



The Implementation of Vocabulary Trees to Enhance Students' Vocabulary Achievement

Yustih Yasin¹, Hasmirawati Injar La Sitiha²

¹) Halu Oleo University

²) University of Lakidende Unaaha

¹) yustih03@gmail.com

²) hasmirawatiinjar@gmail.com

ABSTRACT

The purpose of this study was to determine the extent of the effect of the vocabulary trees technique on students' vocabulary achievement at SMAN 1 Wongeduku, SMAN 1 Wawotobi, and SMKN 1 Unaaha. This research is a qualitative research with a quasi-experimental design. Pre-test and post-test are used in order to determine the use of vocabulary trees in senior and vocational high school. The researcher found that the vocabulary trees technique improved students' vocabulary achievement and made students active and creative in learning. It was proved when they were playing vocabulary trees most of them were active, thus because during playing vocabulary trees technique activities, they can know new vocabularies, and recognize most vocabularies correctly by using vocabulary trees technique in each school. It can be seen in real dates are; 1) 70.379 > 44.537, 2) 74.71 > 68.75, 3) 76.00 > 68.40 the students' achievement that students who are treated by vocabulary trees improved.

Keywords: Implementation of Vocabulary, Vocabulary Trees, Vocabulary Achievement.

INTRODUCTION

Study English almost all of the students have some arduousness, especially in studying of vocabulary. Harmer (2002) stated that, the challenges of vocabularies were making the true connections, foreign language between both of the form and the meaning in the sentence especially in the word, and discriminating the meanings of closely related words that should be understood. But, there are many students who memorize vocabulary are in monotone ways so

students are easier to forget the words. This statement is supported by Waring (2002) who said that, in a normal situation, almost all of the students were studying English vocabularies could learn and remember ten vocabularies then forgot them in the next few days and they just remember some of them.

Some students are lazy to memorize vocabularies because the students think that memorizing is a difficult and boring activity. According to Holden in Marzban and Amoli

(2012) stated that, remembering and correcting vocabulary were not easy aspects in mastering English, especially for EFL students.

Daller (2007) said that, vocabulary integrate in to every aspect of language knowledge. It is an important and crucial aspect of innovation in education approach and research. There is one strategy to break the problem that is the vocabulary trees technique. Septiyanto (2013) said that vocabulary trees are media in learning vocabulary, it can improve and help the students in learning vocabulary more meaningful. Surlin, Pallawa, & Muhsi (2014) contended that, the other name of vocabulary trees is spidergram. It is one of the ways to learn vocabulary and find a new vocabulary by associating many words. The vocabulary trees technique can make students provide kinds of situations. Why this study used the vocabulary trees to conduct this research because the students can study vocabularies in more meaningful, enjoyable, and easy way. One more reason why vocabulary trees, Harmer (2007) stated that students could do many ways in indoor or outdoor to build their own vocabulary trees. In order that, it can increase the students to explore their ideas in learning new vocabularies by doing the vocabulary trees.

Based on the problems, the research can be formulated these question: To what extent do vocabulary trees enhance students' vocabulary achievement at SMAN1 Wonggeduku, SMAN 1 Wawotobi, and SMKN 1 Unaaha?

The objective of the study was to find out: the extent to which the vocabulary trees technique on students' vocabulary achievement at SMAN 1 Wonggeduku, SMAN 1 Wawotobi, and SMKN 1 Unaaha.

The Urgency in this research was this research focused on how the implication of vocabulary trees in the learning process, how the teacher's strategy on doing vocabulary trees, and how far the vocabulary trees work on students.

Vocabulary is expression of our feeling in words. Hanson & Padua (2011) said that, vocabulary was the words used to make sentences in speaking and writing. Mine while, vocabulary trees are words on the plant with trunks and branches made of wood, Oxford (2010) mentioned that, there were four parts of a tree. They were the leaves, roots, trunks, the branches. Vocabulary tree which is referring to in this study is a tree imitation object, tree shaped manipulation object made of wood and it used as a medium to arrange letters so that words can be arranged those have meaning. Saputra (2014) said that, vocabulary trees were an educative media that has specificity in developing aspects of child development, could also improve other aspects of development. So that in educative media the vocabulary trees can also develop other aspects such as: fine motor, cognitive, and social. Some of these aspects can be developed in accordance with the activities undertaken to improve other aspects of development. Learning activities while

interacting with friends will be very meaningful if students explore and engage in an activity that will form a strong memory and long-term memory of the vocabulary that they just know.

Septiyantono (2013) stated that, teaching and learning vocabulary using vocabulary trees could make the students to be familiar with new words easily because it was integrated by grouping words. In addition, Wattenberg & Viegas (2008) said that, the vocabulary trees were make easy to explore the type of words in recording the situation. A vocabulary trees is a tree that constructs onto the vocabularies that follow a particular search term and uses that rule to arrange those words spatially. Simple interaction techniques allow viewers to examine the ways that a particular word or phrase is used in a text, seeing broad patterns and drilling down into details. According Surlin, Pallawa, and Muhsin (2014) said that, vocabulary trees were one way to associate ideas in a duplicate tree. They are one kind of technique which could use to the students to know the new vocabularies. In this technique, the students ask to make a diagram or a tree to represent a new vocabulary that has an association with the main word. By using the vocabulary trees technique, the students can explore their ideas more easily. This technique can make the students improve new vocabularies and their meanings in a tree that belong to the same species. The reason why this study chose the vocabulary trees as the tool to conduct research was that by using this

technique the students were able to govern any vocabularies easily, enjoyably, and meaningfully.

The other name of the vocabulary trees is spidergram. It is the one way to make students know a new vocabulary by integrating some words. The vocabulary trees helps students provide situations. Harmer (2007), Surlin et. al (2013), the vocabulary trees makes students explore creativity. The teacher asks them to build their own vocabulary trees in the class. Therefore, it can help the students to explore their ideas to find out the new vocabulary by using the vocabulary trees. The researcher chosen this technique because the vocabulary trees shows a link or connection between vocabularies to other new vocabularies more effectively. In order that a vocabulary trees is a tool of vocabularies which can be meaningful in making students improve their vocabularies.

The procedure of teaching vocabulary through vocabulary trees, adapted by California Academy of Sciences, Teacher and Student Services (2008) as follows:

1. The teacher provides tools and materials for making vocabulary trees, tools and, language, namely; medium-tall trees, colored paper, scissors, ropes, and a list of vocabularies.
2. Divide students into groups. Each group consists of 3 students.
3. Each group already has tools and materials from the teacher to make the vocabulary trees.

4. The teacher explains how to compile the vocabulary trees.
5. The teacher asks each group to start making a vocabulary trees like the example the teacher has explained.
6. Students make vocabulary trees are like make up of leaves, trunks, roots, and branches. The example: the trunk is the first key idea, and the branches include related ideas of the item, for example, the leaves of the tree are used for the meaning of the terms or ideas listed in the branches. The last, the roots are reserved for the meaning or Latin root of the key term.
7. Teacher asks students to create sentences with the new vocabularies. They should be used on their own vocabulary trees.
8. After students write, the teacher invites some students to read their sentences.
9. Then, ask them to make sentences again, in more meaningful.
10. Then, ask the students to cross off each word that already make in to a sentence.
11. Capture their vocabulary trees then paste them on the wall in their classroom.

Hanson & Padua (2011) said that, vocabulary was the words that used to talk with spoken and written language use. Moreover, Majaili et al (2012) defined vocabulary in Astri & Wahab (2019) as a core part of language skills and provides an important base for how well learners speak, listen, read and write. In addition, Nation (2001) in Husna (2018) stated that he divided vocabulary into three categories:

high-frequency academic words, technical words, and low frequency words. The students in Senior high school commonly used a list of high frequency words. Then, Louise and Humprey in Morales (2013) categorized vocabulary into 8-word classes, namely; noun, pronoun, verb, adjective, article, preposition, and conjunction. Then, according to Morales (2013) some aspects of vocabulary knowledge that students should master are; form, grammar, collocation, aspect of meaning, meaning relationship, and word information. Besides, kinds of vocabulary according to Kamil and Hiebert (2005) in Ratnasari (2018) stated that there were two kinds of vocabulary that should master namely; oral vocabulary was the word that normally used in listening and speaking, and print vocabulary was words that always used in reading and writing. The last according to Sumawiyah (2016) said that, vocabulary achievement was the level of vocabulary knowledge that students had mastered after following the learning process by the researcher or teacher.

METHODS

The design of this study was Quasi-Experimental Design. It involved the experiment group and control group. Both of the classes were given pre-test and post-test. They could be used to determine the implementation of vocabulary trees. Experiment classes were learned by vocabulary trees, and control classes were learned by convention teaching. The design of this study can be seen as follows:

Tabel 1. Design of this Study

Group	Pre – test	Dependent Variable	Post-test
Experimental	Y1	X	Y2
Control	Y1		Y2

(Sukardi, 2003)

Where:

Y1 = Pre –test

Y2 = Post –test

X = Treatment by vocabulary trees

The population of this study was students of SMAN 1 Wonggeduku, SMAN 1 Wawotobi, and SMKN 1 Unaaha in Academic Year 2020/2021. The selected sample was using purposive sampling. The Researcher used 11-3rd grade which consists of 40 students for each school.

Pre-test was applied to students to know their prior knowledge about vocabulary for the both xperimental class and control class. Next was the treatment was applied during a classroom activity. The researcher used vocabulary trees in experimental class and convention teaching was applied by the control class. In each school, there were three meetings in each classed learned with same materials.

The post–test was given to the students after receiving three meetings of treatment. Then, the result of pre-test and post-test from experiment groups and control groups were compared examine whether there was a significant effect on students' vocabulary achievement.

The researcher used SPSS version 16: 1) The result of the tests (pre-test and post-test) analyzed using to calculate mean, 2) To test the hypothesis, using independent sample T-Test: a) If $p \leq 0.05$, the null hypothesis is rejected, b) If $p > 0.05$, the null hypothesis is accepted.

FINDINGS AND DISCUSSIONS

The findings of this research would be explained by giving the data of classroom observation interviewed and described the result of pre-test and post-test.

The observation was conducted on 2nd of June 2020 in SMAN 1 Wawotobi, SMAN 1 Wonggeduku, and SMKN 1 Unaaha. The researcher used Class XI as the sample of the research, there were class XI Bahasa in SMAN 1 Wonggeduku, Class XI Bahasa 1 in SMAN Wawotobi, and class XI TKJ 1 in SMKN 1 Unaaha, which were overall the sample were homogeny. Based on the interview with their English teachers all student interested in learning English. Even though some students were passive in the classroom activity.

The research did this study in a pandemic situation. Eventually, This study is impossible to do the treatment in schools. But wisely, these schools gave permission for the research to do the treatment in the classroom. Basically, the students enjoyed this technique. For them, vocabulary trees were like a game, they did the playing activity. Besides that, students got new knowledge about vocabulary. Firstly, the teacher provided material for making vocabulary trees based on the curriculum and textbook, and the

tools namely medium-tall trees, colored paper, scissors, and a list of vocabularies and then the researcher divided the students into groups which Each group consists of 3 students. Each group already had tools and materials from the teacher to make the vocabulary trees. Next, the teacher explained how to compile the vocabulary trees after that the teacher asked each group to start making the vocabulary trees like the example that the teacher explained. After all of the steps were done, the students made vocabulary trees with a trunk, roots, branches, and leaves. For example, the leaves of the tree were used for the meaning of terms or ideas listed in the branches. Next, the roots were reserved for the meaning or Latin root of the key terms. Then, the teacher asked the students to create sentences with the new vocabularies. They should be used on their own vocabulary trees. After the students wrote their sentences, the teacher invited some students to read their sentences. Then, the teacher asked them to make more meaningful sentences.

The pre-test was used to determine the students' initial ability to vocabulary master before being taught using the vocabulary trees technique. In this case, the researcher gave students a test where students were asked to fill in the questions in the test sheet without opening the dictionary. The researcher gave 60 minutes. It was conducted on 22 June 2020.

After the researcher gave pre-test, the teacher gave treatment to students by using the vocabulary trees technique in teaching

vocabulary. Eventually, this research conducted during pandemic Covid 19, so that impossible to conducted many times in school. The treatment was conducted in 4 meetings. Which were 2 meetings on face to face (directly) with students and the other 2 meetings through online teaching. The researcher used the treatment at 3 schools with the same procedure bellows.

In June 2020, for the first treatment the researcher used 80 minutes. In this meeting the researcher acted as the teacher who explained to the students about the technique, the material would be learned, and also explained the procedure to use the vocabulary technique in the classroom. For the first meeting was about elementary school. Before the meeting, the teacher (researcher) asked the student to bring tools to made a vocabulary trees such as newspapers, a scissor, board markers, and glue. After that, the teacher asked each student made 3 groups and then each group would show their vocabulary trees in front of the class. For example, the leaves of the tree are used for the meaning of the terms or ideas listed in the branches. The last, the roots were reserved for the meaning or Latin root of the key terms. Then, the teacher asked the students to create sentences with the new vocabulary. They should be used in their own vocabulary trees. After that, invite some students to read their sentences. Then, asked them to make sentences again more meaningful. The students enjoyed those activities, their so impresses with these treatments.

In July 2020 the duration in the second meeting was 80 minutes. The material at this meeting is the University. These materials were almost the same duration and treatment as the first meeting but this time the activities of all students were more closely monitored.

The last treatment in July 2020 was acted using virtual teaching, with the material COVID 19, so that the treatment was doing in students' home with the same procedure in school namely the procedure of vocabulary technique. In this time the researcher also taught about vocabulary trees techniques that have the same duration. After all treatments had been done, the researcher gave post-test to determine the students' vocabulary mastery ability after being taught using the vocabulary trees technique.

As control class applied conventional learning in this study. The teacher used other methods such as explanation by using examples, question-answer method among students. With the same topic in experiment class, the teacher gave students a topic to write and students wrote topics given by the teacher. The teacher explains the definition, objective, and characteristics and students listened and understood the teacher's explanation. Next, the teacher taught a text to students, they wrote and listened what the teacher read and said. Students were asked to translate the sentences into the text. Students were asked to learn the material that have taught. To answer about the research question, we should compare between the score of pre-test and post-test.

To answer the research question, we should compare between the score of pre-test and post-test. This is result of data processing. After processing the data from the answers of experiment class and control class respondents, the average value obtained as the table below:

Tabel 2. The result of SMAN 1 Wawotobi

Score	Experiment Class	Control Class
Pretest average	8.579	8.978
Posttest average	70.379	44.537

Tabel 3. The result of SMAN 1 Wonggeduku

Score	Experiment Class	Control Class
Pretest average	53.54	57.37
Posttest average	74.71	68.75

Tabel 4. The result of SMKN 1 Unaaha

Score	Experiment Class	Control Class
Pretest average	38.20	36.20
Posttest average	76.00	68.40

The result shows that the vocabulary trees technique gave a significant effect, that involving the activity of the student's vocabulary achievement. Based on the analyzing data and the result of treatment the researcher assumed that the extent of perceived by the students of vocabulary trees in SMA Negeri 1 Wawotobi, SMA Negeri 1 Wonggeduku, and SMKN 1 Unaaha were very influenced after treatment. They were proven that, 3 schools had higher post-test scores than pre-test, and also when the researcher conducted this research, the

research was very easy doing the treatment because most of them were what they did. Researcher found that vocabulary trees made students to be active and creative. It was proved when they were playing vocabulary trees most of them were active, during learning activities while playing by making vocabulary trees they could know more new vocabulary. They targeted the vocabulary correctly by using some didactic material. Regarding the benefits of playing activities, there were some experts stated that one of them were (Bradley et al, 2008), who stated that, learning while playing could make students creative and imaginative. So that students mature in thinking and acting, they grew in good flexibility. Proven In doing treatment, most students had good interactions with each other and the class atmosphere could be managed, so that students learned in a meaningful way and it was easy to absorb and interpret lessons.

CONCLUSION

Briefly, this study confirms that the vocabulary trees technique was effective for teaching English vocabulary and it could give the advantages both for the teacher and the students. For the teacher, The vocabulary trees technique was a way to teach English vocabulary that could make students' vocabulary achievement improved. When the students were taught through vocabulary technique the students were able to be active, creative, discipline, and independent learners. In doing vocabulary trees, the students did not merely

just listen or sit and did the task. The teacher gave the students opportunity to learn vocabulary by playing activities and set their learning materials based on their interest. The researcher gave a recommendation for the next researcher to combine the vocabulary trees technique with student's critical thinking in speaking skill.

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