WORD-COLORING TECHNIQUE
TO INCREASE ENGLISH VOCABULARY MASTERY

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Abstract
This study was conducted to prove whether implementing Word-Coloring Media effectively increases pupils' English vocabulary mastery. This study was experimental. The sample was 30 pupils, obtained by applying the total sampling technique. The data was collected through a test. The test consisted of pre-test and post-test. Based on the results of the data analysis, the value of the t-counted was 12.84. By applying a 0.05 level of significance, the 30 (30-1) degree of freedom (df), the researcher found that the value of the t-table is 1.699. The alternative hypothesis is accepted because the result indicates that the t-counted value of 12.84 is greater than the t-table value of 1.699. In other words, implementing the word-coloring media effectively increases the pupils' English vocabulary mastery.

Keywords: Vocabulary, word-coloring, and media.

BACKGROUND

Teachers apply many techniques to all levels of students to increase vocabulary mastery. These techniques include pictures, songs, games, flashcards, puzzles, and word coloring. The word-coloring technique uses the students' preferred colors to represent the vocabulary with color markers. The benefit of this method is that they can incorporate learning with the children's selected color schemes. Everyone can use them, and they will encourage students' enthusiasm for writing. In addition, they will assist the students in instantly recognizing the various lexical categories. As a result, it is anticipated that the strategy will help students memorize terminology more quickly.

Vocabulary is defined etymologically as a collection of terms with definitions, particularly one provided in a reading book of a foreign language. The entire quantity of words in a language is known as its vocabulary. It is crucial to master language correctly. When learning a new language, students must recognize the importance of vocabulary.

A lack of vocabulary will make it difficult for students to comprehend a language. The description above suggests that vocabulary is a collection of words used in a language, written or spoken, that has a specific meaning within a particular community and culture.

Many factors can influence a child's perception of color favorably. They are incredibly receptive to all colors and adore them. The mix of instructional material and color can aid children's memory for information. To assist kids in remembering the knowledge, they will correlate the colors with the fact. Students are encouraged to generate fresh ideas through color, which fosters creativity (Mc. Leod, 2013; Kivi, 2013).

The researchers chose the word-coloring technique because the researchers

had applied it when she taught English in elementary school. Using the technique, the researchers can stimulate the pupils to learn English better. Besides, it is easier for pupils to memorize the words.

The year five pupils have learned different vocabulary but need help memorizing and building up the words in a sentence. Of course, It makes their vocabulary mastery low. Some factors make pupils' vocabulary low; internal and external factors could cause it. Examples of internal factors are drive, interest, and intelligence. External influences include a person's socioeconomic status, the quality of their educational resources, and the effectiveness of their teaching strategies.

Additionally, teachers may need more than boring instructional methods to lower students' drive and interest. For a long time, the teacher, for instance, only utilizes pictures to educate instead of switching to other forms of media. The author will use the word-coloring technique to attempt and address that issue.

There has yet to be any researcher who researched word-coloring techniques at that school. Therefore, this study was conducted. It was expected to get a positive response from the pupils.

Teaching Vocabulary

Teachers must learn to employ several teaching techniques to determine which approach is best for usage in the classroom and will benefit the students the most. Creating motivation and the material given is crucial for teachers to make their pupils interested in learning vocabulary.

When students are just beginning the process, teaching English vocabulary takes precedence. The teacher should clarify new words, pronunciation, and word construction to aid students in learning English vocabulary. Wilkins in Mc. Carten (2012:20): "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." Teaching vocabulary in Elementary School is very important, and it is the main issue to be developed in pupils when teaching English.

Teaching English vocabulary to elementary schools should be a priority in English teaching because English in elementary school is only a local content subject. Even dough is the starting point to learning English better and preparing their comprehension for the next stage. Also, pupils will understand the lesson properly with enough stock vocabulary.

Children in elementary school prefer to participate in activities that make them feel comfortable. They select the activity they enjoy based on their personalities; kids are particularly drawn to activities where they can set the rules for themselves. Because the children's behaviors reflect their growth, the teacher must be aware of them. According to Scott and Ytreberg (1990: 2), there are some characteristics of pupils in Elementary School, namely:

1. They are proficient speakers of their native language.
2. They can distinguish between fact and fantasy.
3. They enjoy playing, and learning happens best when people are having fun.
4. They have a positive outlook on education.
5. They rely on the spoken and written word to communicate and comprehend the meaning.
6. They take pleasure in cooperating with and learning from others.
7. They can concentrate for only a brief time.
8. They play and learn using various body parts.

To make teaching the English Language successful, a teacher must be competent and knowledgeable in their subject. Besides, the teacher should present new words, word formation, and grammar as much as possible without carrying what word should be given to the pupils by paying attention to their needs, level, age,

etc. According to Alber (2013), "Pupils need multiple and various exposures to a word before they fully understand it and can apply it."

The lack of vocabulary makes pupils are challenging to communicate. They need to convey their message better. Consequently, the listeners need help understanding their utterances. The teacher should allow pupils to be exposed to grammatical patterns, practice them frequently, and understand how to teach pupils with diverse abilities, learning styles, and backgrounds. Stahl in Kinsela et al. (2013), "Teaching word meanings should be a way for pupils to define their world, to move from light to dark, to a more fine-grained description of the colors that surround us." Related to the statements, how we teach pupils English vocabulary is fundamental for their learning process. In teaching vocabulary, the teacher should have techniques for pupils' comprehension at Elementary school. The teacher must be able to distinguish the parts of speech. In other words, pupils need to be able to talk about nouns, verbs, and adjectives.

Word-Coloring Media

Vocabulary teaching requires effort. To ensure the teaching-learning process is enjoyable, English teachers should offer a method or resource. This study encourages and motivates students to learn English by using word-coloring media.

Students can learn English more effectively using word-coloring media as a visual aid. Additionally, it allows them to participate actively in their education. They will assist students in connecting words to colors by incorporating media into the classroom. The most important thing to remember is that colored marker use must be constant.

Word-coloring media are media in which the student's favorite colors represent vocabulary using color markers. Kivi (2013) writes, "The simple adjustment to classroom instruction of allowing pupils to use various colored pens and pencils to complete their schoolwork has proved to motivate pupils to do their schoolwork. It also holds the student's attention span for longer periods and helps to retain classroom information". The researchers present a selection of base vocabulary items such as Noun, Verb, and Adjective together with exercises designed to help the pupils remember new words and use them in the context. Based on the statement above, word-coloring media is used by researchers to teach vocabulary to elementary schools. The essence of this media is suggesting the pupils select their favorite colors to represent the vocabulary.

The Advantages and the Disadvantages of Word-Coloring Media

Every media the teacher applies to support the teaching-learning process has advantages and disadvantages. According to Sasson (2013): "If you are a teacher, use color to your advantage. Help motivate pupils with color, and help pupils use color to organize and boost memory". A teacher must understand the technique and try to minimize the disadvantages. Here are the advantages of the word – coloring media:

- First, it is fun because it involves the pupils' favorite color to support the teaching-learning process. It will make them highly motivated to learn new words. Besides, their notebook will be full of colors.
- Second, it can be used by all people. Even the advanced learner also can use it.
- Third, the pupils will easier to recognize the kinds of vocabulary immediately.
- Fourth, it will stimulate pupils' interest in writing.

Teaching vocabulary through word-coloring media will give some advantages to the pupils. It can motivate the pupils to learn vocabulary because of the chance to select their colors to represent the vocabulary. In contrast, Word-Coloring

media utilized in the teaching and learning process have some downsides, including:

- Initially, as the controller, the teacher must recall the student's color pick. The suggested solution is for the teacher to instruct the students to rewrite their color choice on the front page of their notebooks so that both the students and the teacher are aware when she or he forgets something.
- Second, the teacher must store the colored markers carefully to prevent color exchange between students. To avoid color exchange between students, the teacher should place each student's-colored marker in a transparent plastic bag labeled with their name.
- Third, finding specific colors, such as white, peach, and grey, can be challenging. The teacher proposes that students choose the opposite color but by their own option for specific hues.
- Fourth, it is pricey for some students. To circumvent this, the teacher groups the students who chose various colors so that they can individually purchase a dozen-colored pens, dividing them according to their color preferences.

Teaching Vocabulary by Using Word-Coloring Media

Teaching vocabulary in elementary school is crucial and the primary skill to be cultivated in students while teaching English. It is meant to pique the students' interest and expand their vocabulary. Consequently, the instructor must be familiar with the techniques and tools utilized in the learning process.

The objective of teaching the English language is to increase the vocabulary and help the pupils construct words into sentences or utterances in written or spoken language. Teaching English vocabulary has some objectives. In most cases, teaching English vocabulary is directed at improving the pupils' vocabulary. The objective of teaching elementary school students vocabulary is to equip them with most of the vocabulary necessary to learn language abilities.

When teaching vocabulary, the instructor must choose appropriate words based on the topic and the student's needs. The instructor should also provide an environment where students can converse and memorize the necessary vocabulary. Ratnawati in Munoz (2011:40), "In any case, one would hope that the choice of vocabulary will relate to the course aims and the objectives of an individual lesson. It is also possible for the teacher, in a sense, to put the responsibility of choosing the vocabulary to be taught to the pupils. In other words, the pupils are put in a situation where they have to communicate and get the words they need, as they need them, using the teacher as an informant".

After the teacher chooses what vocabulary to teach, he or she could choose the teaching-learning techniques. Besides, it is also vital to view the technique's effectiveness. A teacher must be creative to find out a technique for teaching and teach it in a fun way in order to make the material memorable. According to Kivi (2013), "Color inspires creativity and encourages pupils to come up with new ideas. Using color not only assists pupils in artistic projects but also stimulates the creativity of thinking toward story writing. It also helps pupils to evaluate and solve questions". Using colored pens or colored markers as teaching aids are effective in the learning process. Beare (2013) states, "The use of colored pens in class is a great way to help students learn their tenses. The idea is quite simple, by using color coding for the various tenses, students learn to associate that color with the tense (right brain learning). It, in turn, adds another learning tool that the students can use on their own; remembering which color goes with which tense adds a visual component to their learning style. To make this work well, ensure students are also provided with colored pens, pencils, and crayons. So that

they can actively create their beautiful compositions."

With the implementation of word-coloring media, it is expected that the pupils will be easier to memorize the vocabulary. The brain constantly stimulates colors. To strengthen the learning process, a teacher must use colors. Particular colors will be adequate to underline some important words (DePorter et al.: 2000:106). The steps of teaching are presented as follows:

- First, the teacher introduced the word-coloring media briefly. Then, the teacher suggested that the pupils select the colors from the colored marker. After that, they wrote down the first page of their notebook and what the colors referred to. It is helpful to rememorize the colors when they forget them.
- Second, the teacher explained the material according to the syllabus. The teacher explained how to build up the sentence and guided them to get the meaning of the words in context.
- Third, the teacher explained the vocabulary and its parts of speech, then instructed them to underline or circle the words according to their favorite colors.
- Fourth, the teacher pronounced the vocabulary and its meaning, and the pupils would repeat it.
- Fifth, the teacher instructed the pupils to rewrite the vocabulary in their notebooks, and they memorized them. And then, the teacher provided the exercise to assess the pupils' understanding.
- Finally, the teacher collected all the student's-colored markers and put them in a transparent plastic bag that had given a label name of each pupil, then kept the colored markers in the school's cupboard for safety.

METHOD OF THE RESEARCH

This study used a pre-experimental design with a pre-test and post-test for a single group. The research aims to prove whether implementing word-coloring media effectively increases the pupils' vocabulary. Two tests are applied; the before-treatment test and after treatment test. She used the research design proposed by Arikunto (2010:124) as follows:

$$\boxed{O1 \quad X \quad O2}$$

Where: O1   : Pre-test
             X: Treatment
            O2   : Post-test

To know the students' vocabulary ability before treatment, the researchers gave a pre-test to them. During the treatment, she taught the pupils for six meetings by using word-coloring media. After that, she gave the post-test. It was conducted to determine the students' achievements before and after the treatment. The test assigned in the post-test was the same as the pre-test.

The population of this research was the Year five pupils of SDN Inpres 5 Lolu, consist only one class. The total number of pupils was 30. The total sampling technique is used because of the small population where the class number was only one.

The instrument of this research is a test that consists of two tests. They were pre-test and post-test. The test was used to measure the mastery of the pupils' vocabulary.

To gather the data, the researcher used a test as the technique of data collection. The test consisted of pre-test and post-test. The test is designed in three models: Matching Test, Multiple Choices, and Completion Test. Each model contained four numbers of Nouns, four numbers of verbs, and four numbers of Adjectives. The total is 36 items.

The matching test consisted of 12 items, and each correct item scored 1. Whereas Multiple Choices Test consisted of 12 items, each correct item scored 1, Completion Test consisted of 12 items, and every item scored one. It means that the number of maximum scores was 36 points. The researchers used the same model of test for the pre-and post-test.

The study started by giving the pre-test. After a pre-test was conducted, the researchers treated the students eight times. The activities were spent 2 x 35 minutes for each meeting. The researchers taught the students twice a week by using word-coloring media. In order to make the research successful, lesson plans were provided. It was related to the student's material or book. The treatment was given during school hours. The procedures of the treatment could be seen as follows:

First, the teacher introduced the Word-coloring media briefly. Then, the teacher suggested that the students select the colors from the colored marker. After that, they wrote the colors on the first page of their notebook what are the colors refer to. It is helpful to rememorize the colors when they forget them.

Second, the teacher explained the material according to the syllabus. The teacher guided them to get the meaning of the words in context.

Third, the teacher explained the vocabulary and its parts of speech. Then, the teacher instructed them to underline or circle the words according to their favorite colors.

Fourth, the teacher pronounced the vocabulary and its meaning, and the students repeated it.

Fifth, the teacher instructed the students to rewrite the vocabulary in their notebooks, which they had memorized. And then, the teacher provided the exercise to assess the students understanding.

Finally, the teacher collected all the student's-colored markers and put them in a transparent plastic bag that had given a label name of each pupil, then kept them in the school's cupboard for safety.

After administering the treatment, the researchers conducted a post-test on the students. This examination aimed to measure whether the experimental class's vocabulary had improved and whether the treatment had been successful. The researchers used the score classification to classify the pupils' achievement after the test to determine the pupils' mastery. The following score classification proposed by Sudijono (2011:6) as follows:

Table of Score Classification

No.	Score Range	Interpretation
1	80 – 100	Very Good
2	60 – 79	Sufficient
3	30 – 59	Poor
4	0 – 29	Fail

To Prove whether the implementation of word-coloring media effectively increased English vocabulary mastery, the researchers needed to do hypothesis testing using the following criteria. If the students' t-counted was more significant than their t-table, the study hypothesis (Ha) is supported. Alternatively, the research hypothesis is rejected if the pupils' t-counted is smaller than the students' t-table.

FINDING AND DISCUSSION

Findings

A pre-test was administered to the students before treatment. The pre-test measured the pupils' vocabulary mastery before applying word-coloring media. The result of the pre-test is presented in the following table.

Table of Students' Scores in the Pre-test
(Max Score = 36)

No	Initial	TEST			Obtain-ed Score	Total Score
		Match-ing	Multiple Choice	Comple-tion		
1	MRG	10	7	6	23	63.89
2	MTH	9	6	8	23	63.89
3	RM	4	7	5	16	44.44
4	EF	8	6	6	20	55.56
5	MHY	6	5	6	17	47.22
6	SR	8	6	4	18	50.00
7	HS	9	4	4	17	47.22
8	MG	7	5	8	20	55.56
9	MY	7	6	5	18	50.00
10	MF	8	7	5	20	55.56
11	FB	9	4	4	17	47.22
12	MZ	5	6	7	18	50.00
13	WA	8	6	5	19	52.78
14	HM	0	6	4	10	27.78
15	HN	8	7	5	20	55.56
16	DG	6	3	4	13	36.11
17	AM	8	5	5	18	50.00
18	AR	9	6	5	20	55.56
19	RAS	9	7	8	24	66.67
20	MS	8	7	8	23	63.89
21	FAD	6	8	6	20	55.56
22	RW	5	6	4	15	41.67
23	MAG	6	4	8	18	50.00
24	SRI	12	8	4	24	66.67
25	NS	7	7	8	22	61.11
26	NA	9	7	8	24	66.67
27	RK	7	10	9	26	72.22
28	MUR	4	3	3	10	27.78
29	IND	6	8	9	23	63.89
30	IK	9	8	10	27	75.00
Total						1619.48

Based on the result of the obtained score from the pre-test above, it was found that there were two pupils got fail the classification. The score of 27.78 belongs to MUR, and HM. 18 pupils got poor classification. Moreover, the lowest score, 36.11, belongs to DG. On the other hand, ten pupils got sufficient classification.

Furthermore, the higher score, 75.00, belongs to IK. After presenting the pre-test result, the researchers computed the mean scores. The computation shows that the mean score of the pupils' vocabulary in the pre-test is 53.98.

After the treatment, the researchers again tested the pupils using the same test. The researchers wanted to know whether the post-test result showed increased vocabulary mastery. All of the pupils attended the post-test.

The Students' Scores in the Post-test
(Max Score = 36)

No.	Initials	TEST			Obtain-ed Score	Total Score
		Match-ing	Multiple Choice	Comple-tion		
1	MRG	12	10	11	33	91.67
2	MTH	12	9	8	29	80.56
3	RM	7	6	7	20	55.56
4	EF	9	6	7	22	61.11
5	MHY	9	9	12	30	83.33
6	SR	8	7	7	22	61.11
7	HS	12	10	10	32	88.89
8	MG	10	9	10	29	80.56
9	MY	9	8	7	24	66.67
10	MF	9	11	10	30	83.33
11	FB	8	9	8	25	69.44
12	MZ	12	10	11	33	91.67
13	WA	11	9	7	27	75.00
14	HM	9	7	5	21	58.33
15	HN	12	11	10	33	91.67
16	DG	9	11	10	30	83.33
17	AM	12	10	10	32	88.89
18	AR	9	9	10	28	77.78
19	RAS	12	11	10	33	91.67
20	MS	12	10	11	33	91.67
21	FAD	12	10	12	34	94.44
22	RW	6	7	6	19	52.78
23	MAG	9	5	5	19	52.78
24	SRI	12	10	12	34	94.44
25	NS	9	10	12	31	86.11
26	NA	10	11	12	33	91.67
27	RK	12	11	12	35	97.22

28	MUR	6	7	5	18	50.00
29	IND	12	11	12	35	97.22
30	IK	12	11	12	35	97.22
Total						**2386.12**

Based on the result of the obtained score of the post-test, it is recognized that most of the pupils get an increase in their vocabulary mastery. Five pupils get a poor classification, and the lowest score of 50.00 belongs to MUR. Then, six pupils get a good classification. On the other hand, 19 pupils get an excellent classification. Moreover, the highest score, 97.22, belongs to RK, IND, and IK.

After presenting the post-test result, the researchers computed the mean scores. Calculations revealed that the students' vocabulary had improved, with a mean score of 79.54 on the post-test. These median results demonstrated that using word-coloring media boosted students' vocabularies.

The data from the pre-test and post-test were statistically examined after the students' pre-test and post-test scores were presented. The majority of the students received increasing scores on the post-test, according to the distribution of pre-test and post-test scores shown above.

The researchers first calculated the variance (sum of square deviation) using the raw score in order to determine whether there was a significant difference in the test:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)2}{N}$$
$$\sum x^2 d = \sum d \quad - \frac{(\sum d)2}{N}$$
$$= 23022.91 - \frac{(766,64)^2}{30}$$
$$= 23022.91 \quad - \frac{587736.89}{30}$$
$$= 23022.91 \quad - 19591.22$$
$$= 3431.7$$

After counting the square deviation, the research found a significant difference in the test. The computation can be seen below :

$$t = \frac{Md}{\sqrt{\dfrac{\sum x2d}{N(N-1)}}}$$
$$t = \frac{25.55}{\sqrt{\dfrac{3431.7}{30(30-1)}}}$$
$$t = \frac{25.55}{\sqrt{\dfrac{3431.7}{30(29)}}}$$
$$t = \frac{25,55}{\sqrt{\dfrac{3431.7}{870}}}$$
$$t = \frac{25.55}{\sqrt{3.944}}$$
$$t = \frac{25.55}{1.986} = 12.\mathbf{87}$$

The researchers must test the research hypothesis to demonstrate whether it is accepted or rejected. It is based on the outcome of the initial data analysis. Before testing the hypothesis, the researchers referred to the acceptance or rejection criteria standard.

The criteria define that the alternative hypothesis (Ha) is accepted if the t-counted is greater than the t-table value. It indicates that the post-test differs significantly from the pre-test.

Based on the outcome of the statistical computation, the researchers discovered that the value of the t-counted is 12.87 consulting it to the t-table value by using the degree of freedom (df) = 30-1 = 29 and 0.05 critical value. Researchers determine the value of the t-table to be 1.699. It indicates that the t-counted value exceeds the t-table value. Therefore, the research's alternative hypothesis (Ha) is accepted. In other words, using the word–coloring media effectively boosts the vocabulary mastery of the year five pupils of SDN Inpres 5 Lolu.

Discussion
As stated, the researchers used word-coloring media to increase pupils'

vocabulary mastery. Word-coloring media as a visual tool to help pupils learn English better. It is also a way of involving their self in the learning process.

Implementing the word-coloring media assists students in associating words with colors. However, consistency in using colored markers is the essential factor. The researchers suggest that the pupils select their colors to represent the vocabulary.

The primary objective of the pre and post-tests is to examine the effectiveness of the word-coloring media in enhancing the English vocabulary understanding of the year five pupils of SDN Inpres 5 Lolu is effective. The pre-test is administered before the treatment. It is aimed at measuring the pupils' level of vocabulary. After treatment, the researchers provide a post-test to determine vocabulary improvement and achievement. The data analysis demonstrates a statistically significant difference between the mean score of the post-test (79.54) and the pre-test (53.98).

The final step of the data analysis is to find the value of the t-counted. The value of the t-counted is consulted with the value of the t-table. 1.699. It shows that the hypothesis of the research is accepted. Alternatively, the implementation of word-coloring media effectively increases English vocabulary mastery of the year five pupils of SDN Inpres 5 Lolu.

Although the researchers face some obstacles in teaching vocabulary using word-coloring media, the pupils are interested, enthusiastic, and motivated to join the teaching-learning process. It can be seen from their presence. The pupils rarely come late to class. At the beginning of the lesson, the pupils show their interest by listening carefully and paying attention to the material. It is concluded that the improvement of the pupils' achievement in post-test is contributed by implementing word-coloring media.

CONCLUSION AND SUGGESTION

Conclusion

After collecting and evaluating data, the researchers believe using word-coloring media effectively improves students' vocabulary mastery. By incorporating word-coloring media into the teaching process, the instructor may effortlessly teach students vocabulary. The students can also achieve the purpose of effective and efficient instruction. It is evident by their presence. They demonstrate their interest and motivation through the teacher's instructional style. Students are rarely tardy to class. Moreover, during the learning process, the students exhibit interest by listening closely and paying attention to the subject.

Suggestion

In light of the study's findings, the researchers would like to offer ideas to the English instructor and the students regarding the teaching and acquisition of vocabulary without diminishing respect and esteem for the teacher. Word-coloring media have several disadvantages. Therefore, teachers must comprehend these disadvantages and be able to mitigate them. The negative aspects are:

1. Teachers, as the controller, must have a firm recollection of the pupils' color selection. A possible solution would be for the instructor to instruct the students to rewrite their color choice on the front page of their notebooks so that both the students and the teacher will know immediately if she/he forgets it.

2. Teachers must store the colored markers carefully to prevent color exchange between students. To avoid color exchange between students, the teacher should place each student's-colored marker in a transparent plastic bag labeled with their name.

3. Finding specific colors like white, peach, and grey can be challenging. Teachers propose that the students choose the

alternative color for the specific hues, but still by their own choice.

4. For some students, colored markers are pretty costly. In order to circumvent this issue, the teacher divides the students into groups based on the colors they chose so that they can individually purchase dozen-colored markers.

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