

INCREASING STUDENTS' VOCABULARY OF VII GRADE AT SMP N 3 TOLITOLI THROUGH WORD TREE

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ABSTRACT

The objective of the research is to prove whether word tree branch can be applied to increase students' vocabulary.. This pre-experimental study uses 30 students as a sample. They are grade VII^f of SMP N 3 Tolitoli. The procedure of this research consists of pretest, treatment, and posttest. The result of the analysis shows that word tree branch contribute greatly to the students' vocabulary. It can be seen by the difference of the mean score between pre-test and post-test. The mean score of pre-test was 51.47 while in the post-test improved up to 62.60. The data of this research are analyzed by using SPSS Program version 16.0. Then the data of both tests are analyzed by using T-test, and the result shows that the T-test value 7.377 is high than T-table value 2.045. It can be inferred that word tree branch was very effective to increase students' vocabulary in descriptive text.

Keywords: Increasing, vocabulary, word tree branch

ABSTRAK

Tujuan dari penelitian ini adalah untuk membuktikan apakah word tree branch dapat di terapkan untuk meningkatkan vocabulary siswa. Ini adalah pre-experimental desain yang menggunakan 30 siswa sebagai contoh. Penelitian i adalah kelas VII^f dari SMP N 3 Tolitoli. Prosedur penelitian ini terdiri dari pretest, treatment, dan posttest. Hasil dadi analisis menunjukkan bahwa word tree branch berkontribusi besar untuk pemahaman siswa descriptive teks. Itu dapat dilihat dari perbedaan skor mean antara pretest dan posttest. Mean skor pretest adalah 51.47 sedangkan mean skor posttest meningkat menjadi 62.60. Data penelitian ini dianalisa dengan menggunakan SPSS Program versi 16.0. kemudian data dari kedua test dianalisis menggunakan T-test, dan hasilnya menunjukkan bawa nilai T-test 7.377 lebih besar dari pada nilai T-table 2.045. dapat disimpulkan bahwa teknik scanning sangat efektif untuk meningkatkan pemahaman membaca siswa dalam descriptive text.

Kata kunci: Meningkatkan , kosa kata, word tree branch

1. Introduction

One of the most difficult and important aspects of learning a foreign language is the retention of vocabulary. Vocabulary cannot be separated from the language because vocabulary is a part of language. Vocabulary is important for learning language because of several reasons. First, the ability to understand the target language greatly depends on one's knowledge of vocabulary. Vocabulary is the knowledge of meanings of words. "Vocabulary is all of the words that a person knows or uses" Oxford Advanced Learner's Dictionary of Current English, (1995:1331). Vocabulary has an important role in learning language because it allows you to communicate clearly with other people. Vocabulary is a tool that must be mastered by people to express their feelings, ideas, thought, opinion, etc in both spoken and written (Edge, 1993).

Vocabulary is the first step to be taught before teaching other aspects of language. There is no doubt that vocabulary plays an important role in the four language skills. In addition, Vocabulary is a list of words which is used to build up a language. John Dewey (1910) stated that vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses. This idea is supported by Hornby (1984:959) who states that vocabulary is a total number of words with role of combining them to make a language.

There is no doubt that vocabulary plays an important role in the four language skills. It gives contribution to the learners to perform or practice their skills better. Schmitt (1997) gave the definition of vocabulary as follows: Vocabulary is a basis of language which is very important to be mastered first. Furthermore, they are also able to produce so many sentences easily either in spoken or written, and to receive words in reading and listening. Without vocabulary nothing can be conveyed because vocabulary is the flesh of a language. So, to use the language productively, the learners must know certain amount of vocabulary, not only for communicating orally, but also in writing. Based on the explanations above, the researcher takes the conclusion that vocabulary is a list of words, whether it is a single word, compound word, or idiom, which person knows and uses to express their feeling, ideas, thought, and opinions in both spoken and written communication.

Moreover, Teaching English vocabulary is an important area worthy of effort and investigation. "Recently methodologists and linguists emphasize on and recommend in teaching vocabulary because of its importance in language teaching" (Harmer, 1991:154). In Addition, Harmer, (2007:229) states "teaching vocabulary is a major part of the teachers' art". According to Huyen and Nga (2003:2) "in learning a foreign language, vocabulary plays an important role". It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

In addition, to increase students' vocabulary is not easy. The students need another treatment or technique to increase their vocabulary. Therefore, the researcher uses word tree branch technique to increase students' vocabulary. Word tree branch means a technique in which a new word is associated with familiar word Using word association here means there are some words or vocabulary has close meaning or related each other. According to Williams Hannam (2009:7) states "there are many ways to help children and it is important to use a variety of methods or technique and make it Fun". Word tree branch is a technique of development of the words, which in one word we could be find the others words that related with that keyword. This can facilitate remembering vocabulary. It is helpful tool in or remembering a word with

something familiar, for example “white board” it can be associated with “Classroom” , ”chair” , “table” etc.

However, the technique we only need to give one Keyword and keyword are developed by looking for words related to that keyword. Indirectly this method will make students become more creative look for vocabulary related to these keywords and find the meaning of each word. In Teaching Vocabulary, Tomkins and Blanch field suggest an activity that provides a visual display of word analysis. Cameron (2008:87) “memorizing activities are needed at the point of learning new words for the first time, and at regular intervals to recycle vocabulary so that it stays active and ready to use”. Furthermore, vocabulary memorizing activities can make central use of the idea of networks of meaning.

Thus, The strategy of Word Tree Branch can be used to teach students root words. It allows students to see the connection between the root word, its definition and words that contain that root word. Kylee Beers (2003:190) state “a nice way of making this concept very concrete to students who often need those tangible connections”. Showing students how words are connected helps them understand, Karen Bromley states in her article: “Explicitly teach students new vocabulary focusing on both meaning and word structure. Make connections with other words whenever possible because it helps build from the known to the new.”(2007:234). Vocabulary trees do just this. They take words students know, teach them word parts and connect them to new words.

Procedure of word tree branch is easy to be apply in junior high school. According to I Gede G Eka Sutarsana M (2013) Researcher prepared the material and explained the main topic. Researcher distributed the material inform descriptive text and students read and learnt the material. Researcher asked the students to write their new words that related to the topic in their own book. Researcher asked the students to read their words one by one with good pronunciation. The researcher corrected the student’s pronunciation. The students found some more words related to the topic and they might open their dictionary to found the meaning. The write their new word found in the white board. And the red their new words one by one. The students revised their pronunciation. They comprehend and read all of new word. The researcher allowed the students to memorize effectively.

Every strategy and method has the strengths and weakness belong to the word tree branch. This technique gives the advantages students can develop idea fast. Next, with student’s idea arranged in a way that encourages see relationships between them.

However, there are some weaknesses when applying this technique. Difficult to use by people who are extremely logical, logical people might find it hard to trust their creativity or intuition, because logic is the dominant side of their thinking pattern. Based on the explanation above, word tree branch is one of alternative strategy to help the students construct and improve their vocabulary mastery and create fun learning activities in the class.

Thus , The VII Grade Students at SMP N 3 Tolitoli faced the problem on vocabulary as they were lack of vocabulary and difficult to remember the vocabulary. That is why, looking at that problem, the researcher would like to use an interesting technique namely Word Tree Branch. From the reality above, there ought to be a way to change the learning behavior by applying an attractive technique. In this research the researcher used Word tree branch. , this problem can be solved by answering the following research question. “Does can vocabulary of the grade VII students of SMPN 3 Tolitoli be increased through word tree branch technique?”

2. Method of the Research

This research used pre-experimental design with one group pre-test and post-test design. Pre test was the test which given to the students before the treatment. The post-test was given to the students after the treatment to find out the student's achievement. Butler (1985;65) state that "experimental studies are those in which the investigator deliberately manipulates some factors or circumstances in order to test the effect on some other phenomena". The researcher employed purposive sampling, The researcher took one class as a sample of this research which was grade VII F because during observation this class had very poor of English vocabulary. Therefore the total number of sample was 30 students. . However, to determine the individual standard score of the students, the researcher applied the formula proposed by Sugiyono (2013) as follows:

$$\Sigma = \frac{x}{N} \times 100$$

3. Findings and Discussion

3.1 The Result of Pretest

Pre-test would be administered in order to find out the students' pre existing ability in vocabulary before they were taught by using word tree branch. In this section the researcher had the students' answer the question by given them multiple-choice and matching test, it could be seen on the table:

Table 1. The Result of Pretest

No	Name	Total Score	Individual Score (X)	Rate
1	BRH	18	36	Failed
2	ELY	14	28	Failed
3	FRH	27	54	Failed
4	FRH	29	58	Failed
5	NSB	24	48	Failed
6	NAZ	34	68	Failed
7	NMZ	25	50	Failed
8	NYA	28	56	Failed
9	NMY	35	70	Failed
10	PKR	22	44	Failed
11	PHI	30	60	Failed
12	PTW	29	58	Failed
13	PAD	22	44	Failed
14	RTZ	25	50	Failed
15	SPS	10	20	Failed
16	SSM	15	30	Failed
17	APG	24	48	Failed
18	CJR	31	62	Failed
19	DAN	18	36	Failed

20	IHM	29	58	Failed
21	MAS	38	76	Successful
22	MAA	28	56	Failed
23	MFB	19	38	Failed
24	MFM	36	72	Failed
25	MFR	25	50	Failed
26	NAS	22	44	Failed
27	OOF	26	52	Failed
28	STL	21	42	Failed
29	ARZ	35	70	Failed
30	MZF	33	66	Failed
AVERAGE SCORE			51.47	

The table above shows that there was 1 out of 30 students got fair score, 6 out of 30 students got poor score and 23 out of 30 students got very poor score.

3.2 The Result of Posttest

Post-test was administered the students after they got treatment, the researcher gave the students post-test in a purpose to know the students' achievement after they got treatments. The test would be given to the students was the same test with pre-test. To know the result of the students score in vocabulary, it can be seen on the table below:

NO	NAME	TOTAL SCORE	INDIVIDUAL SCORE (X)	RATE
1	BRH	20	40	Failed
2	ELY	19	38	Failed
3	FRH	38	76	Successful
4	FRH	37	74	Failed
5	NSB	38	76	Successful
6	NAZ	39	78	Successful
7	NMZ	28	56	Failed
8	NYA	31	62	Failed
9	NMY	40	80	Successful
10	PKR	22	44	Failed
11	PHI	31	62	Failed
12	PTW	38	76	Successful
13	PAD	29	58	Failed
14	RTZ	32	64	Failed
15	SPS	15	30	Failed
16	SSM	25	50	Failed
17	APG	27	54	Failed
18	CJR	40	80	Successful
19	DAN	25	50	Failed
20	IHM	41	82	Successful
21	MAS	42	84	Successful
22	MAA	30	60	Failed
23	MFB	20	40	Failed
24	MFM	36	72	Failed
25	MFR	28	56	Failed
26	NAS	22	44	Failed
27	OOF	34	68	Failed

28	STL	36	72	Failed
29	ARZ	41	82	Successful
30	MZF	35	70	Failed
AVERAGE SCORE			62.60	

The table above shows that there were 9 out of 30 students got fair score, 8 out of 30 students got poor score and 13 out of 30 students got very poor score.

4. Discussion

The researcher discussed the result of the data analysis of the pretest and posttest in accordance with the scope of this research. The discussion is intended to know whether the use of word tree branch could improve students' vocabulary of grade VII at SMP N 3 Tolitoli or not. The first step of this research was conducted the pretest. In pretest data, the researcher got the vocabulary scores of each students as sample. Based on the score, the researcher found that the most of the students got unsuccessfully score. Total of the student who got unsuccessfully score were 29 students and the student who got success score was 1 student. The highest percentage of the data in the pretest was 76.67% with 23 students and classified into very poor grade, the second highest was 20% with 6 students and classified into poor grade, and the lowest percentage was 3.33% with 1 students and classified into fair grade. In the second step of this research, researcher conducted the treatment. It was done in three meetings. Researcher taught the students as sample of this research by using word tree branch. This technique was applied in order to increase students' vocabulary. From the three meeting times of treatment, the researcher taught the students by following procedures: Researcher prepared the material and explained the main topic. Researcher distributed the material inform descriptive text and students read and learnt the material. Researcher asked the students to write their new words that related to the topic in their own book. Researcher asked the students to read their words one by one with good pronunciation. The researcher corrected the student's pronunciation. The students found some more words related to the topic and they might open their dictionary to found the meaning. The write their new word found in the white board. And the red their new words one by one. The students revised their pronunciation. They comprehend and read all of new word. The researcher allowed the students to memorize effectively. The researcher gave same activity in the first treatment but the topic of the lesson was different. After all of the treatment conducted in this research, the researcher conducted the posttest, she got the data based on the students' score. The researcher found that most of the student got success score. Total of the students who got unsuccessfully score was 21 students. And the student who got success score was 9 students. The highest percentage of the data in the posttest was 43.33% with 13 students and classified into very poor grade, the second highest percentage was 30% with 9 students and classified into fair grade, and the last percentage was 26.67% with 8 students and classified into poor grade. The description of the data collected through the objective test showed that the students' vocabulary in descriptive text had increased. It also was supported by mean score of the students in pretest was 51.47 classified as very poor classification, and the mean score of students in posttest was 62.60 classified as poor classification. The value of t-test was greater than t-table ($7.377 \geq 2.045$). Based on t-test, the researcher could conclude that there was difference between the result of pretest and posttest. It means that students' vocabulary got increased. This implies that word tree branch was one of the some effective ways to increase the students' vocabulary.

5. Conclusion

Based on the result of the data analysis in the previous chapter, the researcher would like to conclude that word tree branch was one of the techniques could be applied to increased the students' vocabulary. It was proved by the research that had been done at SMP N 3 Tolitoli. There was significance difference between the result of pretest and posttest, where the mean score of posttest was 62.60. It was higher than the mean score of pretest that was 51.47. It also could be seen from the t-test, the result was $2.045 < 7.377$. It is caused by the application of word tree branch as long the treatment time. Finally, the researcher could draw a conclusion that the students' vocabulary in descriptive text of grade VII at SMP N 3 Tolitoli in academic year 2015/2016 could be increased by using word tree branch.

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