

THE EFFECT OF USING WORD TREE STRATEGY ON THE STUDENTS' VOCABULARY MASTERY

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ABSTRACT

This research focused on the effect of using Word Tree Strategy on the Students' Vocabulary Mastery. The problem of this research is the students are lack of vocabulary, students had lack motivation in learning vocabulary, students are difficult in remembering new vocabulary, also the English teacher needs some technique or strategy in teaching vocabulary mastery. The purpose of this research was to find out The Effect of Using Word Tree Strategy on The Students' Vocabulary Mastery. This research employed experimental research. The sampling technique in VII classes of UPT SMP Negeri 43 Medan. The total of population is seventh classes. Then the sample of the research was 2 classes, experimental class (VII-1) and control class (VII-2). To collect the data, researcher used test for measuring students' vocabulary mastery. To analysis the data, the researcher used T-test. Based on the result of the research, researcher showed the description of the data was found that mean score of pre-test in experimental class was higher than control class (66,29>65,16) in enough categorized. Then, after using word tree strategy result of mean score post-test in experimental class was higher than control class (77,90>75,96). It means that hypothesis alternative (H_a) was accepted.

Keywords : *word tree, vocabulary mastery, and noun*

1. INTRODUCTION

Words that a person knows. Vocabulary is a useful and essential tool that helps students to communicate and expand their knowledge. Vocabulary is an important skill in learning English, because vocabulary is fundamental need to support the students to master English. Vocabulary is the basic language aspect that must be mastered before mastering English skills. However, mastering English vocabulary mastery is not easy for Indonesian students, because English absolutely different with Indonesian language. According to Konza (2016), the importance of vocabulary is to support students to become confident in a word meaning and use in context, so that it will become part of their own. Vocabulary was an essential part of learning English. It is a basis for communicating and it's also important for the acquisition process. Vocabulary is an important because vocabulary growth is directly related to students' achievement, vocabulary helps students think and learn about the world, and expanding students' knowledge of words infinite in new information.

Based on above explanations, the researcher assumed that vocabulary is the first ingredient for constructing sentences. Vocabulary is the language component that everyone uses to convey their thoughts or feelings. Without more vocabulary, students' could not offer ideas or opinions about what they heard or what they saw. Since they thought that the vocabulary they had was very low. Student's vocabulary will continue to improve as long as students find a new vocabulary in reading English books, dictionaries, and novel. Vocabulary is an important component of language, especially in English as a foreign language. Learner needs to master vocabulary, the more vocabularies are mastered by learners, the better will be their performance an all aspect in learning of English and therefore students who enrich in vocabulary will be successful in language learning. Based on the researcher observation during her teaching training program, students faced some problems in the process of learning vocabulary. The students still made many mistakes when learning about vocabulary. The researcher thinks that the vocabulary of eighth grade was

very low. Supported by the results of the English teacher who teaches there who also said that the students' vocabulary was bad. The researcher found that students had some difficulties when learning vocabulary that make students not enthusiastic to learn English. Lack of practice to hone the material that has been learned, the students do not memorize basic vocabulary, have difficulty pronouncing and translating English words. With this research, the researcher hopes that it can help the students to improve their skill in learning vocabulary and can help them to correct errors.

Preliminary data of this study found that students do not know to mention the words in English of a family member and parts of animals. So, these difficulties can help with the Word Tree strategy. There are many strategies of teaching and learning English vocabulary that can be used by English teacher, such as a flash card, picture dictionary, picture word, word card, word tree, and guessing word. Every strategy of course has advantages and disadvantages. That is why the English teacher should be wise and skillful to determine the suitable and interesting media of teaching and learning English vocabulary which is appropriate with this school and the students' condition. In this occasion, the researcher will propose the strategy of Word Tree to help the students to master vocabulary.

Word Tree is a visual organizer to learn/teach new words in a language. Holding the tree theme constant, the root of it would have the root word or morpheme, branches would have the words that stemmed out of that particular word and the leaves can have short descriptions of each branched out the word. Word Tree used in school to teach new words to children. The whole mechanism of the words being formed with a root word is portrayed graphically in the word tree setup. Based on the background of study, researcher will conduct a research which entitles "**The Effect of Using Word Tree Strategy on the Students' Vocabulary Mastery**".

A. The Problem of the Study

In relation to the background of the study, the problem is formulated as follows. "Is there any significant effect of using Word Tree on the students' vocabulary mastery?"

B. The Objectives of the Study

Based on the problem of the study, it is formulated the objective of the study is to determine the effect of using Word Tree on the students' vocabulary mastery.

C. The Scope and Limitation of the Study

There is a variety of learning vocabulary mastery that can be utilized to help students improve their vocabulary to vocabulary mastery. This research focuses on using Word Tree as a strategy to help students' vocabulary mastery. Aside from that, the study is limited to students in the Seventh grade at UPT SMP Negeri 43 Medan.

D. The Significance of the Study

There are 2 benefits contained in this study, these benefits can be divided theoretically and practically:

1. Theoretically, research will provide a new understanding about the use of Word Tree to increase students' vocabulary mastery. This research is very important to use because it contributes to the theory about strategy in teaching that supports vocabulary mastery.
2. Practically, for English learners, the use of Word Tree will help students' to practice vocabulary. They will find the motivation to learn how to find a new vocabulary and memorize vocabulary.

2. LITERATURE REVIEW

A. Definition of Vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Cameron (2001) stated at the primary level, vocabulary is a core to the learning of a foreign language to building up the useful words to the students. Vocabulary is an arrangement of words that becomes a sentence arranged according to aspects and uses standard language and has meaning and also the meaning contained in each word. Hatch and Brown define vocabulary as a list of target language words for particular language or a list of words that the individual speaker might be.

According to Barnhart (2008), the vocabulary is a combination of various words used by people contains the operation and be able to communicate. Vocabulary is a core of language to sustain the participant's interaction

incommunication. Vocabulary is acquired incidentally through indirect exposure words and intentionally through explicit instruction in specific words and word-learning strategy.

B. Vocabulary Mastery

According to Thornburry (2002), that vocabulary learning is deemed as an issue of remembering long lists of English words as the goal language. Languages first appear as a word, whole languages have words. However, when we are more familiar with vocabulary, we not only know about the meaning of the word, but also to know more about the meaning of the word obtained for used in speech or writing. The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation. Burton (1982) stated that it is impossible to use good and clear English without having a large vocabulary. While Coulson (1987) stated that mastery is the ability to use knowledge. In another sense, mastery is skill, use, or intelligence. Hornby (1995) Stated that mastery is to have great skills and completed mastery. Consequently, it is very important that the English teacher plays a role in helping students improve their vocabulary.

According to Lewis and Hill (1990:12) say that vocabulary mastery is important for the students. It is important for communication purpose, particularly in the early stage when students are motivated to learn basic words. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization being able to define words and application selecting an appropriate use of it.

C. The Aspects of Vocabulary

Vocabularies are classified into function and content of words. The classification of word intended into nouns, pronouns, verb, adjective, preposition, conjunction and interjection, in classification of the words are categorized as follows:

- a) Adjective is a word used to add to the meaning of noun.
- b) Adverb is a word used to add something to the meaning of a verb and adjectives or another adverb.
- c) Preposition is a word used with a noun or pronoun to show how the person or thing

denoted by the noun or pronoun stands in relation to something else.

- d) Pronoun is a word used in place of nouns.
- e) Verb is a word used to say something about some person, place or thing.
- f) Noun is a word used as the name of a person, place or thing.
- g) Conjunction is a word used to join words or sentence.
- h) Interjection is a word which expresses some sudden feelings.

Based on the above explanation, the researcher will be focused on noun, especially in the name of thing in the school, member of family and the name of public transportation. Noun is a word used as the name a person, place and thing, an idea or quality of mind is defined as noun. Then, Collins Cobuild says that noun is used to identify a person or thing. So, noun is a word used to identify the name a person, place and thing.

D. The Ways to Improve Vocabulary

A large vocabulary can help communicate clearly and effectively and the positive repercussions were endless write understandable textbook and letters, communicate your thoughts in any speech, getting well understanding of any listened songs, write better research papers, give memorable speeches that make long tasting impressions and more. The list goes on and on. There were some ways to improve vocabulary, there were:

1. Read
Read a variety of genres from different period, and when uncover new words, use a combination of attempting to derive meaning from the context of the sentence as well as from looking up the definition in a dictionary.
2. Learn a word a day
List of words to learn was a great technique many people use to learn new words.
3. Games
Words game that challenge and help discover new meaning and new words were a great and fun tool in guest for expanding vocabulary.
4. Conversation
Simply talking with other people can help learn discover new words.

E. Teaching Vocabulary

Vocabulary is very important for second language learner, only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Students should have a good idea of how to expand their vocabulary, so that they can improve their interest in learning the language. Teacher should possess considerable knowledge on how to manage an interesting classroom, so that the learners can gain a great success in their vocabulary learning.

Teaching vocabulary plays an important role in language, because the mastery of vocabulary will help students to master all the language. Vocabulary will make the students practice life and belief that English can be used to express the same ideas or feeling they express in their native language.

From the explanation above, the researcher concludes that the teacher must know the different kinds of vocabulary and all of the factors in teaching vocabulary to the learners.

F. Difficulties in Learning Vocabulary

The first steps in successful teaching vocabulary are to identify the difficulties that faced by the students. Thornbury (2004: 27), proposes some factors that make some words more difficult as follows:

a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn.

b. Spelling

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

c. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their "learnability".

d. Grammar

Also problematic is the grammar associated with the word, especially if this differs from

that of its L1 equivalent. Remembering whether a verb like enjoy, love or hope is followed by an infinitive (to swim) or an -ing form (swimming) can add to its difficulty.

e. Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make appointment, but you do the homework and do a questionnaire.

f. Range, connotation and idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put is a very wide-ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bed than skinny, slim, slender.

G. Definition of Word Tree

Word tree is a collection of words displayed somewhere in the classroom that can be vocabulary significant to the students. Jennifer Cronsberry (2008), states that a Word Tree is a group of words that are displayed on a wall, bulletin board or whiteboard in the classroom. The words are printed in a large font so that they are easily visible from all students seating areas. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities.

According to Martin (2007), Word Tree is a visualization of a set of words in a hierarchical way. The Word Tree can be helpful in displaying which words most often follow a target word or phrase. Words in a Word Tree are shown as branches going from the root word. The Word Tree depicts a tree of phrases, with the size of the words proportional to their usage.

Tracy E. Dennis (2016), states that Word Tree is a teaching tool use to enhance by displaying a collection of common vocabulary. It can be concluded Word Tree can increase students' vocabulary mastery. Trisha Callela (2016) states that Word Tree is an organized collection of words written in large and displayed in an area of the classroom where it can be easily seen. It can be concluded Word Tree is a collection of words to make easier to teaching vocabulary.

H. Kinds of Word Tree

- 1) Quick definitions
Students write and choose the word to match definitions. The students can repeat activity to review of the words.
- 2) Word Picture
The students select one of the words from the word tree and illustrate it on the board. The opposing team got a point for a correct guess and illustrates another word.
- 3) Guess the Word
The students riddle the word mean and its definition in Indonesia.
- 4) Mind Readers
The teacher gives guideline on a word on a Word Tree. When the students can easily guess of guideline must write the word.

3. METHOD

This study was employed an experimental design, which implies that the sample is divided into two groups: experimental class and control class. Multiple operations were conducted to collect data, such as applying specific treatments to the sample. The experimental group was taught utilizing Word Tree. Control group would be difficult without using the Word Tree. A pre-test and a post-test will be administered to each group.

Before beginning treatment, a pre-test will be administered to determine the students' capacity to write vocabulary. The post-test will be used to determine the students' achievement after treatment in both the experimental and control groups. The explanation could be seen in table 1.

Table 1. Research Design

Class	Pre-test	Treatment	Post-test
VIII-1 Experimental group	√	Using Word Tree	√
VIII-2 Control group	√	Without using Word Tree	√

4. RESULT AND DISCUSSION

This chapter presents research result, in this case is discussed the effect of using word tree strategy on the students' vocabulary mastery. The researcher has calculated the data using pre-test and post-test. Applying quantitative research, the researcher used the formulation of t-test to test the hypothesis.

Next, the researcher described the result based on the data that has been researched as follows:

A. Score of Pre-Test and Post-test in Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test).

B. The Fulfillment of Statistical Assumptions

a. Validity test

Validity test is carried out to ensure how well an instrument is used to measure the concept that should be measured. According to Sugiono (2010:89) to test the validity of the construct, it is done by correlating the score of the question items with the total score. In practice, to test the validity of the items questions, they often use to help of Microsoft Office Excel software and Statistical Product and Service Solution (SPSS V26).

The result of the research instrument trial conducted in the field using the SPSS version 26 application can be described as follows:

Table 4.2.1 Validity Test

No items	Rcount	Rtable	Validity
1	0,725	0,300	Valid
2	0,399	0,300	Valid
3	0,725	0,300	Valid
4	0,647	0,300	Valid
5	0,667	0,300	Valid
6	0,406	0,300	Valid
7	0,606	0,300	Valid
8	0,567	0,300	Valid
9	0,557	0,300	Valid
10	0,647	0,300	Valid
11	0,772	0,300	Valid
12	0,525	0,300	Valid
13	0,606	0,300	Valid
14	0,707	0,300	Valid
15	0,403	0,300	Valid
16	0,577	0,300	Valid
17	0,785	0,300	Valid
18	0,516	0,300	Valid
19	0,321	0,300	Valid
20	0,747	0,300	Valid

From table above, it can be seen that all items are valid, namely questions from number 1 to 20. So, that valid questions items are measured from the value of $r_{table} < r_{count}$. Where, r_{table} with $DF = N-2$ and a significance level of 0,05. The value of DF in this study is $31-2=29$. R_{table} on DF 29 is 0,300.

b. Reliability Test

Reliability test were carried out on question items that declared valid. Something

the variable is said to be reliable if the answer to the question is always consistent.

Table Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0,923	20

Based on the SPSS version 26 output table, there are N of items, with means the number of items are 20 questions with a Cronbach's Alpha value of 0,923, then according to the reliability criteria of the measuring instrument it is reliable.

C. Hypotheses Testing

Normally is conducted to determine whether the data obtained is normal distribution or not. The researcher used SPSS version 26 *Kolmogorof-Sminove and Shapiro-Wilk* by the value of significance is 0,05.

Table Normality Testing

Tests of Normality							
Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
		VAR 00001	Pre-test experimental	0,139	31	0,134	0,935
	Post-test experimental	0,387	31	0,445	0,958	31	0,658
	Pre-test control	0,171	31	0,021	0,929	31	0,040
	Post-test control	0,710	31	0,138	0,953	31	0,761

a. Lilliefors Significance Correction

Based on the table above was known that the significant value from Kolmogorov-Smirnov pre-test is 0,134 and from post-test is 0445. Meanwhile, value from Shapiro-wilk pre-test is 0,061 and post-test is 0,658 and it is higher than 0,05. From the data (pre-test and post-test) are normal distribution. It also means that H_0 is accepted and H_a is rejected.

D. The result of Homogeneity testing

Homogeneity testing is conducted to know whether the gotten data has a homogeneous variance or not. The researcher used Test of Homogeneity of variances with SPSS by the value of significance is 0,05. The result can be seen below:

Table Test of Homogeneity of Variances

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
VAR 00001	Based on Mean	0,301	1	60	0,586
	Based on Median	0,200	1	60	0,656
	Based on Median and with adjusted df	0,200	1	59,387	0,656
	Based on trimmed mean	0,309	1	60	0,581

Based on the table above is known that the significant value is 0,586. The test said homogeneity if the significant score more than 0,05. Based on the table above, the test is homogeneity because $0,586 > 0,05$. So, the data is homogeneity.

E. The result of Independent T-test

Table Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR 00001	Equal variances assumed	0,301	0,586	-0,074	60	0,942	-0,161	2,193	-4,548	4,225
	Equal variances not assumed			-0,074	59,802	0,942	-0,161	2,193	-4,548	4,226

The result of Independent T-test is found that the significant value 0,586 is higher than 0,05. Then, H_a stated that there is a significant

effect of word tree strategy on students' vocabulary mastery was accepted. Then, H_0 stated that there is no significant effect of word

tree strategy on students' vocabulary mastery was rejected.

4. CONCLUSION

Based on the finding the researcher explained the conclusion of this research as follow:

Students' vocabulary mastery at grade seventh UPT SMP Negeri 43 Medan before using Word Tree Strategy was sufficient. It can be seen from the students' mean score of pre-test was 66,29 in experimental class and 65,16 in control class. The students' ability of the grade seventh students at UPT SMP Negeri 43 Medan in vocabulary mastery by using Word Tree Strategy had higher score. It can be seen from the students' score of post-test, the higher score of post-test using Word Tree Strategy experimental class is 95 and the lowest score is 55. There was the effect of using Word Tree Strategy on the students' vocabulary mastery at grade seventh UPT SMP Negeri 43 Medan, because mean score of experimental class in post-test was 77,90 it was higher than control class (77,90>75,96). So, the researcher concluded that Word Tree Strategy gave an effect on the students' vocabulary mastery and the alternative hypothesis (H_a) was accepted.

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