recorder, whiteboard.
- c. Can be used individually, such as computer, book, module, recorder cassette, internet.

2. Aims and Advantages to Use Educational Environment

Educational medium is usually used by the teacher, educational trainer, instructor to get three aims, as follows:

- a. Make easier students for to learn concepts, principles and certain motoric abilities
- b. Create an emotional response
- c. Develop students' motivation for the instructional activity.

The advantages of using educational media are as follows:

- a. Make educational more productive
- b. More individual
- c. To spread the lesson concept
- d. To make fast the lesson
- e. To make education more equal
- f. To add learn motivation
- g. To make the same perception through students in learning
- h. Give a realistic understanding
- i. More economical

In general, the advantages of educational media in the learning-teaching process are as follows:

- a. To make clear the message presentation verbally
- b. To handle a limited room, time and sensory perception, as follow:
 - 1) The biggest object can be changed with realia, picture, sound slide, film and picture.
 - 2) The smallest object can help with macro projector, sound slide, film and picture
 - 3) A faster more can be helped by a time-lapse and high-speed photograph
 - 4) Incidents or events which happen fast can show up through record with film, video, sound slide and photo
 - 5) More complexity objects can be presented through model and diagram
 - 6) The widest concept can be visualized in film, sound slide and picture form.

Steps in choosing educational media should be suitable for:

- a. Instructional purpose
- b. A learned thing
- c. Preparation facility
- d. Needs with attentively to media which are preparation

For choosing educational media can pass with:

- a. Determine are the message confident formed educational or information
- b. Determine how to convey the message
- c. Determine teaching characteristic
- d. Choose a suitable method with needs with consideration the facility, rule and cost.
- e. Authentic the characteristics, advantages and weaknesses of media which are chosen.

Some of the educational media can be used in learning teaching activities as follows:

- 1) Transparency OHP
- 2) Picture
- 3) Audio cassette program
- 4) Video program
- 5) Sound slide program
- 6) Multimedia / computer / internet program

The principle of using Graphic media, 3D, and projection is to visualize the fact, opinion, and event in imitation shape of the real to discuss in the classroom in helping in the learning process.

On the other hand, the teacher and the students can learn the real fact outside of the class by confronting them with the actual environment to be learned, observed to the learning and teaching process. This is more meaningfully way because the students are confronted with the real event or real condition naturally so that it can be more factual and more responsible.

There is no limitation in bringing the students to go outside of the class to learn. It means, does not take a long time. Perhaps, it just takes one or two hours, depending on what material will be learned and how to learn it.

There are many advantages to the learning environment in the learning process:

- 1) It can improve the students' motivation because the learning process will be very interesting, attractive, and avoid the students' boredom sitting in the class four hours
- 2) The learning properly is meaningful because they find the real and natural condition
- 3) Richer and more factual material, which gives accurate truth

- 4) The active and comprehensive process can be done in many ways, for instance: observation, asking questions or interview, demonstration, fact examination, etc.
- 5) Enrich the learning source because various environs can be learned, like social, natural, synthetic environs, etc.
- 6) The students can understand the aspects of life in their environment, so it can create a familiar personality with everything around and increase the environments' care.

Hence, the environment should be optimal as teaching media and learning sources for students. Almost all of the school subjects can be gotten from the environment, for instance: social knowledge, science, language, art, sport, health, ecology, etc.

3. Kinds of Learning Environment

From all environments people who can be used in the educational process and teaching, in general, can be categorized into three kinds of learning environment, in general, they are social environment, natural environment and artificial environment

- a. Social environment. As learning source correlates with human interaction in peoples' life. Such as social organization custom, subsistence, culture, educational, civilization, governmental structure, religion and value system
- b. Nature environment. Nature environment correlates with all thing which nature characterize such as geographical situation, climate temperature, season rainfall, flora, fauna, natures' source (water, forest, stones, etc.)
- c. Artificial environment. Besides the social environment, there is also the artificial environment which is an environment created or built by a human for a certain purpose that has advantages to human living, such

as irrigation, dam, parking, robotization, zoo, farming and electric power supply.

C. The concept of vocabulary

1. Definition of vocabulary

Vocabulary is very important in language. When we learn a language like English, we learn the words of vocabulary. A great vocabulary will minimize one's chances for success; an effective vocabulary will increase them. Vocabulary can be defined as a list word, usually in alphabetical order and with explanations of their meanings, less complete than a dictionary (Paul P, 1989).

Hornby (1974: 959) states that vocabulary is the total number of words that make up language. Vocabulary in the content and function words of a language are learned so thoroughly that they become a part of the child's understanding, speaking, and later reading and writing vocabulary (Good: 5).

The Oxford Learner's Pocket Dictionary Stated that vocabulary is: 1. all the words that a person knows or uses; 2. all the words in a language; 3. list of the words with their meanings, esp. in a book for learning a foreign language. According to the other researcher:

(a) the content or the function words of the language, which are learned so thoroughly that they become a part of child's understanding spelling and latter reading and writing, (b) the words having meaning when hard or seen even though not produced by individual himself. (Carter V Good: 1979)

The reality shows that nothing can be said and written without getting the vocabulary, that is needed to convey what one is going to say or to write in a particular situation. English is still considered a troublemaker for them in the sense of inadequate or insufficient vocabulary the students have.

As Pauk (1984: 271) says that without an adequate vocabulary, no one can master important principles and ideas. The fundamental building blocks of learning and knowledge are words, words with precise meanings. Get the meanings then you will have to work harder to learn. Moreover, an adequate vocabulary can limit your ability to conceptualize that is though you may and recognize individual words, you will have difficulty grasping the sequence of concepts being developed by a speaker or an author.

A strong vocabulary can be a valuable asset, both in college and later in your career. Considerable research evidence suggests that students who are the most successful in school are those with the largest vocabularies. Other research ties job advancement to vocabulary level. In one study, the successful business executive was found to have the highest vocabulary of any occupational group.

Sometimes vocabulary is the course, this usually happens when the new words are labelled for concepts and the teacher wants to teach from concept development. Vocabulary is those words or phrases which label the parts of the material to be learned and which are necessary for the students to use in talking and writing about it.

By on the above definitions, the researcher summaries that vocabulary is a set of list words which are arranged in alphabetical order and it is usually completed with meaning, and the words known to a person or used in a particular book that complete knowledge great skill, a chief mastery of several languages.

2. Principles of teaching and learning vocabulary

There are nine principles of teaching and learning vocabulary as follows:

- a. Aims. In teaching vocabulary, we have to be clear about our aims, how much vocabulary we expect learners to be able to grasp. The aim is not clear, it will be difficult to assess how successful the vocabulary learning has been.

- b. Quantity. Having decided on what is involved in vocabulary learning, we may then decide on the quantity of vocabulary to be taught to become part of students' active vocabulary, then we put the number of words five to seven new words. The actual number of factors varies from class to class and learner to learner. When there are too many words, the students may become confused, discouraged, and frustrated.
- c. Need. In most cases, to decide what vocabulary is to be taught to the students, teachers use courses or books or a syllabus. In many cases, the teacher, in choosing the vocabulary to be taught will refer to the aims of the teachers, in essence, to give the responsibility of choosing vocabulary to be taught to the students. In other words, the students are put in a situation where they have to communicate the words they need, as they need them, using the teacher as an informant.
- d. Frequent exposure and repetition. In teaching and learning vocabulary, there has to be a certain amount of repetition until there is evidence that the students have learned the target words. The simplest way of checking that the learning has been done is by seeing whether the students can recognize the target words and identify their meaning. If the words are to be part of the student's productive vocabulary, they must be allowed to use them, as often as necessary for them to recall the words at will, with the correct spelling and pronunciations.
- e. Meaningful presentation in presenting the vocabulary lessons, the students must have a clear and specific understanding of what words denote or refer to. This requires that the words be presented in such a way that their denotation and reference are clear.
- f. Situation presenting, the words presented are appropriate to the student's situation.

- g. Presenting in context. Words very seldom occur in isolation, so the students need to know the usual context that the words occur. So, from the very beginning, as it were, among the words it normally collocates with.
- h. Learning vocabulary in the mother tongue and the target language. There are five steps to learn or to achieve vocabulary in the mother tongue and the target language as follows:
 - 1) There is a felt need
 - 2) The learner is exposed to an enormous quantity of his language with tremendous scope for repetition of what he learns
 - 3) The learner controls his rate of learning
 - 4) The target language is nearly always encountered in inappropriate situations and inappropriate context
 - 5) Since the words are learned as they arise out of a felt need in a particular situation, they usually have a clear denotation.
- i. Inference (guessing) procedures in vocabulary learning. Guessing is one way to learn vocabulary. Guessing leads the students to imagine the meaning of new words. Students guess the meaning of words by hearing them used in a particular situation what someone is referring to. In a written context, a bit more detective work may be called for.

Hypothesis

Based on the review of related literature above, the researcher tried to formulate the hypothesis of the research as follow:

1. Ho (null hypothesis) = there is no significant difference in the students' vocabulary achievement after learning vocabulary through the school environment.
2. Hi (alternative hypothesis) = there is a significant difference in the students' vocabulary achievement after learning vocabulary through the school environment.

Method

In this case, the researcher covers the description of the research method, variables, population and sample, research instrument, the procedure of collecting data, techniques of data analysis. The research method was done in the research was a pre-experimental method that applied pretest and posttest design. The design may also present as follow (Sugiono, 2009): E = 01 X 02; Where: 01: Pretest, X : Treatment, 02: Posttest. There were two variables in this research, namely

- 1) The Independent variable is the school environment as a medium to develop students' vocabulary
- 2) The dependent variable is the students' vocabulary achievement means the value of the students set from treatment.

The populations of this research are the students of SDN 63 Parepare in the 2014 school year. They are consist of three classes, the total population are 59. The researcher used a random sampling technique in the research. The researcher took 16 students as a sample. The instrument of this research applied vocabulary test, as follow:

- 1) Pre-test. In this step, the researcher used the test to know students' apperception before learning a teaching material. The pretest was done by asking the students to write down 20 items of English vocabulary in a school environment that they knew.
- 2) A post-test is a test activity organized at the end of the learning process. The test material is the same in the post-test as the test material in the free test. This step aims to know students' abilities after learning material with the school environment as a medium. The post-test was done by asking the students to write down 20 items of English vocabulary in a school environment that they knew.

The procedure of collecting data was chronologically presented as follow:

1. Pretest, a pretest was used by the researcher to know students' apperception before the learning process, the researcher gave the student's vocabulary test.
2. Treatment
 - a. The researcher introduces to the students how important learning vocabulary is and introduces the school environment as a medium to enrich the students' vocabulary
 - b. The researcher teaches the vocabulary in the school environment
 - c. The researcher teaches the students how to learn vocabulary by bringing students to see the school environment directly, then asked the students to identify the things that they saw.
 - d. The researcher collects students' writing about the things they have written
3. Posttest was organized at the end of the teaching-learning process to find out the students' vocabulary mastery after treatment. The researcher would be given the same vocabulary test as in the pretest.

The data was analyzed through quantitative analysis. Percentage score would be used some formulates to find out the students performance on the vocabulary test. The step had undertaken in quantitative is as follow:

1. Completing the frequency of the rate percentage of the students' score

$$\% = n \times \frac{x}{N} \times 100$$

Where:

n: Frequency

N: The total number of students

A score of the students' value was a classification based on the following classification in table 1:

Table 1. Classification score

No	Classification	Score
1	Excellent	9,6 – 10
2	Very Good	8,6 – 9,5
3	Good	7,6 – 8,5
4	Fairly Good	6,6 – 7,5
5	Fair	5,6 – 6,5
6	Poor	3,6 – 5,5
7	Very poor	0 – 3,5

Calculating the mean score of the students' answers by using the formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

X: Mean Score

$\sum x$: Total Row Score

N: Total Number of Students (Gay in Romania, 2003: 29)

- Finding out the significant difference between the mean score of that of pretest and posttest by calculating the value of the t-test. The following formula will be employed:

$$D = \frac{\sum D}{N}$$

Notation:

D: Deviation

$\sum D$: Standard deviation

N : Number of the students (Jabu, 2010)

Notation, SD : Standard Deviation

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N - 1}$$

$\sum X$: Total Row Score

N: Number of Students (Jabu, 2010)

Notation, D : Standard Deviation

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}}$$

$\sum D$: Standard Deviation

N: Number of Students (Gay, 1987:403)

Result And Discussion

This chapter particularly presents the findings of the research and discussion. The finding of the research cover the description of the result data collected through the test and explain the findings.

Findings

To obtain information about the classification of the student's vocabulary mastery, the researcher used the formula of classification in table 2 as follow:

Table 2. The rating percentage and frequency

No	Classification	Range	Pre Test		Post Test	
			F	P	F	P
1	Excellent	9,6 - 10	0	0 %	5	31,25 %
2	Very Good	8,6 - 9,5	0	0 %	7	43,75 %
3	Good	7,6 - 8,5	0	0 %	4	25 %
4	Fairly Good	6,6 - 7,5	4	25 %	0	0 %
5	Fair	5,6 - 6,5	6	37,5 %	0	0 %
6	Poor	3,6 - 5,5	4	25 %	0	0 %
7	Very poor	0 - 3,5	2	12,5 %	0	0 %
Total		-	16	100 %	16	100 %

The table above shows that the student's vocabulary mastery before and after learning English vocabulary by using the school environment as a medium teaching-learning process was found by pretest and post-test. The

result of the pretest showed that none of the students got an excellent, very good, and good score. There were 4 students (25 %) got fairly good score, 6 students (37,5 %) got fair score, 4 students (25 %) got poor, and there were 2 students (12,5 %) got very poor.

After giving treatment the table shows that out of the students' results in post-test, there were no students who got classified as very poor, poor, fair, and fairly good. There were 4 students (25 %) got good score, 7 students (43,75 %) got very good score, and there were 5 students (31,25 %) got excellent score. It can be concluded that the rate percentage in the post-test was higher than the percentage in the pre-test. Mean score of pretest and posttest, and Standard deviation of pretest and posttest presented into the following table:

Table 3. Mean score and standard deviation

Type of Test	Mean Score	Standard Deviation
Pretest	5,625	2,02
Pos test	8,875	2,30

The table above shows that the mean score of the students' pretest was 5,625 and the mean score of the pos test was 8,875. On the other side, the researcher found the standard deviation of the pretest was 2,02 and the post-test was 2,30. The mean score and standard deviation of the student's post-test were higher than the mean score of the student's pretest, which means that learning by using the school environment can develop students' vocabulary of MA At-Taqwa Jampue.

To see whether or not there is a significant difference between the mean score of the student's pretest and post-test, a t-test was used. It is presented in the following table:

Table 4. T-test and T - Table

T-Test	T - Table
16,6	2, 131

After analyzing the t-test value and according to the above table, so the writer found that the t-test value was 16,66 that is higher than the t-table value was 2,131. Assuming $\alpha = 0,05$, the only thing which was needed, the t-table is the appropriate degree of freedom. For the t-test for a sample of the study, the formula for degree of freedom is $N - 1$, the number of pairs minus 1.

For this case, $(N - 1) 16-1=15$. Therefore, $t = 16,66$ and $\alpha = 0,05$ and $df = 15$. Now go to t-table, for $\alpha = 0,05$ and $df = 15$, the table value for t-test value required for rejection on the null hypothesis was 2,131. The t-test value $16,66 > 2,131$, therefore, the null hypothesis was rejected, in the other words that there was a significant difference between the result of pretest and post-test by using the school environment as a medium to develop students' vocabulary of SDN 63 Parepare.

Discussion

The description of the data collected through the test as explained in the previous section shows that the students' vocabulary command was good. It is supported by the rate percentage of the result of the student's pretest and post-test of before and after treatment were given to the students. There were 5 students (31,25%) got an excellent score, 7 students (43,75%) got very good, 4 students (25%) got good, and there was not students as fairly good, fair, poor and very poor score after treatment.

Based on the result of the t-test, the researcher found that there was a significant difference between the result of the pretest and post-test. It means that the school environment as a teaching medium can develop students' vocabulary mastery. During the treatments, the students were easy and enjoy learning vocabulary by using the school environment as a medium teaching-

learning process, because they were familiar with the objects which they learned in the school environment.

Considering the discussion above, it can be argued that the students of SDN 63 Parepare have good vocabulary command after using the school environment media in learning English vocabulary. The researcher infers the school environment media can help the students in developing their vocabulary, particularly for the tenth class.

Conclusion

Based on the result of the data analysis and the discussion of the result in the previous chapter, the writer would like to put forward the conclusion that the school environment is a good medium in the teaching-learning process especially to develop students' vocabulary of SDN 63 Parepare.

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