

Implementing Word-Coloring Media in Increasing English Vocabulary and Learning Motivation of the Year Five Pupils of SDN 27 Palu

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Abstract

This study aimed to measure the effect of applying word coloring media in increasing English vocabulary and learning motivation of students at SDN 27 Palu. The sample for this quasi-experimental research consisted of students at SDN 27 Palu, including 30 students in the VA class as the experimental class and 30 students in the VB class as the control class. The sample was randomly selected. The instruments used to collect data were objective tests to measure students' knowledge of English vocabulary and a questionnaire statement to measure students' motivation in applying word coloring. The research data used the independent t-test formula by applying the degrees of freedom (df) = 58 (30+30-2) with a significant level of 0.05. The results of the t-table were 2.002. Data analysis indicated that the experimental class's mean scores had increased from 61.00 in the pretest to 78.56 in the posttest. The results of the study indicated that there was an increase in students' English vocabulary after the treatment was applied.

Keywords: Learning Motivation; Learning Media; Increasing Vocabulary

INTRODUCTION

Being able to communicate in English is very important. It is because English is used in every fields especially in education. Furthermore, many people want to learn English because they expect to speak in that language both oral or written. In learning English, people must involve four language skill such as listening, speaking, reading and writing. Because, to gain learning outcomes achievement, the speakers need those skills in order to convey message, ideas and opinions.

Human language covers both receptive and productive skills. Receptive skills occur during the process of listening and reading which need comprehension or understanding of words and sentences. Productive skills in the context of English language teaching are those which require students to produce spoken and written language. Therefore, the productive skills are speaking and writing as opposed to listening and reading, which are regarded as receptive ones.

Both receptive and productive skills need components of language such as, grammar, vocabulary, and pronunciation. Being able to properly pronounce words and understand the speaker is a basic of effective communication in English, grammar and vocabulary that work together create meaningful communication for both spoken and written language. Words in a language are known as vocabulary, while grammar as rules for combining those words into sentences. Therefore, these components are significant aspects for the foreign language learners in learning a language, for example English, because ideas are communicated when pronunciation, grammar and vocabulary work

together. Grammar as the component of language is the system of rules by which words and phrases are arranged to make meaningful statements. Composing grammatical sentences are not easy for the pupils, because English is different from their mother tongue. These differences also make them unable to use or practice what they have learned in the classroom to their real lives situation.

As a compulsory subject in formal and informal school or courses, English is taught to the pupils from elementary school to university level. Although, they have learned English for a long time; most of them are still weak both in oral and written form. This problems are more identified when she conducted pre-eliminatory research on the school particularly in vocabulary. They do not know the meaning of word correctly and hard for them to memorize it. To solve this problem, the teacher should provide appropriate teaching materials, teaching techniques, teaching circumstances in the class and more importantly should be prepared properly to achieve the goal of the curriculum.

An English teacher should apply an appropriate media to support the teaching learning process. The most important thing is how to make pupils interested in the material so that they are motivated. Indication of the teacher's successfullness in teaching is when the students reach the indicators as shown in lesson plan. However, success does not only come from the teachers but there are some factors contributing of the success of students such as interest and motivation. Interest is a tendency of a person, object, or an activity favored by feeling of pleasure. It has a lot of influence on students' learning outcomes. Furthermore, motivation also affects students' wish for leaning. It is the desire to do something because of the goals to be achieved. These goals can encourage students to study hard and make them become diligent in the learning process.

Bettering students' motivation is one of the activities required in the learning process. In accordance with teachers' role as a motivator, the teacher should encourage and attract students into high motivation, because the higher students' motivation the higher students' learning outcome will be. In other words, learning motivation has important roles in boosting students' spirit and achieving learning indicators.

In accordance with the importance of learning motivation, the teacher as a motivator in teaching is obliged to create a joyful learning that motivates students such as using interesting technique or applying new media. The way of teaching also has an important impact to the pupils. The use of monotonous teaching media can cause the pupils less interested in learning process. By using the technique in teaching, pupils improvements can be seen clearly. That is why, the use of technique is very important and will be helpful for both the teacher and pupils to achieve the objective of learning.

There are many media and techniques that can be applied for all level of students in increasing vocabulary mastery, they can be pictures, songs, games, flash cards and word-coloring media. Word-coloring media are media used to involve the pupils favourite colors to represent the vocabulary by using color markers. The advantages of this 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 vocabulary immediately. Thus, it is expected that the media can make the pupils easier to memorize the vocabulary.

Etymologically, vocabulary means a list of words with their meanings, especially one given in a reading book of a foreign language. Vocabulary is a total number of words in a

particular language. It is an important part to master language correctly. Vocabulary is an important language component that must be discerned by the pupils in learning a new language.

Pupils will get difficulties to understand a language if they lack of vocabulary. According to the definition above, it can be concluded that vocabulary is a stock of words in a language, written or spoken, with meaning conveyed within a given society and culture.

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

The researcher chooses word-coloring media because, she had applied it when she taught English in elementary school. By using the media, the researcher can stimulate the pupils to learn English better. Besides, it is easier for them to memorize the words.

Pupils of the year five have learnt various vocabulary, but it is harder for them to memorize them and build up the words in a sentence. There are some factors that make pupils' vocabulary low, It could be caused by internal factors and external factors. Motivation, interest and intelligence are the example of internal factors. Meanwhile, economic background, learning materials and the teacher performance including their teaching methods are the example of external factors. Also, the uses of monotonous teaching media can cause the pupils lack of motivation and less interested. For example, for long periods, the teacher only use pictures during the learning process without changing it with other media. So that, She will try to solve that problem by implementing word-coloring media.

The researcher conducted a research at SDN 27 Palu at year five. In her preliminary research, she identified some problems that were encountered by students in the process of learning and teaching, first, she found that the English teacher of SDN 27 Palu did not use any additional media except white board and text book. Second, after having some discussion with the English teacher she found that the fact that they are lack of vocabulary. Based on the previous problems above, she wants to measure the effectiveness of word-coloring media in increasing their English vocabulary and their learning motivation. She believe that the media will increase both of them. Based on the background stated above, It can be assumed that pupils find difficulties particularly in vocabulary because they do not know the meaning of the words, how to build 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 question as follows: (1) Does the use of word-coloring media increase the English vocabulary 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.

METHOD

Method is a way to collect the data. To make systematic research, she must decide the type of suitable research method. There are many kinds of method are usually used in a research, descriptive research and experimental research. Experimental research is one of the quantitative research which is used to measure the effect of one variable to another

variable. Best (1981:57) “experimental research provides a systematic and logical method for answering question, experimenters manipulate certain stimuli, treatments, or enviromental conditions and observe how the condition or behaviour of the subject is affected or changed.” The method used in this research is quasi experimental research design by applying nonequivalent control-group design. The aim of this design is to compare the results of the experimental group and the control group.

The researcher conducted her research for eight meetings with presentation as follows. The first meeting was pretest and questioner checklist for both classes. The reseacher only taught the experimental class. Whereas, the control class is taught by the English teacher of the school. In the eighth meeting, the writer provided posttest and questioner check list for both classes. Then, at the end of the research, the researcher concluded the implementation of word-coloring media can or cannot increase pupils’ English vocabulary and learning motivation by comparing those with the result of pretest and posttest and questioner check list before and after giving treatment.

FINDINGS AND DISCUSSION

Based on the research questions, the research is focused on the implementing word-coloring media in increasing English vocabulary and learning motivation of the year five pupils of SDN 27 Palu. The findings of the research shows two results that the implementation of word-coloring media can increase English vocabulary and learning motivation of the pupils. The following are the explanation of the both results:

The increasing of the English vocabulary by implementing word-coloring media

Word-coloring media are media used to involve the pupils’ favourite colors to represent the vocabulary by using color markers. The implementation of word-coloring media can increase pupils’ English vocabulary effectively and accurately. They are able to knowing the meaning of the words and able to knowing the classes of the words easily by involved their favourite color in learning process.

The Improvement of word-coloring media in improving pupils’ learning Motivation

From the observation check list at the first meeting, there are some important notes during the implementation of word-coloring media in the class. Because it was the first time for them to use it. In point 11, there are 24 pupils or 80% pupils strongly agree feel enthusiastic in coloring words according to the teacher instruction and there are 6 pupils or 20% pupils undecided. In point 12 there are 23 or 76,66% % pupils who are strongly agree that they do not confused to their color selection. And, there are 7 or 23,33 % pupils who are undecided. In point 13, there are 22 or 73,33% strongly agree that pupils pay attention to the teacher explanation and directly follow the instruction. While 8 or 26,66% undecided. In point 14, there are 26 or 66,67% pupils are strongly agree that pupils are motivated to the task given by the teacher and only 4 or 15,66% are undecided. In point 18 there are 27 or 90% pupils are strongly agree that pupils enjoy doing task by using their favourite color and only 3 or 10% pupils undecided. All those activities at the first observation shows that some of the pupils still confused and rigid to use word-coloring media. Evendough the researcher had asked them to select their own colors as the representative of the words. It is natural, because the media is new for them.

In the second observation, it can be seen that there are progress in implementing word-coloring media, In point 11, there are 28 pupils or 93,33% pupils strongly agree feel enthusiastic in coloring words according to the teacher instruction and there are 2 pupils or 6,66% pupils undecided. In point 12 there are 25 or 83,33% % pupils who are strongly agree that they do not confused to their color selection. And, there are 5 or 16,67 % pupils who are undecided. In point 13, there are 26 or 86,66% strongly agree that pupils pay attention to the teacher explanation and directly follow the instruction. While 4 or 13,34% undecided. In point 14, there are 25 or 83,33% pupils are strongly agree that pupils are motivated to the task given by the teacher and only 5 or 16,67% are undecided. In point 18 there are 25 or 83,33% pupils are strongly agree that pupils enjoy doing task by using their favourite color and 5 or 16,67% pupils undecided.

Meanwhile, in the third observation shows that In point 11, there are 27 pupils or 90% pupils strongly agree feel enthusiastic in coloring words according to the teacher instruction and there are 3 pupils or 30% pupils undecided. In point 12 there are 27 or 90 % pupils who are strongly agree that they do not confused to their color selection. And, there are 3 or 30 % pupils who are undecided. In another points all pupils' answer are strongly agree. In the fourth, fifth and sixth observations shows that word-coloring media has successful to be implemented. All the result of observation checklist can be seen in appendix 10.

CONCLUSION

Based on the findings of data analysis, it can be concluded that the implemetation of word-coloring media is effective in increasing English vocabulary and learning motivation of the pupils. It can be proved from their achievement from pretest to posttest and pre-questionnaire to post-questionnaire. After applying word-coloring media, the pupils are able to knowing the meaning of the words and also able to knowing the class of the words. By the implementation of word-coloring media in teaching process, the teacher can easily teaches 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. The pupils rarely come late to class. And, during the learning process, the pupils shows their interest by listening carefully and pay attention to the material. However, if it is compared to the class that is not taught by using word-coloring media, the pupils are still difficult to knowing the meaning and the class of the words.

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

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