

ENVIRONMENTAL MNEMONIC TECHNIQUE TO TEACH VOCABULARY FOR YOUNG LEARNERS

Endang Kusrini

ABSTRACT

This method used to know the effectiveness of EMT in teaching vocabulary. The writer conducted an experimental research to find the effectiveness of EMT in teaching vocabulary. EMT is used as the independent variable, while translation is as dependent variable. In this research, the target population or the subject of the research is the fifth grade students of one of Elementary School in South Purwokerto Subdistric. There are some problems directly faced by the students in learning vocabulary, such as: 1) *pronunciation problems*, actually student wants to be able to speak English fluently. Most of students have problem in their pronunciations. 2) *memorizing problems*, learners have some problem on remembering the vocabularies that have been learned. There are a lot of technique and media which can be used to learn English especially Environment Mnemonic Technique (EMT). EMT can use to help the students to memorize the words easily. To incorporate games and activities while introducing a topic to a classroom can be very motivating as they arouse interest and concentrate attention while giving the illusion that one is merely playing games.

Keywords: Environment Mnemonic Technique, vocabulary,

Endang Kusrini, SPd. MHum is a lecturer at the Department of English Education, Faculty of Education and Teacher Training UMP (Muhammadiyah University of Purwokerto) Jl. Dukuh Waluh PO Box 202, Purwokerto, Central Java, Indonesia. She can be reached at: endang_kusrini@yahoo.com.

I. INTRODUCTION

English has been a major subject in every level of education. It begins from beginner in Elementary School until University. English has become an international language, more people learn English. Because of that important fact has made people to learn English as soon as

possible. Many towns in our country for example, English is taught even before the children enter the playgroup, They make a small class, give special treatment for the students under three years old or when they are still in very young age. Teaching English to children, moreover, poses, its own particular challenges, and imposes even more

particular demands on the teachers (Hawanti: 2010). This phenomenon has made Teaching English to Young Learners, TEYL, become increasingly famous, and some English Departments offer their students Minor subject TEYL (Teaching English for Young Learners) 4 (two) credits in one or two semester. Teaching young learners can be very tricky. A teacher needs to realize the psychological changes taking place within this age; therefore, a teacher needs to avoid embarrassment in class because it may demotivate them (Harmer, 1998). Some psycholinguists say that one of the factors to be successful in language learning is young age.

There are some explanations for better learning at young age. First, the brain is more adaptable before puberty than after, and that acquisition of languages is possible without self-consciousness at an early age and also because young children have more opportunities than adults. The children are learning all the time without having the worries and responsibility of adults. However, learning English as a foreign language is not easy especially for beginner learners. Sometimes, the difficulties which are faced by the students in learning English as a foreign language make the students are frustrated. Therefore, as English teachers who pay attention to the students in learning English, the teachers need to make

the students are interested and fun during teaching learning process of English. Brown (2010: 110) maintains that competition should be less encouraged and that group works may work well in classroom of teenagers. Although games are always suitable to any ages of students, teenagers will likely love doing it especially when they have the latest music as the background of their activities.

English is one of the language to use as a media to express all the messages. Language aspects should be considered then to make these young audiences how to communicate well (Wahyuningsih, Titi, 2010). Some students get difficulties in communicate to other people both oral and written. Vocabulary can also support students in Speaking when they speak to others. In fact, the problem that were faced by the students is mastery vocabulary, they lack of vocabulary. If the students have lack of vocabulary they will find some problem in understanding a text and exploring their ideas. The most important aspect of vocabulary teaching for students is to support them to be independence, so the students will be able to expand their vocabulary beyond the end of the lesson. There are some interesting technique that can be used for teaching vocabulary. Therefore, as English teachers who pay attention to the students in learning English, the

teachers need to make the students are interested and fun during teaching learning process of English. One of interesting way to teach English is using appropriate technique and appropriate media. There are a lot of technique and media which can be used to learn English especially Environment Mnemonic Technique (EMT). EMT can use to help the students to memorize the words easily. To incorporate games and activities while introducing a topic to a classroom can be very motivating as they arouse interest and concentrate attention while giving the illusion that one is merely playing games.

II. THEORETICAL FRAMEWORK

Words are very essential and it will be unsecured if having lack of them. Some ways how to learn vocabulary; are: 1) dictionary, when someone having a trouble catching the meaning of word, dictionaries can be used effectively, 2) notebook, one way to control the learning of new words is to keep a new vocabulary notebook, 3) educated question, it is not necessary to open dictionary every time meet a strange word, just perhaps something else in context be a clue, 4) study words in families, list the item that naturally occur together (Lado: 1972)

There are some problems directly faced by the students in

learning vocabulary, such as: 1) *pronunciation problems*, actually student wants to be able to speak English fluently. Most of students have problem in their pronunciations. It needs some practice by hearing the western song or speech, or the students can control their pronunciation through recommended electronic English dictionary, 2) *memorizing problems*, learners have some problem on remembering the vocabularies that have been learned. Some students have low motivation to memorize the vocabulary. Some new vocabularies are difficult to memorized. In fact, the students lack of practice using the vocabularies for their daily activity or daily communication. The problems may not only on the students point of view, but also may from the teacher. The teacher use not properly technique or media to make the students easily understand the meaning and the using of the vocabulary.

Teaching vocabulary using an alternative way, such as a game is recommended. Games are mostly interesting activities in that they involve all the children. The activities are such as: activities which are naturally repetitive, thus maximizing input, frequency of target items without boring the students, let them to observe something, then recognizing the vocabularies. Games are simple structured activities which may

involve little language but are meaningful for them. In order to get children involved in the language class and to ensure a natural anxiety-free language learning environment certain techniques could be applied. One of the best ways of getting children drawn in the language class is through fun activities.

Environmental Mnemonic Technique (EMT) is a teaching technique that is quite sophisticated and is based on the fact that the basic vocabulary of every language is linked to everyday things in the environment (Marcella: 2010). Students have to define the environment, whether it is a school, a class, a village, a city, library, etc. Students should start with a place they are closed with. Students keep a list of vocabulary anywhere they go, then gradually repeat again and again. Students have to foster to memorize words.

The steps of teaching vocabulary using EMT are as follows: 1) students read a text that contain of the words related to the environment of (certain area), 2) students asked to go the environment (parking area for example), 3) teacher ask students to bring book and pen, 4) teacher ask the students to observe the place and ask them to write down the words related with the place, 5) students are allowed to imagine the objects, and 6) students asked to memorize the words and try

to make sentences based on the vocabularies.

III. RESEARCH METHODOLOGY

This research was constructed by using experimental research. This method used to know the effectiveness of EMT in teaching vocabulary. The sample taken from fifth grade of Elementary School in Purwokerto. The Research was designed with the quasi experiment. The writer conducted an experimental research to find the effectiveness of EMT in teaching vocabulary. EMT is used as the independent variable, while translation is in control group. In this research, the target population or the subject of the research is the fifth grade students of one of elementary school in South Purwokerto Subdistric. The numbers of population are 100 students from 4 different classes, which consisted of 25 students. The writer uses purposive sampling technique for taking the sample of the subject research. It is chosen because purposive sampling is the technique to decide the sample by some reasons to give data maximally. In this case, class VB and VC are selected to be investigated. The students of class VB becomes the experimental class whereas students of class VD becomes control class.

IV. RESULT AND DISCUSSION

Result of pre test EMT

N0	Code Number	vocabularies					Total
		A	B	C	D	E	
1	O1	3	4	4	3	4	18
2	02	3	3	4	4	3	17
3	03	3	3	3	3	3	15
4	04	4	4	4	4	4	20
5	05	3	3	3	3	3	15
6	06	4	4	4	4	4	20
7	07	3	3	4	3	4	17
8	08	3	3	3	3	4	16
9	09	3	4	4	3	3	17
10	10	4	4	4	4	4	20
11	11	4	4	5	4	4	21
12	12	3	2	3	3	3	14
13	13	4	4	5	4	4	21
14	14	4	4	4	4	4	20
15	15	4	4	3	3	4	18
16	16	4	4	4	4	4	20
17	17	4	4	4	4	4	20
18	18	4	4	5	4	4	21
19	19	3	2	3	3	3	14
20	20	4	4	5	4	4	21
21	21	4	4	4	4	4	20
22	22	4	4	3	3	4	18
23	23	4	4	4	4	4	20
24	24	4	4	4	4	4	20

Result of distribution Frequency

No.	Nilai	Frekuensi	Persentase
1.	14	2	5.6
2.	15	2	11.1
3.	16	1	5.6
4.	17	3	16.7
5.	18	3	11.1
6.	20	3	38.9
7.	21	4	11.1
	Jumlah	24	100

Based on the data above it can be seen that the result of pre test was still underscore. The average was only 50 % who got more than 50% and the rest of them the score was low.

The Result of pre test vocabulary mastery of control group

No.	Cde Number	Vocabulary					total
		A	B	C	D	E	
1	O1	3	3	4	3	3	16
2	02	4	3	4	3	4	18
3	03	4	4	5	4	4	21
4	04	4	3	3	3	3	16
5	05	3	3	3	3	3	15
6	06	3	3	4	3	3	16
7	07	3	3	4	3	4	17
8	08	3	3	3	3	3	15
9	09	3	3	3	3	3	15
10	10	2	2	3	3	2	12
11	11	3	3	2	2	4	14
12	12	2	2	2	3	2	11
13	13	4	4	3	4	4	19
14	14	4	4	5	4	4	21
15	15	3	4	3	4	4	18
16	16	4	4	4	4	4	20
17	17	4	5	4	5	4	22
18	18	2	2	2	3	2	19
19	19	4	4	3	4	4	21
20	20	4	4	5	4	4	18
21	21	3	4	3	4	4	20
22	22	4	4	4	4	4	22
23	23	4	5	4	5	4	19
24	24	3	4	3	4	4	20

Frequency of Distribution

No.	Score	Frequency	Percentage
1.	11	1	5.6
2.	12	1	5.6
3.	14	1	5.6
4.	15	3	16.7
5.	16	3	16.7
6.	17	2	5.6
7.	18	2	11.1
8.	19	4	11.1
9.	20	3	5.6
10.	21	2	11.1
11.	22	2	5.6
	Jumlah	24	100

Based on the data above it can be seen that the result of pre test was still low. The average was only 30 % who got more than 20, and the rest of them the score was low.

The result of post test the vocabulary mastery of experimental group

No.	Code Number	Vocabularies					Total
		A	B	C	D	E	
1	O1	4	4	5	5	5	23
2	O2	4	4	4	5	4	21
3	O3	4	3	4	4	4	19
4	O4	4	5	4	5	4	22
5	O5	4	4	4	5	4	21
6	O6	5	5	5	5	4	24
7	O7	4	4	5	4	4	21
8	O8	4	4	4	4	4	20
9	O9	4	4	5	4	4	21
10	O10	4	5	5	4	4	22
11	O11	4	5	5	5	4	23
12	O12	4	4	3	4	4	19
13	O13	5	5	5	5	4	24
14	O14	4	5	5	5	5	24
15	O15	5	4	5	5	4	23
16	O16	5	5	5	4	5	24
17	O17	4	4	5	5	4	22
18	O18	5	5	5	5	4	24
19	O19	4	5	5	5	5	24
20	O20	5	4	5	5	4	23
21	O21	5	5	5	4	5	24
22	O22	4	4	5	5	4	22
23	O23	5	5	5	5	4	24
24	O24	5	5	5	4	5	24

Tabel of Distribution

No.	Score	Frequency	Persentase
1.	19	2	11.1
2.	20	1	5.6
3.	21	4	22.2
4.	22	3	16.7
5.	23	6	16.7
6.	24	5	11.1
	Jumlah	24	100

Tabel of distribution

no	category	Interval	total	Persentase
1.	High	23 – 24	8	44,4
2.	fair	20 – 22	7	38,9
3.	low	19 – 20	3	16,7
	total	-	24	100

The result of Post test of vocabulary mastery of control group

No.	Code Number	Vocabularies					Total
		A	B	C	D	E	
1	O1	4	3	3	4	4	18
2	O2	4	4	4	4	4	16
3	O3	4	5	5	5	4	23
4	O4	4	4	4	4	3	19
5	O5	4	4	4	3	4	15
6	O6	4	4	5	4	4	21
7	O7	4	4	4	4	4	20
8	O8	4	4	4	4	4	20
9	O9	4	4	5	4	4	21
10	10	3	3	3	4	3	16
11	11	3	3	3	3	3	15
12	12	4	3	3	3	3	16
13	13	5	4	5	4	4	22
14	14	4	5	5	4	5	23
15	15	4	4	4	5	4	21
16	16	4	4	5	4	4	21
17	17	5	4	5	5	5	24
18	18	4	4	5	5	4	22
19	19	3	3	3	3	3	15
20	20	4	3	3	3	3	16
21	21	5	4	5	4	4	22
22	22	4	5	5	4	5	23
23	23	4	4	4	5	4	21
24	24	4	4	5	4	4	21

Tabel of distribution

No.	Score	Frequency	Persentase
1.	15	2	11.1
2.	16	3	16.7
3.	18	1	5.6

4.	19	1	5.6
5.	20	2	11.1
6.	21	4	22.2
7.	22	2	11.1
8.	23	2	11.1
9.	24	1	5.6
	Total	24	100

TABEL OF DISTRIBUTION

no	category	Interval	total	Percentage
1.	High	22 – 24	5	27,8
2.	fair	18 – 21	8	44,4
3.	low	15 – 17	5	27,8
	total	-	24	100

Testing Hypothesis

The result of t test are as follows.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left\{ \frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} \right\}}}$$

$$t = \frac{22.06 - 19.61}{\sqrt{\left\{ \frac{3.849}{18} + \frac{1.980}{18} \right\}}}$$

$$t = \frac{2.45}{\sqrt{\{0.2138 + 0.1100\}}}$$

$$t = \frac{2.45}{\sqrt{\{0.3038\}}} = 4,445$$

Based on the computation of statistical measurement it was found that the score of t-test was 4,184 , while the t-table at the significant level 0,05 was 1,6909. So t test is higher than t

table, meaning that Environment Mnumonic Technique was effective for improving student vocabulary. This activity can catagirised into cooperative game, which

be the most effective ones to be used for children in the language class. Also they are fantastic materials for the language teachers to use with young learners because of their unlimited benefits. This technique also provide wonderful atmosphere in the children's language class.

Apart from all this, EMT like any other games involve learners in a healthy competition that can help them learn more. Finally Environment Mnemonic Technique can encourage students attention for the lesson, because the activity was not conducted in the classroom only.

V. CONCLUSSION AND SUGGESTION

If appropriately chosen, this technique can be used to practice not only vocabulary, but also practice other skills; the productive skills i.e. Speaking and writing. This technique will help the teacher to access their

students' level of awareness of their vocabulary or other skill to ensure if they have understood the material completely.

The steps of teaching vocabulary using EMT are as follows: 1) students read a text that contain of the words related to the environment of (certain area), 2) students asked to go the environment (parking area for example), 3) teacher ask students to bring book and pen, 4) teacher ask the students to observe the place and ask them to write down the words related with the place, 5) students are allowed to imagine the objects, and 6) students asked to memorize the words and try to make sentences based on the vocabularies.

Bibiography

- Arikunto, Suharsimi. 1998. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Brown, DH (2001) *Teaching by Principles: An Interactive Approach to Language*

- Pedagogy*: Addison Wesley Longman, Inc
- Harmer, J (1998) *How To Teach English: an Introduction to the Practice of English Language Teaching*. England: Longman
- Hawanti and Kusrini (2010) *Developing Teaching Materials and Media*, Purwokerto: proceeding Cotefl
- Hong, Lin. 2006. *Using Games in Teaching English to Young Learners*. The Internet TESL Journal, Vol.VIII, No.8.
- Lado, Robert, 1972 *The Key of English Vocabulary*, London: Collier Mac Millan Ltd.
- Markella, maria (2010) *Three Memory Techniques To Help You Learn A foreign Language*: Available at:<http://www.buzzle.com/articles/thee-memory-technique-to-help-you-learn-foreign-language.html>. Accessed, on 30 April 2010
- Sugiono, (2008) *Statistika Untuk Penelitian*. Bandung: Alfabeta
- Wahyuningsih Titi (2010) *Understanding Language and Culture Aspect Through Story Telling for young Learners*, Purwokerto: Proceeding Cotefl.