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## **The Effect of Using Tree Diagram Technique for Improving Students' Vocabulary Mastery**

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### **ABSTRACT**

*This study was aimed to examine the effectiveness of using the Tree Diagram technique to enhance mastery of vocabulary in seventh-grade students of MTs Miftahul Huda Bulungan in the academic year 2021/2022. Quasi-experimental with non-equivalent control group design was used as the research design. The sampling technique used was purposive sampling and involved two classes which included 33 students in the experimental group and 32 students in the control group. The instruments were 20 multiple-choice questions and 5 essay questions. A T-test was used to analyze the data. The result of the t-test was  $2,786 > 1,670$ . The Null Hypothesis ( $H_0$ ) was rejected. There was a significant difference in mean scores of pretest and posttest which indicated that the tree diagram technique took a good effect on the students' vocabulary mastery. This study concluded that the implementation of the tree diagram was effective to improve the students' vocabulary mastery.*

### **KEYWORDS**

Tree Diagram Technique;  
Vocabulary Mastery;  
Idea

### **ABSTRAK**

*Penelitian ini bertujuan untuk mengetahui keefektifan penerapan teknik Tree Diagram untuk meningkatkan penguasaan kosakata siswa kelas tujuh MTs Miftahul Huda Bulungan tahun ajaran 2021/2022. Desain penelitian ini adalah quasi experimental menggunakan nonequivalent control group design. Teknik sampling berupa purposive sampling yang terdiri dari kelas eksperimen yang berjumlah 33 siswa dan 32 siswa untuk kelas control. Instrument penelitian berupa 25 soal pilihan ganda dan 5 soal essay. Data menunjukkan bahwa t-test was  $2,786 > 1,670$ .  $H_0$  ditolak dan  $H_a$  diterima. Terdapat perbedaan rata-rata mean pada hasil pre-test dan post test yang menunjukkan tree diagram technique berdampak positive pada penguasaan kosakata. Hal ini dapat disimpulkan bahwa penggunaan teknik tree diagram efektif dalam meningkatkan penguasaan kosakata siswa.*

### **KATA KUNCI**

Teknik Tree Diagram ;  
Penguasaan kosakata ;  
Idea

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## **INTRODUCTION**

English is one of languages used as people's communication and the most suitable language to use in education because in Indonesia English has been taught as a foreign language subject at almost all education levels (Hartati, 2013). Besides, language that is used in classroom communication refers to any kind of language that is used during the interaction between the

teacher and the students (Rahmanita & Mukminatien, 2019). It means that English is important knowledge for the students.

In this era, students in the world can get much knowledge from their circles and the internet. So, the teacher must be upgrading the method and the media for making the students interesting in the material, especially in vocabulary mastery. Vocabulary is part of the aspects of enhancing English skills and how to use it in communicating with others (Fitria et al., 2017). Using the vocabulary well can help the speakers and writers to express and generate the idea. Vocabulary is related to pronunciation. Candraloka & Rosdiana (2019) stated that vocabulary, pronunciation, and intonation involves in productive skill which is needed for students in learning English. Pronounce and using the intonation correctly words gave an impact in sharing information with others.

According to Mulatsih (2015) teaching and learning pronunciation are important because if we want to communicate with other people, we should not only have a good vocabulary but also have good pronunciation. Learning vocabulary is critical to assisting students in mastering English because their vocabulary has a significant impact on them to speak, read, write, and comprehend the subject. Additionally, Alqahtani (2015) argued that vocabulary is important in sharing ideas in order to get good communication. But in fact, the students still got lack of vocabulary and got difficulties delivering their ideas or doing writing activities because of the limitation of vocabulary. It gave a bad impact on sharing the information with listeners or readers (Fitria et al., 2017). Vocabulary helps students to explore the idea in order to negotiate in communication. The idea is the basic aspect of communicating with others (Candraloka & Rosdiana, 2022). It connects the information and shares the meanings.

Vocabulary is the basic component in learning English words which are used to communicate both in oral and written. It does not have one meaning of each word, but it has several meanings based on the context (Fitria et al., 2017). It means that vocabulary took vital role in mastering English. It is a language component that makes it simple for people to put words together into sentences and understand a language.

In the teaching and learning process, vocabulary influenced the learning process. The more words we learn, the more we can express our ideas clearly; it shows the importance of vocabulary (Yokubjonava, 2020). According to Zuhri (2020), the importance of vocabulary can be explained as a rich vocabulary that assists in gestures and communication. It is integrated with reading comprehension, linguistics, written form, and interpersonal context. Vocabulary is needed in both written and spoken communication.

One of the most critical aspects of improving a student's English skills is expanding the vocabulary. Students get easier to think, talk, and express themselves by mastering English. But as a matter of fact, Qudsiyah (2020) stated that the students get difficulty in expressing or transferring their ideas into good sentences or paragraphs because the students' vocabulary was still poor. Lacking vocabulary gave a significant impact on expressing ideas. In learning vocabulary, the students just tried to investigate the meaning of a word but did not try to understand the words grammatically (Arviyolla et al., 2022). Not only exploring idea but correct grammatical also important in mastering Vocabulary.

To improve the students' vocabulary mastery, a teacher should use a good and effective technique. The tree diagram technique can help students more active in learning vocabulary. (Surlin et al., 2014) stated that a vocabulary tree or tree diagram was used to brainstorm

vocabularies by associating the words. Anakotta et al. (2020) stated that a tree diagram is an outlining visual that can enhance word organization. The top box contains the main idea or subject. It implies that tree diagrams have a key concept that is supported by interconnected ideas. In addition, it makes students interested in the material so they are able to generate the vocabularies fast, and understand the word easily by constructing the sentences using their own words, and the tree diagram assisted students in transferring their thoughts from generalities to details in a systematic manner (Surlin et al., 2014). In other words, tree diagram help students to improve their vocabulary fast and also understand the word easily by constructing the sentences using their own words using visual ways. It assisted students in transferring their thoughts from generalities to details in a systematic manner.

A tree diagram is a way of producing ideas in the form of a tree (Zuhri, 2020). In addition, (Kharisma, 2018) said that it called a "Tree Diagram" because the form looks like a tree, even though the chart is generally upside down compared to an actual one with the root at the top and the leaves at the bottom. Meanwhile, based on Widiawati (2019) the vocabulary tree or tree diagram is a graphic organizer which can be useful in helping students to build vocabulary mastery. It is the visual way of connecting several words to generate ideas easily. According to Qudsiyah (2020), tree diagram technique is used to organize and arrange the students' ideas, especially in writing. It means that using the tree diagram technique can improve the student's process to write a vocabulary correctly. On the other hand, Surlin et al., (2014) states that using a vocabulary tree or tree diagram encouraged the students to list new words and also know the meaning. Understanding the words and meaning is needed in order to state the idea to students.

Tree diagram is one of the techniques for learning vocabulary. Kharisma (2018) stated tree diagram helped the students to cluster the ideas in a well-connected and well-arranged way so that the students are able to communicate in written form using relevant structures. It served easy way to find the main point in speaking. Vocabulary helped the students increase their writing quality so they can control the language and the structure.

From the advantages above, it showed that the tree diagram had advantages for the students especially for improving their vocabulary's writing. Despite the tree diagram technique has many advantages, Fitria et al., (2017) stated that the tree diagram still has a disadvantages. The students got difficulties connecting the vocabularies of the tree diagram effectively and needed more time in creating the visual tree diagram for whom they had limited ideas and words.

According to Zuhri (2020), tree diagram technique is a more effective way of showing a connection between one word to another word. We can only provide one keyword in this technique, and the keyword was generated by searching by similar words. The students use this technique to look for vocabulary connected to this keyword more creatively and find out the meaning of each word. The researcher uses English-Indonesia dictionary to help the students find related words. The steps are explained as follows: The first was the teacher prepares the materials and the sheets. Then, he or she asked the students to put their dictionary on the desk. After that, the teacher explains about the rules about how to do it and divides the students into several groups. The next step is the students start to draw their own tree diagram, and then the students write the keyword or the key idea. After that, the students try to find the words related to the key idea by using dictionary. So, the teacher is able to give clues and suggestions to help the students. At the end of the steps, the teacher gives an explanation to the students about the subject and corrects the students' work

From the several steps above, it showed that a tree diagram is a simple way of teaching vocabulary especially to improve the student's vocabulary mastery.

There were several related types of research in this study. First, Zuhri (2020) conducted research which was aimed to gather empirical data concerning whether tree branch diagram helps students to increase their vocabulary knowledge. The researcher took two classes as the subject of this study: an experimental group and a regulated class and the subject are the seventh-grade students of MTs Humaira Bojong Gede consisting of 25 students. The problem of this study was the students had the perception that English is difficult to study due to lacking vocabularies. The result of this research is tree branch diagram technique is effective for improving seventh grade student's vocabulary at MTs Humaira Bojong Gede.

Second, Widiawati (2019) conducted a Quasi-experimental research design. The study used vocabulary test for collecting the data. In addition, the researcher is interested to apply vocabulary tree as a strategy to teach vocabulary because the researcher found the problems of the students in SMP Pangudi Luhur Bandar Lampung. The problem was the students' difficulties to understand the meaning of word and apply appropriate vocabulary in the different contexts, the students also got difficulty to pronounce and to spell the English words well. The result of the study was vocabulary tree strategy gave the good impacts for students' vocabulary mastery. It can be seen from the score of experimental group was higher than the score of control group. The average score of experimental group was 79,08 then the average of control group was 65,64.

Third, Surlin et al. (2014) conducted study which aimed to find out the effectiveness of vocabulary tree technique in developing vocabulary mastery of seventh grade students of SMP Negeri 2 Una-una. This study used true experimental research design. The problem of this research is the students think that English a hard subject, because they still lack of vocabulary mastery. The result of this research is there is a significant of using vocabulary tree technique, because it can be concluded that the use of vocabulary tree technique in developing vocabulary mastery is very useful.

There are some differences and similarities between the previous studies with this study. The similarities of the studies are the important of teaching and learning vocabulary, and also the use of tree diagram for teaching vocabulary mastery. Then the difference of this study is there are three interrelated problems of this study. The main problem is the student's vocabulary still low, then the students also lack in pronouncing English vocabularies and in writing English vocabularies, so the researcher expect that tree diagram technique can be interesting way to solve the students' problem of vocabulary mastery.

## **METHOD**

### ***Participants and Setting***

This study took 33 students of VII A class assigned as experimental group and 34 students of VII D class as control group of MTs Miftahul Huda Bulungan in academic year 2020/2021. A purposive sampling technique was used in this study. Quantitative research was used to conduct quasi-experimental research with a non-equivalent control group design. To evaluate the effectiveness of using the Tree Diagram technique in improving students' vocabulary mastery, the treatment using the tree diagram was used in the experimental group. While in the control group used conventional method.

**Instrument**

To get accurate data, the author used an instrument of test. The tests were 20 multiple-choice questions and 5 essay questions. In measuring the instruments, validity was used to find out the number of items that valid and invalid. In this research, the author used SPSS product moment to analyze the data which N=33 with a significant level of 5% then the  $r_{table}$  is 0,344. Try out instrument got 14 numbers of valid items, 11 numbers of invalid items, and two numbers of items that can be computed.

The reliability test was used to try out the instrument which ensures that the instrument can be trusted due to its stability, even if it is used in various times and conditions. The researcher uses SPSS Cronbach Alpha to test the reliability of trying out the instrument. The result got the try-out instrument score is more than the  $r_{product}$ . It shows that the result is reliable and has strong reliability.

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
,759	25

**Instructional Procedures**

To get the data, the author conducted several procedures. Pretest was given to both experimental and control group in the first meeting. The purpose of pretest is to get the information of the students' ability especially in vocabulary mastery before the researcher give a treatment. Then, treatment was given to the students in experimental group. The experimental group was one to which the author gave the treatment by using tree diagram technique. The procedures of giving treatment were explained as follows: a) teacher divided the students into several groups and asked them to prepare dictionary; b) the teacher explained the material and the use of tree diagram to the students; c) the teacher asked the groups to draw their own tree diagram and write the topic, then write new vocabularies that related with the topic; d) teacher gave feedback. On the other hand, the control group used conventional method.

**Data Analysis**

Data analysis was used to know the differences of students' improvement of vocabulary mastery by using tree diagram technique and without using tree diagram technique and to know the significant differences of the students' ability after learning vocabulary. In this study, the author used quantitative to analyze the data. In analyzing the data of posttest, the author used the statistical formulation of t-test formula by using SPSS 18. To compare the data of two classes, T-test was used. Independent sample t-test was used to know the significance difference between students' result of posttest of both classes.

This study assumed that there was a significance of seventh grade students who taught by using tree diagram technique of MTs Miftahul Huda Bulungan. It investigated the effectiveness of tree diagram technique in improving students' vocabulary mastery. The theoretical framework of this research as follows:

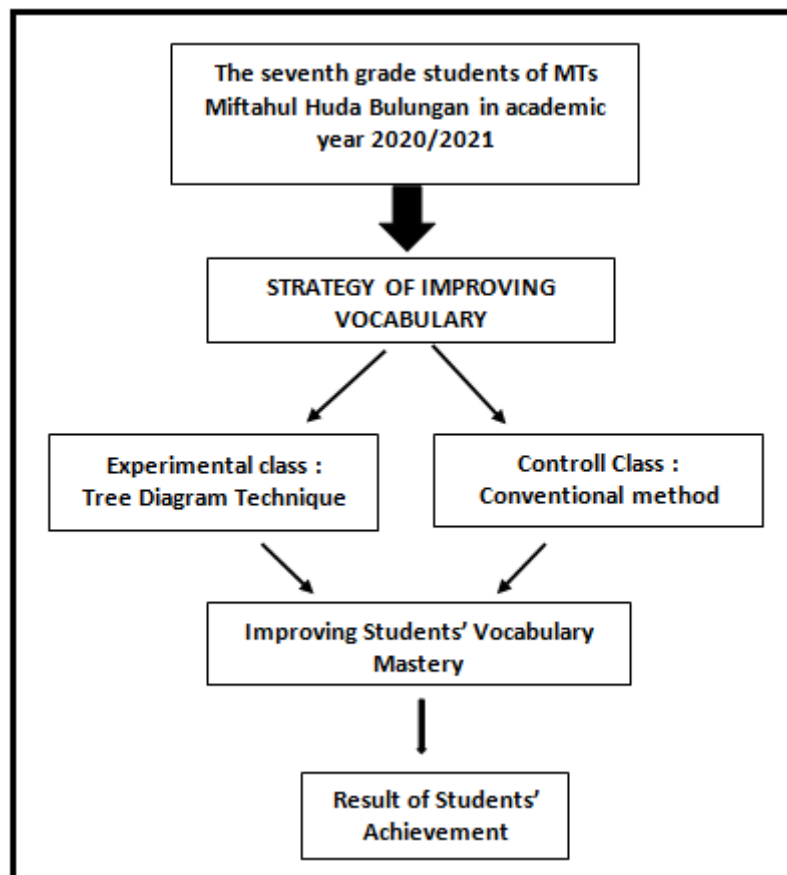


Figure 1. Theoretical framework

From the figure 1 above, it explained that in this study used tree diagram to improve students' vocabulary mastery. The author gave the students about the topic and asks the students to makes some diagram of vocabulary by using their own word in group.

## FINDING AND DISCUSSION

### *Finding*

The author conducted the pretest with 33 students of VII A and 32 students of VII D. The author focused on students' vocabulary mastery before using the tree diagram technique, and the purpose of the pretest was to know the students' ability. Then, the author conducted a posttest for 33 students of VII A and 32 students of VII D. The purpose of the posttest was to know the students' improvement of their vocabulary mastery after using the tree diagram technique and give the evaluation to the researcher.

The highest score of the experimental group is 98 while in the control group is 97. The lowest score in experimental group is 49 while in control group is 36. Then, the mean score in experimental group for the pretest is 61,69 and for the posttest is 83,09 while the mean score in control group for the pretest is 59,03 and for the posttest is 74,09. It means that there are different scores between experimental that get the treatment by using tree diagram and control group that not get the treatment by using tree diagram.

Table 2. Pretest and Posttest Score

No	Experimental group (VII A)			Controll group (VII D)		
		PreTest	PostTest		PreTest	PostTest
1.	E1	60	68	C1	47	71
2.	E2	61	91	C2	71	65
3.	E3	76	90	C3	40	71
4.	E4	64	84	C4	75	75
5.	E5	77	90	C5	44	64
6.	E6	75	94	C6	78	97
7.	E7	52	82	C7	53	88
8.	E8	57	86	C8	88	95
9.	E9	71	94	C9	66	64
10.	E10	57	67	C10	83	45
11.	E11	63	94	C11	48	75
12.	E12	57	82	C12	71	78
13.	E13	51	79	C13	71	79
14.	E14	66	86	C14	36	69
15.	E15	86	98	C15	48	55
16.	E16	84	96	C16	52	65
17.	E17	52	78	C17	80	73
18.	E18	49	40	C18	44	72
19.	E19	73	86	C19	44	77
20.	E20	61	74	C20	45	38
21.	E21	57	81	C21	80	82
22.	E22	57	84	C22	60	97
23.	E23	56	90	C23	44	84
24.	E24	61	64	C24	70	69
25.	E25	56	98	C25	51	88
26.	E26	56	64	C26	40	66
27.	E27	72	98	C27	55	73
28.	E28	54	74	C28	48	67
29.	E29	52	90	C29	79	92
30.	E30	56	82	C30	72	93
31.	E31	51	90	C31	52	74
32.	E32	64	82	C32	54	70
32.	E33	52	86			
Mean		61,69	83,09		59,03	74,09
Median		57	86		53,5	73

The author used T-test to analyze and to know the probability of the data. In this research, the researcher uses Independent sample T-test in SPSS. The data can be seen as follow:

Table 3.T-test

	Class	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimen	33	83,091	12,2688	2,1357
	Control	32	74,094	13,7427	2,4294

The table showed that there are 65 students of experimental group and control group that involve in this study. The mean score for experimental group is 83,091 while in control group is 74,094. The conclusion is there is difference means between students in experimental group and students in control group.

Table 4. 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
Equal variances assumed	,364	,548	2,786	63	,007	8,9972	3,2290	2,5445	15,4498
Equal variances not assumed			2,781	61,720	,007	8,9972	3,2347	2,5305	15,4638

Based on the table, the sig. Value (Lavene's Test for Equality of Variances) is 0,548 > 0,05 it means that the variance data is Homogen. Then, in the part of equal variance assumed the sig. (2-tailed) shows that 0,007 < 0,05, it means that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. So, from the independent sample test above shows that there is difference of the students' score between experimental group and control group. For the t-observed based on the table above is 2,788 > t-table 1,670.

### Discussion

In making the teaching and learning vocabulary is successful, the teacher should concern to apply vocabulary learning strategies. Based on Sihotang et al., (2017), learning strategies are specific actions to make the students easier for learning, more enjoyable, faster, and more effective. It means that applying appropriate strategies or techniques helped the students to develop vocabularies.

In this study, the author focussed on vocabulary skill because vocabulary is the important aspects in English. Besides, Ridarma (2017) stated that vocabulary is the basic unit of language skills. According to Sihotang et al., (2017), the students cannot master the language without



learning vocabulary at first. In this study, the author used tree diagram for improving students' vocabulary skill. According to Lede & Swarniti (2020) tree diagram is a technique that starts with some word that branches into two or more, and so on. It means that the students can improve their vocabulary by writing vocabularies in the branch of tree diagram.

In implementing tree diagram, the author divided the students into several groups. After that, the author asked the students to make their own tree diagram and stick the vocabularies' pictures or write the vocabularies that related with the topic. The students were free to write as many vocabularies as they want and make the tree diagram according to their creativity. According to Mora & Fathoni (2021), creativity is a mental process that involves the development of a new concept and ideas as well as relation between existing concept and ideas, and creativity can be enhanced using teaching technique or strategies. It showed that using tree diagram can help the students in exploring their creativity. So, they can improve their vocabulary skills and also have an effect on increasing the students' score.

The author gave a pretest, treatment, and posttest to the students. Pretest and posttest were the important assessment tools that help in direct and give evaluation to improve the students' skill (Malik & Alam, 2019). For the pretest, the researcher gave a test to all of the students in experimental group and control group on November 7th, 2021 in MTs Miftahul Huda Bulungan. The result of the mean score was 61,69 for experimental group and 59,03 for control group. Then, for the posttest, the researcher also gave a test to all of the students in experimental and control group on November 21st, 2021 and the result of the mean score was 83,09 for experimental group and 74,09 for the control group.

Based on the explanation previously, there are several points that influencing the result of the posttest' score which higher than the pretest' score. The first was tree diagram was an effective technique that can help the students more active and more interesting to learn about vocabulary especially for material about things around us. It similarly with Anakotta et al. (2020) explained that tree diagram technique can help the students more active to organize their idea in learning vocabulary. Secondly, tree diagram was an easier way to make the students remember about vocabulary. It means that tree diagram technique was a good technique to memorize the vocabularies easily.

Even though tree diagram technique had many benefits, it took a lot of time to do the tree diagram assignment for the students who have difficulty to finding the vocabularies that related with the topic. Moreover, Fitria et al., (2017) stated that the disadvantages of tree diagram is the students took time in completing the task using the visual way for students who have limited words. To solve the problem, the researcher divided the students into several groups, so the times can be used for discussion to finish the tree diagram assignment in a group.

Furthermore, from all of the explanation above, it shows that after the researcher applying the treatment using tree diagram the students had increased the test scores, it means that the author proofed that the tree diagram technique was effective for improving vocabulary mastery of the seventh-grade students' in MTs Miftahul Huda Bulungan.

## **CONCLUSION**

There are two classes that involved in this study; they are VII A as the experimental group and VII D as control group. Furthermore, the researcher only gave a treatment through tree

diagram technique for the experimental group, the treatment has made a difference result of the scores between experimental group that used tree diagram technique and control group does not used tree diagram technique. The difference means the scores of experimental group is higher than control group. It is evident from the results of their pretest and posttest scores. There are significant in mean scores from pretest to posttest indicating that tree diagram technique has a positive impact and to be a good effect on the students' vocabulary skills, it means that the statement of the problem in this research "How is the effectiveness of using tree diagram technique to improve vocabulary mastery on seventh grade students of MTs Miftahul Huda Bulungan in the academic year 2021/2022?" is answered. From the data calculation, the result of the t-test in this research is  $2,786 > 1,670$ , it shows that t-observe higher than t-table at the significant level of 5%, it means that the Null Hypothesis (Ho) is rejected and Alternative Hypothesis (Ha) is accepted. So, the conclusion of this research is tree diagram technique is effective to improve the students' vocabulary mastery. However, tree diagram technique takes a lot of time. So, the author suggests for teachers to be more able to divide the time between explaining the material to the students and times to apply tree diagram technique in the teaching and learning process. For the other researchers, the author suggests to examine the effectiveness of tree diagram technique for the other skills such as listening skills or reading skills.

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