THE EFECT OF ENVIRONMENTAL TECHNIQUE TO THE STUDENTS ACHIEVEMENT IN LEARNING VOCABULARY IN JUNIOR HIGH SCHOOL AT   BATAM

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Abstract

This study was aimed to identify English as an international language is used in countries throughout the World, including Indonesia. Last few years, English has been taught at Junior High School. It has been accepted in Indonesia in line with the government's plan on the nine-year compulsory study. Based on the 2013 curriculum, English at Junior High School level is taught as local content to serve the need of the local community. Thus, this study attempted to use an action research as methodology in teaching English vocabulary to young learners, particularly to the first graders. In applying this study, the writer use the instruments.The instruments of the study in this research are a Environmental technique, tests, field notes and a questionnaire.After giving all the instrument, the writer analyze the result using statistical formulas. Then the writer compared the results in pre-test and post-test. The students' mastery of vocabularies of fruits, animals, road sign, parts of body, and things in the classroom have improved after the Environmental techniques was given. It was supported by the significant different result of the pretest that was lower (56.64%) than post-test (96.19%).

Key words: Effect of Environmental Technique ,Vocabularry

INTRODUCTION

English has been taught at Junior High School. It has been accepted in Indonesia in line with the government's plan on the nine-year compulsory study. Based on the 2013 curriculum, The aim is to equip students with the ability to listen, speak, read, and write simple materials in

English by emphasizing on the communicative skills in a number of topics which are relevant to the need of local community, such as, industry, tourism, and arts in their environment.

English mastery is a goal that wants to be achieved as the target besides two other languages namely Indonesian and vernacular language. According to Scoot (1990: 2-4) there are some general characteristic of the children in that group (a) they are competent user of mother tongue, (b) they can tell the difference between fact and fiction, (c) they love to play and learn best when they enjoy themselves seriously and like to think that what they are doing in real work., (d) they are enthusiastic and positive thinking, (e) they rely on the spoken as well as the physical words to convey and understanding meaning, (f) They are able to work with others and learn from others, (g) their own understanding comes trough eyes, hands and ears, (h) they have very short attention and concentration.

Generally that teaching material emphasize on the ability to enrich their vocabulary of English language. Helalay (1971:1) argues that:

Unlike adults, children are not self-motivated and do not have an immediate
need to learn English. They are not concern with job or university degree that
requires knowledge of English. Their daily games, events, of interest to them,
new knowledge may ask.

. Based on that research, The Writer was curious to use Environmental technique as medium in teaching learning process. Hence, in this study The Writer wants to examine "the Environmental Effect technique at Junior High School in academic year 2016/2017. The Writer wants to analyze whether teaching vocabulary by using the Environmental technique is more effective to improve the students' achievement in vocabulary.

Some reasons why The Writer chooses the topic "The Effect of Environmental techniques in Junior High School Students" are:

(1) Vocabulary is basic component in learning a foreign language.

(2)   Generally children like Environmental techniques, so they are highly motivated to learn vocabulary .

REVIEW OF RELATED LITERATURE

1 Characteristics of Junior High School Students

There are many considerations that should be taken on how to teach and what to teach. It is fact that children are different from adult physically and mentally. While adult are expected to use abstract notions since they can think rationally. As Harmer (2001:40) affirms that adults often encompass clear understanding of why they are learning and what they wish to comprehend out of it. Helay (1987:49):

Unlike adults, children are not self-motivated and do not have an immediate need to learn English. They are not concerned with job or university degree that requires knowledge of English. Their world is their daily games, events of interest to them, new knowledge that may come across and question that their inquisition minds may ask.

Based on the points stated by Harmer above, The Writer assume that Junior High School students are very enthusiastic in finding out, understanding and learning everything.

2.Definition of Vocabulary

Vocabulary is one of the materials studied by students of all level of schools in Indonesia. It has been mastered if they want to master English well. It is impossible to be successful in study language without mastering the vocabulary. Hocket (in Celce-Murcia and Mc Intosh, 1978: 129) states that vocabulary is the easiest aspect at a second language to learn and it hardly requires formal attention in the classroom.According to Finnochiaro (1974: 73) there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words the student understands, can pronounce correctly and use them constructively in speaking and writing. On the other hand, passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing.

3 Teaching Vocabulary of Junior High School

Teaching English to Junior High School students as a local content has a goal that the students are expected to have skills of the language in simple English with emphasis on listening, writing, reading and speaking skill using selected topics related to their environmental needs.

Related to the objective above, the material for the first grade, have topics about center of interest that they often face in their life. The topics include things inside a class and things around a school. So, it is easier for them to perform and absorb the words given which are about things inside the class and things around the school.

From the explanation above, The Writer conclude that in teaching vocabulary to the first graders, teacher should not give the students too many new words in a lesson. It is better to give them about seven or eight new words rather than giving them many words. It is better to practice the words given in order to achieve comprehension. Few words would help them memorizing the words quickly and to internalize them.

4.   Problems in teaching and learning vocabulary

There are some problems in learning vocabulary faced by the students. Roger (1995: 43) states that the ease or difficulty of vocabulary items depends on a number of factors. They are:

a.   Similarity to L1

The difficulty of vocabulary items often depends on how a similar item is in form and meaning to the students' first language. There are many examples of these: someone described as sensible in English will be understood sensitive by many European and if you say an embarrased to a a Spanish speaker, they may will think that you are expecting a baby.

b.   Similarity to English words already known

Once the students have some English words that relate to an English word that they are already familiar which is easier than one, which is not. For example, if students have already met the word *friendly,* they should be able to guess the meaning of *unfriendly*.

c.   Connotation

Connotation of the word is another difficult aspect that the learners have to   get to grip. For example, either *skinny* or *slim* could be used to describe someone who is *thin*. But these two words have very different in their connotation and by choosing one of them however; the speaker actually conveys a particular attitude. *Skinny* is negative connotation, while *slim* is positive connotation.

d.   Spelling and pronunciation

The spelling of English word can cause problems for students who speak languages with very regular spelling systems. Particular spelling patterns can also cause confusion where the pronunciation concerned. For example:
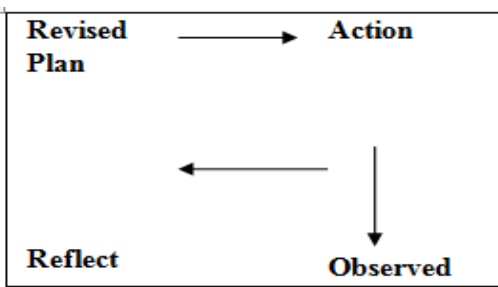*through, though, tough.*

e.   Multi- word items

A lexical item may consist of more than one word, as in a compound like *tennis shoes*, or *rally car* or a phrasal verb such as *to put some one up*. f.
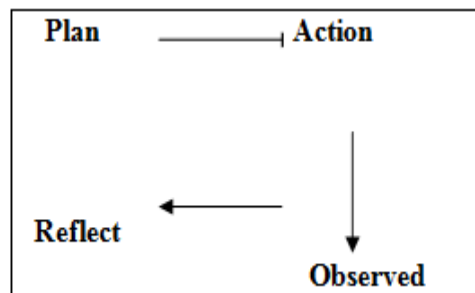
5.Action Research

Simple Action Research Model by Kurt Lewin as cited in Pedoman Teknis Pelaksanaan Classroom Action Reseach (2003: 5)

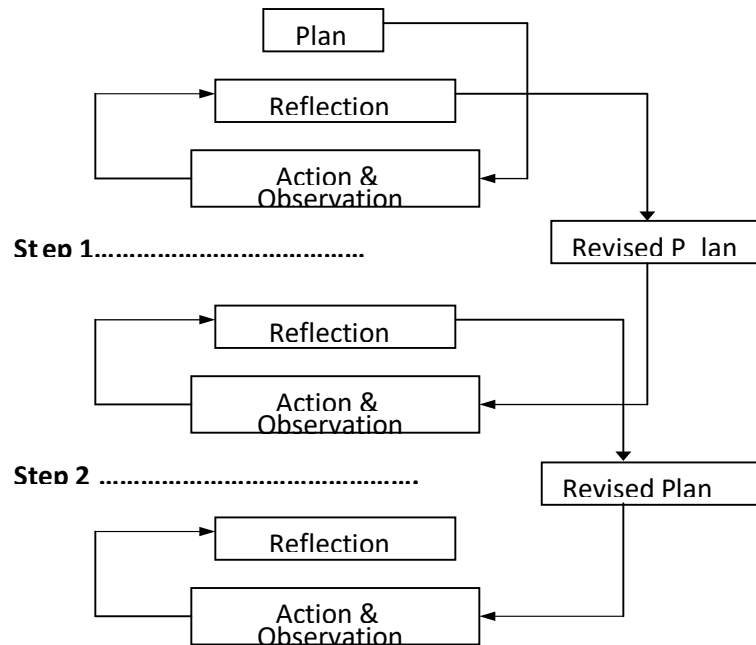**CYCLE 1**   **CYCLE 2**

METHODS

The model of classroom action research used in this study is based on the model developed by Kemmis and Mc Taggart (1985). There are four steps in this model of action research in the following: .

This model can be illustrated in diagram below:

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                        ┌──────────┐
                        │   Plan   │──────────┐
                        └──────────┘          │
              ┌───────────▶┌──────────────┐   │
              │            │  Reflection  │───┼────────┐
              │            └──────────────┘   │        │
              │         ┌──────────────────┐  │        │
              │         │   Action &       │◀─┘        │
              └─────────│   Observation    │           │
                        └──────────────────┘           ▼
   Step 1.............................      ┌──────────────────┐
                                            │   Revised P lan   │
                                            └──────────────────┘
              ┌───────────▶┌──────────────┐           │
              │            │  Reflection  │───────┐   │
              │            └──────────────┘       │   │
              │         ┌──────────────────┐      │   │
              │         │   Action &       │◀─────┘   │
              └─────────│   Observation    │          │
                        └──────────────────┘          ▼
   Step 2 ...........................      ┌──────────────────┐
                                           │   Revised Plan   │
                                           └──────────────────┘
              ┌───────────▶┌──────────────┐          │
              │            │  Reflection  │          │
              │            └──────────────┘          │
              │         ┌──────────────────┐         │
              │         │   Action &       │◀────────┘
              └─────────│   Observation    │
                        └──────────────────┘
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1.Data Collection

In this classroom action research, the writer used qualitative and quantitative methods in collecting the data. Qualitative methods included observation and interview. The data were in the form of words taken form the result of observation. It was done with his collaborator to know the situation of the teaching learning process and students' behavior. The writer also used interview to get some data both from the teacher and students themselves. It was done in knowing the model of class management and students' interaction.

Quantitative methods included written test that covered pre-test and posttest. The data was in the form of numbers taken from the tests that was conducted before and after the cycles done.

2.   Technique of Analyzing the Data

To analyze the teaching and learning process, the writer investigated the field notes by re-read the observation notes in form of words and reviewing the photographs. The writer also conducted tests in the beginning and in the end of each cycle. After conducting the test, the writer compared the student's vocabulary achievement in the pre- test and post- test to know whether there is improvement of students' vocabulary or not. The mean score of pre- test and post- test can be calculated with the formula:

$$\bar{x} = \frac{\Sigma x}{N} \qquad \qquad \bar{y} = \frac{\Sigma y}{N}$$

$\overline{X}$ = means of pre-test score

$\bar{Y}$ = means of post-test score

N   = number of sample

FINDING AND DISCUSSION

1.Analysis of the Pre-Test

Before the teaching and learning activities were undertaken, The Writer performed a pre-test. It was followed by 46 students. The Writer gave 40 multiple choice items in the first plan. The Writer provided 40 minutes for the students to do this pre-test but they consumed more time than she had expected. Most of the students took about 50 minutes to finish this pre-test. This case occurred, probablly because they felt that the items were too difficult for them.The result can be seen in appendix 4.

Table 1. The Result of the Pre-test

No	Test Code	Score	X
Total of the students: 46		**1134**	**2605**
Mean		**24.65**	**56.64**

The explanation is as follows:

The average mark = $\dfrac{\sum X}{\sum n}$ x 100%

X = students' mark

n = number of the students

The average achievement of the pre-test result = $\dfrac{\sum X}{\sum n}$ x 100%

$$= \dfrac{260546}{46}$$

$$= 56.64\%$$

According to the criterion provided by Depdikbud (1994: 34), learning process can be said to be successful if students' achievement is 65 % and above. Seeing from the result of the pre-test that is only 56.64%, The Writer concluded that the students did not master the material well.

CONCLUSIONS

(1)   The students' mastery of vocabularies of fruits, animals, road sign, parts of body, and things in the classroom have improved after the Environmental techniques was given. It was supported by the significant different result of the pretest that was lower (56.64%) than post-test (96.19%).

(2)   Based on the questionnaire, most of the students said that use of a Environmental technique could help them in mastering vocabulary. Moreover, the Environmental technique could increase the students' motivation in learning English. Therefore, it answered the problem of the study whether the Environmental technique motivate children to learn English vocabulary.

(3)   The students understood that kind of activity was necessary for them and they expected that teaching by using a Environmental technique would be given regularly and continuously.

(4) After the treatment in the action research done, the students got closer to the writer. This relationship gave a positive effect to them. They enjoyed more in English subject, because they were given a new method to learn English that had never been given by their classroom teacher.

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