

The Students' Perception On The Use Of Family Tree As A Medium On Students' Vocabulary Mastery

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ABSTRACT

This study is based on students' perceptions of the use of family trees in vocabulary learning. The purpose of this study was to determine what students' perceptions are and how the effects of using family trees in vocabulary learning. This study uses a mix-method research type that combines quantitative and qualitative methods using the embedded design with participants consisting of 10 students of class 7.1 SMP Negeri 4 Parepare. This study consists of observation, questionnaire, interview and documentation stages to obtain and collect data. The results of this study are that students' perceptions of family trees in vocabulary learning are very good, students can more easily understand and easily understand the vocabulary being taught. In addition, the use of family trees in vocabulary learning has a positive effect on students. Students become happier when learning and are more motivated to find out and memorize new vocabulary.

Keywords: Perception. Effect, Family Tree, Vocabulary

ABSTRAK

Penelitian ini didasarkan pada persepsi siswa mengenai penggunaan family tree dalam pembelajaran kosakata. Tujuan dari penelitian ini adalah untuk mengetahui apa persepsi siswa dan bagaimana efek mengenai penggunaan family tree dalam pembelajaran kosakata. Penelitian ini menggunakan jenis penelitian mix-method yang menggabungkan

metode kuantitatif dan metode kualitatif menggunakan the embended design dengan partisipan terdiri dari 10 siswa kelas 7.1 SMP Negeri 4 Parepare. Penelitian ini terdiri dari tahap observasi, kuesioner, wawancara dan dokumentasi untuk memperoleh dan menghimpulkan data-data. Hasil dari penelitian ini yaitu persepsi siswa-siswa mengenai family tree dalam pembelajaran kosakata sangat baik, siswa-siswa bisa lebih mudah mengerti serta mudah memahami tentang kosakata yang sedang diajarkan. Selain itu, penggunaan family tree dalam pembelajaran kosakata memberikan efek positif kepada siswa-siswa. Para siswa jadi menjadi lebih senang saat belajar dan lebih termotivasi untuk mencari tahu dan menghafal kosakata baru.

Kata Kunci: Persepsi, Efek, Pohon Keluarga, Kosakata.

Introduction

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.

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Method

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.

Results and Discussion

There are two main research objectives proposed in this research. The first is students' perception on the use of family tree in teaching vocabulary and the second is the effect of using family tree in teaching vocabulary. These results are a recapitulation of the results of questionnaire and interviews that will be explained as :

A. 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 concluded 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.

B. 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 because 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 hyponymy games improved the students' ability to learn English vocabulary.

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.

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' perception,

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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 tree 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.

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