THE STUDENTS' PERCEPTION OF USING VOCABULARY TREE IN LEARNING ENGLISH

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Abstrak
Penelitian ini bertujuan untuk mencari tahu persepsi siswa dalam menggunakan pohon kosakata pada pembelajaran Bahasa Inggris. Penelitian ini menggunakan metode kualitatif dengan desain studi kasus. 18 orang siswa terlibat dalam penelitian ini yang dipilih berdasarkan purposive sampling. Data kemudian dikumpulkan dengan kuesioner, wawancara, dan observasi yang dianalisis menggunakan Miles Huberman Model. Temuan dalam penelitian ini menunjukkan siswa memiliki persepsi positif, rasa senang dalam belajar, dan memiliki peningkatan kosa kata. Kebanyakan siswa merasa bahwa senang menggunakan pohon kosa kata karena menarik dalam belajar Bahasa Inggris. Data juga menunjukkan bahwa siswa merasa antusias dalam belajar Bahasa Inggris dan mampu membuat kalimat sederhana setelah belajar menggunakan pohon kosa kata. Beberapa kesulitan dalam pembelajaran ini adalah siswa terkadang kesulitan memahami makna kosa kata dan membuat kalimat yang baik dan benar.
Kata kunci: Pohon Kosa Kata; Persepsi Siswa; Pembelajaran Bahasa Inggris.

Abstract
This study aims to find out students' perception of using vocabulary tree in learning English. This research uses qualitative method with case study design. There are 18 students involved in this research which is chosen purposively. The data were collected through questionnaire, interview, and observation. The data were analyzed using Miles and Huberman model. The findings shows that students have perception positive responses, the enjoyment of the learning experience, and have vocabulary improvement. The majority of the students have perception of enjoy the vocabulary tree because it is a fun way of learning English. The data also shows that the students have enthusiasm in learning English using vocabulary tree and they also said can make simple sentences after learning using vocabulary tree. Some challenges are also detected but not much, some students are difficult to understand the meaning of words and making good sentences.
Keywords: Vocabulary Tree; Students' Perception; Learning English.

Introduction

In this era, many people learn English from school or course. They think that English is an important aspect for life. Mastering English well can bring many privilege for them one of them is they can easily get a job, communicating with people from abroad, improving knowledge from various field, and to get a scholarship. Al-Zoubi (2018) states that learning English are able to improve better performance in the classroom. Hence, learning English is considered as a vital feature to be learned nowadays.

To be a master in English, a learner first has to learn vocabulary. It becomes an essential part in learning English, because it is the main basic for a language both spoken and written. The success of language learning is also determined by the amount of learners' vocabulary. The more vocabulary the learners have, the more they can master the language. According to Agazzi (2022) without enough vocabulary the students will have difficulties understanding the ideas. This implies that the students should have enough vocabulary to understand and learn English.

Vocabulary is a critical component of language learning, and is particularly important for English as a Foreign Language (EFL) students. Having a strong vocabulary allows EFL students to communicate more effectively, and to understand the spoken and written language more easily. Vocabulary enables effective communication: A strong vocabulary allows EFL students to express themselves more clearly and accurately, which is essential for effective communication. Additionally, Vocabulary supports comprehension: A large vocabulary enables EFL students to understand spoken and written language more easily, which is necessary for successful comprehension of academic texts, news articles, and everyday conversations (Khan, Radzuan, Shahbaz, Ibrahim, & Mustafa, 2018). Vocabulary facilitates academic success: A strong vocabulary is important for academic success as it allows students to understand and engage with academic texts, lectures, and discussions. It also enables them to participate in class discussions and complete academic tasks, such as writing essays and research papers. Vocabulary promotes cultural understanding: Vocabulary provides access to understanding of culture and cultural references, which can be hard to understand without sufficient vocabulary knowledge.

Vocabulary improves overall language proficiency: Building a strong vocabulary is an important step in becoming proficient in a language. The more words and phrases a student knows, the more easily they can express themselves, understand others, and engage in the culture of the language they are learning.

Therefore, it is important for EFL teachers and educators to provide opportunities for students to learn and practice new vocabulary, and to help them understand the relationships between words and phrases. Using a variety of teaching methods such as vocabulary tree, flashcards, and reading, writing, speaking and listening exercises can be effective ways to help EFL students expand their vocabulary.

As explained the in the first and second paragraph that learning English and learning vocabulary is needed, of course it not as easy as said. There are many difficulties faced by the students in learning English and vocabulary. For example, (1) Less of confidence, (2) Grammar is difficult, (3) problem with spelling and pronunciation, (4) Using native language, (5) less of vocabulary, and many more. Research by Al-Jarf (2022) reports that students have difficulties in producing English plural and singular form. In addition, in the Indonesian context, according to Sundari (2018) the Indonesian students have some difficulties such as determining the word class of same vocabulary, difficulties in pronouncing, using phonetic English and Indonesia. Azizah (2022) in her thesis found that students have also problem in vocabulary especially in pronouncing words. A research by Hesti (2022) stated that most students have low vocabulary mastery and less active in learning process. These problems imply that there are still many difficulties faced by the students in learning English especially vocabulary.

Based on the pre observation that has been conducted by the researcher at one of vocational high school. It is found that some students still have many problems with English vocabulary. The students state that they have very low motivation in learning English. They also think that English is difficult subject including the vocabulary learning. On the pre observation, it is also revealed that the teacher is less of using

interactive teaching to get students' attention in learning English. Hence, this of course will be a great problem for the students who learn English. These difficulties will lead to the low achievement of students' in English subject. Also, the students will lose motivation in learning English, and think that English is not important anymore.

Similar with Sabata and Lagontang (2020) this research also found in the pre observation the researcher promoted a learning media that can help the students to learn English better, especially learning vocabulary. It is the vocabulary tree which is promoted by the researcher to be used as a learning media. The vocabulary tree is a visual printed image with some of the vocabulary includes. It can be described from the root has a word then the branches will have more words from the root words. The vocabulary tree also means a tree which organizes some words from the root until the branch. According to Susilowati (2008) the vocabulary tree can be useful for the students especially in improving the vocabulary, she also states that students have good response on the vocabulary tree. In addition, Putri (2020) states that the students actively participated in the classroom when learn using vocabulary tree. Moreover, Candraloka and Novitasari (2022) states that the implementation of vocabulary tree is effective in improving students' vocabulary mastery. So, the vocabulary tree can be said useful for students' vocabulary.

Even though some research state that vocabulary tree is effective, however there is no research focus on the students' feeling of using vocabulary tree in learning English vocabulary. Therefore, the researcher was interested in conducting a research with the title "The Students' Perception of Using Vocabulary Tree in Learning English". This research was hopefully can explore more about the use of vocabulary tree in the language teaching.

Research Method

In this research, the researcher used qualitative approach. The design of research conducted by the researcher is the case study. It is a type of qualitative research in where there is a particular case in location that need to be explored more. In this research the researcher used purposive sampling with total 18 participants and choose five students from ten year as the participants for interview. In this research, the researcher used three kinds of instrument they are interviews, observation, and questionnaire. The data were analyzed by Miles and Huberman Interactive model (2014).

Findings and Discussion

The findings in this research were collected from 18 students from senior high school who have tried the vocabulary tree in the learning. First, the researcher presented the data from questionnaire.

Questionnaire Data
Question 1

Based on the given questionnaire, which states "learning vocabulary is fun," the data reveals the following responses:

0% of the students strongly disagree with the statement.
5.5% of the students disagree with the statement.
16.6% of the students agree with the statement.
77.7% of the students strongly agree with the statement.

The data suggests that a majority of the students stated learning vocabulary is fun. There is 77.7% of the students strongly agree that learning vocabulary is fun, indicating a high level of positive perception. Additionally, 16.6% of the students agree with the statement, this indicates that a significant portion of the students find vocabulary learning to be fun and enjoyable.

There are also a small percentage of students, specifically 5.5%, expressed disagreement with the statement. However, the overall majority of students either agree or strongly agree, indicating a positive attitude towards learning vocabulary. This interpretation suggests that, based on the data collected, a significant portion of the student population states the process of learning vocabulary to be an enjoyable experience.

Question 2

Based on the second question, which states "I feel my English is better by using the vocabulary tree," the data reveals the following responses:

27.7% of the participants strongly disagree with the statement.
16.6% of the participants disagree with the statement.
44.4% of the participants agree with the statement.
11.1% of the participants strongly agree with the statement.

Based on the data there are 44.4% students agree that their English has improved through the use of a vocabulary tree. Additionally, 11.1% of the participants strongly agree with the statement, this means the vocabulary tree has had a positive impact on their English proficiency.

However, it is important to see that there are small percentage of participants, 27.7%, strongly disagree that their English has improved using the vocabulary tree, while 16.6% disagree. This interpretation means that there are a number of participants feel that their English has been improved by using vocabulary tree, there is also some group who do not.

Question 3

Based on the third question, which states "I think the vocabulary tree is difficult for me," the data reveals the following responses:

38.8% of the participants strongly disagree with the statement.
11.11% of the participants disagree with the statement.
27.7% of the participants agree with the statement.
22.2% of the participants strongly agree with the statement.

The data suggests that a large proportion of the participants 38.8%, strongly disagree that the vocabulary tree is difficult for them. Additionally, 11.11% of the participants disagree with the statement, indicating a lower level of difficulty. On the other hand, 27.7% of the participants agree that the vocabulary tree is difficult for them, while 22.2% strongly agree with this statement. This interpretation suggests that while a significant number of participants do not see the vocabulary tree challenging, there is still a small group perceives vocabulary tree is difficult.

Question 4

Based on the data for the fourth question, which states "Vocabulary tree is helpful for learning English," the following responses are:

0% of the participants strongly disagree.
5.5% of the participants disagree.
38.8% of the participants agree.
55.5% of the participants strongly agree.

The data indicates that a majority of the participants 55.5%, strongly agree that the vocabulary tree is helpful for learning English. Additionally, 38.8% of the participants agree with the statement. There is a small percentage of participants, specifically 5.5%, express disagree with the statement, while no participants strongly disagree.

This interpretation suggests that the majority of the participants perceive the vocabulary tree as a valuable tool for learning English. The high percentage of participants who strongly agree indicates a strong statement about the helpfulness of the vocabulary tree in improving English vocabulary.

Question 5

Based on the data provided for the fifth question, which states "I have more vocabulary after learning by the vocabulary tree," the following responses were collected:

16.6% of the participants strongly disagree.
11.11% of the participants disagree.
55.5% of the participants agree.
16.6% of the participants strongly agree.

The data suggests that a majority of the participants, 55.5%, agree that they have more vocabulary after learning through the vocabulary tree. Additionally, 16.6% of the participants strongly agree with this statement.

However, it is important to note that there is 16.6%, express disagreement with the statement, while 11.11% of the participants disagree.

This interpretation indicates that a large proportion of the participants perceive that their vocabulary has improved as a result of learning with the vocabulary tree. The combined percentage of participants who agree or strongly agree suggests a positive impact on vocabulary acquisition. However, the participants who disagree or strongly disagree highlights a different experiences and perceptions about the effectiveness of the vocabulary tree in improving vocabulary knowledge.

Question 6

Based on the data provided for the sixth question, which states "I feel motivated after learning using the vocabulary tree," the following responses were obtained:

16.6% of the participants strongly disagree.
22.2% of the participants disagree.
33.3% of the participants agree.
27.7% of the participants strongly agree.

The data suggests that 27.7%, strongly agree that they feel motivated after learning using the vocabulary tree. Additionally, 33.3% of the participants agree with the statement. However, There are participants, specifically 22.2%, express disagreement with the statement, while 16.6% of the participants strongly disagree.

This interpretation indicates that a substantial number of participants perceive that they experience motivation after learning with the vocabulary tree. The combined percentage of participants who agree or strongly agree suggests a positive impact on motivation. The presence of participants who disagree or strongly disagree highlights that there are different experiences and perspectives to the motivational effects of the vocabulary tree.

Question 7

Based on the data provided for the seventh question, which states "I have many problems in learning vocabulary using the vocabulary tree," the following responses were collected:

22.2% of the participants strongly disagree.
44.4% of the participants disagree.
0% of the participants agree.
33.3% of the participants strongly agree.

The data shows 44.4%, disagree that they have many problems in learning vocabulary using the vocabulary tree. Additionally, 33.3% of the participants strongly agree that they have difficulties in learning vocabulary through this method.

It is important that 22.2% of the participants strongly disagree, indicating that they do not think having many problems in learning vocabulary using the vocabulary tree. Furthermore, no participants expressed agreement with the statement.

This interpretation suggests that while a percentage of participants agree with the presence of challenges in learning vocabulary using the vocabulary tree, there is also a significant group that disagrees or strongly disagrees. The absence of participants agreeing with the statement suggests that the majority do not perceive having significant problems while using the vocabulary tree for vocabulary learning.

Question 8

Based on the data provided for the eighth question, which states "I will use the vocabulary tree in the future to learn vocabulary," the following responses were obtained:

0% of the participants strongly disagree.
5.5% of the participants disagree.
55.5% of the participants agree.
38.8% of the participants strongly agree.

The data suggests that 55.5%, agree that they will use the vocabulary tree in the future to learn vocabulary. Additionally, 38.8% of the participants strongly agree with this statement. It shows that none of the participants strongly disagree with the statement, and only 5.5% disagree.

This interpretation indicates that a large proportion of the participants intend to use the vocabulary tree as a resource for vocabulary learning in the future. The combined percentage of participants who agree or strongly agree suggests a positive perception towards using the vocabulary tree as a learning tool. The absence of strong disagreement indicates a generally favorable attitude towards using the vocabulary tree in future vocabulary learning.

Question 9

Based on the data provided for the ninth question, which states "I can make better sentences after learning vocabulary tree," the following responses were collected:

5.5% of the participants strongly disagree.
33.3% of the participants disagree.
38.8% of the participants agree.
22.2% of the participants strongly agree.

The data suggests that 38.8%, agree that they are able to make better sentences after learning vocabulary through the vocabulary tree. Additionally, 22.2% of the participants strongly agree with this statement. However, it is important to note that a percentage of participants, specifically 33.3%, disagree with the statement, while 5.5% of the participants strongly disagree.

This interpretation suggests that large of participants perceive improvement in their sentence abilities after learning vocabulary using the vocabulary tree, there is also a e group that disagrees or strongly disagrees. The presence of participants who disagree or strongly disagree highlights the different of experiences and perspectives about the impact of the vocabulary tree on sentence formation skills.

Question 10

Based on the data provided for the tenth question, which states "I know more vocabulary because of the vocabulary tree," the following responses were obtained:

0% of the participants strongly disagree.
16.6% of the participants disagree.
33.3% of the participants agree.
50% of the participants strongly agree.

The data suggests that a majority of the participants, 50%, strongly agree that they know more vocabulary because of using the vocabulary tree. Additionally, 33.3% of the participants agree with this statement. It is worth noting that none of the participants strongly disagree with the statement, and only 16.6% disagree.

This interpretation indicates that a large proportion of the participants believe that their vocabulary knowledge has expanded as a result of using the vocabulary tree. The combined percentage of participants who agree or strongly agree suggests a positive impact on vocabulary acquisition. The absence of strong disagreement suggests a good perception of the vocabulary tree's effectiveness in improving vocabulary knowledge.

Interview Data Result

Interview 1

Based on the responses for Question 1, which asked about the respondents' feelings after learning English using a vocabulary tree, the following interpretations of the data as follows;

The majority of the respondents expressed positive emotions and satisfaction after using the vocabulary tree. Responses such as "I am happy," "I like it," and "It is interesting and fun" indicate an enjoyment and engagement with the learning process. This suggests that the vocabulary tree has the potential to create a positive learning experience, which can contribute to motivation and continued engagement in language learning.

Some respondents stateed easy way of learning through the vocabulary tree. Expressions such as "it's easy to be learned," "good, it is understandable," and "more vocabulary and easy to be learned" imply that the vocabulary tree provides a user-friendly and comprehensible approach to learning English. This perception of ease and understandability is important, as it can contribute to learners' confidence and sense of accomplishment in their language learning journey. The presence of responses showing new experiences, such as "I'm happy because this is new for me," suggests that the vocabulary tree introduced a fresh approach to learning English for some respondents.

Overall, the responses indicate a positive and favorable perception of using the vocabulary tree in learning English. The enjoyment, ease of learning, and interest with the vocabulary tree suggest that it is perceived as an effective tool for language learning. These positive perceptions can contribute to learners' motivation, engagement, and potential for successful language acquisition through the use of the vocabulary tree.

Interview 2

The second question aimed to explore whether the respondents encountered any difficulties while learning English using the vocabulary tree. The analysis of the interview data revealed varying experiences among the participants.

The majority of the respondents indicated that they did not face any difficulties while learning English using the vocabulary tree. This suggests that the vocabulary tree approach was generally perceived as easy and effective in supporting their language learning process. Eventhough one respondent mentioned that sometimes they struggled with understanding the meanings of some words. This indicates that occasional challenges is comprehending word meanings. However, the respondent did not perceive this difficulty as a significant obstacle, overall, the vocabulary tree facilitated their learning process effectively.

Similar to the first respondent, another participant reported no difficulties when using the vocabulary tree to learn English. This confirms that the vocabulary tree was generally is good among the participants. One participant stated experiencing a difficulty related to pronunciation. This suggests that while the vocabulary tree may have facilitated their vocabulary acquisition, they have problems in correctly pronouncing certain words.

The final respondent also indicated no difficulties in learning English using the vocabulary tree. Overall, the interview data suggest that the use of a vocabulary tree in learning English was perceived as easy and no difficulties by the majority of the respondents. The problems such as difficulty in understanding word meanings or pronunciation, were reported as minor obstacles that did not significantly effect their learning progress.

Interview 3

The third question aimed to explore the respondents' perception of whether the vocabulary tree approach was enjoyable or fun. The analysis of the interview data revealed a the fun aspect of the vocabulary tree. The responses are as follows:

All respondents expressed a positive statement by saying that the vocabulary tree was fun. This suggests that the use of a vocabulary tree in learning English was perceived as an fun and enjoyable experience.Some participants described the vocabulary tree as "very fun," indicating a level of enjoyment and excitement with the learning method. This suggests that the vocabulary tree, with its visual and interactive elements, contributed to a sense of fun and entertainment during the language learning process.

One participant specifically highlighted the aspect of combining learning and play, indicating that the vocabulary tree facilitated a double experience of both learning and enjoyment. Another respondent mentioned that the vocabulary tree was fun because it offered something new and interesting. This highlights the new factor with the vocabulary tree, which can contribute to increased motivation and enjoyment.

One participant highlighted the fun aspect of the vocabulary tree which easy-to-understand. This suggests that the accessibility features of the vocabulary tree contributed to enjoyment, as learners found it easy to usee and comprehend. Overall, the interview data indicate that the use of a vocabulary tree in learning English was perceived as a fun and enjoyable experience by all respondents. The interactive and engaging nature of the vocabulary tree, coupled with its easy-to-understand features, and the combination of learning and play, contributed to the positive perception of fun associated with the approach.

interview 4

The fourth question aimed to assess the respondents' perceptions of whether their vocabulary improved after learning using the vocabulary tree. The findings are interpreted as follows;

One participant indicated that their vocabulary did not change significantly after using the vocabulary tree. This response suggests that the vocabulary tree method may not have had a substantial impact on their vocabulary acquisition or expansion. Another respondent believe that their vocabulary improved as a result of using the vocabulary tree. This suggests a positive perception of the effectiveness of the vocabulary tree in enhancing their vocabulary knowledge. One participant also acknowledged that there was some improvement in their vocabulary, but not a significant. This response indicates an impact of the vocabulary tree on their vocabulary development.

Another respondent reported a perceived improvement in their vocabulary, mentioning that they have acquired many new words. This indicates a positive impact of the vocabulary tree in expanding their vocabulary. The final participant expressed that their vocabulary has significantly improved compared to before using the vocabulary tree. This response suggests a positive effect of the vocabulary tree on their vocabulary growth.

Overall, the interview data reveal a range of perceptions regarding the impact of the vocabulary tree on vocabulary improvement. While some respondents reported limited or no significant change, others expressed a belief in noticeable improvement or a substantial increase in their vocabulary. These mixed responses suggest that the effectiveness of the vocabulary tree may vary among students, potentially it was

influenced by factors such as their existing vocabulary level, engagement with the vocabulary tree, and consistency of use.

Interview 5

The fifth question aimed to gather the respondents' opinions regarding the comparison between using the traditional method and using the vocabulary tree in learning English. One participant expressed the belief that the traditional method is better. This suggests a preference for more conventional approaches to language learning, possibly indicating a familiarity or comfort with traditional methods.

Another respondent suggested using both the traditional method and the vocabulary tree. This response indicates a recognition of the potential benefits of integrating different learning approaches to enhance language learning. One participant stated a preference for using the vocabulary tree in learning English. This indicates a positive perception of the vocabulary tree as an effective learning tool, possibly based on their personal experience with the method.

Another respondent highlighted the advantages of using the vocabulary tree, emphasizing the presence of practice activities and the improved understanding of English. This suggests a belief that the vocabulary tree provides opportunities for meaningful practice and enhances comprehension, making it a preferable option compared to the traditional method. The final participant expressed a preference for the vocabulary tree. They believed that the vocabulary tree was better due to the presence of examples, which likely supports their learning process and comprehension.

Overall, the interview data show a range of opinions regarding the comparison between the traditional method and the vocabulary tree. While some participants expressed a preference for the traditional method or suggested using both approaches, others stated for the use of the vocabulary tree. The positive perceptions of the vocabulary tree because its practical exercises, improved understanding, and the presence of examples, which may contribute to improve language learning outcomes.

The study focused to explore students' perception of using a vocabulary tree as a media for learning English. The findings show several important part about attitudes and experiences about the vocabulary tree.

The data collected from the questionnaire responses showed a positive perception among students about the use of a vocabulary tree for learning English. Many students reported that learning vocabulary through the vocabulary tree is enjoyable and interesting. This similar with previous research that shows the significance of learner engagement and enjoyment in learning language (Abrams & Walsh, 2014).

In addition, some students believe that their English vocabulary had improved as a result of using the vocabulary tree. They reported having more vocabulary can make better sentences. This finding is similar with studies that have shown the positive impact of vocabulary of using media in learning vocabulary (Ajisoko, 2020). This findings is supported by the observation result that shows majority of the students are enthusiastic of using vocabulary tree in learning English and can make sentence through vocabulary tree.

Moreover, majority of students feel motivated after using the vocabulary tree. It showed by the observation that feel more enthusiastic in the second time of learning vocabulary tree combined with video learning. However, the data also shows the challenges by some students in their vocabulary learning using the vocabulary tree. The problems mainly come from difficult to understand the meaning of words of making good sentences after learning vocabulary tree. So, the discussion based on questionnaire shows

the positive perception, enjoyment, improvement in vocabulary, and it also stated that vocabulary tree can help the students in their vocabulary learning.

Interview

The aim of this research was to explore students' perceptions of using the vocabulary tree in learning English. The interview data showed the students' experiences and attitudes towards vocabulary tree. The findings from interview focused on the students' emotional response, the difficulties, the level of enjoyment, the impact on vocabulary improvement, and a comparison with traditional methods.

Firstly, the interview data indicated that the majority of participants expressed positive emotions and feelings after learning English using the vocabulary tree. The responses show happiness, enjoyment, and excitement. This finding similar with previous research using media can give positive affect in language learning, as it can improve motivation, engagement (Budasi, Ratminingsih, Agustini, & Risadi, 2020). The vocabulary tree can be said contributed to a positive emotional response, making learning English a fun experience. This is also support by the result of observation which shows that students are interested in learning English using vocabulary tree. Secondly, when asked about difficulties when using the vocabulary tree, some participants reported general challenges, such as unfamiliar word meanings and pronunciation. This finding suggests that eventhough the vocabulary tree is interactive learning media students' have some difficulties in the learning process.

Thirdly, the interview data revealed that the students found the vocabulary tree is enjoyable. The students stated vocabulary tree as a fun and interesting way to learn English. This finding is similar with research that show the benefits of using games media into language learning (Klimova & Polakova, 2020). The interactive features, the combination of learning and play within the vocabulary tree is imporve students' enthusiasm, motivation, and learning experience.

Fourthly, about vocabulary improvement, the responses different among the participants. While most students said there is improvement in their vocabulary, others reported no improvement. This finding suggests that the effectiveness of the vocabulary tree may vary among students. However, this shows that vocabulary tree can make the students have better vocabulary knowledge.

Lastly, comparing the vocabulary tree with traditional methods, the majority of participants choose the vocabulary tree. They like the practical exercises, easy understanding, and example in the vocabulary. So, the vocabulary tree can provide examples and practice exercises to supports students in developing their vocabulary in learning.

Conclusion

In conclusion, based on the data the students have perception positive responses, the enjoyment of the learning experience, and have vocabulary improvement. The majority of the students have perception of enjoy the vocabulary tree beacuse it is a fun way of learning English. The data also shows that the students have enthusiasm in learning English using vocabulary tree and they also said can make simple sentences after learning using vocabulary tree. Some challenges are also detected but not much, some students are difficult to understand the meaning of words and making good sentences.

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