USING THE ENVIRONMENTAL BASED LEARNING IN TEACHING ENGLISH VOCABULARY AT MAKASSAR ISLAMIC SECONDARY SCHOOL

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ABSTRACT

Environment-based language learning makes students curious about the world around them. By using this strategy the writer purpose (1) to know using the environmental based learning increasing students' English vocabulary at Makassar Islamic secondary school and (2) to know the students' interest in using the environmental based learning in teaching English vocabulary at Makassar Islamic secondary school. Quasi-experimental method was applied in this research. There were two groups in this research, control and experimental group. The Population was student at the first grade of MTsN 1 Makassar in academic year 2018/2019 consist of 440 students. Cluster sampling technique used in this research. Total sample in this research were 80 divided into two classes consisted of 40 students in every groups. The data collected from test and questionnaire. The data analyzed using SPSS 22. Using the environmental based learning in teaching English vocabulary at Makassar Islamic secondary school is effective to the students in Islamic secondary school. This is based on data on the control and the experimental group pre-test, the p-value $>$ or (0.05) with df (degrees of freedom) 78. The t-test value in the pretest states is not significant. Meanwhile, the p-value $<$ (0.02 $<$0.05) with df (degrees of freedom) 78. The result of t-test at the post-test is significantly different. From the results of the t-test, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. Based on the results of the questionnaire given to students after giving treatment, the experimental group students have a high interest in the learning process through environment-based learning.

Keywords: *Environmental based learning, Teaching English Vocabulary, Students' Achievement*

Introduction

At this time, English is one of the most widely spoken languages for people with different languages and countries. English is not only means of communication, but also as a unifying nation in the world. English is easier to use and understand to communicate with others who have different cultures and languages. (Hasbullah, 2017) stated in his book that English is the main dominant foreign language and functions as an intellectual language to express ideas, thought and experiences, feelings, scientific books, scientific research, and desires. Besides, it is means of understanding among society, and resolving some of the

problems and tensions that arise from human interaction in the world. While, Friebolin (2017) states English training has exploded in Indonesia, especially in the urban areas and the youth generation. English is being important for global relations, education, entertainment and business opportunities. English recognized as the global language business. Most Indonesians recognize and equate notions of success with English competency.

English subjects have characteristics that are different from another subject. The function of language is as a tool of communication. So, learning English is not just learning four of skills, vocabulary and grammar but until the stage of use or application in social communication activities. In learning the language, there are 2 (two) types of skills namely receptive and productive skills. Receptive skills include listening and reading skills, while productive skills include speaking and writing skills. Both of them need to be developed in an integrated English learning process.

Prihadi (2014) stated that students must be equipped with language elements to master vocabulary, pronunciation, spelling and grammar. We can communicate can in two ways, namely oral and written communication. To support the success of learning English optimal and attract students can use technology such as radio, television, internet, games and applications or software and many others. In addition, education can also use the print media which includes newspapers, magazines, books, brochures, and others as a source of learning or teaching materials in science learning activities.

Curriculum is one of the main elements in education stated on *UU Nomor 20 Tahun 2003*. The constitution define curriculum as plans and arrangements in education, learning materials, and learning methods to serve as a guidelines in teaching and learning process to achieve the learning outputs. Curriculum very important in providing fundamental reference based on what students should learn and achieve.

In Indonesia, the curriculum developed from the *orde lama* era to the *reformasi* era. The government is always improving and adjusting the current curriculum, especially to keep up with the latest demands and needs of society. There are many curricula that have been used in Indonesia, such as Elementary School Curriculum, School Development Pilot Project (PPSP) Curriculum, 1984 Curriculum, 1994 Curriculum, Competency Based Curriculum (KBK), School Based Curriculum (KTSP), and 2013 Curriculum which is the latest curriculum is being applied in schools today. The 2013 curriculum is relatively new in Indonesia because the application of this curriculum for several schools in Indonesia began in the 2014-2015 academic year. (Pramesthi, 2015).

According to (Mulyasa E. , Pengembangan dan Implementasi Kurikulum 2013, 2013:164) the 2013 Curriculum is a development of the previous curriculum, the 2006 curriculum (*KTSP*). In the curriculum, education is emphasized to establish productive, creative, and innovative human being. Within the development there were numbers of essential advantages; (1) The 2013 curriculum using a natural approach (contextual), because it is centered on the learners; (2) The 2013 Curriculum based on character and competence that underlines development of student's abilities; (3) There is a field of study and certain subjects that more precise in its development using the competency approach, especially related to skills.

According to (Fadillah, 2014: 16) the Curriculum emphasized an increase and a balance between soft skills and hard skills including aspects of attitudes competence, skills competence and knowledge competence. Attitude obtained through the activity of receiving, executing, cherishing, appreciating, and practicing. Knowledge gained through the activity of remembering, understanding, applying, analyzing, evaluating, and creating. Thus, it was generally understood the 2013 Curriculum was developed to improve and balance the soft skills and hard skills, as well as trying to develop the value reflected in attitude, skills, and knowledge acquired by learners in school.

In Indonesia, English taught as a foreign language. One of the purposes to learning English is to prepare the generation to face era of globalization where English as an international language. Therefore, English important for the students to be taught at schools based on situation and condition of the object area.

The way of the teacher in teaching English is very important, especially in creating an attractive learning environment. In learning activities at the classroom, a teacher should be teach and manage the classroom. The teacher is the most important component to ensure the quality of student inclusion in schools. The teacher has an important part in the learning process because it interacts directly with students in determining classroom experiences in daily activities. Teachers must always ensure that in class they can demonstrate the skills and support to provide quality education for children with a variety of learning needs.

Based on curriculum, the teacher is takes important part in develop a curriculum. According to (Murray, 1993) teachers are required to implementation of the curriculum, to adapt the curriculum with school characteristic and local need, to design curriculum and to conduct curriculum. Curriculum development starts from the class. Therefore, teacher should have a creative idea and examine the curriculum in class as important steps and element in administrative support.

Teaching English at Islamic Junior High School in Indonesia is one challenge to the teacher to increase the students' English ability, as we know they have graduated in different elementary school some of them have learned English and also haven't. The problem faced at MTsN 1 Makassar based on observation, most of the students begin to learn English. It can be a big problem to teach English. In Indonesia, English is teach as foreign language, especially at the junior high school and senior high school level and is one of the subjects tested on the national examination. Based on this, schools require students to master English subjects. However, in reality almost all students find it difficult to master English. The average student grades are in the low category. Based on the author's experience, many students are unable to use English both verbally and in writing. Students' reading ability is also a big problem; their understanding in comprehending reading texts is still low. In listening, they cannot understand what the speaker is saying; in writing they still have some errors in using grammar and organizing ideas. In speaking, they are difficult to say the words and cannot express what they want to say.

There are several factors that can affect the low level of student ability in English. First, external factors, factors that can affect the ability of English students are the environment, parents, teachers, methods, media, etc. Second, internal factors, factors that can affect English ability are interests, attitudes, intelligence, personality, and learning style including motivation.

Other problem is in the 2013 Curriculum of Islamic Junior High School, the students are demanded to be able to express their own idea. That's way this skill must be tough there. Teaching English needs appropriate method in learning process and needs practice. If the teachers only teach to read and memorize, the students feel bored and not motivate in learning. So, teachers need variations in teaching to overcome bored. The best solution appropriate in this case is using environmental-based strategy.

Environment-based language learning makes students curious about the world around them. By using this strategy students improve their ability and show more enthusiasm towards science, to improve their communication and critical thinking. However, in the 2013 curriculum, English teachers are expected to be able to apply the environmental-based learning in increasing English students achievement. According to description above, the researcher purpose to know using the environmental based learning in teaching English vocabulary at Makassar Islamic secondary school. This research is sure that by using the

environmental based learning will be good in teaching English vocabulary. And hopefully, in learning process, the students required to interest, creative and innovative in every activity in the school.

Review of Literature

The 2013 Curriculum was designed as a response to the 2006 Curriculum (KTSP) which has been widely criticized, as well as it is suitable with the needs development and the job market. The 2013 Curriculum is one of the government's efforts to achieve the nation's superiority in the mastery of science and technology as outlined in the state policies (Muzamiroh, 2013, p. 15), integrated curriculum is a curriculum that allows was expected to support the effort of producing, creative, innovative, affective, and productive Indonesian people through the attitudes strengthening, skills, and integrated knowledge. And according to (Muzamiroh, 2013, p. 25), integrated curriculum is a curriculum that allows students either individually or in classically actively to explore and discover the concepts and principles of a meaningful and authentic holistic manner. Based on consideration of the various views and opinions on integrated learning, those emphasize on delivering meaningful lessons by involving learners in the learning process.

According to (Hamalik, 2013) curriculum focused on the acquisition of learners on certain competences. Therefore, the curriculum covers a number of competencies, and set of learning objective stated in such a way, so that achievement can be observed in the form of behavior or skills of students as a criterion of success. There are several aspects contained in the concept of competence, those are knowledge, comprehension, ability, value, attitude, and interest.

From those explanations, it was concluded that the 2013 Curriculum is a set of curriculum document designed to guide the teacher in learning process which refers to the achievement of students on a variety of competency with the aim to build a human quality being who is able to answer the challenges of changing periods, educate, faithful, noble, knowledgeable, capable, creative, and independent.

Characteristics of SMP/MTs Curriculum in the 2013 Curriculum

The characteristics of learning in each education unit are always closely related to Graduates' Competency Standards and content Standards. Competency Standards Graduates provide a conceptual framework so that learning objectives can be achieved. Content standards provide a conceptual framework regarding learning activities that originate from the level of competence and scope of the material. In implementing Graduate Competency Standards, learning objectives include the development of attitudes, fields of knowledge and skills at every level of education.

The three domains of competence have some different acquisition paths (psychological processes). Attitudes are gained through "accepting, running, appreciating, living, and practicing" activities. Knowledge is gained through activities of "remembering, understanding, applying, analyzing, evaluating, and creating". Skills are gained through "observing, asking, trying, reasoning, cheating, and creating" activities. Characteristics of competence along with the difference of acquisition paths also influence the characteristics of process standards. In order to strengthen the scientific, thematic (thematic, interpersonal, and thematic) approaches, it is necessary to apply discovery / inquiry learning. To encourage students' ability to produce contextual work, either individually or in groups, it is advisable to use a learning approach that produces project based learning work.

Characteristics of the learning process tailored to the characteristics of competence. Integrated thematic learning in SMP / MTs / SMPLB / Paket B is tailored to the level of

development of learners. The learning process in SMP / MTs / SMPLB / Paket B is tailored to the characteristics of competencies that begin to introduce the subjects by maintaining the integrated thematic on science education and social education.

The chosen learning approach is based on the taxonomy of educational goals that in the last five decades is generally well known. Based on the theory of taxonomy, achievement of learning can be grouped in three domains namely: cognitive, affective and psychomotor. The application of taxonomic theories in educational objectives in various countries is done adaptively according to their individual needs. *Undang-Undang Nomor 20 Tahun* 2003 on National Education System has adopted taxonomy in form of attitude, knowledge, and skill formulation.

The Implementation of the 2013 Curriculum

Implementation is the way how to obtain ideas, policies, planning, and innovative in practice, in changing knowledge, skills, values and attitudes. In Oxford Advanced Learner's Dictionary, implementation means enforcing something. In PERMENDIKBUD 2014, implementation can be interpreted as actualizing the written curriculum in the form of learning. Based on the above definition, the term implementation means the actions, activities, efforts, or mechanisms of a system. The mechanism means that implementation is not only limited to one activity; all have been planned and implemented with reference to achieving the objectives of the activity. Therefore, curriculum cannot stand alone and is always influenced by objects.

According to (Syafruddin, 2003) in implementing the curriculum we must follow the existing guidelines. The guideline can be seen in Law No. 20 of 2003 concerning the national education system which explains that the curriculum curriculum contains a set of plans and arrangements regarding the objectives, teaching materials, content, and methods used in the learning process to achieve educational goals.

The 2013 curriculum requires each teacher to use authentic assessments. In the paradigmatic embodiment, authentic assessment requires authentic instruction and learning. The use of authentic assessment is considered to provide more information about students' abilities after learning process in holistically and validly. *In Permendikbud No. 104, 2014* Authentic assessment is used as an evaluation in assessing student readiness, process, and learning outcomes as a whole (Kunandar, 2014). The approach to evaluating students based on the 2013 curriculum is authentic assessment.

The teacher has the scope in evaluating students including attitude competencies, knowledge, and skills. This scope is also known as the three domains in educational goals formulated by Bloom et al (taxonomy), or better known as the cognitive, affective, and psychomotor domains (Arikunto, 2007). In evaluating, assessment instruments used by teachers must be in accordance with the characteristics and complexity of the material that has been taught based on content standards and competency standards in the curriculum. The instrument must contain appropriate information and in accordance with what students have achieved based on established competency standards (Kunandar, 2014).

The success of the 2013 curriculum is supported and determined by the commitment of all parties involved as well as the professional capabilities of curriculum implementers. There are three factors that can determine the success of a curriculum, namely the support of school principals, support from teacher peers, and internal support in the classroom. The teacher is the main determining factor in the implementation of the 2013 curriculum. (Hamalik, Fundamentals of Curriculum Development, 2009). A curriculum cannot run well without the support of the teacher's ability to implement the curriculum in teaching and learning activities. Also, teaching and learning activities without a curriculum as a guide will not be effective. In implementing the 2013 curriculum, a teacher took the main position. Therefore,

preparation and guidance by teachers for the implementation of the 2013 curriculum must be carried out (Hidayat, 2013).

Teaching English in Indonesia

In Indonesia, Education began at the inception of the country several hundred years ago. The history of Indonesian education system development begins from (Prehistoric to Mid-1800s, at which time the main purpose of education was the application of religious values and functional daily life skills), until the Reformation Era (1998-present), where the purpose of education move towards democratization).

Since Indonesia declared its independence in 1945, Indonesia has experienced at least 9 curriculum changes, starting with the 1945 curriculum until the latest curriculum that is currently known is called KTSP (school-based curriculum) (Alwasilah, 2013). The KTSP curriculum forces the teacher to work in a system (call it "curriculum") where the implementation can create confusion and disorientation to the teacher, and can interfere with the implementation of teaching practices.

While the status of English as a Foreign Language was declared early (in 1955) and accorded the status of a compulsory subject to be taught in Junior Secondary Schools approximately in the same year, the policy to introduce the English language as an optional school subject to elementary school pupils was not made until the 1990's (Alwasilah, 2013). The teaching of English as a Foreign Language at these levels of schooling is fraught with problems especially because there is a lack of academically qualified teachers to support the implementation of the policy.

Related to teaching English vocabulary there were various definitions of vocabulary stated by many experts and researchers. Ur (1999) stated "Vocabulary can be defined, roughly, as the words we teach the foreign language". However, a new item of vocabulary may be more than a single word which is made up of two or three words but express a single idea. There are also multiword idioms that the meaning of the phrase cannot be defined from an analysis of the component word. Further, Harmer (1998)says that vocabulary is an important factor in all language teaching. Students are most continually by learning words as they learn structure and as they practice the sound system.

Hornby (1995) defined vocabulary as (1) book containing a list of words used by translator (2) range of words known to or used by person in trade, profession, etc. Further, Hiebert and Kamil (2005) stated that vocabulary is the knowledge of meaning of words. Knowledge of words also comes in at least two forms, receptive that which can understand or recognize and productive that the vocabulary we use when we write or speak. Besides, Neuman and Dwyer (2009) said that vocabulary refers to the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).

Based on the explanation above, the researcher concluded that vocabulary is words that people used in communication whether orally or in written text. It is the basic component of language prophecy for the learners to be able to speak, listen, read, and write. In other words, vocabulary is an important aspect in learning a foreign language. Without appropriate vocabulary the learners will get difficulties in speaking, listening, reading and writing skill.

Environmental Based Learning

In the Great Indonesian Dictionary, the environment is defined as an adjacent state that affects human development and behavior (Poerwadarminta, language Center of Depdiknas (MONE), 2009: 526). The place or the natural environment around can be used as a place of learning by anyone. Some learning resources can be categorized as learning places,

such as libraries, markets, museums, rivers, mountains, landfills, fish ponds, and others. (Majid, 2009: 170).

According Mulyasa (Wahyuni, 2009: 11) environmental approach is A learning approach that seeks to increase student engagement through the empowerment of the environment as a learning resource. In this environment-based learning, small groups will be formed for research implementation. While, Karjiyadi (2012) says that Environmental-based learning is a strategy in learning that uses the environment as a source of learning materials. The environment can be formatted or used as an alternative learning resource. In this case, teachers can relate between the materials taught to the real world situation of the students so as to encourage students to make connections between the knowledge it possesses with its application in everyday life.

According to Mulyasa (in Wahyuni, 2010: 12) learning based on environmental approach can be done in two ways:
1. Bring learners to the environment for learning purposes. This can be done with a field trip method, assignment method, and others.
2. Bringing resources from the environment to school (class) for learning purposes. The source could be an original source, such as a resource person, could also be an artificial source, such as models and drawings

Conducive school environment is needed to create a quality learning process. Providing knowledge and awareness rising on clean and healthy life behavior is very effective when done to students since elementary school. Expected when outside the school environment, students are able to implement a clean and healthy life like when in school.

Schools that are cultured environments as one container of increased knowledge and ability of students have an important role in contributing to changes that occur in the family. How to appreciate clean water, understand the importance of reforestation, utilize proper sanitation facilities and manage waste into inseparable fertilizer in an effort to improve clean and healthy life behavior. As the smallest component in society, changes that occur in the family will have an impact on the community.

The delivery of environmental materials to students can be done through the Local Content curriculum as well as integral learning with thematic lessons. The development of materials, learning models and varied learning methods, is conducted to provide students with an understanding of the environment related to daily environmental issues or local issues.

Based on some of the above opinions it can be concluded that environment-based learning is a strategy in learning that utilizes the environment as a learning resource so that it helps students to connect their knowledge with daily life. Environment-based learning is one of the strategies that utilize the environment as a target of learning, learning resources, and learning tools. This strategy needs to be applied in the learning process because it is oriented to the mastery of subject matter so that it can raise the quality of our education (the results and the learning process). The positive impact of implementing environment-based learning is that students are encouraged to find out about something in their environment. The environment-based learning is very appropriate to be applied by the teacher in the learning process, because it is related to the four pillars of education namely learning to know, learning to be, learning to do and learning to live together.

Methodology

This research applied quantitative research which is proposed by Gay, Mills, & Airasian (2006). The quantitative data collected through multiple choice tests to find out the students' English vocabulary, and also to find out interest or motivation to learning English vocabulary by using questioner. This research conducted by using quasi-experimental design,

where it consisted of two groups of students, Experimental Group (EG) and Control Group (CG) and both groups had been given pretest and post-test. Experimental Group (EG) gave treatment through environmental based learning, and Control Group (CG) received treatment without environmental based learning.

The pretest had been given to find out the lower English knowledge of the students' score, while the posttest had been given to find out the students English achievement difference after the treatment through environmental based learning. The population of this research is the first grade students of MTsN 1 Makassar in the academic year 2018/2019 consisting of eleven classes and the class consists of 40 students. The random sampling technique used in this study. The researcher took first-year students of MTsN 1 Makassar as a sample and divided into classes. The two classes are divided into two groups, namely the experimental class and the control class which consists of 40 students.

In this study, researchers used two types of instruments to obtain data, namely tests and questionnaires. Research data obtained from tests and questionnaires were collected and analyzed using SPSS version 22.

Findings and Discussion
Findings
The Increasing of Students' Achievement Test Using Environmental Based Learning
In this section, data obtained from student test results in the experimental group after being collected and analyzed using SPSS were interpreted by data consisting of average scores, standard deviations, frequencies, and other statistical results needed in this study.
a. Student Pre-test Score in Experimental Group
After tabulating and analyzing data from the results of student tests in the pre-test, the researcher then described the data in the form of student scores to form a classification of grades and percentages. The result of the student pretest score and the percentage of the experimental group showed on table below:

Table 4.1 Student Pre-test Score in Experimental Group

Classification	Score	Experimental Group	
		Frequency	Percentage
Very Good	81-100	0	0
Good	61-80	17	42
Fair	41-60	23	58
Poor	21-40	0	0
Very Poor	1-20	0	0
Total		40	100%

The data in Table 4.1 showed the result of experimental group in pre-test, there was none categorized very good. There were 17 students (42%) categorized good. There were 23 students (58%) categorized as fair and there was none categorized poor and very poor.

b.   Mean Score and Standard Deviation in Pre-Test for Experimental Group
The data in experimental class comes from pretest to know the students' understanding before doing treatment. After that the writer calculated the result, the mean score and standard deviation are showed n the following table below:

Table 4.2 Mean Score and Standard Deviation in Pre-Test for Experimental Group

Group	Mean Score	Standard Deviation
Experimental	62.65	6.298

The mean score from pre-test of the experimental group was categorized fair with the mean score was 62.65 and the standard deviation 6.298.

c. Students Score Pretest in Control Group

These following tables describe the students' pretest score and percentage in control group.

Table 4.3 Students Score Pretest in Control Group

Classification	Score	Control Group	
		Frequency	Percentage
Very Good	81-100	0	0
Good	61-80	17	42
Fair	41-60	23	58
Poor	21-40	0	0
Very Poor	1-20	0	0
Total		40	100%

Based on the data in Table 4.3, after giving pre-tests to 40 students, none of the students were categorized very well. There were 17 students (42%) categorized as good, there were 23 students (58%) categorized as fair. No one was categorized as poor and very poor.

d.   Mean Score and Standard Deviation Pre-Test in Control Group

After calculating the data from the students' pretest results, the average scores and standard deviations obtained are presented in the table below:

Table 4.4 Mean Score and Standard Deviation Pre-Test in Control Group

Group	Mean Score	Standard Deviation
Control	62.30	4.697

Based on data from the 4.4 table, the average score of the control group (62.30) is considered fair with a standard deviation of 4.697. The control group and the experimental group had slightly different mean values. Significant differences from the two groups can be seen in table 4.1 and table 4.3. Although were differences in values. Where the control group was a higher value than the experimental group, but both of groups categorized fair from five levels. This shows that the two classification points achieved by students were still said to be low.

e. Students' Score Post-test in Experimental Group

In this section, data is collected after giving a post-test. Student learning outcomes scores are classified into five levels. The score tabulated and analyzed in the form of a percentage which can be seen in the table below:

Table 4.5 Students' Score Post-test in Experimental Group

Classification	Score	Experimental Group	
		Frequency	Percentage
Very Good	81-100	6	15
Good	61-80	34	85
Fair	41-60	0	0
Poor	21-40	0	0
Very Poor	1-20	0	0
Total		40	100%

Based on the data in table 4.5, out of 40 students, the three lowest categories, fair, poor and very poor are not employed by any of them. There were 34 students (85%) who were categorized well and there were 6 students (15%) who were categorized very well.

Based on the explanation above, there was a significant increase in student learning outcomes achieved by the experimental group after receiving treatment using environment-based learning.

f. Mean score and standard deviation of Post-test in Experimental Group

To find an increase in the posttest results in the experimental group, the writers describe the data based on the mean score and standard deviation obtained from the SPSS analysis. The table below presents the mean scores and standard deviations of the experimental group:

Table 4.6 Mean score and standard deviation of Post-test in Experimental Group

Group	Mean Score	Standard Deviation
Experimental	75.30	6.398

Based on the data in table 4.6, the average score is 75.30 with a standard deviation of 6.398. Improvement in student learning outcomes can be seen from the mean score of students in the pre-test 62.65 to 75.30 at the posttest and categorized as a good level.

g. Students Score Post-test for Control Group

In this section, the data obtained from the results of the post-test in the control group then tabulated and analyzed as a percentage. The data can be seen in the table below:

Table 4.7 Students Score Post-test for Control Group

Classification	Score	Control Group	
		Frequency	Percentage
Very Good	81-100	1	2
Good	61-80	39	98
Fair	41-60	0	0
Poor	21-40	0	0
Very Poor	1-20	0	0
Total		40	100%

Based on table 4.7, the classification of data and the percentage of the control group level shows that out of 40 students, there were 1 (2%) students categorized very well and

there were 39 students (98%) categorized as good. For the fair, poor and very poor categories, none of them obtained the category (0%).

Based on the description above, it can be concluded that there is an increase in the achievement of English students achieved by students in the control group without going through treatment during the study.

h. Mean Score and Standard Deviation in Posttest for Control Group

The post-test results below are sourced from student test results in the control group. The test results are in the form of student average grades and standard deviations. The following table showed the mean scores and standard deviations of the control group:

Table 4.8 Mean Score and Standard Deviation in Posttest for Control Group

Group	Mean Score	Standard Deviation
Control	71.50	4.169

In table 4.8, the average score of the control group was 71, 50 with a standard deviation obtained of 4.169. Based on the average scores and standard deviations before and after the study (pretest and posttest) it can be concluded that the control group had a slight increase in enriching the achievement of English students from an average score of 62.30 in the pretest to 71.50 at the posttest, but the level of the six categories are good level.
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i. Test of significance (t-test)

The t-test used to measure the presence or absence of a significant difference between the average scores of students in the control group and the experimental group. To analyze the data, the authors used SPSS Version 22 software to obtain the analysis data. From the analysis using SPSS, obtained the value of sig. and value ( ) = 0.05 with degrees of freedom (df) = 78, N1 + N2-2, the number of students from both groups (40 each). The table below illustrates the results of the t-test scores in both groups in the pre-test and post-test:

Table 4.9 The Paired t-test

Variables	Probability Value		Remarks
Pre-test of control and experimental group	0.779	0.05	Not Significant
Post-test of control and experimental group	0.02	0.05	Significantly different

Based on the t-test results in table 4.9, the data on the control and the experimental group pre-test, the p-value > or (0.779> 0.05) with df (degrees of freedom) 78. The t-test value in the pretest states is not significant. Meanwhile, the p-value < (0.02 <0.05) with df (degrees of freedom) 78. The result of t-test at the post-test is significantly different. From the results of the t-test, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. The implementation of Curriculum 2013 in teaching English through environmental based learning appropriate or significantly improved the English achievement for the students at Islamic secondary school.

The Students' Interest in Learning English Vocabulary Using Environmental Based Learning in Questionnaire Data

Questionnaires were distributed after conducted a post-test in the experimental class. This questionnaire used to find out the interests of students about the application of environment-based learning strategies. Questionnaires were only distributed to students in the experimental group but only this group received treatment. Questions are answered individually. The questionnaire distributed to students contained 20 questions in using positive statements Questionnaire options are (1) Very High, (2) High, (3) moderate, (4) low, and (5) very low. The questionnaire assessment is statistically analyzed based on the application of the Likert Scale. The results obtained are based on the results of the data analysis that students show an interest in applying the 2013 curriculum through environment-based learning in Islamic secondary schools. This can be seen from the results of the percentage of student questionnaires that can be seen in the table below:

Table 4.10 The Percentage of Students' Interest

No.	Classification	Range	Frequency	Percentage
1.	Very high	85 – 100	12	30
2.	High	69 – 84	28	70
3.	Moderate	51 – 68	0	0
4.	Low	36 – 50	0	0
5.	Very Low	20 – 35	0	0
Total			40	100%

Source: Students Questionnaire

Based on the table 4.10 above, from 40 students, 12 (30 %) of them reached the very high classification. There were 28 (70%) students were categorized as high classification. For moderate, low and very low category no one reached them (0%).

From the data above, the students were interest to the implementation of curriculum 2013 in teaching English through environmental based learning.

Discussion

In this part of the discussion, the authors describe the findings obtained then the authors provide a deeper explanation by linking them with theories provided by several experts to strengthen the findings obtained. in this section the authors describe student learning outcomes that can be seen from the results of the pre-test and post-test in the experimental group and the control group where the results of both are compared in the form of t-test. In this section also, the writer provide to describe the data from the results of the questionnaire given to determine student interest in the strategies provided.

Using the Environmental Based Learning in Teaching English Vocabulary

According to (Syafruddin, 2003) in implementing the curriculum we must follow the existing guidelines. The guideline can be seen in Law No. 20 of 2003 concerning the system of national education which explains that the curriculum contains a set of plans and arrangements regarding the objectives, teaching materials, content, and methods used in the learning process to achieve educational goals.

The 2013 curriculum requires each teacher to use authentic assessments. In the paradigmatic embodiment, authentic assessment requires authentic instruction and learning. The use of authentic assessment is considered to provide more information about students' abilities after learning process in holistically and validly. *In Permendikbud No. 104, 2014* Authentic assessment is used as an evaluation in assessing student readiness, process, and learning outcomes as a whole (Kunandar, 2014). The approach to evaluating students based on the 2013 curriculum is authentic assessment.

On the results of the pretest and posttest, the writer compared the results of student test in the experimental and control classes. The mean scored of the experimental group in the

pre-test 62.65 and post-test 75.30. Meanwhile, in the pre-test control group the mean score obtained was 62.30 and post-test 71.50.

Based on students 'pretest results, students' initial knowledge is still in the low category because the students do not have enough knowledge about the tests given. Meanwhile, based on the results of the posttest in the experimental class it can be concluded that the application of environment-based learning has a significant effect on student learning achievement. This means all students can improve their English achievement; it is proven by the average score of students before and after treatment. In this study, the achievement of English students in the experimental group showed an improvement. The experimental group mean score changed from the fair to good category.

The result of t-test showed the data on the control and the experimental group pre-test, the p-value > or (0.779> 0.05) with df (degrees of freedom) 78. The t-test value in the pretest states is not significant. Meanwhile, the p-value < (0.02 <0.05) with df (degrees of freedom) 78. The result of t-test at the post-test is significantly different. From the results of the t-test, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. The implementation of Curriculum 2013 in teaching English through environmental based learning appropriate or significantly improved the English achievement for the students at Islamic secondary school.

The implementation of the treatment in the experimental class has an important role in increasing student achievement in learning English. This is evidenced by the increased post-test results when compared with the pre-test results at the beginning of the study. By integrating an environmental based learning into their curriculum, teachers can help their students develop critical thinking skills, become better problem solvers, learn "deep" content knowledge, gain an appreciation for their surroundings, and through this process, become more environmentally literate citizens.

The Students' Interest to the Environmental Based Learning in Teaching English vocabulary at Islamic Secondary School

The questionnaire has given to the students to know about the students' interest in the implementation of curriculum 2013 in teaching English through environmental based learning at Islamic secondary school.

The result of the questionnaire showed that the students were dominantly classified as high interest. From 40 students, there we 12 students (30 %) categorize the very high. And there were 28 students (70%) were categorized as high. For moderate, low and very low category no one reached them (0%).

Interest is a positive factor in learning English. It is important for teacher and students in teaching and learning English. It means that without interest to learn, speaking, reading, writing and listening of the students, the learning activity cannot be done in a proper way. Furthermore, the importance of interest in learning activity can help developing students motivation and to encourage students to do the activities necessary during learning process.

In teaching and learning process, interest is important for the teacher to give great attention to development of the students' interest because this is the key of success of English learning. In the school education, teacher should pay more attention to train and maintain the students interest in learning English. Therefore, interest should be aroused. By arousing interest in lessons can improve the way of thinking, the way of studying so that the lesson can be mastered. Motivation is closely related to the arousing in learning, and it is development is a basic of learning activity. Teacher should encourage the students so that stimuli can bring satisfaction and pleasure.

According to Hornby (1995:622) "one factor that can affect the students' behavior is interest. It forms a feeling towards activities, experiences, or other things." In addition, a person can lead to a certain presence if he experiences a mental state consisting of a combination of prejudice, curiosity, attention or other inclinations.

Based on the results of the questionnaire given after the post-test in the experimental class, the students' interest in applying the 2013 curriculum in teaching English through environment-based learning in Islamic high schools is categorized high. Therefore, environment-based learning can be used as an alternative solution in learning English to improve student learning outcomes going forward.

Conclusions

Using the environmental based learning in teaching English vocabulary effective and appropriate or significantly increasing the English achievement for the students at Makassar Islamic secondary school. The data on the control and the experimental group pre-test, the p-value > or (0.779> 0.05) with df (degrees of freedom) 78. The t-test value in the pretest states is not significant. Meanwhile, the p-value < (0.02 <0.05) with df (degrees of freedom) 78. The result of t-test at the post-test is significantly different. From the results of the t-test, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected.

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