

IMPLEMENTING WORD-COLORING MEDIA IN INCREASING ENGLISH VOCABULARY AND LEARNING MOTIVATION OF THE YEAR FIVE PUPILS OF SDN 27 PALU

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Abstrak

Tujuan penelitian ini adalah untuk mengukur pengaruh penerapan media mewarnai kata dalam meningkatkan kosakata bahasa Inggris dan motivasi belajar murid SDN 27 Palu. Sampel penelitian kuasi eksperimen ini terdiri dari murid SDN 27 Palu diantaranya 30 siswa kelas VA sebagai kelas eksperimen dan 30 siswa kelas VB sebagai kelas kontrol. Sampel tersebut dipilih secara acak Instrumen yang digunakan untuk mengumpulkan data adalah tes objektif dalam mengukur pengetahuan murid tentang kosakata bahasa Inggris dan pernyataan kuesioner untuk mengukur motivasi murid dalam pengaplikasian mewarnai kata. Data penelitian ini menggunakan rumus independent t-test, dengan mengaplikasikan derajat kebebasan (df) = 58 (30+30-2) dengan taraf signifikan 0.05 dipeoleh hasil t-table 2.002. Analisis data mengindikasikan bahwa nilai rata-rata untuk kelas eksperimen telah meningkat dari 61,00 di pretest sampai 78.56 di posttest. Hasil penelitian mengindikasikan bahwa adanya peningkatan kosakata bahasa Inggris murid setelah diaplikasikan perlakuan tersebut. Selanjutnya, perhitungan data dengan mengaplikasikan independent t-test menunjukkan bahwa nilai t_{hitung} 5,630 lebih besar dari t_{tabel} 2.002. Data membuktikan bahwa implementasi mewarnai kata mempunyai pengaruh pada kosakata bahasa Inggris murid. Hasil terakhir yang juga dianalisa adalah nilai rata-rata motivasi siswa yang diajarkan melalui media mewarnai kata 105.53 lebih besar dari siswa yang tidak diajarkan 94.17. Perhitungan data kuesioner juga mengindikasikan bahwa nilai t_{hitung} 4.16 lebih besar dari t_{tabel} 2.002. Hasil tersebut menunjukkan adanya peningkatan pada motivasi belajar murid yang diajarkan dengan media mewarnai kata dan murid yang tidak diajarkan dengan media mewarnai kata. Kedua perhitungan tes dan kuesioner membuktikan bahwa H_a pada penelitian ini diterima dan H_o ditolak. Dengan kata lain, penerapan media mewarnai kata dapat meningkatkan pemahaman baca dan motivasi belajar murid.

Kata kunci Mewarnai kata, kosakata, dan Motivasi belajar.

Etymologically, vocabulary means a list of words with their meanings, especially one is given in a reading book of a foreign language. It is a total number of words in a particular language. It is an important part to master language correctly. It is an important language component that must be discerned by pupils in learning a new language. Pupils will get difficulties to understand a language if they are lack vocabulary. According to the definition above, it can be concluded that vocabulary is a stock of words in a language, written or spoken, with meanings conveyed

within a given society and culture. Color can have the positive effect on children. They love all types of colors that give an instant response to them. Combining a lesson material with colors can help children to memorize information. They will associate the colors with the fact and help them to recall the information. Color inspires the creativity and encourages pupils to trigger with new ideas. (Mc. Leod, 2013 ; Kivi, 2013).

Pupils of the five years old have learnt various vocabularies, but they are harder to

memorize them and to build up the words in a sentence. There are some factors making pupils' vocabularies low, they can be caused by the internal and external factors. Motivation, interest and intelegence are the examples of internal factors. Meanwhile, economic background, learning materials and the teacher's performance including his/her teaching methods are the examples of the external factors. Also, the uses of monotonous teaching media can cause the pupils' lack of motivation and less interested in. For example, for long periods, the teacher only uses pictures during the learning process without changing them with other media.

Word-coloring media are media used to involve the pupils' favourite colors to represent the vocabulary by using color markers. The advantages of these media are: They can involve the pupils' favourite colors in the process of learning, they can be used by all people, they will stimulate pupils' interest in writing. Besides, they also will help the pupils to recognize the kinds of vocabularies immediately. Thus, it is expected that the media can make the pupils memorize the vocabulary more easily. So that, The researcher will try to solve those problems by implementing word coloring-media.

Based on the prevoius problems above, the researcher wants to measure the effectiveness of word-coloring media in increasing pupils' English vocabularies and their learning motivation. She believes that the media will increase them.

Problem Statement

Based on the background stated above, It can be assumed that pupils find difficulties particulrly in vocabularies because they do not know the meanings of the words, how to build a sentence and it is hard for them to memorize. She believes that the problems above can be solved by using word-coloring media to the experimental class pupils.

Therefore, she formulates the research questions as follows:

1. Does the use of word-coloring media increase the English vocabularies of the year five pupils of SDN 27 Palu ?
2. Does the use of word-coloring media improve the learning motivation of the year five pupils of SDN 27 Palu?

Review of related literature

Definitions of Vocabulary

Vocabulary plays an important role in a communication. By mastering many words, the learners will express their ideas and feeling more easily. In other words, a communication can run well if someone can understand what other people say. The mastery of vocabulary is a must for anyone who wants to understand a reading, a conversation or writing the English language. Without having many vocabularies, we are impossible able to achieve the goal.

Vocabulary means a list of words with their meaning, It helps us to organize our ideas, and experiences. According to Nordquist (2015) that vocabulary is all the words of a language, or the words used by a particular person or group". Learning a language without vocabulary is impossible for us, especially for the pupils of an elementary school, since a language consists of words, we cannot express something without words. The more words the speakers and listener have, the better a communication will happen.

Parts of Speech

Learning parts of speech are the first step in the grammar study which is the same as learning letters of alphabets as being able to read and write. By learning the parts of speech we begin to understand the use or function of words and how words are joined together to make a meaningful communication. The parts of speech refer to an identifying label given to a word based on how it is used in a sentence.

The parts of speech are the common names for a word class, they are linguistic. In English there are eight parts of speech. According to O'Brien (2015), "there are eight parts of speech, such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections". Nouns and Verbs are the parts of vocabularies and they are important for pupils to understand them if they want to make a sentence.

Word-Coloring Media

To teach vocabulary, an English teacher should provide a technique or a medium to create the reasonable atmosphere of the classroom, so that the teaching learning process is joyful. In this case, the researcher will use the word-coloring media to motivate and encourage the pupils in learning English. Word-coloring media as visual tools for helping pupils learn English better. The word-coloring media are also ways of involving pupils themselves in the learning process. By these, , pupils can use their favourite colors as the color codes to sign the vocabulary. By implementing the media, The media will help pupils to associate the vocabulary with the colors. But the most important point is that the uses of colored markers must be consistent. Word-coloring media are media that are used to involve the pupils' favourite colors to represent the vocabulary by using color markers. Kivi (2015) writes that the simple adjustment to a classroom instruction of allowing pupils to use various colored pens and pencils to complete their school works, has proved to motivate pupils to do their school works. It also holds the student's attention span for longer periods of time, and helps to retain the classroom information".

Learning motivation

Motivation is a well-known factor affecting all humans' activities and getting whatever that need. It affects both success

and failure in doing something. It is just like energy to compose a strong desire to acquire something. Cherry (2016) defines that motivation is a process –initiating, guiding, and maintaining goals-oriented behaviours. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge." Based on the definition, it is assumed that motivation is a psychological condition encouraging someone to do particular purposes. Great desire is really important to support someone in realizing certain purposes. Furthermore, there are some factors helping someone achieve purposes such as family, society and, especially for students' school environment.

In relation to the teaching of English, teachers have an essential role to develop students' motivation. When students start learning, they cannot determine whether knowledge they get is important for them or not. To influence their motivation in order to be more improved, teachers' ways of teaching should be more improved as well. According to Dweck (2015) that teachers should focus on students' efforts and not on their abilities. When students succeed, teachers should praise their efforts or their strategies, not their intelligence. When students fail, teachers should also give feedback about efforts or strategies, what the student do wrong and what s/he could do now. We have shown that this is a key ingredient in creating mastery-oriented students.

Kinds of Motivation

In this theory, there are two kinds of motivation stated, intrinsic and extrinsic motivations. The intrinsic motivation refers to an impulse which comes from inside of someone and asks him to do something. Motivation is defined as desire to do an interesting task without expecting or receiving a concrete reward for an action (Covington and Mueller, 2001). It means that the intrinsic motivation is a factor that grows

and places in someone's heart and mind. Therefore, it cannot be influenced by other factors. For instance, the learner joins the English class well without any forcing from others. The extrinsic motivation occurs when we are motivated to perform a behavior or engage in an activity in order to earn to reward or avoid a punishment (Cherry: 2014).

METHOD OF THE RESEARCH

Research Design

The method used in this research was a quasi experimental research design by applying nonequivalent comparison-group design. The design was used to do an experiment or treatment to compare the results of the experimental group and the control group. Moreover, the researcher applied the quasi experimental research because the researcher did not randomly assign the subjects to groups.

Population and Sample

The population of this research was the year five pupils of SDN 27 Palu. There were 60 pupils divided into two classes. Class VA and Class VB were selected as the samples because both classes had the same ability. The samples were chosen by applying the simple random sampling because both classes were homogeneous or having the same average scores.

Research Variables

There were two variables in this research, dependent and independent variables. The dependent variable represented the effect, whilst the independent variable represented the causes. In this research, pupils' English vocabulary and learning motivation were dependent variables, whilst word-coloring media were independent variables.

Procedure of Data Collection

Pretest

The researcher gave the pretest to the pupils of experimental and control classes. It was carried out before giving the treatment to the experimental class. The test aimed at measuring both classes' prior knowledge in English vocabulary. Therefore, the results of pretest of both classes were compared to see the differences.

Treatment

Before the treatment, the two classes were given a pretest to measure their prior knowledge about English vocabulary. Both classes received the same learning contents. However, the experimental class was taught by applying word-coloring media, whilst the control one was taught by using the conventional method, in which the researcher taught the class based on the regular techniques at the school used by the teacher of English.

Posttest

Posttest was used to measure students' ability after giving the treatment. It was carried out after teaching both classes for six meetings. The posttest was used to measure their achievement after giving the different treatments.

FINDINGS AND DISCUSSIONS

The data obtained through tests and questionnaires are presented descriptively and statistically. The results of both instruments indicate whether the independent variable is effective toward the dependent variable. The data presentation encompasses results of pretest and posttest of experimental and control classes, and the comparisons of both classes pretest and posttest. After conducting the pretest and posttest in both groups the mean scores are than being compared to know the effectiveness of word-coloring media. The results of the tests are provided in the following table:

Table 1. Paired Samples Statistics

Class	Pretest	Posttest		Square Deviation
VA	61.00	78.56	17.56	372.59
VB	61.89	70.67	8.78	153.70

Based on the table above, the mean scores of experimental class pretest are 61.00, whilst the control class are 61.89. The scores show students' prior abilities in the English vocabulary before the treatment. Whilst the findings from the posttest mean scores of experimental and control classes above provide the data about pupils' abilities in the English vocabulary after the treatment. Pupils' mean scores increase from 61.00 in the pretest to 78.56 in the posttest, whilst the results of the control class describe an improvement of the mean scores from 61.89 in the pretest to 70.67 in the posttest. If the results of experimental class are compared with the control class posttest, it can be concluded that both classes show an improvement, but the experimental class' achievement is greater than the control class.

Testing Homogeneity and Normality

Testing Normality and Homogeneity are done as the prerequisite before testing the hypothesis. Testing normality is applied to determine whether the data are normally distributed or not. Testing normality calculated by applying SPSS using non-parametric statistical tests of Kolmogorov-Smirnov test (K-S) with a significant level (α) 0.05. The results of normality test data can be seen in the following table:

No.	Classes	Data	Test	
			Sig.	Remark
1.	Experimental class	Pre	0.060	Normal
		Post	0.472	Normal
2.	Control class	Pre	0.052	Normal
		Post	0.345	Normal

Based on the data normality test results, the Z value of pretest and posttest of

experimental and control classes are greater than $\alpha = 0.05$, it means the data are normally distributed. As a result, the testing hypothesis is qualified to be done to measure the effectiveness of problem solving method toward students' abilities in constructing the conditional sentence.

After testing the normality of the test, testing the homogeneity is also done. Homogeneity test is used to determine the distribution of data, whether homogeneous or inhomogeneous. In this research, SPSS program is used to determine the homogeneity of the test. The results of testing homogeneity are provided in the table as follows:

Homogeneity	Data	Df	Sig.	Remark
Test	Pretest	30	0.363	homogeneous
	Posttest	30	0.468	homogeneous

Based on the test results of homogeneity with Levene's Test of Equality of Error Variances, the pretest and posttest data of experimental and control classes are greater than 0.05. The pretest of both classes has the value of significance $0.363 > 0.05$ and the posttest also has the value of significance which is greater than 0.05, $0.468 > 0.05$. Based on the explanations and the table above, it can be concluded that the pretest and posttest data are derived from a homogeneous variance. Therefore, it is qualified to test the hypothesis using t-test.

Testing Hypothesis

The test results indicate that the requirement analyses of data obtained in the study variables are qualified to do a hypothesis testing. In testing the hypothesis, the $t_{counted}$ is compared to t_{table} . The $t_{counted}$ is found through t-test by comparing the experimental and control class pretests and experimental and control class posttests. Furthermore, the researcher analyzed the data through the formula of t-test by Jiwandono. The data analyses can be seen as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{17,56 - 8,78}{\sqrt{\left(\frac{1931,74 + 2299,70}{30 + 30 - 2}\right) \left(\frac{2}{60}\right)}}$$

$$t = \frac{8,78}{\sqrt{\left(\frac{4231,44}{58}\right) \left(\frac{2}{60}\right)}}$$

$$t = \frac{8,78}{\sqrt{\left(\frac{8462,88}{3480}\right)}}$$

$$t = \frac{8,78}{\sqrt{2,4318}}$$

$$t = \frac{8,78}{\sqrt{4,246}}$$

$$t = \frac{8,78}{1,5594}$$

$$t = 5,63$$

It was found from this calculation that the result of t-counted by using t-tes is **5,630**. The computation results indicate the t-counted is 5,630. To test the significant difference between the two classes, the researcher uses the level of significance 0,05 of two tailed test. The t-table value obtained in the following way :

Experimental group (n1) = 30
 Control group (n2) = 30
 Degree of freedom (df) = n1+n2 - 2
 = 30+30-2
 = 58 (between 40 and 60)

Since df (58) with the level of signifiacne 0,05 is not listed on the t-table, the researcher computes it by using the interpolation formula in order to find out the value of t-table. The computation is:

$$\frac{a}{b} \times c$$

Where :

a is the subtraction of the degree of freedom obtained from the pupils number in the sample and the degree of freedom whose figure precedes right before of the df obtained on the table of critical values of pupils' distribution.

b is the subtraction of two degree of freedom whose figure precedes and comes after the degree of freedom obtained on the table of critical values of pupils' distribution.

c is the subtraction of the values of degree of freedom in b

Level of significant = 0,05

$$40 = 2,02$$

$$60 = 2,00$$

$$a = 58 - 40 = 18$$

$$b = 60 - 40 = 20$$

$$c = 40 \rightarrow 2.02$$

$$60 \rightarrow 2.00$$

$$= 2,02 - 2.00$$

$$= 0,02$$

$$\text{So, } \frac{18}{20} \times 0,02 = 0,018$$

By using 0.05 \rightarrow 2,002 - 0,018 = 2,002

The value of t-table is 2,002. The result of data analysis indicates that t-counted (**5.630**) is higher than t-table (**2.002**). it means that, the alternative hypothesis (Ha) is accepted. In the other words, the implemetation of word-coloring media effectively in increasing the pupils' English Vocabulary.

After giving the pretest, different treatments were given to both classes, The experimental class was taught by applying word-coloring media, whilst the control class is taught by the conventional method. Both classes indicate the same learning conditions, situations, and atmospher. Moreover, students' attitude and response are also different. The experimental class pupils are more interested in, enthusiastic and are motivated in learning than the control one.

In applying word-coloring media, pupils required to know the meanings of the word and to know the classification of the word correctly. During the research, the reseacher observes that the pupils are

enthusiastic to write the words by using their favourite colors. The pupils easily remember the word and they like if the teacher involves their favourite colors in learning activities. The favourite colours show the good learning atmosphere. The pupils also pay attention to the materials given by the teacher.

Based on the results of the pretest, both classes' achievements are not significantly different, but after giving the treatment, it is found that there is an increasing between the pupils who are taught by word-coloring media than those who are taught by conventional method. The results of posttest of experimental class are compared with the control class in which $t_{counted}$ shows the significant difference. The value of $t_{counted}$ is **5.630** with level of significance (2 tailed) = **2.002** with degree of freedom (df) = 58 (30+30-2) with the level of significance 0.05 produces t_{table} 2.002. From the calculation it is found that $t_{counted} > t_{table}$ or **5.630 > 2.002**. In other words, H_a is accepted and H_0 is rejected. From the data analyses it can be concluded that the results of experimental and control class pretests indicate that there is an increasing of the pupils English vocabulary after giving the treatment to the experimental class. It indicates that word-coloring media is effective in increasing the English vocabulary of the five years old pupils of SDN 27 Palu.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the findings of data analyses, it can be concluded that the implementation of word-coloring media is effective in increasing the English vocabulary and learning motivation of the pupils. It can be proved from their achievements from the pretest to the posttest and the pre-questionnaires to the post-questionnaires. After applying word-coloring media, the pupils are able to know the meanings of the words and also are able to know the class of

the words. By the implementation of word-coloring media in the teaching process, the teacher can easily teach the vocabulary to the pupils. The pupils can also attain the objective of teaching affectively and efficiently. The pupils show their interest and motivation through their teacher's way of teaching. It can be seen from their presence that the pupils rarely come late to the class, and during the learning process, the pupils show their interest by listening carefully and paying attention to the materials. However, if these pupils are compared to the class that is not taught by using word-coloring media, the pupils are still difficult to know the meanings and the class of the words.

It can be seen from their achievement from the pretest to the posttest or from the pre-questionnaires to the post-questionnaires, there is only a bit improvement from their scores. It can be said that the class that is taught via word-coloring media has a greater increasing than another one. From all the results indicate that the alternative hypothesis (H_a) is accepted, whilst the null hypothesis (H_0) is rejected. In other words, implementing word-coloring media is effective in increasing the English vocabulary and learning motivation of the year five pupils of SDN No. 27 Palu.

Suggestion

Considering the results of the research, the researcher would like to give some suggestions to both the English teacher and the pupils concerning with the teaching and learning vocabulary without reducing regard and appreciation to the English teacher. Word-coloring media have some disadvantages. So that teacher must understand them and be able to minimize the disadvantages. The disadvantages are:

1. Firstly, the teacher as the controller must have a strong memory about the pupils' colors selection. The possible way to overcome is that, the teacher orders the pupils to rewrite their color selections in

the front page of their note book. So that, both pupils and the teacher will know easily when s/he forgets it.

2. Secondly, the teacher must be careful to select the colored markers storage, in order to prevent the color exchange among the pupils. To prevent the colors exchange among the pupils, the teacher should put the colored markers in a transparent plastic bags for each of the pupils and put their names on the plastic bags.
3. Thirdly, sometimes it is difficult to find the particular colors, for examples white, peach and grey. For the particular colors, the teacher suggests the pupils to select the other colors through their own selection.
4. For some pupils the colored markers are quite expensive. To overcome them , the teacher groups the pupils who choose different colors so that they can buy a dozen of colored markers and they divide them according to their color selections.

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