LEARNING VOCABULARY BASED ON EDUCATION ENVIRONMENT (EXPERIMENT ON THE STUDENTS OF STIE AMKOP MAKASSAR)

Marhaeni Sabil
Economics High School Amkop Makassar
marhaenisabil@yahoo.com

ABSTRACT

The writer focused on problem statement into one question as follow: Can education environment develop students' vocabulary of STIE Amkop Makassar?. This study aims to find out that education environment can develop students' vocabulary of STIE Amkop Makassar. The significant of this study is expected to give useful information on English teaching and learning process, especially in learning English vocabulary based on education environment. In this case the researcher used experimental as a research method, and She used random sampling technique in chooosing sample. Vocabulary test as research instrument, it consist of 20 items, then pretest and posttest was used to collected data, statistic analysis as a techniques 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 conclusion that the school environment is a good medium in teaching-learning process specially to develop students' vocabulary of STIE Amkop Makassar.

Keywords: *Vocabulary, Environment, Experimental Design*

INTRODUCTION

Education is an effort that is essential in a human life, because education is an important factor and beneficial life in an effort to improve the standard of living of a nation. Education activities taking place in a given environment, whether the environment related to space and time. Environment influence the development of learners. The impact of the environment is intentionally and unintentionally nature. 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. Third environment in which education takes place in order 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.

Education environment is important in teaching English vocabulary, because many students still lack vocabulary. They still find many difficulties in learning vocabulary. This probably caused by the word form, varied meaning and the word

MARHAENI SABIL / LEARNING VOCABULARY BASED ON EDUCATION ENVIRONMENT (EXPERIMENT ON THE STUDENTS OF STIE AMKOP MAKASSAR)

111

choices. Beside 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 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 consist of teacher, learner, material, and context. As a matter of fact, materials, teaching methods, an evaluation should all be design for larners and their needs. It is the teacher's resposibility to the check to see whether all of the elements of the fundamental teaching 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.

There are many techniques can be used in teaching vocabulary. One medium of vocabulary teaching is through education environment specially in school. In this case the writer list a number of words related to school environment and the students find the meaning of them. On the contrary, the students write the new words or difficult words and then they discuss it to their friends. The writer assumses 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 school environment.

Refer to the statment above, the writer focused on problem statement into one question as follow: Can education environment develop students' vocabulary of Stie Amkop Makassar?. This study aims to find out that education environment can develop students' vocabulary of STIE Amkop Makassar. The significant of this study is expected to give useful information on English teaching and learning process, especially in learning English vocabulary based on 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 vacabulary the students are easier to master the words if they are given many opportunities to recognize and practice the words. The students ability in leaning 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 words 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, (Rafiqa, 2009).

The review of related literature above shows that there is the significant vocabulary learning in English. Their researches show that affectivity of school

MARHAENI SABIL / LEARNING VOCABULARY BASED ON EDUCATION ENVIRONMENT (EXPERIMENT ON THE STUDENTS OF STIE AMKOP MAKASSAR)

112

environment as a medium in English learning process. This method emphasizes students to learn actively 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 human, that phenomena can walk in through non formal or formal, education is system students are or oueput education process changed by education component system which tighten each other.

People progress can be changed through educational aplicant, in other wise people education applicant 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 wits many specializations.

In progress people it doesn't enough family education that people condition effect formalization education intistution which is called school system. So thing school educate institution early rise and created by a group of progress people, which it is for high rate people the mission of the school first is pressned in social size function i.e. bequeathed culture property to the next generation.

School as institution of culture banquented for certain people group addly move in educate institution which organized for general importace and servicing all the people rate, in this like position school function not only about socialize function into have educate function too.

As an educational institution, school organized through formally based or rule or laws formal, and as formal place to make them smart in nation living. In school known formal curriculum which being base for content development and education process formal curriculu placement it's not a thing possibly teacher to make and act creativy in learning, teaching process, otherwise that curriculum need to apply and articulate in learning teaching process which suitable with child growing.

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

1. Kinds of educational media

MARHAENI SABIL / LEARNING VOCABULARY BASED ON EDUCATION ENVIRONMENT (EXPERIMENT ON THE STUDENTS OF STIE AMKOP MAKASSAR)

113

Educational media/learnt usually called as "hardware" and "softwere". Hardware meant media through physically is really hard such as tape recoder, television, video, globe, OHP, computer, projector film, multimedia, ect. While software meant the media physically is really 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 watch)
b. Audio tools (can be heard)
c. Audio visual (can be watched and heard)
d. Dramatization

Specially, the education media can divide into several categories as follow:
a. Audio media such as: cassette, telephone, phonograph record and radio.
b. Projection audio visual media such as: slide, strip film, OHP, calm film.
c. Audio visual projection media such as: sound slide, sound film strip, sounds film.
d. Electronic media: computer and television.
e. Non projector media: photo, picture, chart, diagram, map and poster
f. Print media such as: book, module, magazine, newspaper.
g. Realia such as model, globe, dole and siulator.

In purposing side, there are three general tendentious for purposing media, as follows:
a. Mass media, for example radio, television, internet.
b. Cen be used in small or big group such as film, slide, OHP, video, tape recorder, white board.
c. Can be used individually, such as computer, book, module, recorder cassette, internet.

2. Aims and Advantages to Use Educational Environment

Educational medium are usually used by teacher, educational trainer, instructor to get three aims, as follows:
a. Make easier students for learning concept, priciples and certain motoric abilities
b. Create emotional response
c. Develop students' motivation for instructional activity.

The advantages to use educational media as follows:
a. Make educational more productive
b. More individual
c. To spread lesson concept
d. To make fast the lesson
e. To make educational more equal
f. To add learn motivation
g. To make same perception through students in learning

MARHAENI SABIL / LEARNING VOCABULARY BASED ON EDUCATION ENVIRONMENT (EXPERIMENT ON THE STUDENTS OF STIE AMKOP MAKASSAR)

114

h. Give a realistic understanding
i. More economical

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

a. To make clear the message presentation verbally
b. To handle a limit room, time and sensory perception, as follow:
   1) Biggest object can be change with realia, picture, sound slide, film and picture.
   2) Smallest object can helped with macro projector, sound slide, film and picture
   3) A faster more can helped by time lapse ang high speed photograph
   4) Incident or event which happen fast can show up through record with film, video, sound slide ang photo
   5) More complexity object can be presentation through model and diagram
   6) A widest concept can be visualize in film, sound slide and picture form.
   Steps in choosing educational media should be suitable with:
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 considerate the facility, rule and cost.
e. Authentic the characteristic, advantages ang weakneees media which are choice.

Some of educational media can be used in learning teaching activity 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 confront them with the actual environment to be learned, observed

MARHAENI SABIL / LEARNING VOCABULARY BASED ON EDUCATION ENVIRONMENT (EXPERIMENT ON THE STUDENTS OF STIE AMKOP MAKASSAR)

115

in related with learning and teaching process. This is more meaningfully way because the students are confronted with te real event or real condition naturally, so that it can be more factual and more responsible.

There is not limitation in bringing the students go outside of the class to learn. It means, does not take a long time. Perhaps, it just take one or two hours, depend on what material will be learned and how to learn it.

There are many advantages of learning evironment in learning process:

1) It can improve the students' motivation because the learning pocess 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 aand comprehensive process can be done in many ways, for instance: observation, asking questions or interview, demonstration, fact examination, ect.
5) Enrich the learning source because there are various environs can be learned, like social, natural, synthetic environs, etc.
6) The students are able to understand the aspects of life in their environment, so it can create the familiar personality with everythingaround and increase the environments' care.

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

3. Kinds of Learning Environment

From all environment people which can used in educational process and teaching in general can be categorized three kinds of learning environment in general they are social envoronment, nature environment and artivicial environment

a. Social environment. As learning source correlates with human interaction in peoples' life. Such as social organization costum, subsistence, culture, educational, civilization, govermental structure, religion and value system
b. Nature environment. Nature environment correlates with all thing which nature characterize such as geographical situation, climate temprature, season rainfall, flora, fauna, natures' source (water, forest, stones, etc.)
c. Artificial envionment. Beside social environment, there ae also artificial environment which is an environment which create or build by human for certain purpose which have an advantages to human living, such as irrigation, dam, parking, reboization, zoo, farming and electric power supply.

MARHAENI SABIL / LEARNING VOCABULARY BASED ON EDUCATION ENVIRONMENT (EXPERIMENT ON THE STUDENTS OF STIE AMKOP MAKASSAR)

116

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. The great vocabulary will minimize one's changes for succes; an effective vocabulary will increase them. Vocabulary can be defined as a list words, 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 which make up language. Vocabulary in the content and function words of language which are learned so thoroughly that they become a part of child's understanding, speaking, and later reading and writing vocabulary (Good : 5).

In 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 that:
(a) the content or the function words of 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 produce 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 particular situation. English is still considered as a troublemarker for them in the sense of inadequate or in sufficient 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 leaning ang 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 ang recognize individual words, you will have difficulty grasping the secuence of concepts beig develop 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 suggest 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, successful business executive were found to have the highest vocabulary of any occupational goup.

Sometimes vocabulary is the course, this usually happens when the new words are labels for concepts and the teacher wants to teach from concept development. Vocabulary is those words of phrases which label the parts of

MARHAENI SABIL / LEARNING VOCABULARY BASED ON EDUCATION ENVIRONMENT (EXPERIMENT ON THE STUDENTS OF STIE AMKOP MAKASSAR)

117

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 arrange in alphabetical order and it is usually completed with meaning, and the words know to person or used in a particular book that complete knowledge great skill, a chief mastery of several language.

2. Principles of teaching and learning vocabulary

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

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

b. Quantity. Having decide on what is involved in vocabulary learning, we may then decide n 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. Clearly, the actual number of factors varying from class to class and learner to learn. 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 book or a syllabus. In any cases, the teaches, in choosing the vocabulary to be taught will refer to the aims of the teachers, in sense, 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 in informant

d. Frequent exposure and repetition. In teaching and learning vocabulary, there hahe to be certain amount of repetition until there is evidence that the students have learn 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 students productive vocabulary, they must be given an opportunity to use them, as often as necessary for them to recall the words at will, with the correct strees 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 un such a way that their denotation and reference are perfectly clear

f. Situation presenting, the words presented are apporopriate to the students situation

MARHAENI SABIL / LEARNING VOCABULARY BASED ON EDUCATION ENVIRONMENT (EXPERIMENT ON THE STUDENTS OF STIE AMKOP MAKASSAR)

118

g. Presenting in context. Words very seldom occur in isolation, so it is important for the students to know the usual context that the words occurs in. So, from the very beginning, as it were, among the words it normally collocates with.

h. Learning vocabulary in the mother tongue and in 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 learn is exposed to an enormous quatity of his own language with tremendous scope for repetition of what he learns
3) The learner controls his own rate of learning
4) The target language is nearly always encountered in appropriate situation and in appropriate context
5) Since the words are learn 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 the new words. Students guess the meaning of words by hearning the 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 researcer tried to formulate the hypothesis of the research as follow:

1. Ho (null hypothesis) = there is no significance diffrent of the students' vocabulary achievement after learning vocabulary through school environment.
2. Hi (alternative hypothesis) = there is significant different of the students' vocabulary achievement after learing vocabulary through school environment.

RESEARCH METHOD

In this case the researcher convers the description of the research method, variables, population and sample, research instrument, procedure of collecting data, techniques of data analysis.

A. Research Design and Variable

1. Research design

MARHAENI SABIL / LEARNING VOCABULARY BASED ON EDUCATION ENVIRONMENT (EXPERIMENT ON THE STUDENTS OF STIE AMKOP MAKASSAR)

119

The research method was done in the research was pre experimental method that applied pretest and postest design. The design may also present as follow (Sugiono, 2009): E = 01 X 02; Where: 01: Pretest, X : Treatment, 02: Postest

2. Variable

There was two variables in this research, namely

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

B. Population and Sample

The populations of this research is the students of STIE Amkop Makassar at 2014 school year. They are consist of three classes, the total of population are 59. The researcher used random sampling technique in the research. The researcher took the 16 students as a sample.

C. Instrument of the Research

The instrument of this research aplied 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 asked the students to wrote down 20 items of English vocabulary in school environment that they known.
2) Post test is test activity organized in the end of learning process. The test material is the same in post test as the test material in free test. This step aims to know students' ability after learning material with school environment as a medium. The post test was done by asked he students to wrote down 20 items of English vocabulary in school environment that they known.

D. Procedure of Collecting Data

The procedure of collecting data was chronologically was presented as follow:

1. Pretest, pretest was used by researcher to know students' apperception before learning process, the researcher gave the students vocabulary test.
2. Treatment
   a. The researcher introduces to the students of how important of learning vocabulary and introduces the school environment as a medium to enrich the students' vocabulary
   b. The researcher teaches the vocabulary in school environment
   c. The researcher teaches the students about how to learn voabulary by bringing students to see the school environment directly, then asked the students to identity the things what they saw.

MARHAENI SABIL / LEARNING VOCABULARY BASED ON EDUCATION ENVIRONMENT (EXPERIMENT ON THE STUDENTS OF STIE AMKOP MAKASSAR)

120

    d. The researcher collect students' writing about the things they have written

3. Postest, was organized in the end of teaching learning process to find out the students' vocabulary mastery after treatment. The researcher would be given the same vocabulay test as in the pretest.

E. Techniques of data analysiss

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. Comulating the frequency of the rate percentage of the students' score

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

Where:

n   : Frequency

N   : The total number of students

Score of the students' value was classification based on the following classification in the 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' answer by using the formula:

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

Where:

X   : Mean Score

$\sum x$: Total Row Score

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

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

MARHAENI SABIL / LEARNING VOCABULARY BASED ON EDUCATION ENVIRONMENT (EXPERIMENT ON THE
STUDENTS OF STIE AMKOP MAKASSAR)

121

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

Notation:

D : Deviation

$\sum D$: Standard devitation

N : Number of the students (Jabu, 2010)

Notation, SD : Standard Deviation

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

$\sum X$: Total Row Score

N : Number of Students (Jabu, 2010)

Notation, D : Standard Deviation

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

$\sum D$: Standard Deviation

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

FINDINGS 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 give explanation of the findings.

Findings
The rate percentage and frecuency of the pretest and post test

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

Table 2. The rate percentage and frecuency of the pretest and pos test

No	Classification	Range	Pre Test		Post Test	
			F	P	F	P

MARHAENI SABIL / LEARNING VOCABULARY BASED ON EDUCATION ENVIRONMENT (EXPERIMENT ON THE STUDENTS OF STIE AMKOP MAKASSAR)

122

No	Classification	Score	Frequency	Percentage	Frequency	Percentage
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 %

Table above shows that the students vocabulary mastery before and after learning english vocabulary by using school environment as a medium teaching-learning process was found by pretest and post test. The result of pretest showed that none of the students got 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' result in post test, there were not students 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 rate percentage in the post test was higher than percentage in the pre test.

The mean score and standard deviation of the pretest and post 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 pretest and post test

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

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. In the other side the researcher found standard deviation of pretest was 2,02 and post test was 2,30. The mean score and standard deviation of the students post test was higher than mean score of the students pretest, it means that learning by using school environment can develop students' vocabulary of Stie Amkop Makassar.

T – Test Value

MARHAENI SABIL / LEARNING VOCABULARY BASED ON EDUCATION ENVIRONMENT (EXPERIMENT ON THE STUDENTS OF STIE AMKOP MAKASSAR)

123

In order to see whether or not there is a significant difference between the mean score of the students pretest and post test, a t-test was used. It presented into the following table:

Table 4. T - test and T - Table

T – Test	T – Table
16,6	2, 131

After analyzing with the t-test value and according on 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 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 significant difference between the result of pretest and post test by using school environment as a medium to develop students' vocabulary of Stie Amkop Makassar.

Discussion

The description of the data collected through the test as explained in the previous section, shows that he students' vocabulary command was good. It is supported by the rate percentage of the result of the students pretest and post test of before and after treatment were given to the students. There were 5 students (31,25%) got 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 significant difference between the result of the pretest and post test. It means that school environment as a teaching media can develop students' vocabulary mastery. During the treatments, the students were easy and enjoy in learning vocabulary by using school environment as a medium teaching-learning process, because the were familiar to the objects which they learned in the school environment.

Considering the discussion above, it can be argue that the students of Stie Amkop Makassar have good vocabulary command after using he 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 conclusion that the school

MARHAENI SABIL / LEARNING VOCABULARY BASED ON EDUCATION ENVIRONMENT (EXPERIMENT ON THE STUDENTS OF STIE AMKOP MAKASSAR)

124

environment is a good medium in teaching-learning process specially to develop students' vocabulary of STIE Amkop Makassar.

BIBLIOGRAPHY

Echlos, John and Hasan Sadili. 1996. *Kamus Inggris Indonesia.* Jakarta; PT. Gramedia Pustaka Utama.

Farlex, 2009, *The Free Dictionary*, (online) (http:/Iwww.Thefreedictionarv. Com/card.

Harmer, Jeremy. 1991, *The Practice of English Language Teaching*, Singapore; Longman.

Hunan, David. 1989, *Design Task for the Communicative Classroom*, New York; Cambridge University Press.

Language Centre, 2008, *Learning Vocabulary*, (online) (http:/elc.polyo. edo.hklcilllvocabula.htm.

Pikulsi, John J, Shane Templeton. *Teaching and Developing Vocabulary; Key to Long-term Reading S`uccess.* (online) (hhtp://www.eduplace. com/marketing/nc/pdf/author.pages.)

Oxford Learner's Dictionary. 2003, New York; Oxford University Press.

Sugiono, 2009. *Metode Penelitian Pendidikan; Pendekatan kuantitatif, kualitatif, dan R&D.* Bandung; Alfabeta

Walker, Allen. 2003, *Webster's Comprehensive Dictionary*, New York; Trident Press International.

Willis, Jane. 1987, *Teaching English through English,* England; Longman.

MARHAENI SABIL / LEARNING VOCABULARY BASED ON EDUCATION ENVIRONMENT (EXPERIMENT ON THE STUDENTS OF STIE AMKOP MAKASSAR)

125