

IMPROVING THE STUDENTS' VOCABULARY MASTERY BY USING TREE DIAGRAM ON THE EIGHTH GRADE STUDENTS' OF SMP DWIJENDRA IN THE ACADEMIC YEAR 2019/2020

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ABSTRACT

The aim of this research was to know the process of improve the students vocabulary mastery throught tree diagram strategy for eighth grade students of SMP Dwijendra Denpasar in academic year 2019/2020. The subject was the students of VIII B in the academic year 2019/2020. The subjects of this research were consisted of 30 students of second grade. The instruments that was used in collecting the data was test, interview and observation. The method used in this research was Classroom Action Research (CAR). Based on the result of this research showed that there was a development on the students' vocabulary mastery, it was be seen from the mean score of pretest were 61,5 the mean of posttest cycle 1 was 73,8 and the mean score of posttest cycle 2 was 83,5. In addition there were 3 students (10%) who passed Minimum Mastery Criterion (KKM) in the pretest. Meanwhile, in cycle 1, there were 12 students (40%) who passed Minimum Mastery Criterion (KKM) and it gained which was in the posttest cycle 2 there were 27 students (90%) who passed Minimum Mastery Criterion. So, the criteria of success were achieved. Furthermore, the result of observation and interview showed that the students were motivated in the teaching-learning process during the implementation of Tree Diagram Strategy.

Keywords: vocabulary, Tree Diagram, comparison of degree

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui proses peningkatan kosa kata siswa melalui strategy diagram pohon kelas VIII SMP Dwijendra Denpasar tahun pelajaran 2019/2020. Penelitian ini di laksanakan di kelas dua SMP Dwijendra Denpasar tahun pelajaran 2019/2020. Subjek dari penelitian ini berjumlah 30 siswa kelas 2. Instrumen yang di gunakan untuk mengumpulkan data adalah tes, wawancara, dan observasi. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK). Hasil penelitian ini menunjukkan bahwa ada perkembangan dalam penguasaan kosa kata siswa. Hal ini dapat dilihat dari hasil tes siswa. Hasil pretest menunjukkan bahwa skor mean pretest adalah 61,5. Sedangkan skor rata-rata posttest 1 adalah 73,8 dan skor mean posttest siklus 2 adalah 83,5. Selanjutnya hasil pretest menunjukkan hanya ada 3 siswa atau 10% yang mencapai nilai KKM sedangkan dalam posttest siklus 1 ada 12 orang atau 40% siswa mencapai nilai KKM dan 27 siswa atau 90% telah mencapai nilai KKM dengan demikian kriteria kesuksesan telah dicapai. Selain itu dari hasil observasi dan interview di ketahui bahwa siswa termotivasi dalam kegiatan belajar-mengajar ketika di terapkan strategi Diagram Pohon.

Kata kunci: penguasaan kosa kata, strategi diagram pohon, comparison of degree

1. INTRODUCTION

The most important and well known tool for communication was language (Swarniti, 2021). English is an international language that is why English is very important to learn. English is used to communicate with people all over the world (Swarniti, 2019). With English we can communicate with others from all over the world. In Indonesia, English is our foreign language and need to learn it well. There are four skills for learning English, including listening, reading, speaking and writing. The four skill that be known in advance in learning English. For the learn vocabulary writer will be used writing in teaching and learning English. The four aspects that support the

listening, reading, speaking, and writing skills such as: grammar, vocabulary, spelling and pronunciation are also taught in the process of teaching and learning English. In every written text in English, it is need to concern in the cohesion, generic structure, grammar, and good word choices (Swarniti, 2021).

Vocabulary is a central of English language acquisition, as stated by Celce and Murcia (2001:285) Vocabulary is one of the important factor in all language teaching, student's must continually be learning words as they learn structure and as they practice sound system. Vocabulary is an important element in a language, besides pronunciation and grammatical rules.

According to Huyen and Nga (2003) 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. Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Generically, vocabulary is the knowledge of meanings of words.

Vocabulary is one of the important elements in building up the students' English skill. By mastering vocabulary, the students can communicate, think and express their ideas in English. Therefore, the learning of vocabulary is fundamental to support the students to master English because their ability in reading, speaking, writing and comprehending the subject is relatively determined by their vocabulary. Additionally, Alqahtani (2015:25) argues, "Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning." The statement means that the students should improve their vocabulary if they want to deliver their ideas or communicate effectively.

Based on the statement above, the students should learn many words in order to help them in mastering the four basic skills. It means that the students should have a large number of vocabulary so they can choose words used to communicate or express their ideas or feelings in various ways.

In teaching vocabulary, the English teacher can use approach, method or technique as an attempt to build the students' vocabulary. One of the efforts that the teacher can use to teach vocabulary is using an enjoyable technique. In this research, the researcher used tree diagram technique to solve those problems. Tree diagram technique is a technique that is useful to improve the students' vocabulary mastery by adding some words in the branch of tree diagram technique. Tree diagram technique is not only enjoyable technique but also it can help the students to categorize the words from general to specific

Tree diagram is simply as one example of mind mapping. Whereas the mind map is a central idea surrounded by the branches of related ideas, tree diagram comes up with a diagram looks like a tree. Tague (2005) states that the tree diagram technique starts with one item that branches into two or more, and so on. It looks like a tree with trunk and multiple branches. It is used to break down broad categories into finer and finer levels of detail. Tree diagram helps the students move their thinking systematically from generalities to specifics. Tree diagram strategy is an outlining technique which can be used to improve the organization of the words.

McGraw (2008:13) argues, “This type of tree diagram is helpful when you want students to find the main idea of a paragraph or section. The main idea or topic is written in the top box”. It means that tree diagrams have a main idea, which has interrelated to support the idea. Then, the students should analyze for information that demonstrates or supports that main idea or topic (Swarniti, 2020).

Based on the sources about tree diagram above, the researcher concluded that the procedures in teaching vocabulary uses tree diagram technique are first, the teacher gives an example about the topic. Second, the teacher provides the main words in tree diagram technique based on the topic, for example “Animal”. Third, the teacher asks the students to add a new word into some branch one by one comprehensively as they can like ant, cat, crocodile, dog, panda, eagle, etc. Principally, after the students connected the tree diagram technique, the English teacher asks the students to mention the meaning of the words and the pronunciations. The teacher does the steps expectantly the students not only learn the new words and their meaning but also learn how to pronounce it.

There are some advantages of tree diagram strategy in teaching vocabulary. First, tree diagram strategy helps students organize their ideas because the components of tree diagram are well connected and well arranged. Second, the tree diagram as a communication tool that explain details to others (Tague, 2005:501). It means that tree diagram serves as the guide for students so they can remember the words when they are going to write or speak. Because of that, it saves their time from wandering about what to write or speak. The last advantage is that it helps the students improve the quality of their vocabulary because they can do the fours of English skill.

Based on the previous coverage, the researcher expects that use tree diagram strategy in teaching vocabulary is an appropriate media, which was able to help the students develop their vocabulary. Thus, the students could be confident in improving their English. Thus, the researcher decides to design a new study under the title “Improving the Students’ Vocabulary Mastery by Using Tree Diagram at the Eighth Grade Students of SMP Dwijendra Denpasar in The Academic Year 2019/2020.

2. METHODOLOGY

This research to improve the students’ vocabulary mastery at the Eighth-Grade students of SMP Dwijendra Denpasar located of Kamboja street number 17 in the academic year 2019/2020 through the use of tree diagram strategy was a classroom action research during the teaching learning process. This class consists of 30 students altogether with 20 females and 10 males. In choosing the subject of this research, the researcher used purposive sampling. Purposive sampling was the process of selecting sample by taking subject that was not based on the level or area, but it was taken based on the specific purpose (Arikunto:2010). The reason why researcher choose this class because the basic of the result of the interview which was previously done to the English teacher of the class. Teacher said the students' vocabulary on the class still low.

There were some instruments that was used in collecting the data, namely: Test, Observation sheet and Interview. The following parts would describe each instrument:

1. Observation

In this case, the researcher used the unstructured or opened observation. To know the occurrences within learning process. It may be about the teacher's performance during Classroom Action Research (CAR), class situation in the classroom activity and students' response concerning by using tree diagram strategy.

2. Interview

The researcher asked the teacher to know students' difficulties in English vocabulary, students' condition involving in English class activity and the tree diagram strategies used by the teacher in teaching English vocabulary.

3. Test

The test used in this research is pre-test and post-test. The pre-test was done before implementing tree diagram. It was the measure students' vocabulary comprehension at first. Meanwhile the post-test was implemented after using tree diagram strategy. In this research, the test was be done in form of multiple choices. The test was held on the end of every cycle.

a. Pre-test.

Pre-test was given for the students before the researcher used her strategy and teaching learning process. Pre-test was given with the intention to find out that there are students who already know about the material to be given. By knowing the students' abilities, the teacher will be able to determine how to deliver the lessons that will be taken later.

b. Post-test.

Post-test was a form of question given after the lesson or material had been delivered. Post-test was the final evaluation when the material taught by a teacher gives a post-test with the intention of whether the student has understood and understood the material just given. Post-test was given into students after the strategy was implemented. In the post-test of cycle I and II teacher asked them to write recount paragraph about their favorite story.

Each cycles, had four activities, there were: planning, action, observation and reflection. An action research cycle:

a. Planning

A planning phase were done after identifying and diagnosing students' vocabulary problem occurred in the class proven by observing and interviewing; further more in this phase the planning was divided into two types.

b. Acting

The acting phase in the principle was a realization from an act which has been planned before such as what the strategy used, what material be taught and others. Acting phase was the phase where both the researcher and the teacher collaborate to carry out the planned action.

c. Observing

In this phase, the researcher and the teacher collaboratively to write all events which was happen in the class and also carries out observation toward implementation of the action using field note or unstructured observation sheet.

d. Reflecting

This phase was aimed to reflect or evaluation from three phase before, it was done based on data that have been collected to hold evaluation for completing the next cycle. Thus, the reflection was able to be determined after implementing the action and observation outcomes. If there still might have found some problems, it needs to move to the next cycle until it solve.

3. FINDING AND DISCUSSION

findings

1. The Result of pretest

Based on result of the pre-test, the data showed that the mean score of pretest was 61.5, there were not students excellent. 8 or 26.7% students got very good categories, students got fair categories 13 or 43.3%, student got moderate 7 or 23.4% and students got poor 2 or 6.6% of students who got the score about the Minimum Mastery Criterion (KKM) which about 78. After researcher knew students' ability in vocabulary mastery has poor categories that the researcher applied tree diagram strategy to improve the students' vocabulary mastery.

2. Finding in cycle 1

Based on the result of the posttest 1, the data showed that the mean score of pre-test was 73,08. There were not students excellent, moderate and poor. 15 or 50% students who got very good categories, and 15 or 50% students who got fair categories. The result of the students' mean score from the students' vocabulary improve in the cycle 1, there was an increase of students mean score from the students' vocabulary improve on the preliminary study to the students, vocabulary improve on the cycle I. It was from preliminary study mean score from the mean class 61,5 increased to 73,08 or in the pre-test there were 3 students who reached Minimum Mastery Criterion (KKM), however in cycle 1 there were 12 students who scored above Minimum Mastery Criterion (KKM).

3. Finding in cycle 2

Based on the result of the post-test 2, the data showed that the mean score of pre-test was 83.5. There were not students moderate and poor. 7 or 23.3% students who got excellent categories, 22 or 73,3% students who got very good categories and 1 or 3.4% students who got fair categories. Based on the result of the students' mean score from the students' vocabulary improve in the cycle 2, there was an increase of students mean score from the students' vocabulary improved on the cycle 1 to the students, vocabulary improved on the cycle II. it was from cycle 1 mean score from the mean class 73,08 increased to 83.5. or in the post-test 1 there were 12 students who reached Minimum Mastery Criterion (KKM), however in cycle 2 there wer students who scored above Minimum Mastery Criterion (KKM).

The description of the students' improvement in the whole process of this study could be seen in the following table.

| No | Cycle | Mean | Category |
|----|-------------|------|-----------|
| 1 | Pre-test | 61.5 | Fair |
| 2 | Post-test 1 | 73.8 | Very good |

| | | | |
|---|--------------|------|-----------|
| 3 | Post-test II | 83.5 | Very good |
|---|--------------|------|-----------|

Table 4.3.1. The improvement of the Students Mean Score

Based on the table, it showed the improvement of students' mean score from test to test. The students' skill increased from 61.5 in pre-test which could be said as fair into 73.8 which was categorized as very good level of mastery. Therefore, the students' mean score was categorized into very good level of mastery in the cycle II which increased to 83.5. From the table above, the improvement of the mean score of the students can be shown in the following graph:

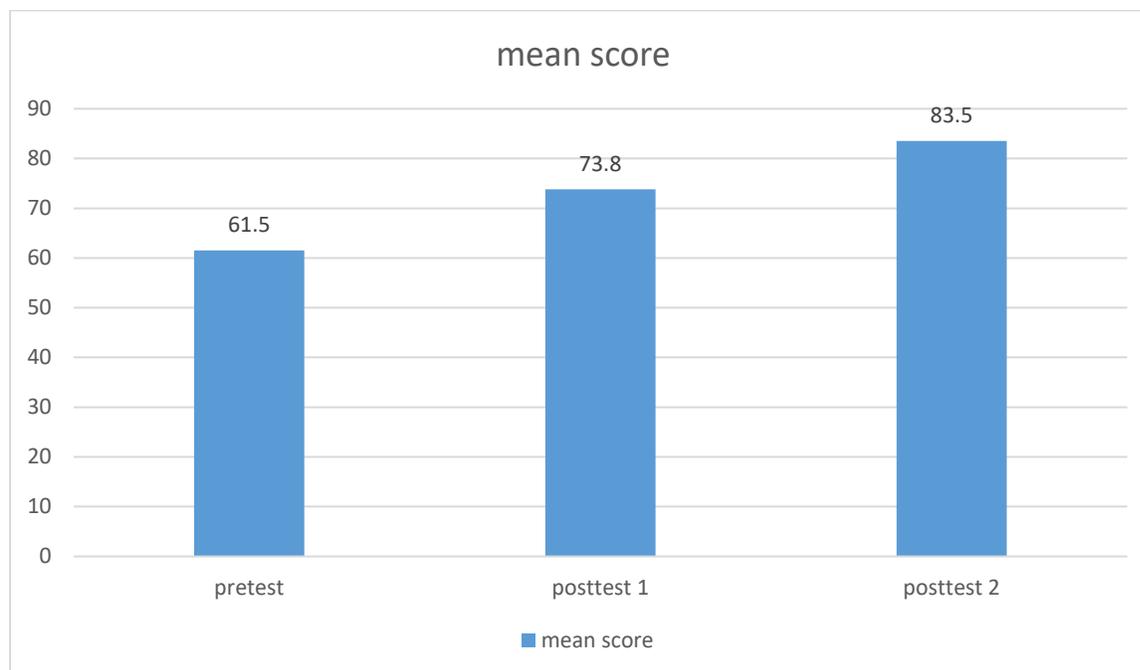


Chart 4.2 The improvement of the students mean score

4. CONCLUSION

Conclusion

This part covers the discussion of the teaching vocabulary by using Tree Diagram. The discussion was based on how Tree Diagram strategy was retain students' vocabulary. After conducting CAR at Eighth Grade Student of SMP Dwijendra Denpasar, it was be conducted that Tree Diagram Strategy was improve students' vocabulary and was help them to remember and keep their vocabulary. It was be proved from the following facts.

The finding of the research proved that Tree Diagram strategy was retain students' vocabulary. It was be seen from the improvement of the students score. The students average score of pre-test was 61.5. After the implementation of Tree Diagram Strategy, the average score of post-test 1 cycle 1 was 73.8. Then, the researcher continued to the second cycle with the average pos-test 2 were 83.5 passed the Minimum Mastery Criterion (KKM) 78 as the criterion of success determined. Besides, improving the students score the implementation of Tree Diagram Strategy got positive responses from students from students in their teaching –learning process of vocabulary.

Suggestion

From the result of research in the Eighth Grade Students of SMP Dwijendra Denpasar, the researcher would like to suggest the follows:

1. For the Teacher

The result of this research was support the English teachers to apply “Tree Diagram Strategy” in teaching vocabulary and teachers could change their old method to the new method that is more interesting.

2. For the Students

The result of this result was motivate the students to improve their vocabulary mastery. Teaching vocabulary through “Tree Diagram Strategy” could make the students are more relax and fun in following teaching learning process.

3. For the Future Researcher

The researcher hopes the result of this research can be used as an additional reference, there will be a further research with different discussion which can make a revision within development of this Tree Diagram Strategy.

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