

The Application of the Color-Coded Text of Surah Ash-Shams to Enhance Students' Vocabulary Analysis

Athiyyah Mutammimah

(Pendidikan Bahasa Inggris, Universitas Muslim Indonesia)
mutammimahathiyyah@gmail.com

Awaluddin Syamsu

(Pendidikan Bahasa Inggris, Universitas Muslim Indonesia)
awaluddin.syamsu@umi.ac.id

Hadijah

(Pendidikan Bahasa Inggris, Universitas Muslim Indonesia)
hadijah.hadijah@umi.ac.id

Abstrak

Metode dan materi yang sesuai dengan kondisi siswa diperlukan untuk memenuhi tujuan pembelajaran, khususnya dalam ELT. Dengan demikian, siswa dapat mempraktekkan apa yang telah mereka pelajari sehingga proses pembelajaran dapat terlaksana dengan baik. Penelitian ini dilakukan untuk mengetahui pengaruh teks kode berwarna surah Asy-Syams dalam meningkatkan analisis kosakata siswa. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan desain Pre-Experimental. Populasi penelitian ini adalah siswa SMP tingkat tujuh dan berisikan 10 siswa. Hasil dari penelitian ini menunjukkan bahwa analisis kosakata siswa telah meningkat sebesar 42,65% dari titik awal mereka. Siswa juga memberikan respon positif terhadap penggunaan teks kodeber warna pada surat Asy-Syams. Para siswa setuju bahwa teks kode berwarna dapat memudahkan mereka dalam membedakan kelas-kelas kata. Oleh karena itu, disarankan untuk menggunakan teks kode berwarna dari surah Asy-Syams atau surah lain dalam Al-Qur'an untuk meningkatkan analisis kosakata.

Kata kunci: Teks kode berwarna, surah Asy-Syams, analisis kosakata.

Abstract

Methods and materials that are suitable for student circumstances are required to fulfill learning objectives, especially in ELT. Thus, students will put what they have learned into practice so that the learning process can be carried out well. This study was conducted to determine the effect of the color-coded text of surah Ash-Shams in improving students' vocabulary analysis. This research used a quantitative method with a Pre-Experimental design. The population of this research was the grade seventh Junior Highschool and consisted of 10 students. the results of this research showed that students' vocabulary analysis has improved by 42,65% from their starting point. Students also gave positive responses for the usage of color-coded text in Surah Ash-Shams. The students agreed that the color-coded text could ease them to distinguish the word classes. Therefore, it is suggested to employ the color-coded text of surah Ash-Shams or other surahs in the Holy Quran to improve the vocabulary analysis.

Keywords: Color-coded text, surah Ash-Shams, vocabulary analysis

1. INTRODUCTION

English has been one of the most important subjects and even has been taught to young learners. This situation has increased parents' awareness about the importance of learning English to support the students' competence quality. Therefore, most of them send their children to private or public English courses. Zaitun & Wardani (2019) states that this phenomenon changes the young generation's mindset about learning a foreign language with engaging all its culture. And a thing to consider about this phenomenon is not all foreign cultures can be accepted. Especially for Muslim students, it is caused the process of religious learning gradually began left behind.

Teaching materials play a very important role in the language classroom because they are tools utilized by the teachers to aid the teaching and learning process both inside and outside the classroom, (Castillo Losada, Insuasty, & Jaime Osorio, 2017). Currently, artificial and authentic materials are the two types of instructional resources used in ELT. The two different sorts of materials are highly dissimilar to one another. The authentic material, in contrast to the artificial material, is directly taken from sources found in daily life that are not made for ELT purposes. According to Kilickaya (2012), using authentic resources enables students to interact with the language and subject itself rather than just the form. Thus, students believe they are learning the target language in the same way they are learning their mother tongue. This necessitates the practice of linguistic patterns in authentic settings. Because understanding a culture does not necessarily mean accepting it. Therefore, the only purpose of including cultural references in educational materials is to attract learners' interest in the target language. Lamier & Schleicher (in Sarapli (2011)) list various advantages of using authentic materials for ELT. First, using texts that the class finds interesting can improve learning. Second, when authentic materials are used in ELT lessons, diversity, and spontaneity rise. Then, a range of vocabulary and grammatical structures are exposed. Third, students compare the target circumstance and genre with their own culture using their previous cultural and schematic knowledge. In consideration of this, it might not be unreasonable to state that authentic materials should be used at all levels to close the performance gap that exists between language learners' competence and their ability, which is a widespread issue among native speakers.

In learning English, vocabulary must be owned by everyone to communicate in order to facilitate the process of sending and receiving information. Knowing the vocabulary is very important. It should be mastered by someone to communicate. A person is more likely to be skilled at speaking or communicating if they have a larger vocabulary. Additionally, the lines of communication be clearly established, and the message being delivered may be well received. Considering the importance of vocabulary in language teaching, students also need to have the ability to analyze vocabulary. The ability to analyze words is essential for vocabulary development. To teach vocabulary, the teacher must be able to sort out material related to the student's environment. According to Schaefer (2002), effective vocabulary instruction is developing a situation in which students regularly employ pertinent language in their reading, listening, writing, and speaking. And also, a teacher should develop a lesson plan, consider the tools and techniques that can promote student understanding, and then give students the opportunity to practice using those techniques.

A wide range of strategies and tools have been developed as a result of many of the approaches to teaching EFL. Numerous studies in the field of cognitive approach have led researchers in the right way. Color coding is one method that has been used extensively for study. One of them is the research conducted by Nasir (2013) which used the colored Al-Quran text media to increase student participation in learning to read the Quran.

Besides that, Sumarsono (2018) has previously implemented the concept of authentic content for ELT. He recommends a strategy for teaching and studying reading that uses the Holy Qur'an's English translation as a trustworthy source of real learning materials because the Noble Qur'an has been translated carefully.

The Holy Qur'an is Allah's direct literal words that serve as guidance for all mankind. As its name is Al-Qur'anul Kareem, It has extensive knowledge that is beneficial for human life in this world and the hereafter. Humans are driven by knowledge to learn, research, experiment, and

think critically in order to comprehend and apply knowledge to their daily lives. It has been proven through the advent of science and technology.

2. RESEARCH METHOD

The research was conducted by applying a descriptive quantitative method with a Pre-experimental design. Creswell (2012) describes the quantitative design as a method for testing objective ideas by looking at how the variables are related to one another. So that numbered data may be examined using statistical techniques, these variables can be measured, often using instruments. The quantitative design used in this research was experimental research. This research used a Pre-Experimental design and was carried out without a comparison group. In this design type, the test was carried out twice, a pre-test before giving the treatment and a post-test after giving the treatment.

In collecting the data, the researcher used written tests and questionnaires as research instruments. Written test which was pre-test and post-test aims at finding out students' improvement in analyzing the vocabulary. While questionnaire was used to aim students' responses about the color-coded text method.

3. FINDINGS AND DISCUSSION

Findings

- a. The students' scores obtain through vocabulary analysis test, pre-test and post-test

No.	Classification	Range	Frequency		Percentage	
			Pre-Test (O ₁)	Post-Test (O ₂)	Pre-Test (O ₁)	Post-Test (O ₂)
1	Very Good	100 – 85	-	-	-	-
2	Good	84 – 75	-	2	-	20%
3	Fair	74 – 65	1	-	10%	-
4	Poor	64 – 35	3	5	30%	50%
5	Very Poor	34 – 0	6	3	60%	30%
Total			10	10	100%	100%

(Table 3. 1 The Percentage of Student Scores in Pre-Test and Post-Test)

Table 3. 1 shows that in the pre-test none students got very good score and good scores. There is a student who got a fair score, there were three (30%) students who got a Poor score, and there were six (60%) students who got a very poor score. While in the post-test, none of the students got very good scores or fair scores, there were two (20%) students got good scores, there were five (50%) students got poor scores, and there were three (30%) students got very poor scores.

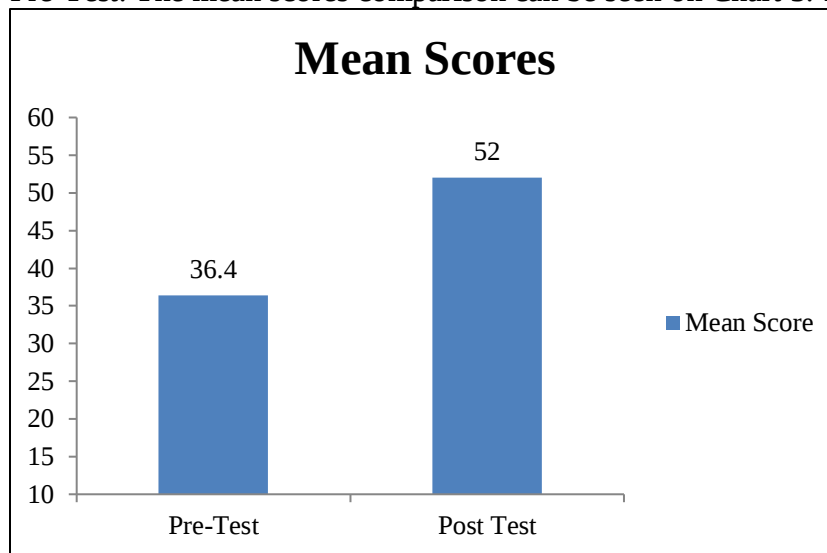
- b. The Students' Mean Scores

The result of the pre-test and post-test in this data analysis were calculated using Software Statistical Package For The Social Science (SPSS) 22 For Windows Data, and can be seen as follows;

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test	36,40	10	23,768	7,516
Post-Test	52,00	10	24,372	7,707

(Tabel 3. 2 SPSS)

Table 3. 2 shows that the mean score of the Pre-Test was 36,4 and Post-Test was 52, 0. Therefore, the mean score of the Post-Test was higher than the mean score of the Pre-Test. The mean scores comparison can be seen on Chart 3. 1 as follows;



(Chart 3. 1 Mean Score's Comparison)

c. The Improvement of Students' Vocabulary Analysis

$$\begin{aligned}
 \% &= \frac{x_2 - x_1}{x_1} \\
 &= \frac{52 - 36,4}{36,4} \times 100 \\
 &= 42,65\%
 \end{aligned}$$

Test	Mean Score	Improvement
Pre-Test	36,4	42,65%
Post-Test	52,0	

(Tabel 3. 3 The Improvement of Students' Vocabulary Analysis)

Table 3. 3 above indicates that the students' improvement was 42,65%. The classification of each test was described as follows;

No.	Classification	Frequency				Percentage			
		N	V	Adj	Pron	N	V	Adj	Pron
1.	Very Good	0	0	2	1	0%	0%	20%	10%
2.	Good	1	0	0	1	10%	0%	0%	10%
3.	Fair	1	0	0	1	10%	0%	0%	10%
4.	Poor	2	3	0	5	20%	20%	0%	50%
5.	Very Poor	6	7	8	2	60%	70%	80%	20%
	Total	10				100%			

(Tabel 3. 4 The Classification of Pre-Test Score)

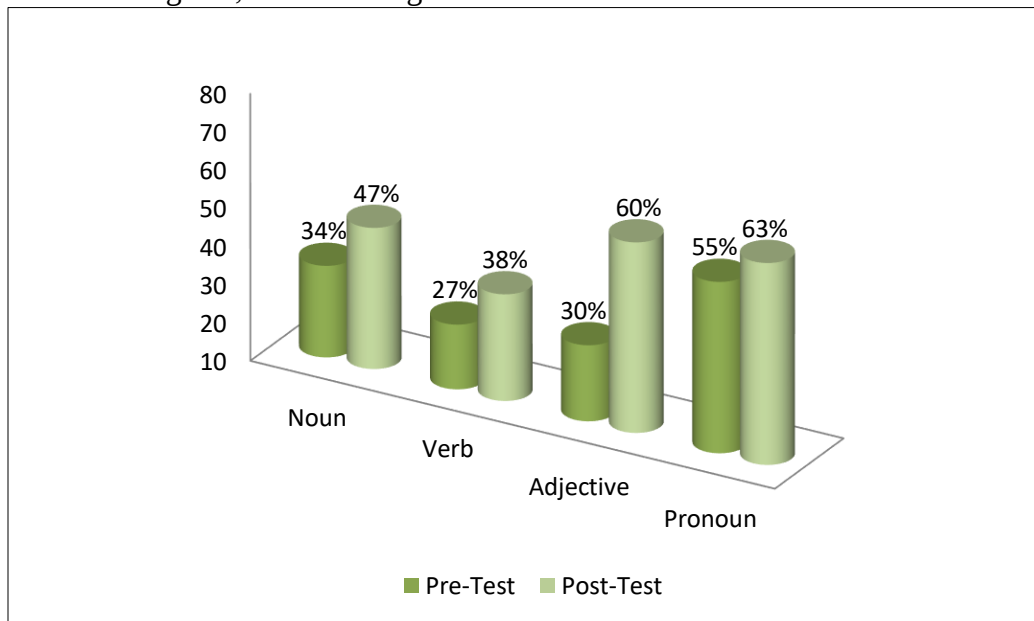
The table above shows that, in Nouns, 6 (60%) students got a very poor score, 2 (20%) students got a poor score, 1 (10%) student got a fair score, 1 (10%) student got a good score, and none (0%) student got a very good score. In Verb, 7 (70%) students got very poor scores, 3 (30%) students got poor scores, and none (0%) students got a fair, good, and very good score. In Adjective, 8 (80%) students got very poor, 2 (20%) students got very good, and none (0%) students got a poor, fair, and good score. In Pronouns, 2 (20%) students got a very poor score, 5 (50%) students got a poor score, 1 (10%) student got a fair score, 1 (10%) student got a good score, and 1 (10%) student got a very good score. It is clear from the description above that the majority of students performed quite poorly across all classifications.

No.	Classification	Frequency				Percentage			
		N	V	Adj	Pron	N	V	Adj	Pron
1.	Very Good	1	0	5	0	10%	0%	50%	0%
2.	Good	1	0	0	3	10%	0%	0%	30%
3.	Fair	1	1	0	3	10%	10%	0%	30%
4.	Poor	4	6	2	3	40%	60%	20%	30%
5.	Very Poor	3	3	3	1	30%	30%	30%	10%
	Total	10				100%			

(Tabel 3. 5 The Classification of Post-Test Score)

The table above shows that, in Nouns, 3 (30%) students got a very poor score, 4 (40%) students got a poor score, 1 (10%) student got a fair score, 1 (10%) student got a good score, and 1 (10%) student got a very good score. In Verb, 6 (60%) students got very poor scores, 3 (30%) students got poor scores, 1 (10%) got fair scores, and none (0%) students got a very good, or good score. In Adjective, 3 (30%) students got very poor, 2 (20%) got poor scores, 5 (50%) students got very good, and none (0%) students got a fair and good score. In Pronouns, 1 (10%) student got a very poor score, 3 (30%) students got a poor score, 3 (30%) students got a fair score, 3 (30%) students got a good score, and none (0%) student got a very good score.

From the explanation above, it can be stated that most of the students got poor scores in any classification. To know which classification is the most difficult and most easy for students to distinguish, the following chart showed the difference.



(Chart 3. 2 The Percentage of Pre-Test and Post-Test Classification)

d. Questionnaire Result

Num.	Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
1	7	70%	3	30%	0	0%	0	0%	10	100%
2	9	90%	1	10%	0	0%	0	0%	10	100%
3	6	60%	4	40%	0	0%	0	0%	10	100%
4	7	70%	3	30%	0	0%	0	0%	10	100%
5	6	60%	4	40%	0	0%	0	0%	10	100%
6	7	70%	3	30%	0	0%	0	0%	10	100%
7	8	80%	2	20%	0	0%	0	0%	10	100%

From the result of all questionnaires above, it showed that the Color-Coded Text method gave a positive impact on students in vocabulary analysis. Based on the data, most of the students agreed that the use of the color-coded text of surah Ash-Shams could improve

students' vocabulary knowledge (90%). And the students' was more interested in analyzing with the color-coded text method, because it is so much fun and easier (80%).

Discussion

The color coding of surah Ash-Shams has the same function as the Holy Qur'an with colored tajweed so that, it is easier for students to remember and distinguish word classes. The provision of striking colors makes it easy for students to distinguish word classes because students focus more on words that are colored. This is consistent with the study done by Nasir (2013), who discovered that the use of color-coded text is made with different colors in certain words to show the different positions of each letter or sentence adjusted to the formulation of learning objectives on learning indicators. Colored Al-Quran text serves as a learning medium to arouse students' interest and motivation to encourage students to actively participate in learning.

Besides that, materials that can be accessed easily was plays a role in improving student analysis because it allows students to interact with it at any time. Dewi Suryani Djamdjuri (2016) backed this up by saying that although most students find it challenging to comprehend the framework, as they engage with the Qur'an more, the more they will understand it. Also, students will be able to comprehend the lessons in surah Al-Mulk each time they analyze it. In addition, as mentioned in research by Sumarsono (2018), The Holy Qur'an's English translation utilizes two very important purposes; in the development of knowledge (students' vocabulary analysis) which has been described previously, and also in the development of faith by reading the translation of the Holy Qur'an frequently which is a good deed.

4. CONCLUSION

According to the explanation above, students' vocabulary analysis could be enhanced by using the color-coded text of surah Ash-Shams. This can be proven from the results of the mean score of the post-test was 52,0 and the pre-test was 36,4. As a result, the post-test's mean score was more significant than the pre-test's mean score. Thus, the student's improvement in vocabulary analysis was 42,6%. In addition, it was found that most of students gave positive responses to the use of the color-coded text in analyzing vocabulary. The students agreed that the color-coded text could ease them to distinguish the word classes. Students can more easily learn to read and highlight teaching materials with color-coded text.

5. REFERENCES

- Abrar, A. E. Y., & Thamrin, S. W. (2020). Improving Students' Ability to Identify Parts of Speech through Grammar Translation Method: A Classroom Action Research at the Second Semester Students of Bulukumba Muhammadiyah University. *Proceeding of the International Conference on Science and Advanced Technology (ICSAT)*, 23(2)
- Abuarqub, M. (2009). Islamic perspectives on Education. *Islamic Relief, February*, 149–164.
- Benjamin Bloom, *Taxonomy of Educational Objective*, Handbook 1; Cognitive Domain (New York: McKey, 1956)
- Castillo Losada, C. A., Insuasty, E. A., & Jaime Osorio, M. F. (2017). *The impact of authentic materials and tasks on students' communicative competence at a Colombian language school. PROFILE Issues in Teachers' Professional Development*, 19(1), 89-104.
- Creswell, J. W. 2012. *Research Design Qualitative, Quantitative, and Mixed*. Yogyakarta:

Pustaka Pelajar

- Djamdjuri, D. S. (2020). *Students' Interest in the Use of Islamic Teaching Materials in English Language Teaching*. *Icri* 2018, 2093–2100.
- Dzelzkaleja, L., & Kapenieks, J. (2016). Real-time Color Codes for Assessing Learning Process. *Procedia - Social and Behavioral Sciences*, 231(May), 263–269.
- Gay, L. R., Mills, Geoffrey E., Airasian, Peter. 2012. *Educational Research Competencies for Analysis and Applications*. Pearson Education, Inc.
- Guariento, W. & Morley, J. (2001). *Text and task authenticity in the EFL classroom*. *ELT Journal* 55(4), 347-353. Martinez (2002) Martinez, A. (2002). Authentic materials: An overview. *Karen's Linguistic Issues*.
- Hornby. 1995. *Advance learners' dictionary*. Newyork: Oxford University Press.
- Ikhsanuddin, *English Language Teaching Material*. University of Muhammadiyah Malang, Malang, Indonesia 2015,
- Irwandi, I. (2019). *The Qur'anic Concept on Human Language: A Preliminary Study on Science-Religion Integration in Studying Sociolinguistics*. 178(ICoIE 2018), 512–516.
- Jordan, R. R (1997). *English for Academic Purposes: A Guide and Resource for Teachers*. Cambridge. Cambridge University Press.
- Kilickaya, F. (2012). *Authentic Materials and Cultural Content in the EFL Classroom*. Paper. Ankara, Turkey: Middle East Technical University.
- Matsuta, K. (n.d.) *Applications for using authentic materials in the second language classroom*.
- Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: PT. Rosda Karya, 2005), h. 29
- Noh, M. A. C., Hussein, A., Ghani, O., & Suhid, A. (2013). The Study of Quranic Teaching and Learning: A Review in Malaysia and the United Kingdom. *Middle East Journal of Scientific Research*, 15(10), 1338–1344.
- Nasir, Muh. (2013). *Media Teks Berwarna untuk Meningkatkan Partisipasi Siswa dalam Pembelajaran Membaca Al-Qur'an di Kelas VB SD Muhammadiyah Ngijoni Turgenen Sumberagung Moyundan Sleman Yogyakarta*.
- Ooemar Hamalik, *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem*, (Jakarta: Bumi Aksara, 2004), h.37
- Rahmasari, B. S. (2021). Improving Students' Vocabulary Mastery Through Bingo Games. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(1), 28.
- S. Nasution, *Asas-Asas Kurikulum*, (Cet Ke-5, Jakarta: Bumi Aksara, 2003), h.49
- Sarapli, O. (2011). *The Use of Authentic Materials in the Second Language Classrooms: Advantages and Disadvantages*.
- Siddiek, A. G. (2012). Viewpoints in the translation of the holy QURAN. *International Journal of Applied Linguistics and English Literature*, 1(2), 18–25.
- Sukardi, *Evaluasi Pendidikan dan Prinsip Operasionalnya*, (Jakarta: Bumi Aksara, 2008), h. 75
- Sumarsono, P. (2018b). *Methodology of Teaching and Learning Reading Using English Translation of the Holy Quran as an Authentic Material Resource*. *The Social Sciences*. 13 (2).
- Sumarsono, P. (2019). The Voices of Indonesian Students on the Use of English Translation of the Holy Quran as an Authentic Material Resource to Teach Reading. *Lingual: Journal of Language and Culture*, 6(2), 15.
- The Noble Qur'an.
- Veby, M., Munthe, R., Pd, S., & Pd, M. (2022). *The Student's Ability in Identifying Parts of Speech on the Text of NHU Pematangsiantar*. 27(2), 61–67.

Wallace, J. M. (1982). *Teaching Vocabulary*. London: English Language Book Society.

Zaitun, Z., & Wardani, S. K. (2019). Islamic Values in the Context of English Learning and Teaching. *English Language in Focus (ELIF)*, 1(1), 70.