CHAPTER I

INTRODUCTION

This chapter consist of background, focus of the research, problem statemet, objective of the research and significance of the research.

A. Background

In today's era of globalization, the role of communication has become very important. The advancement of education and technology is getting higher and higher, making international communication wider. In international communication English has a very important role. Nowadays English has become the official language in almost all countries. This makes Indonesia unable to rely solely on natural resources and physical energy to prosper its nation, but must rely on more professional human resources. One of the requirements to achieve more professional human resources is to have good English communication skills.

Mastery of vocabulary has a great influence on English communication skills. Vocabulary is used in all language skills, be it the ability to speak, hear, write or read. In the world of education, students are expected to be able to master vocabulary in order to support their communication skills. Good mastery of vocabulary will be directly proportional to the student's communication skills. The more vocabulary that is mastered, the easier it will be to capture and express ideas and ideas.

The skill in expressing ideas or ideas in English is influenced by the amount of vocabulary that has been known or understood. Mastering vocabulary well will make communication skills even better. This makes vocabulary the basis of the concept of English communication skills. Good mastery of vocabulary can be achieved, one of which is by using the right learning methods. Conventional learning methods are indeed quite effective in learning students' vocabulary, but sometimes conventional learning methods cause boredom for students in learning. Boredom will, of course, affect students in the learning process. Therefore, more varied learning methods are needed.

Students' vocabulary can be improved in a variety of ways through fun learning materials, strategies, and methods. Using a family tree to learn vocabulary is one of them. Family tree is carried out by determining the main vocabulary and then looking for other interconnected words. This makes students not get bored quickly because learning is carried out gradually and not monotonously. The use of family trees in English learning has been used at SMP Negeri 4 Parepare, especially in vocabulary about families.

Based on the results of observations that have been conducted at SMP Negeri 4 Parepare, students will be asked to bring an English dictionary during English learning but at school they rarely use the dictionary except when they are asked by the teacher to look for certain vocabulary. Researchers found problems such as: first, there are still many students who think that learning vocabulary in English is difficult and boring. While to master the skills of speaking, listening, reading and writing, vocabulary is a

basic part that must be mastered. Second, students still have difficulty in memorizing and getting new vocabulary even with the help of an English dictionary.From the description of the problem regarding vocabulary that has been described above, the researcher wants to know what students think about learning vocabulary using media in the form of family for learning English at school. Based on the background, the researcher is encouraged to conduct a research about the students' perception on the use of family tree as a medium in students' vocabulary mastery in SMP Negeri 4 Parepare.

B. Focus of Research

Based on the description above, it can be stated that this study focuses on the students' perception of the use of family tree in teaching vocabulary at SMP Negeri 4 Parepare.

C. Problem Statement

Based on the statement above the researcher formulate the research question is:

1. What is the students' perception on the use of family tree in teaching vocabulary?

2. How is the effect of using family tree in teaching vocabulary?

D. Objective of the Research

Based on the formulation of the problem above, the purpose of this study are:

1. To know the students' perception of the using family tree in teaching vocabulary at SMP Negeri 4 Parepare.

2. To know the effect of using family tree in teaching vocabulary.

E. Significance of Research

1. Theoretical Benefits

The results of this study are expected to help students in learning English vocabulary easily, as well as add insight and knowledge about learning English vocabulary in a new way.

2. Practical Benefits

a. For Schools

It is hoped that this study will be an input and evaluation for schools to improve the quality of education better.

b. For Teachers

The result of this research are expected to be an evaluation material for teachers in order to improve English learning in accordance with the methods used by researchers.

c. For Students

The result of this research are expected to make it easier for students to understand learning about English vocabulary, and can improve their mastery of English language learning.

d. For Researchers

The results of this research further expand the researcher's understanding of the effectiveness of using media in learning English

vocabulary, namely learning using family tree media, and looking for this

is expected to be a reference for English students who want to search with

almost the same scope of research

CHAPTER II

LITERATURE REVIEW

This chapter contains a description of the theories and results of previous research related to the research conducted by the researcher.

A. Some Related Research Findings

Several previous studies that are relevant to the research topic to be carried out by researchers are:

a. Agustina & Nur (2022) the results of this study stated that for several days the research conducted in schools can have a good influence on students, making the learning process more interesting and interactive. The learning media used can increase students' understanding of vocabulary, increase student learning motivation and prevent student boredom in the learning process. In other words, students' understanding of English vocabulary can increase if they go through the process of using the right method, tool or teaching material. This research uses theoretical and practical method.

b. A. Bintang & A. Pradana (2017) shows the results of this study stated that the understanding and teaching skills of Elementary School English teachers in Magelang Tengah Subdistrict have increased. Based on the results of the initial survey, most teachers are only fixated on books as a teaching resource but after being given this training treatment, these teachers were able to apply the Experiential Learning method in learning English vocabulary in schools. This research uses a quantitative method through two meetings, namely a meeting

to provide experiential learning material and a meeting to provide implementation of experiential learning methods in the classroom.

c. Hapsari et al., (2020) in his research that uses the Classroom Action Research (PTK) method. The results of this study state that the application of semantic mapping learning strategies is effective in increasing the English vocabulary of industrial engineering students.

d. Darwati (2022) shows the results of this study state that the application of the task-based learning model in English subjects, the basic competence of the procedure text can improve the vocabulary of class XII science 1 students of SMA Negeri 1 Garum for the 2019/2020 Academic Year. This is evidenced by the test results obtained by the students, which have improved with each cycle. This research uses the Classroom Action Research method, this research consists of two cycles, each cycle includes planning, action, observation, and reflection.

e. Printed & Comic (2022) this research uses a type of field research (field research) with a qualitative descriptive approach method and a case study method. The results of this researc stated that the use of Printed Material Comic Strips media with the theme greeting and introduction showed an increase in student vocabulary based on the results of the first cycle and cycle II tests.

f. Tuan (2022) the purpose of this study is to find out how students feel about using Quizlet for learning vocabulary. Both qualitative and quantitative methods were utilized to investigate students' use frequency and level of

fulfillment toward Quizlet as well as its benefits and drawbacks it attracted students. The consequence of this study is demonstrate that understudies frequently utilized Quizlet for their vocabulary education. of around 2 hours out of each week

g. Zhenhua & Feng-Kuang (2023) in his research was a quasi-experimental study investigating the effect of using a keyboard-based computer application on English vocabulary acquisition in a naturalistic vocational school setting. For one academic year, the experimental group used the application to practice English vocabulary, while the control group practiced vocabulary through a traditional approach (listening, reading, and writing). The results showed that participants who used the keyboard application achieved significantly higher vocabulary learning performance than the control group. Attitude questionnaires and interview data also showed increased interest, motivation, and engagement for participants in the experimental group.

h. Alarakash H (2020) in his study this indicate that social media such as telegrams have a very important influence on English vocabulary learning.study used a quasi-experimental design, data collection was carried out through placement tests, pre-post-tests. Students were divided into control and experimental groups.

i. Flores et al (2021) in his study that using a quasi-experimental post-test design. An experimental and a control group from two 9th grade classes participated in the study. A pre- and post-test were applied to both groups and the scores of both groups were compared to determine whether there was any

variation. The interventions in each group consisted of two lessons a week for four weeks. In particular, the results of the experimental treatment indicated an improvement regarding English vocabulary knowledge using the Kahoot! app, with a significant variation and a medium effect size.

j. Caroline V & Yohanna D (2021) in his article that using quantitative one, and used a pre-test and post-test design to enable vocabulary achievement to be monitored before and after the treatment. The results of this research indicate that there was a significant difference between students who were taught using hyponymy games and those who were not taught using them. No differences were found between males and females in the experimental group, but a significant difference was seen in the control group. Overall, hyponymy games improved the students' ability to learn English vocabulary.

B. Some Pertinent Ideash

a. Family Tree

1) Definitions of Family Tree

Ophie (2013), argues that the use of tree theory in constructing and describing a hereditary chart will produce a simple chart so that it is easier to understand. In addition, by utilizing trees, a hereditary chart can be built in a more organized and systematic manner.

According to Tegar and Heryandi (2019), genealogy is a chart that displays the relationship of family (genealogy) in a tree structure.

Family trees introduce the study of history in a way that children can personally connect with, and care about. Learning that an ancestor fought

in the Civil War may be a jumping-off point for a child to learn more about the Civil War as a whole, or what her ancestor’s life might have been like living in that time.

2) Advantages and disadvantages of family trees

According to Mouza (2019), by using this media appropriately and in a variety of ways, the passive nature of learners can be overcome. In this case, the Family Tree media is useful for:

a) Creating enthusiasm for learning

b) Allowing more direct interaction between learners and teachers

c) Allowing learners to adapt to their abilities and each.

Some weaknesses or obstacles that may be experienced by students, namely:

a) In making a Family Tree that is limited to students.

b) Students find it difficult to put together concepts in the material to be studied if not guided by the teacher.

3) Steps to Use Family Tree

According to the urban center (2015), the definition of sensible tree media education is a very important stage to start making a sensible tree, as well as the following:

1. Students are directed to be told the topic that is bound to be delivered.

2. Make trees, fruits, leaves, and colors acceptable to show the relationship between different relationships.

3. Limit the number of leaves or fruits to be mentioned (family members).

4. Fill in one of the leaves (Les vocabulaire familiale) to be a reference so that it becomes a relevant / acceptable relationship**.**

Based on the opinions of several experts above, researcher can conclude that a family tree is a chart that describes family relationships in a simple way so that it can be easily understood.

b. Students' Vocabulary

A. Definition of Vocabulary

Nurgiyantoro (2014) suggests vocabulary is the richness of words possessed by (contained in) a language. This is in accordance with the opinion of Djiwandono (2011) in Susanto (2017), that vocabulary is interpreted as a vocabulary of words in various forms that include loose words with or without affixes and words that are a combination of the same or different words, each with its own meaning.

This opinion is also supported by Gorys Keraf (2010) who revealed that vocabulary is a whole word that resides in a person's memory, which will immediately cause a reaction when heard or read.

Tarigan (2013) suggests that the quality of a person's language skills depends on the quantity and quality of vocabulary he has. The richer the vocabulary we have, the more likely we are to be skilled in language. The quantity and quality of a student's vocabulary also determines his success in life.

B. Functions of Vocabulary

Vocabulary plays a major role in language. People use vocabulary to construct sentences. Vocabulary is like the backbone of our body. Without it, our body would not be as perfect as it could be. No one can express their feelings to others. A teacher would be confused to explain the lesson to the students. Members of the society can share their ideas for social development such as environment, etc. So, vocabulary is considered as the backbone of language, without vocabulary, language cannot be developed. The function of vocabulary is that vocabulary must be learned because vocabulary is the basis for understanding words, paragraphs, sentences, texts and books including reading materials in every context.

C. Steps of Students' Vocabulary Learning

A taxonomy is very beneficial for the researcher to find out learners' strategies in acquiring vocabulary (Nation, 2001). He divides three categories of vocabulary learning strategies, such us planning, sources, and processes. First, planning is related to choose what to focus on and when to focus on it. Second, sources are finding information about words. Third, processes involve ways of remembering and establishing vocabulary in order to make it available for use. Every general class of strategies entails several types of strategies.

Every general class of strategies entails several types of strategies. First, planning vocabulary learning involves strategies in choosing

words, choosing the aspects of word knowledge, choosing strategies, and planning repetition. Second, sources consist strategies in analyzing the word, using context, consulting a reference source in L1 or L2, and using parallels in L1 and L2. Third, processes consist of noticing, retrieving and generating new words (Nation, 2001).

D. Advantages of Vocabulary

The advantages of vocabulary are:

a. It helps to write and speak concise and better sentences rather than longer and humdrum ones.

b. It makes writing and speech more beautiful. It gives breath and aesthetics to the words that flow when you are writing or speaking.

c. It opens vast landscape of new ideas. With every word that you know, it has a potential to provide you with a new idea to form your statements and speak and write more meaningful sentences.

d. It gives wings to the way you communicate with others and improves your speaking and writing skills. It makes communication more efficient and effective.

e. It gives the power to express yourself in precisely the way you have it envisioned. Due to lack of right words sometimes we fail to express ourselves exactly the way we want to. Having a good vocabulary helps us there.

f. It boosts the confidence while articulating.

g. It serves as a stepping stone to professional success because it hones your communication skills.

Based on the opinions of some experts above, researchers can imply that vocabulary is the entirety of words that are in a person's memory. The more vocabulary we have, the greater the possibility of being skilled in language and communication.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher will describe the research design consisting of research methods, research instruments, data sources, data collection techniques, and data analysis techniques. Each section is explained as follows:

A. Research Design

The method used in this research is a mixed method. This research is a research step that combines two forms of research that already exist, namely quantitative research and qualitative research. According to Sugiyono (2012), the mixed method research method is a research method between quantitative and qualitative methods to be used together in a research activity, so that more comprehensive, valid, reliable and objective data is obtained.

In this study, a mix method research design was used, namely The embedded design, which is a method of data collection that begins with data collection using quantitative and qualitative data together or sequentially where one form of data plays a supporting role for other data regarding perceptions in vocabulary learning using family trees. Creswell (2012) stated that the strength of embedded design lies in utilizing a combination of the advantages of both research method.

B. Research Site and Participant

This research will be conducted at SMP Negeri 4 Parepare located on Jl. Handayani NO. 3, Lapadde, Kec. Ujung, Kota Parepare Prov. Sulawesi Selatan. This research participants consisted used purposive sampling technique from first

year students at SMP Negeri 4 Parepare. According to Sugiyono (2016: 85), purposive sampling is a technique for determining samples with certain considerations. So the number of samples taken is based on research needs.

C. Procedure of Collecting Data

With the data collection procedure, the researcher will obtain the required data. However, in this study, researchers will use three data collection techniques.

a. Observation

Researchers conducted pre-observation by taking samples using purposive sampling from students at SMP Negeri 4 Parepare. The researcher conducted initial observations by giving several questions to English teachers at SMP Negeri 4 Parepare to ensure the use of the family tree method. The results of the observations that have been carried out can be concluded that during the English learning process, students quickly get bored and there is a lack of awareness of students to often use the dictionary they bring, students will only open the dictionary when asked by their teacher to look for certain vocabulary.

b. Questionnaire

In this research, a list of respondents' statement will be held in the form of a questionnaire so that easy to know the respondents' answer about their perception and to get in-depth information about the effectiveness of using the family tree method. The questionnaire used was a Likert scale questionnaire. According to Sugiyono (2015), the Likert scale is used to measure the attitudes,

opinions, and perceptions of a person or group of people towards a social phenomenon that occurs. In the Likert scale proposed by Sugiyono (2015), there are four points that are the answers and codes for each question in the questionnaire, namely the answers Strongly Agree (SS), Agree (S), Disagree (TS) and Strongly Disagree (STS). It is hoped that the questionnaire will make it easier for students to answer and help researchers to find out data on how students perceive the teacher's teaching strategy related to the use of family tree media in vocabulary learning in their class.

c. Survey

researchers will conduct interviews with students one by one. In this study, researchers will use semi-structured interviews to gather information and support the data obtained.According to Rowley (2009), interviews are used in qualitative research to obtain facts and understanding of opinions, attitudes, experiences, processes, behaviors or predictions.

d. Documentation

Documentation is a record of occasions that have passed and can be made sense of as proof that exploration has been completed. This documentation is also important to complement the use of observation and interview methods. This documentation can be in the form of writings or images.

D. Technique of Data Analysis

After obtaining the required data, the researcher then processed the data with data analysis techniques according to the methods proposed by Miles and

Huberman: collecting data, data reduction, data display and conclusion drawing and verification.
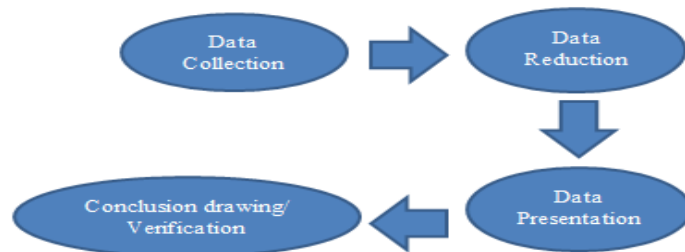

Figure 3. 1 Miles and Huberman

a. Data Collection

In this study, researcher collected data from the results of observations, questionnaire, interviews and documentation that were adjusted to the formulation of the research problem.

b. Data Reduction

Data reduction is a form of reducing, classifying, directing unnecessary data and then organizing the data in such a way that researchers can draw verified conclusions.

c. Data Presentation

At this stage, it is carried out by describing the results of the survey and interviews that have been carried out which are written in the form of a narrative supported by documentation to draw conclusions.

d. Conclusion Drawing or verification

Conclusion drawing and verification are the last stages of the analysis data. Researcher will explain the display data and then draw conclusions

between the presentation of the data and the formulation of the problem. Data verification is carried out to check again the conclusions concluded by the researcher.

E. Research Validity

The next stage is the stage of validity of the research carried out after passing through the previous stages. Validity is an instrument for measuring the correctness of the research process. In the study, a triangulation validity test will be carried out. Validity of triangulation of data sources, time and method.

Triangulation validity of data sources is carried out to check data from shared sources, starting from data sources obtained directly such as interviews and data sources that are obtained indirectly like a document. Meanwhile, the validity of time triangulation is carried out to complete the data and check the validity of the research based on time. And the last is the validity of triangulation methods using observation, survey and interviews, and documentation to collect data

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussion of the research. The researcher gave questionnaires to 10 students of grade 7.1 and conducted interviews with the same 10 students to provide their opinions and feelings about the use of family trees in vocabulary learning. The data from the questionnaires and interviews are given in this section.

A. Findings

The sub-chapter on the results of this research explains the data from the instruments used, namely questionnaires and interviews. As explained as follows:

1. Students' Perception on The Use of Family Tree in Teaching Vocabulary

    a. Data from Questionnaire

The data reported in this study comes from a questionnaire given to 10 students of grade 7.1 about the use of family trees in vocabulary learning. The questionnaire contains 10 statements with four answer choices: strongly agree, agree, disagree and strongly disagree. The questionnaire reponses are as follows:

Table 4. 1 Questionnaire Result of Students' perception on The Use of

Family Tree in Teaching Vocabulary

No	Statement	Storngly Agree	Agree	Disagree	Strongly Disagree
1	Family tree is easy to understand in learning english	4 (40%)	6 (60%)	0 (0%)	0 (0%)
2	Family tree is easy to use in learning vocabulary.	2 (20%)	7 (70%)	1 (10%)	0 (0%)
3	In my opinion using family tree makes it easier for me to remember vocabulary.	3 (30%)	6 (60%)	1 (10%)	0 (0%)
4	Using family tree makes it difficult for me to learn vocabulary.	0 (0%)	2 (20%)	4 (40%)	4 (40%)

Table 4.1 shows the results of information on students' opinions about the use of family trees in vocabulary learning, in the first statement it is indicate that 4 students (40%) chose "strongly agree", 6 students (60%) chose "agree". It is obvious from these data that the students agree that the family tree is easy for them to understand when they learning english. The next statement shows that 2 students (20%) chose "strongly agree", 7 students (70%) chose "agree" and 1 student chose "disagree". From this statement, it can be concluded that students agree that family tree is easy to use when learning vocabulary. The third statement shows the data that students agree that using family tree makes it easier for them to remember vocabulary.

The fourth statements it can be said that students stongly disagree that family tree makes them difficult to learn vocabulary, the eighth statements show that 2 students (20%) chose "agree", 4 students (40%) chose "disagree" and 4 students chose "strongly disagree".

b. Data from Interview

This interview was conducted to accompany the questionnaire that previously completed by asking more deeper questions about the topic of the this research. This section aims to collect all of students' experiences, opinions, and feelings about using family tree for learning vocabulary mastery. This interview session got a thoughtful answer from students.

Table 4. 2 Interview Result of Students' perception on The Use of Family Tree in Teaching Vocabulary

No	Interview Questions	Interview Results
1	In your opinion, how is the delivery of material during the learning experience using family tree?	From the interview results, it can be concluded that in the participants' opinion family tree Family tree is a good medium for learning vocabulary and makes it easier for students to understand vocabulary.
2	In the family tree learning by the teacher, do you understand and comprehend the vocabulary learning that is being taught?	From the interview results, all students understand and can easily understand the vocabulary taught

Based on the data above, it can be seen that students can understand well the delivery of vocabulary learning materials using family trees. experienced a significant increase in vocabulary mastery through watching English films. Students argued that they measured based on their own opinions by looking at their abilities before watching and the progress they made after watching English films

2. The Effect of Using Family Tree in Teaching Vocabulary

a. Data from Questionnaire

The data reported in this study comes from a questionnaire given to 10 students of grade 7.1 about the use of family trees in vocabulary learning. The questionnaire contains 10 statements with four answer choices: strongly agree, agree, disagree and strongly disagree. The questionnaire reponses are as follows:

Table 4. 3 Questionnaire Result of The Effect on The Use of Family Tree in Teaching Vocabulary

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I learned a lot of vocabulary when learning using family tree.	4 (40%)	5 (50%)	1 (10%)	0 (0%)
2	Using a family tree helps me understand learning materials more easily.	4 (40%)	4 (40%)	2 (20%)	0 (0%)
3	Using family tree can help me find new vocabulary.	3 (30%)	4 (40%)	3 (30%)	0 (0%)
4	I enjoy using family tree in learning vocabulary.	4 (40%)	5 (50%)	1 (10%)	0 (0%)
5	I'm more motivated to learn vocabulary by using family tree.	4 (40%)	5 (50%)	1 (10%)	0 (0%)
6	Family tree makes me more enthusiastic in memorizing new vocabulary.	6 (60%)	3 (30%)	1 (10%)	0 (0%)

Table 4.3 show results data of questionnaire about the effect of the use of family tree in teaching vocabulary, in the first statement indicate that 4 students (40%) chose "stongly agree", 5 students (50%) chose "agree" and 1 student chose "disagree". The data shows that the students agree with statement that they learn a lot of vocabulary when they learning usung family tree. The second statement shows that 4 students (40%) chose "strongly agree", 4 students (40%) chose "agree" displaying the identical number as before. Then 2 students (20%) chose "disagree". From the preceding statement, it can be said that they emphatically concur that using family tree can aid their learning easier access to learning materials. The third statement shows that 3 students (30%) chose "strongly agree", 4 students (40%) chose "agree" and 3 students (30%) chose "disagree". From the following statement it can be concluded that students agree that using family tree can aid them in locating new vocabulary..

The fourth statement shows that 4 students (40%) chose "strongly agree", 5 students (50%) chose "agree" and 1 student (10%) chose "disagree). The data show that they agree that using family tree makes them enjoy in learning vocabulary. fifth statements shows that 4 students (40%) chose "strongly agree", 5 students (50%) chose "agree" and 1 student (10%) chose "disagree". Based on the selections made by students, agree if they become motivated to learn vocabulary by using family tree. The last statement show that 6 students (60%) chose "strongly

agree", 3 students (30%) chose "agree" and 1 student chose "disagree". From the statement it can be seen that the students strongly agree with the statement that family tree makes them more enthusiastic in memorizing new vocabulary.

b. Data from Interview

    This interview was conducted to accompany the questionnaire that previously completed by asking more deeper questions about the topic of the this research. This section aims to collect all of students' experiences, opinions, and feelings about using family tree for learning vocabulary mastery. This interview session got a thoughtful answer from students.

Table 4. 4 Interview Result of The Effect on The Use of Family Tree in

Teaching Vocabulary

Table 4.4

No.	Interview Questions	Interview Results
1	In your opinion, what do you feel after learning vocabulary using family tree, do you enjoy learning vocabulary more?	From the interview results, it can be concluded that Students feel happier when learning new vocabulary using family tree.
2	In your opinion, does learning vocabulary using family tree have enough impact on you? And what are your hopes for future learning?	From the interview results, family tree has a very good impact on students, they feel that learning is more fun and makes it easier to learn new vocabulary about family.

		students hope that in the future they can get and memorize more new vocabulary.

From the results of interviews with students that have been conducted, researchers can conclude that family trees have a positive effect on students. The use of family trees makes students feel happy, this makes students understand and understand new vocabulary more easily.

B. Discussion

In this section, the researcher discusses and provides an in-depth description of students' perception on the use of family tree as a medium in students' vocabulary mastery. According to the results of the researcher's questionnaires and interviews, students had good responses about using family tree as a medium in learning vocabulary.

1. Students' Perception on The Use of Family Tree in Teaching Vocabulary

First in exploring students' perceptions in vocabulary learning through family tree, it has been found that family tree have a positive impact on students' vocabulary development. The six of the ten students thought that family tree is easy to them to understand in learning vocabulary. From those statements, it can be conluded that the use of easy-to-understand family trees can make students know more vocabulary than before. By using the right media, learning can be more interesting and can improve students' understanding of the lesson being taught. This is in line with the opinion of Agustina and Nur (2022), that learning media functions to increase student

motivation, prevent student boredom in following a learning process and improve student understanding in real contexts, so that students' understanding and vocabulary in English can increase significantly through a process of using appropriate methods, tools and teaching materials.

Media is one of the most important things in learning. Through family tree media, the material delivered can be more easily accepted by students because this media displays more structured or patterned material. With the help of this media, communication between teachers and students becomes more lively, and can make students more active in asking about material that is not yet or less understood. The use of learning media presented in the form of images makes students receive the material taught faster so that it can improve students' vocabulary. Material presented in the form of images changes students' mindsets to be happier receiving the vocabulary taught compared to material that is full of writing. This research is in line with Printed & Comic (2022) stated that the use of printed comic strip media can increase students' vocabulary.

In addition, the use of applications can also affect students' learning process, especially in vocabulary learning. There are many applications available today that can be accessed by students outside of school hours. This has similarities with the research of Zhenhua & Feng-Kuang (2023) who found that participants who used the keyboard application achieved higher vocabulary performance compared to participants from the control group who

trained vocabulary through a traditional approach (listening, reading and writing).

2. The Effect of Using Family Tree in Teaching Vocabulary

The students referred that they find it easier to memorize using family trees in learning vocabulary. By using family trees presented in the form of charts, this makes it easier for students to remember new vocabulary because students can remember vocabulary according to the position of the words in the chart. With a family tree chart in the form of a simple chart, it can change students' mindset that memorizing vocabulary is not difficult. Students also feel happier and more interested in learning vocabulary using family trees, this is hbecause the delivery of family tree can be done like playing a game, in this way students can also practice pronouncing vocabulary correctly. This is in line with Caroline V & Yohanna D (2021) that there was significant difference between students who were taught using hyponymy games and those who were not taught using the game, overall hyhponomy games improved the students' ability to learn english vocabulary.

In addition, the teacher's understanding and skills in delivering the material will have an effect on students. Teachers as facilitators must be able to maximize the media and learning methods that will be applied in class. Teachers who provide learning by only focusing on books will have a different effect on students compared to teachers who are able to apply knowledge and minimize skills during the learning process. This is in

accordance with the statement of A. Bintang & A. Pradana (2017) that currently teachers do not only use books but also the environment as media and give students the opportunity to expand their mastery in certain contexts.

The selection and use of media in the form of the right application can have an effect on students. Using the right application and liked by students will make students unconsciously continue to learn by using the features in the application. By using applications that students like when studying, teachers can use the application in learning English, especially in mastering science. The same thing was said by Tuan (2022) who researched the Quizlet application, saying that students' perceptions on the use of Quizlet in learning vocabulary were significant to identify an aid for language learners to improve their vocabulary. Since students felt quite satisfied with Quizlet, it has become a preferable choice in their learning process as they spent certain time using its features frequently.

Lastly, family tree has a big influence on students in learning English. Learning vocabulary using family tree as a medium makes students more motivated to learn more and memorize new vocabulary. With the addition of new knowledge can help students improve their English speaking skills to be even better. The application of family trees can develop students' creativity in the tension of family relationships made in the form of a family tree chart with students' new understanding. The application of a family tree like this is similar to the concept of learning using semantic mapping which presents categories of words that are related to each other. The application strategy

presented in the form of a family tree and semantic mapping can stimulate students to be more motivated to gain new understanding. This is in line with Hapsari et al (2022) statement, which states that The implementation of semantic mapping strategy stimulates students to be creative in relating a main idea that is expanded into sub-ideas through vocabulary search that they actively arrange in a relevant and systematic way. This has an impact on increasing students' vocabulary when learning a word, so that automatically in one discussion students get more than one new word or phrase.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part is the conclusion, which is based on the research findings. And the second is a suggestion based on the conclusion that we can see below:

A. Conclusion

Based on the research findings, it was concluded that there were various responses of students regarding the use of family tree as a medium in students' vocabulary mastery. The findings from the questionnaire and interviews show that according to students' perceptions, family tree have a positive impact on their vocabulary development.The researcher found that the students easier to learn and memorize new vocabulary with the application of family tree. It also makes students feel that learning vocabulary using family tree is more effective and enjoyable.

In addition, researcher also found that family trees help students in increasing new vocabulary. New vocabulary can help students in learning English. The use of family tree can also develop english language skills especially in speaking and writing.

The benefits of family tree in learning vocabulary english were various. Students assume that family trees are easier to understand and accept, what they need to learn, be it words, meanings or better pronunciation. By using family trees that make students happier in learning vocabulary, it can change students' thinking that memorizing new vocabulary is not difficult. The disadvantage of family trees

is that it takes longer for some students to understand the concept of using family trees themselves and this can hinder the learning process of other students

B. Suggestion

Based on the conclusion, the researcher provides several suggestions as follow:

1. **Students' Perception on The Use of Family Tree in Teaching Vocabulary**

For students are suggested to always pay attention to the teacher when learning using family trees so that students can easily understand the concept of the family tree itself. The vocabulary obtained from using family trees must be applied in students' daily lives so that the new vocabulary is not easily forgotten and the pronunciation can be more perfect.

For teachers, it is suggested that during learning using family trees, games can be interspersed so that students can think that learning English, especially vocabulary, is very fun and easy.

For further researchers, because the purpose of this study was only to determine students' perceptions and the effects of using family trees in learning English vocabulary, the researcher suggests conducting further research on this topic using other research methods or concepts.

2. **The Effect of Using Family Tree in Teaching Vocabulary**

For students don't be afraid of making mistakes when learning English, don't be embarrassed when asked by the teacher, don't laugh at friends who make mistakes and practice pronouncing vocabulary a lot with classmates.

For teachers, it is suggested to family tree method in teaching english especially vocabulary as a component of english. This can be adjusted to the learning material and the duration of teaching-learning in the classroom. Teachers can be more creative in implementing the family tree method and its use in vocabulary learning so that students can accept, understand, and be more interested in the family tree more quickly and so that students do not get bored quickly during learning.

For further researchers, in this study the researcher realized that this study is still far from perfect as a result of a number of factors and time constraints. Therefore, if additional researchers wish to conduct research on the same subject, they should increase the number of respondents to obtain more diverse data and include additional research pertaining to English vocabulary acquisition.

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