STUDENTS' INTEREST IN USING COLOR-CODED SEMANTIC MAPPING IN VOCABULARY LEARNING AT THE ELEMENTARY LEVEL

THESIS

Submitted by

TISON ROBI KAMBU

NIM. 148820321006

ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGE, SOCIAL AND SPORT EDUCATION

UNIVERSITAS PENDIDIKAN MUHAMMADIYAH SORONG

2025

STUDENTS INTEREST IN USING COLOR-CODED SEMANTIC MAPPING IN VOCABULARY LEARNING AT THE ELEMENTARY LEVEL

Thesis

Present to English Education Department

Faculty of Language, Social and Sport

University of Education Muhammadiyah Sorong

In Partial to Fulfillment of requirement for the

Degree of Sarjana Education (S1)

Defended In the Thesis Examination on December, 23-2025

Born

In Sorong, Southwest Papua

LEGITIMATION SHEET

LEGITIMATION SHEET

This thesis was approved by the dean of faculty of Education Language, Social, and Sport a

Univeritas Pendidikan Muhammadiyah Sorong

On : December 27th 2025

Dean

Roni Andri Pramita, M.Pd.

NIDN. 1411129001

Team of Examiners Thesis

1. **Rizqi Claudia Wardhani, H., M.Pd** .....
   NIDN. 14040295013
2. **Nurteteng, M.Pd** .....
   NIDN.1418039201
3. **Agus Setiawan** .....
   NIDN. 1407029201

DECLARATION AUTHENCITY

DECLARATION AUTHENTICITY

This is to certify that

Name : Tison Robi Kambu

NIM : 148820321006

Title : Students' Interest in Using Color-Coded Semantic Mapping in Vocabulary Learning at the Elementary Level

I now declare that the thesis is the first and only submission for a degree in this college Furthermore, to the best of my knowledge, it is the first and only work of literature to be written and published by me, except for the references cited in this text.

Sorong, 26th 2025

My Sincerely

Tison Robi Kambu
NIM. 148820321006

MOTO AND DEDICATION

MOTO

"Tetapi carilah dahulu kerajaan Allah dan kebemarammya, maka semuannya itu akan ditambahkan kepadamu"

DEDICATION

I proudly dedicate this thesis especially to:

Myself, to stay strong and always try hard to get everything done.

My beloved parents, they are: Mr. Baldus Kambu (Alm) and Mrs Oce Dore

My Family

All of my beloved friends

The last, my Almamater Unimuda Sorong

ACKNOWLEDGEMENT

First of all, The researcher offers praise and gratitude to God Almighty for His blessings and guidiance so that, the researcher to complete this thesis, entitled "Students interest in using color-coded semantic mapping in vocabulary learning at the elementary level".

During the process of writing this thesis, the researcher encountered various challenges and difficulties. However, thanks to the support and assistance from various parties, the researcher was able to overcome all these difficulties. On this occasion, the researcher would like to express deepest gratitude to:

1. Dr. Rustamadji, M.Si., as the Rector of Universitas Pendidikan Muhammadiyah Sorong.
2. Dr. Roni Andri Pramita, M.Pd., as the dean of Education Language, Society, and Sport Faculty.
3. Nurteteng M.Pd., as the first advisor also the head of English education study program who always has provided valuable solution and guidance to researchers, so that this thesis can be completed.
4. The Lectures from English Education Study Program who have provided knowledge, so that the researcher had use the knowledge in writing this thesis.
5. To my beloved Parents Mr Baldus Kambu (Alm) and Mrs Oce Dore who has always helped and provided support in everythin., However, Thank you for the love and sincere affection you have given, so that the researcher could complete this stage to achieve a bachelor degree

6. All of extended family who always offered prayers and support in all matters to the researcher in completing this thesis.
7. My friend who helped me Zul, Marlon, Jenifer, Apriany, Haya, and Janet thank you for providing motivation and Support during my thesis writing, so that the researcher can finish this thesis.
8. All of big family of English Class 21 Thank you for your support and motivation may God blessing all of you.

Sorong, December 27th 2025

Declaratory

Tison Robi Kambu

NIM. 148820321006

ABSTRACT

Tison Robi Kambu/148820321006, 2025. Students' Interest in Using Color-Coded Semantic Mapping in Vocabulary Learning at the Elementary Level. Thesis, **English Education Department, Faculty of Education, Language, Social and Sport, Education University of Muhammadiyah Sorong. December 2025.**

This study investigated fourth-grade students' interest in learning English vocabulary through the use of Color-Coded Semantic Mapping at SD Inpres 17 Sorong Regency. The research was motivated by students' low interest and passive participation in vocabulary learning caused by conventional teaching methods, such as memorizing word lists, which often make English learning monotonous and intimidating for elementary learners. To address this issue, Color-Coded Semantic Mapping was implemented as an alternative teaching strategy that combines vocabulary categorization with visual color cues to make learning more engaging and meaningful. The study employed a descriptive quantitative approach with a case study design. The participants were 30 fourth-grade students consisting of 6 male and 24 female students. Data were collected using a students' interest questionnaire administered after several teaching sessions using Color-Coded Semantic Mapping. The questionnaire consisted of ten closed-ended statements with "Yes" and "No" responses representing key aspects of learning interest, including enjoyment, motivation, confidence, attention, and willingness to relearn using the same method. The data were analyzed descriptively using frequency and percentage to determine students' levels of interest. The findings showed that the majority of students demonstrated high to very high levels of interest in learning English vocabulary through Color-Coded Semantic Mapping. Specifically, 57% of students were categorized as having very high interest, 30% showed high interest, and 13% were in the moderate interest category. No students fell into the low or very low interest levels. These results indicate that the use of colors, pictures, and vocabulary grouping successfully increased students' enthusiasm, confidence, and active participation during the learning process. Color-Coded Semantic Mapping proved to be an effective and engaging strategy for fostering students' interest in English vocabulary learning at the elementary level. This method is simple, low-cost, and suitable for schools with limited resources. It is recommended as an alternative vocabulary teaching strategy to enhance students' motivation and positive learning attitudes in English classrooms.

Keywords: **Students' Interest, Vocabulary Learning, Color-Coded Semantic Mapping, Elementary School, English As A Foreign Language**

TABLE OF CONTENT

LIST OF TABLES

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. It consists of the background of the research, formulation of the problem, the objective of the research, significance of the research, and operational definition.

2.1 Research Background

English is an important subject in today's world. It is taught in schools and widely used as a global language in communication, education, and technology. In learning English, students are required to develop four main skills: listening, speaking, reading, and writing. To support these skills, vocabulary plays a crucial role. However, for elementary students, successful vocabulary learning does not only depend on mastery of words but also on students' interest in the learning process. Interest is an important affective factor because students who are interested tend to participate actively and show greater motivation in learning activities (Gardner, 2010; Nguyen & Nation, 2020).

In practice, many elementary students in Indonesia show low interest in learning English vocabulary. At SD Inpres 17 Sorong Regency, classroom observations indicate that students often appear passive during vocabulary lessons. When the teacher asks students to mention simple English words such as cat, table, or fish, several students hesitate or remain silent. This situation suggests that students' limited participation is closely related to their lack of interest and engagement in vocabulary learning, not merely to their limited knowledge of words (Suryati, 2019).

Several factors contribute to students' low interest in vocabulary learning. First, students often perceive English as a difficult and boring subject, especially when vocabulary is taught through memorization of word lists. Such monotonous learning activities reduce students' interest and motivation (Suryati, 2019). Second, many students lack confidence in using new vocabulary because they are afraid of making mistakes. This fear discourages them from participating in classroom activities and negatively affects their interest in learning (Nurhidayati, 2020). Third, students are rarely introduced to learning strategies that make vocabulary learning enjoyable and meaningful, which further weakens their interest (Rahmawati, 2021).

To address these problems, teachers need to apply vocabulary teaching strategies that can attract students' interest and encourage active participation. One strategy that has gained attention is semantic mapping, a graphic organizer that helps students categorize vocabulary and visualize relationships among words. Previous studies indicate that semantic mapping can increase students' engagement and positive attitudes toward vocabulary learning. Kansızoğlu (2017) found that graphic organizers promote students' involvement in learning activities, while several Indonesian studies also reported increased motivation when semantic mapping was applied in language classrooms.

However, most existing studies focus on learning outcomes or involve secondary and higher education students. Very few studies specifically investigate elementary students' interest in learning vocabulary through semantic mapping, particularly in schools with limited learning resources. Moreover, the integration

of color coding into semantic mapping has not been widely explored, even though colors are known to attract attention and stimulate learning interest. Research shows that color-coded materials can increase learners' attention, interest, and engagement during learning activities (Heliyon, 2022; Zahroh & Pratiwi, 2022).

This issue has become more urgent in the post-pandemic context. Reports from the World Bank (2023) and OECD PISA (2022) indicate that learning loss in Indonesia has affected not only students' academic achievement but also their motivation and interest in learning. For schools such as SD Inpres 17 Sorong Regency, where students have limited exposure to English and learning facilities are modest, an engaging and low-cost teaching strategy is urgently needed to rebuild students' interest in learning English vocabulary.

Color-Coded Semantic Mapping offers a practical solution to this problem. By combining word categorization with the use of colors, this strategy presents vocabulary in a visually attractive way that can capture students' attention and maintain their interest. This approach is supported by Schema Theory, which emphasizes that learning becomes more meaningful when new information is connected to prior knowledge (Anderson, 1984), and Dual Coding Theory, which explains that visual elements such as color can enhance learners' engagement and interest in learning (Paivio, 2017).

Based on these considerations, this study aims to investigate students' interest in learning vocabulary through Color-Coded Semantic Mapping at SD Inpres 17 Sorong Regency. The novelty of this research lies in its focus on students' learning interest rather than vocabulary mastery, as well as in the

application of color-coded semantic mapping for elementary learners in a low-resource context. The findings of this study are expected to provide teachers with insights into how visually supported and engaging strategies can foster students' interest in learning English vocabulary.

2.2 Research Problem

Based on the background above, the formulation of the problem in this research as follow:

"What is the level of fourth-grade students' interest in learning vocabulary through the use of Color-Coded Semantic Mapping at SD Inpres 17 Sorong Regency?"

2.3 Objective of the Research

To investigate the level of fourth-grade students' interest in learning English vocabulary through the use of Color-Coded Semantic Mapping at SD Inpres 17 Sorong Regency.

2.4 Significance of the Research

This study is expected to give benefits to several parties:

1. **For Students**

The use of Color-Coded Semantic Mapping can help students learn vocabulary in a more interesting and memorable way. By grouping words into categories and using colors, students can understand and recall vocabulary more easily. This may also increase their motivation and confidence in learning English.

2. **For Teachers**

The findings of this study can give teachers an alternative strategy to teach vocabulary. Color-Coded Semantic Mapping is simple, low-cost, and easy to apply in classrooms with limited resources. Teachers can use this method to make vocabulary lessons more engaging, organized, and effective.

3. For School

SD Inpres 17 Sorong Regency can use the results of this research to improve the quality of English teaching. This method can be adopted as part of classroom practice and shared with other teachers in the school.

4. For Future Researchers

This study can be a reference for other researchers who are interested in developing or testing different strategies for vocabulary teaching. Future studies may expand this method to other language skills, different grade levels, or compare it with other techniques.

2.5 Operational Definition

1.1.1 Color Coded Semantic Mapping

In this study, Color-Coded Semantic Mapping refers to a vocabulary teaching technique where words are organized into categories in the form of a map or diagram, and each category is marked with a specific color. For example, words related to animals may be divided into pets, wild animals, farm animals, and sea animals, with each group represented by a different color. The use of colors is not only to make the map visually attractive, but more importantly, to provide strong visual cues that can support memory and recall. The technique combines two learning principles: semantic mapping, which helps students see the

relationship between words, and color-coding, which strengthens attention and recall. In this research, Color-Coded Semantic Mapping is applied during classroom vocabulary lessons to help fourth-grade students at SD Inpres 17 Sorong Regency connect new words with categories and remember them more effectively.

1.1.2 Students Vocabulary

Vocabulary in this research means the students' knowledge and ability to understand, remember, and use English words in the right context. It covers not only recognizing the meaning of words but also being able to categorize them, match them with pictures or definitions, and recall them when needed. In the classroom, vocabulary mastery can be seen when students can respond to teachers' instructions, complete vocabulary exercises, and participate in simple speaking or writing activities using the learned words. In this study, vocabulary mastery is measured through a vocabulary test given before and after the treatment. The test includes several types of tasks, such as matching words with meanings, placing words into correct categories in a semantic map, and identifying words based on pictures. The difference between the pre-test and post-test results will show whether students' vocabulary mastery has affected after being taught with Color-Coded Semantic Mapping.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Vocabulary

2.1.1 Definition of Vocabulary

Vocabulary refers to a collection of words within a language that carry meaning and facilitate communication between individuals. It is one of the most essential components of learning a foreign language. The first step in acquiring a new language is to build vocabulary, as it enables individuals to express ideas, emotions, motivations, and information effectively.

According to Nappu (2017), vocabulary consists of a group of words that form the foundation of a language. It plays a crucial role in communication, as individuals would struggle to convey their thoughts without a sufficient vocabulary. Similarly, Triariani (2020) states that vocabulary acquisition primarily involves memorization, unlike grammar, which is based on rules. Effective vocabulary instruction requires an understanding of how words are stored in memory and how long-term memory is organized.

Karamoy (2018) defines vocabulary as the words used in a particular language. In the context of foreign language learning, vocabulary is commonly understood as the set of words taught and utilized in language courses. In general terms, vocabulary can be described as a list of words along with their meanings. It is fundamentally linked to word knowledge and dictionary usage. As a person learns and practices a language, their vocabulary expands and evolves, serving as a fundamental tool for communication and knowledge acquisition.

Vocabulary is also a key linguistic component that significantly influences various aspects of language acquisition, including grammar development, sentence structure formation, reading comprehension, and effective communication. Without an adequate vocabulary base, students often struggle to express their ideas clearly and interpret messages accurately, leading to a breakdown in both written and spoken communication. Recent studies emphasize that vocabulary development plays a crucial role in foreign language learning, particularly at the elementary school level, where foundational language skills are being established (Nguyen & Nation, 2020; Zahroh & Pratiwi, 2022).

Building a rich and functional vocabulary allows young learners to construct meaningful and grammatically correct sentences, engage more confidently in classroom interactions, and develop better reading and writing skills. In line with this, researchers argue that vocabulary acquisition is not merely a supplementary aspect of language learning but a core component that directly affects learners' overall language proficiency and academic success (Putra & Wahyuni, 2023; Yuliani & Saputra, 2021). Therefore, vocabulary learning should be treated as a strategic and intentional process within language instruction to ensure effective language development from the early stages of education.

Based on the explanations above, it can be concluded that vocabulary is the most critical factor in language learning. Without adequate vocabulary, communication, comprehension, and overall language use become challenging. As a result, mastering vocabulary should be prioritized before developing other language skills.

2.1.2 Kinds of Vocabulary

According to Aisyah & Nugroho (2021) the distinction between productive and receptive vocabulary is crucial for teachers to consider when designing vocabulary exercises. The way vocabulary is used highlights the contrast between these two types.

a. Productive Vocabulary

Productive vocabulary, often referred to as active vocabulary, consists of words that are used in speaking and writing. Learning productive vocabulary is more challenging than learning receptive vocabulary because learners must be able to select the appropriate words based on the context. Therefore, acquiring an active or productive vocabulary requires extra effort from the learner.

b. Receptive Vocabulary

Receptive vocabulary, also known as passive vocabulary, includes words encountered in reading and listening. A strong receptive vocabulary helps students understand what they read and hear. If students have a large receptive vocabulary, they can comprehend texts more easily. However, words from a student's receptive vocabulary may not necessarily be part of their productive vocabulary. They can recognize and understand these words when reading or listening but may struggle to use them accurately in speaking or writing.

In conclusion, a learner’s vocabulary consists of both productive and receptive words those they understand, can pronounce correctly, and can effectively use in communication.

Vocabulary plays a fundamental role in language learning and communication. According to recent linguistic studies, vocabulary can be categorized into several functional groups that support sentence structure and meaning making (Yuliana & Hartono, 2021; Azmi, 2023).

a. Noun

Nouns are words that identify people, places, or things. They are commonly found in sentences, and most sentences contain multiple nouns.

a. Pronoun

Pronouns replace nouns that have already been mentioned or that the speaker/writer assumes the listener/reader understands. For example, in the sentence "I want you to read this again," the words I, you, and this are pronouns. Pronouns are classified into eight categories based on their meaning and function in a sentence.

b. Verb

Verbs are one of the main components of a sentence. A sentence cannot exist without at least one verb. Verbs typically describe actions and are often found in the middle of sentences.

c. Adjective

Adjectives provide additional information about nouns and pronouns. They modify or describe these words by adding details. Adjectives usually come before the nouns or pronouns they modify. In a sentence, adjectives help characterize nouns by providing more specific descriptions.

d. Adverb

Adverbs modify verbs, adjectives, or other adverbs to clarify meaning. They help express how, when, where, or to what extent an action occurs. By modifying words, adverbs enhance the clarity of a sentence.

e. Preposition

Prepositions are small words that show relationships between nouns/pronouns and other words in a sentence. They indicate time, place, direction, or ownership. For example, prepositions such as in, on, under, beside, and between help establish these relationships.

f. Conjunction

Conjunctions, like prepositions, are linking words used to connect words, phrases, or sentences. They can appear anywhere in a sentence except at the very end. There are different types of conjunctions, including subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

2.1.3 Aspect of Vocabulary

According to Ur (as cited in Dewi Nur H, 2017, p. 24), students should develop proficiency in the following aspects of vocabulary:

a. Pronunciation and Spelling

Students must learn to spell words correctly and recognize their pronunciation. Acquiring pronunciation can be challenging since it is not always directly related to spelling. However, mastering spelling is essential for vocabulary development, as it enhances reading skills.

b. Grammar

When learning new words, students should also understand their grammatical usage. This includes knowing how words function in sentences and how they change based on grammatical rules.

c. Meaning

The meaning of a word consists of two aspects:

1. Denotation – The literal or dictionary definition of a word.
2. Connotation – The emotional or associative meaning a word carries, which may not always be explicitly stated in a dictionary. Words can evoke positive, negative, or neutral feelings depending on their connotation.

In conclusion, mastering vocabulary requires students to develop skills in pronunciation and spelling, grammar, and meaning. These aspects are essential for effective communication in speaking, listening, reading, and writing.

2.2 The Concept of Color Coded-Semantic Mapping

2.2.1 Definition of Semantic Mapping

Semantic mapping is a vocabulary teaching strategy that involves organizing words into categories and displaying them in a visual diagram, often referred to as a word web or mind map. This technique enables learners to see how words are related and connected to a central concept, which helps them build stronger memory links and understand vocabulary in meaningful contexts. By using semantic mapping, teachers can guide students to brainstorm, categorize, and associate words with broader themes, making vocabulary learning more interactive and less mechanical.

According to Al-Faki (2022), semantic mapping serves as an effective visual tool to present vocabulary because it helps learners recognize relationships among words and store them in long-term memory. Similarly, Taka (2023) emphasizes that semantic mapping enhances vocabulary comprehension by activating students' prior knowledge and encouraging them to connect new words with familiar concepts. In line with this, Arifin and Ningsih (2024) describe semantic mapping as a teaching technique that improves vocabulary retention through categorization, which allows learners to recall words more easily when needed.

Recent studies further highlight the benefits of semantic mapping in language classrooms. A study by Fitriani and Abdullah (2022) found that students taught using semantic mapping achieved higher vocabulary scores compared to those taught with conventional memorization techniques. Another study by Wulandari (2023) reported that semantic mapping not only improved vocabulary mastery but also increased students' motivation and participation during English lessons. Likewise, research by Septiani (2024) confirmed that semantic mapping provides significant gains in vocabulary achievement, especially when applied to young learners who need more visual and engaging methods of learning.

Based on these expert views and recent findings, semantic mapping can be concluded as an effective vocabulary teaching strategy that organizes words into meaningful categories, strengthens connections between old and new knowledge, and supports both comprehension and recall. It is not only a memory aid but also a pedagogical tool that makes vocabulary learning more systematic, interactive, and

enjoyable, particularly for elementary school students who are still developing their basic language foundations.

2.2.2 Definition of Color Coding

Color coding is a learning strategy that uses specific colors to highlight, classify, or differentiate information in order to make learning more organized and memorable. In vocabulary teaching, color coding allows teachers to assign colors to categories of words so that students can visually connect related items and recall them more easily. Colors serve as visual cues that capture attention, reduce confusion, and support memory retention.

According to Mayer and Moreno (2017), the human brain processes information more effectively when verbal input is combined with meaningful visual signals, such as color. In line with this, Witzel (2022) explains that color coding in educational materials helps students focus on essential information by reducing cognitive load and guiding attention. Similarly, Kusumawati (2023) found that consistent use of color codes in vocabulary learning makes it easier for students to recall words and recognize patterns in categories.

Recent empirical studies also show the effectiveness of color coding in classroom practice. A study by Heliyon (2022) reported that color education significantly improved students' memory and retention when learning new material. Likewise, Putra and Rini (2023) found that learners exposed to color-coded vocabulary lists performed better in memorization tests compared to those who learned from plain text. Another study by Zahroh and Pratiwi (2022) highlighted that color codes not only improved word retention but also increased

student motivation, since learners found the material more attractive and engaging.

From these explanations, it can be concluded that color coding is an effective and practical teaching technique. By using colors as visual supports, teachers can make learning more organized, help students remember vocabulary better, and increase their interest in lessons.

2.2.3 Color Coded-Semantic Mapping

Color-Coded Semantic Mapping is a teaching strategy that combines the principles of semantic mapping and color coding. In this technique, vocabulary is grouped into categories on a semantic map, and each category is represented with a distinct color. This combination provides learners with both a meaningful structure for understanding words and a visual aid that makes the categories clearer and easier to recall.

According to Taka (2023), Color-Coded Semantic Mapping helps students learn vocabulary more effectively because it provides dual support: conceptual organization through mapping and visual memory cues through color. In addition, Arifin and Ningsih (2024) emphasize that this method enhances vocabulary mastery by allowing learners to make connections not only between words but also between categories, using colors as guides. Similarly, Wahyuni (2022) notes that combining semantic maps with color coding is particularly useful for young learners, as it increases their attention, engagement, and ability to remember new words.

Recent studies confirm its effectiveness. A study by Susanto and Putri (2023) showed that elementary students who learned vocabulary through Color-Coded Semantic Mapping achieved higher post-test scores compared to those taught with traditional methods. Another study by Septiani (2024) found that this method not only improved vocabulary mastery but also helped students with low learning motivation participate more actively in class. Furthermore, Rachmawati (2025) reported that Color-Coded Semantic Mapping is a simple, low-cost, and flexible technique that can be used effectively in schools with limited resources, making it suitable for elementary education in Indonesia.

Based on the expert opinions and research findings above, it can be concluded that Color-Coded Semantic Mapping is a highly effective vocabulary teaching technique. It strengthens memory by combining semantic grouping with visual coding, engages students through colorful and interactive learning, and provides teachers with a practical tool to improve vocabulary mastery in elementary classrooms.

2.2.4 Advantages of Color Coded-Semantic Mapping

Color-Coded Semantic Mapping offers several advantages in vocabulary teaching compared to conventional methods like rote memorization. First, this strategy increases student engagement by turning vocabulary learning into an interactive activity rather than a passive task. Students are involved in grouping, categorizing, and coloring words, which makes learning more enjoyable. As noted by Wulandari (2023), semantic mapping enhances students' motivation because it

allows them to participate actively in constructing knowledge instead of simply memorizing word lists.

Second, Color-Coded Semantic Mapping helps learners see connections between words and categories, making vocabulary more meaningful. By organizing words into semantic groups, students develop stronger mental networks that support long-term retention. Fitriani and Abdullah (2022) found that students taught with semantic mapping showed better understanding of relationships between words, which led to higher vocabulary test scores. This supports Schema Theory, which states that information is stored and recalled more easily when linked to prior knowledge (Anderson, 1984).

Third, the use of colors provides visual memory cues that improve recall. Cognitive research has shown that color attracts attention and enhances memory retention (Heliyon, 2022). Similarly, Putra and Rini (2023) demonstrated that color-coded materials helped learners remember new vocabulary more effectively than plain text. This is in line with Paivio's Dual Coding Theory, which explains that information presented through both verbal and visual channels is more easily retained in memory.

Finally, this method is simple and low-cost, making it practical for schools with limited resources. Teachers only need basic tools such as paper and colored markers to apply the technique. Rachmawati (2025) emphasizes that Color-Coded Semantic Mapping is particularly suitable for rural or under-resourced classrooms because it does not require digital devices or expensive materials, yet still produces significant improvements in vocabulary mastery.

Based on these expert opinions and studies, it can be concluded that Color-Coded Semantic Mapping is an effective vocabulary teaching strategy because it engages students actively, clarifies relationships between words, provides strong visual supports, and remains highly practical for various school contexts.

2.2.5 Teaching Procedures of Color-Coded Semantic Mapping

Teaching vocabulary through Color-Coded Semantic Mapping can be carried out in several systematic steps. This procedure is adapted for elementary school learners to make the learning process simple, engaging, and effective.

Step 1. Introduce the Theme

The teacher begins the lesson by introducing a central theme, such as animals, fruits, or school objects. This gives students a clear focus and prepares them for categorizing words. Research shows that vocabulary is better remembered when taught in meaningful contexts rather than in isolation (Septiani, 2024).

Step 2. Present the Vocabulary

The teacher introduces new words related to the theme using pictures, real objects, or flashcards. Students repeat the words after the teacher to ensure correct pronunciation and recognition. This stage provides the verbal input needed before visual organization.

Step 3. Identify Categories

The teacher and students work together to decide on categories that fit the theme. For example, the theme animals may include categories such as pets, farm animals, wild animals, and sea animals. Categorization supports Schema Theory,

which explains that new information is learned more easily when linked to existing knowledge (Anderson, 1984).

Step 4. Assign Colors to Categories

Each category is assigned a specific color. For instance, pets may be yellow, farm animals green, wild animals red, and sea animals blue. According to Dual Coding Theory (Paivio, 1971), combining visual cues (color) with verbal input (words) enhances memory retention.

Step 5. Construct the Semantic Map

On the board or a large chart, the teacher writes the main theme in the center and draws branches for each category. Then, the teacher writes the new words under their respective categories using the assigned colors. Students are guided to copy the same map into their notebooks with colored pencils.

Step 6. Practice and Reinforcement

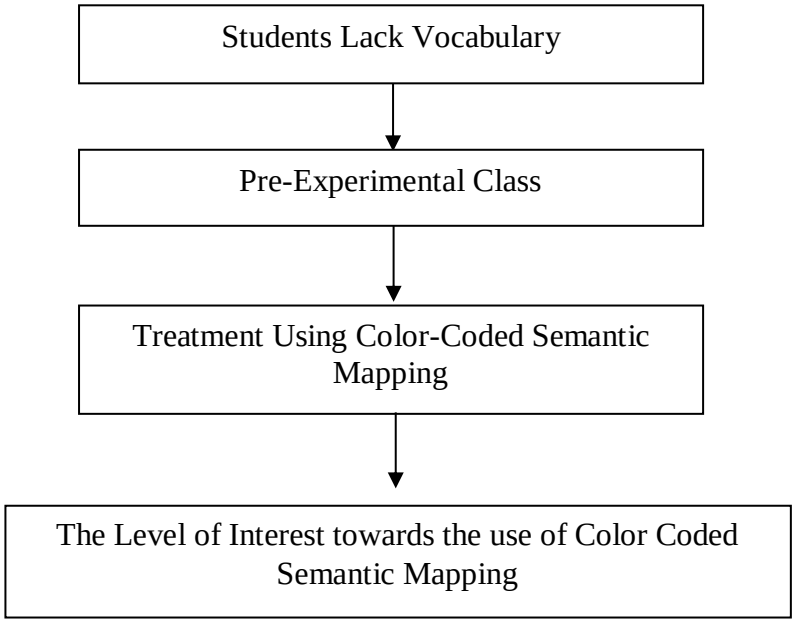
The teacher engages students in short practice activities using the map. For example, the teacher may point to a color and ask students to recall all words in that category or erase one word and ask students to fill in the missing word. Group games and pair work can also be used to make practice interactive.

Step 7. Review and Reflection

At the end of the lesson, the teacher and students review the entire semantic map together. Students are encouraged to reflect on which words were easiest to remember and how the colors helped them recall categories. This reflection reinforces metacognitive awareness and helps students develop strategies for future vocabulary learning.

2.4 Conceptual Framework

The conceptual framework underlying this research is given in the following figure:



The research begins by identifying the problem that many fourth-grade students at SD Inpres 17 Sorong Regency lack sufficient English vocabulary, particularly nouns, which limits their ability to participate in classroom activities and understand learning materials. To address this problem, the researcher applies a pre-experimental design with a one-group pre-test and post-test. In this study, Color-Coded Semantic Mapping is introduced as the treatment method.

During the treatment, students learn new vocabulary through the use of semantic maps, where words are grouped into categories such as pets, farm animals, wild animals, and sea animals. Each category is represented with a specific color, which serves as a visual cue to help students organize and recall the words more easily. The activity involves teacher guidance, student participation in

categorizing words, and the use of colors to reinforce memory. This process not only makes learning more interactive and engaging but also helps students connect new words with their prior knowledge and improves long-term retention.

After the implementation of Color-Coded Semantic Mapping, students' learning interest was measured using a questionnaire. The questionnaire was administered after the students had experienced several learning sessions using Color-Coded Semantic Mapping. The purpose of this measurement was to identify the level of students' interest in learning English vocabulary through this learning strategy. The collected data were analyzed descriptively to determine students' interest levels based on frequency, percentage, and classification categories.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher describes the research method. It consists of research design, research variable, research setting, population and sample, technique of collecting data, research instrument and technique data analysis.

3.1 Research Design

In this research, the researchers will use case study as the research design. According to Ary et al (2006) a case study is a type of qualitative research focusing on individual or case of group. The group of individual is called extreme unique or extreme characteristics. In case study the investigator attempts to examine individual or unit in depth. The investigator tries to discover all the variables that are important in the history or development of the subject.

3.2 Research Subject

The sample of this research was the fourth-grade students of SD Inpres 17 Sorong Regency, consisting of 30 students. The sample included 6 male students and 24 female students.

3.3 Source of the Data

a. Primary Data

In this research, the primary data were obtained from a students' interest questionnaire administered to the fourth-grade students of SD Inpres 17 Sorong Regency. The questionnaire was used to identify students' interest in learning English vocabulary through Color-Coded Semantic Mapping after they had participated in several learning sessions using this method. The data collected

reflected students' interest toward learning activities involving pictures, colors, vocabulary grouping, motivation, confidence, and willingness to relearn using the same technique.

b. Secondary data

Secondary data is the supporting of this research. The data source is subject where data is found. The secondary data of this research was the previous research from other researcher, to make the validity of this research.

3.4 Research Instrument

The research instrument used in this study was a students' interest questionnaire. The questionnaire was designed to identify fourth-grade students' interest in learning English vocabulary through the use of Color-Coded Semantic Mapping. It was administered after the students had experienced several learning sessions using Color-Coded Semantic Mapping, with the aim of capturing students' responses toward the learning activities they had participated in.

The questionnaire consisted of ten closed-ended statements using a dichotomous response scale, in which students were asked to choose between "Yes" and "No." Each statement represented key aspects of learning interest, including students' attraction to learning English using pictures and colors, their enjoyment in coloring and grouping vocabulary, their perceived ease in remembering and understanding words, their confidence in using English vocabulary, their motivation during the learning process, and their willingness to learn English again using the same method. The responses were scored as Yes = 1 and No = 0, and the results were analyzed descriptively to determine the level of

students' interest in learning English vocabulary through Color-Coded Semantic Mapping.

3.5 Technique of Data Analysis

In this research, the data were collected through a students' interest questionnaire. The questionnaire was used to obtain information about students' interest in learning English vocabulary through the use of Color-Coded Semantic Mapping. Before administering the questionnaire, the researcher conducted several teaching sessions using Color-Coded Semantic Mapping. During these sessions, students learned English vocabulary through activities involving word grouping, color coding, and the creation of semantic maps. These teaching sessions served as learning exposure to ensure that students had sufficient experience with the learning method.

After all teaching sessions were completed, the students were asked to complete the interest questionnaire. The questionnaire consisted of ten closed-ended statements with two response options: Yes and No. Students were instructed to choose "Yes" if they agreed with the statement and "No" if they disagreed. The questionnaire was administered in the classroom under the supervision of the researcher to ensure that all students understood the instructions and completed the questionnaire independently. The collected data from the questionnaire were then tabulated and analyzed descriptively to determine the level of students' interest in learning English vocabulary through Color-Coded Semantic Mapping as in Table 1.

Table 1. Level of Students Interest Classification

Score Range	Level of Interest	Interpretation
1-2	Very Low	Students show almost no interest in the learning activity
3-4	Low	Students show limited and inconsistent interest
5-6	Moderate	Students show interest but not consistently
7-8	High	Students are interested and enjoy the learning process
9-10	Very High	Students show strong interest, enthusiasm, and sustained motivation

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

The research findings were obtained from the analysis of the students' interest questionnaire administered after several learning sessions using Color-Coded Semantic Mapping. The results in the table illustrate the distribution of students' interest levels in learning English vocabulary.

Table 2. The Students Level of Interest

Score Range	Level of Interest	F	P	Interpretation
1-2	Very Low	0	0	Students show almost no interest in the learning activity
3-4	Low	0	0	Students show limited and inconsistent interest
5-6	Moderate	4	13	Students show interest but not consistently
7-8	High	9	30	Students are interested and enjoy the learning process
9-10	Very High	17	57	Students show strong interest, enthusiasm, and sustained motivation
		30	**100**	

The findings showed that no students were in the very low or low interest categories. This means that all students showed some level of interest in the learning activities. None of the students felt bored or uninterested during the lessons. This result suggests that the learning method using colors, pictures, and

vocabulary grouping helped create a learning environment that was enjoyable and easy for students to follow.

Only 4 students (13%) were in the moderate level of interest. These students showed interest in learning English vocabulary, but their participation was not always consistent. Sometimes they were active, but at other times they needed more guidance or encouragement from the teacher. This could be caused by differences in students' confidence, learning speed, or previous knowledge of English vocabulary.

There were 9 students (30%) who reached the high level of interest. These students enjoyed the learning activities and were actively involved in class. They liked using colors and pictures and showed enthusiasm when grouping vocabulary. They also paid attention during the lessons and completed the tasks given by the teacher.

The largest group was the very high level of interest, with 17 students (57%). These students showed strong enthusiasm and motivation throughout the learning process. They were confident in learning new vocabulary, felt happy during the activities, and found it easier to remember words using Color-Coded Semantic Mapping. Many of them also showed interest in learning English again using the same method. Most fourth-grade students showed high to very high interest in learning English vocabulary through Color-Coded Semantic Mapping. The results indicate that this method was effective in increasing students' interest, motivation, and active participation in the classroom.

4.2 Discussion

The findings of this research indicate that fourth-grade students of SD Inpres 17 Sorong Regency showed predominantly high to very high interest in learning English vocabulary through Color-Coded Semantic Mapping. This interest was reflected in the questionnaire results, where 87% of students scored in the high and very high categories, and only a small percentage fell into the moderate category. No student scored in the low or very low interest levels. This suggests that the method successfully captured students' attention, sustained their motivation, and created a positive learning experience.

These results support and extend existing research on the use of semantic mapping strategies in language learning. Studies in the recent decade have consistently shown that semantic mapping or similar visual organizing strategies help students both cognitively and affectively in learning vocabulary. For example, multiple studies report that semantic mapping increases vocabulary mastery by helping learners organize and retain new words more effectively than traditional methods (e.g., Jihan Asfari Daud et al., 2025; Syifa Agisya Qurrotu 'Aini, 2025). Semantic mapping strategies have been shown to help learners connect new vocabulary to existing knowledge structures. Instruction that emphasizes semantic networks, connections, and categories allows students to see relationships between words, which then makes recall easier and more meaningful (Frontiers 2024).

Although much of that research focuses on acquisition and retention, the results of this study complement those findings by showing that students do not

only learn vocabulary with mapping strategies, they also enjoy the process. Enjoyment and enthusiasm are critical because they support sustained engagement a key factor in long-term learning success.

One reason for these positive student responses may be that Color-Coded Semantic Mapping integrates visual stimuli, categorization, and active engagement into vocabulary learning. Such multi-sensory approaches are grounded in dual coding and schema theories that emphasize how visual cues help learners form stronger mental representations of vocabulary. Research on dual coding theory suggests that coupling verbal learning with visuals improves memory and encourages deeper learning (e.g., cognitive frameworks described in 2024 systematic reviews of vocabulary instruction).

In considering the patterns in student responses, several key themes stand out. First, students expressed strong interest in activities involving color and pictures. This aligns with research indicating that visual and interactive elements in semantic mapping not only foster cognitive organization but also increase motivation and engagement in the classroom. For example, studies that examined semantic mapping across contexts found that students often perceive the mapping task as more enjoyable and less stressful than traditional drill-and-practice methods (Jihan Asfari Daud et al., 2025).

Second, the highest interest levels were found among students who reported confidence in their ability to use new vocabulary. Confidence is an important affective variable that influences both motivation and academic achievement. Research on vocabulary learning strategies indicates that learners

with higher confidence tend to participate more actively, which then generates positive feedback loops that reinforce interest and proficiency (Frontiers, 2024).

In this study, the strong positive responses in the “very high” interest category suggest that Color-Coded Semantic Mapping not only helped students enjoy the learning process but also gave them a sense of mastery and accomplishment. Third, the small proportion of students categorized as having moderate interest suggests that while the method worked well overall, some students may still benefit from additional support. Differences in background knowledge, learning styles, and individual preferences can influence how students respond to strategic instructional approaches. This is consistent with research on vocabulary learning, which emphasizes that no single strategy is universally effective for all learners. A mixed approach that includes semantic mapping alongside other strategies may provide balanced support, particularly for students who do not initially respond with high enthusiasm.

When comparing this study to broader research on vocabulary instruction strategies, several points are worth noting. Many studies focus on semantic mapping’s effect on vocabulary mastery scores measured by tests (e.g., increased posttest scores after interventions) rather than affective variables like interest and motivation. However, affective outcomes are critical because students’ emotional responses influence their engagement and willingness to participate in future learning activities. For instance, studies in the Frontiers in Education journal emphasize that motivation and vocabulary learning strategies are intertwined, and that strategy training enhances both knowledge and motivation (Frontiers, 2024).

Researchers such as Syifa Agisya (2025) and Jihan Asfari Daud (2025) have demonstrated the effectiveness of semantic mapping in vocabulary acquisition across different age levels and contexts. Their work reinforces this study's implication that semantic mapping strategies are broadly effective, adaptable, and beneficial for vocabulary learning (Syifa Agisya, 2025; Jihan Asfari Daud et al., 2025). This study builds on that foundation by showing that when mapping strategies are adapted with color coding and student-centered tasks, they can also raise students' interest a variable less explored in prior research.

Color-coded elements likely contributed to the high interest levels because colors help organize information visually, capture attention, and reduce cognitive load. Other research supports the idea that interactive and multi-modal strategies help maintain learner engagement and reduce the feeling of monotony often associated with vocabulary drills. Studies of interactive and modified mapping strategies indicate that engagement and learner involvement tended to increase compared to traditional teaching (e.g., research on modified semantic mapping in 2024).

Despite these positive findings, there are important limitations to this study that should be acknowledged. First, this research was conducted with a relatively small sample from a single school context. Although the sample represented all fourth-grade students at SD Inpres 17, generalizing the findings to other schools, age groups, and cultural contexts should be done with caution. Future research should replicate this study with larger and more diverse samples

to see whether similar patterns of interest and motivation emerge across different populations.

Second, this study relied primarily on self-reported questionnaire data to measure interest. Self-report measures can be influenced by social desirability bias or students' interpretations of the questions. Combining questionnaires with observational measures, teacher ratings, or structured interviews could provide a richer and more nuanced picture of students' affective responses. Future studies might use mixed methods to triangulate data sources and deepen understanding of how and why specific elements of semantic mapping influence interest.

Third, the study measured interest at a single point after several learning sessions. Longitudinal research that tracks students' interest and achievement over an extended period would provide better insight into the sustainability of interest and whether initial enthusiasm leads to longer-term gains in vocabulary acquisition and classroom participation. Additionally, comparisons between semantic mapping and other structured vocabulary strategies could clarify whether interest levels differ significantly depending on instructional approaches.

In terms of implications, this study contributes to both theory and practice in English language teaching. From a theoretical perspective, the findings suggest that vocabulary instruction should not only focus on cognitive outcomes but also on affective variables such as motivation, engagement, and confidence. Integrating semantic mapping strategies that incorporate visual and interactive elements can create a more emotionally supportive learning environment,

particularly at the primary level where interest and attitude toward a subject can shape long-term learning habits.

For educators, the results indicate that Color-Coded Semantic Mapping provides a practical way to make vocabulary learning more enjoyable and engaging. Teachers could integrate similar mapping strategies across content areas, not only in English vocabulary but also in subjects where students must learn new terms and concepts. Professional development workshops and teacher training programs should include instruction on how to design and implement semantic maps and how to adapt them to different learners' needs.

The study also highlights the importance of student-centered approaches. Giving students opportunities to create their own maps rather than only following templates may further increase ownership and intrinsic motivation. Collaborative mapping activities where students share and explain their maps could foster peer learning, discussion, and deeper engagement with vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and discussion of this study, it can be concluded that the use of Color-Coded Semantic Mapping had a positive impact on fourth-grade students' interest in learning English vocabulary at SD Inpres 17 Sorong Regency. The results of the students' interest questionnaire showed that the majority of students demonstrated high to very high levels of interest after participating in several learning sessions using this method. No students were found in the low or very low interest categories, indicating that the learning activities successfully engaged all learners.

The findings suggest that Color-Coded Semantic Mapping helped create an enjoyable and meaningful learning experience. The use of colors, pictures, and vocabulary grouping made it easier for students to understand and remember new words, increased their confidence in using English vocabulary, and encouraged active participation during the learning process. These factors contributed to students' motivation and willingness to continue learning English using the same method.

Overall, this study confirms that Color-Coded Semantic Mapping is an effective instructional strategy for fostering students' interest in English vocabulary learning at the elementary level. The method not only supports vocabulary development but also promotes positive learning attitudes, which are essential for long-term success in learning English. Therefore, Color-Coded

Semantic Mapping can be recommended as an alternative and engaging teaching strategy for elementary school English classrooms, particularly in contexts where students' interest and motivation need to be strengthened.

5.2 Suggestions

Based on the findings and conclusion of this study, the following suggestions are proposed:

1. **For Teachers**

English teachers are encouraged to use Color-Coded Semantic Mapping as an alternative strategy in teaching vocabulary, especially at the elementary level. The use of colors, pictures, and vocabulary grouping can help increase students' interest, motivation, and active participation in class. Teachers should also vary activities by allowing students to create their own semantic maps, work individually or in pairs, and use familiar topics to make learning more meaningful. Providing clear guidance and continuous encouragement is important to support students who show moderate interest and help them become more confident learners.

2. **For Students**

Students are advised to actively participate in vocabulary learning activities using Color-Coded Semantic Mapping. By engaging in coloring, grouping, and organizing vocabulary, students can improve their understanding and memory of new words. Students should also practice using the vocabulary they learn in simple sentences or daily communication to strengthen their confidence and interest in learning English.

3. For Future Researcher

Future researchers are suggested to conduct similar studies with larger samples and in different school contexts to confirm and expand the findings of this research. Further studies could also use mixed methods by combining questionnaires with interviews or classroom observations to obtain deeper insights into students' interest and learning experiences. In addition, future research may explore the effect of Color-Coded Semantic Mapping on other language skills, such as reading, writing, or speaking, as well as examine its long-term impact on students' vocabulary mastery and motivation.

BIBLIOGRAPHY

Al-Faki, I. (2022). Semantic mapping as a visual tool in vocabulary instruction. *International Journal of Language Education*, 6(2), 112–120.

Anderson, R. C. (1984). *Role of the reader's schema in comprehension, learning, and memory*. In R. C. Anderson, J. Osborn, & R. J. Tierney (Eds.), *Learning to read in American schools: Basal readers and content texts* (pp. 243–257). Lawrence Erlbaum.

Arifin, S., & Ningsih, R. (2024). The effect of semantic mapping on students' vocabulary mastery. *Journal of English Language Teaching and Education*, 9(1), 44–55.

Astuti, R. (2021). The use of online vocabulary games to improve English vocabulary among elementary students. *Journal of English Language Teaching and Linguistics, 6*(2), 134–145. https://doi.org/10.21462/jeltl.v6i2.123

Fitriani, L., & Abdullah, H. (2022). Semantic mapping strategy in teaching vocabulary: An experimental study. *Journal of Applied Linguistics and ELT, 7*(1), 23–31.

Heliyon. (2022). The effect of color-coding on memory recall in learning. *Heliyon, 8*(3), e09123.

Kansızoğlu, H. B. (2017). The effect of graphic organizers on vocabulary learning: A meta-analysis. *International Journal of Language Education*, 5(2), 72–85.

Kusumawati, E. (2023). Enhancing vocabulary retention through color-coded materials. *Journal of Language and Education Research, 12*(1), 55–63.

Nguyen, T., & Nation, I. S. P. (2020). Teaching vocabulary to young learners. *RELC Journal, 51*(2), 149–163. https://doi.org/10.1177/0033688220925008

Nappu, H. K. (2017). Vocabulary as the foundation of language learning. *Jurnal Ilmiah Edu Research, 6*(1), 1–10.

Paivio, A. (1971). *Imagery and verbal processes*. Holt, Rinehart, & Winston.

Putra, D. A., & Rini, L. (2023). The use of color-coded word lists to enhance vocabulary recall. *International Journal of Innovation in Teaching and Learning, 9*(2), 88–97.

Rachmawati, D. (2025). The practicality of color-coded semantic mapping in rural schools. *Indonesian Journal of English Teaching, 11*(1), 20–31.

Rahmawati, E. (2021). Improving vocabulary through object-based learning in rural classrooms. *Journal of Language and Education Innovation, 4*(2), 89–97.

Septiani, N. (2024). Semantic mapping as an effective tool to improve young learners' vocabulary mastery. *Journal of English Education Research, 12*(1), 33–42.

Suryati, N. (2019). The use of attractive media in teaching English vocabulary to young learners. *Indonesian Journal of Primary Education, 3*(1), 12–19. https://doi.org/10.17509/ijpe.v3i1.15056

Taka, S. (2023). The role of semantic mapping in enhancing vocabulary comprehension. *Journal of ELT Research, 8*(1), 14–25.

Wahyuni, F. (2022). Color-coded semantic mapping in EFL classrooms: A

practical approach for young learners. *Jurnal Pendidikan Bahasa*, *9*(2), 211–220.

Witzel, B. S. (2022). The use of color coding to enhance learning and reduce cognitive load. *Journal of Educational Psychology, 114*(4), 725–736.

Wulandari, I. (2023). Improving students' vocabulary mastery through semantic mapping. *Journal of English Language and Literature Teaching*, *13*(2), 110–119.

Yuliani, D., & Saputra, R. (2021). Vocabulary acquisition and language proficiency: A correlation study. *Journal of Language Studies, 8*(3), 98–107.

Zahroh, U., & Pratiwi, L. (2022). The role of color-coded materials in vocabulary teaching for elementary students. *International Journal of Language Teaching, 5*(1), 66–74.

APPENDICIES

Appendix 1. Lesson Plan

2.6 RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SD Inpres 17 Kabupaten Sorong

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IV / 1

Materi Pokok : Animals

Alokasi Waktu : 2 x 30 menit

Metode : Color-Coded Semantic Mapping

A. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik diharapkan mampu:

1. Menyebutkan nama-nama hewan dalam bahasa Inggris dengan benar.
2. Mengelompokkan kosakata hewan berdasarkan kategori (pets, farm animals, wild animals, sea animals).
3. Menghubungkan kosakata baru dengan warna sesuai kategori (misalnya pets = kuning, farm animals = hijau).
4. Menyusun kalimat sederhana menggunakan kosakata hewan.
5. Berpartisipasi aktif dalam kegiatan Color-Coded Semantic Mapping untuk meningkatkan motivasi dan daya ingat.

B. Kegiatan Pembelajaran

1. Pendahuluan (10 menit)

1. Guru membuka pelajaran dengan salam, doa bersama, dan absensi.
2. Guru memberikan pertanyaan pemantik, misalnya:
    - “Do you have a pet at home?”
    - “What is the English word for ‘kucing’?”

3. Guru menyampaikan tujuan pembelajaran hari ini dan menjelaskan bahwa siswa akan belajar kosakata hewan melalui kegiatan Color-Coded Semantic Mapping.
4. Guru memotivasi siswa agar bersemangat mengikuti kegiatan.

2. Kegiatan Inti (40 menit)

A. Preparation Phase (10 menit)

1. Guru memperkenalkan kosakata hewan dengan gambar atau flashcard: cat, dog, cow, goat, lion, elephant, fish, shark, dll.
2. Siswa mengulang pelafalan kata bersama-sama dengan guru.
3. Guru menjelaskan bahwa hewan-hewan ini akan dikelompokkan dalam peta semantik.

B. Activity Phase (20 menit)

1. Guru menuliskan kata **ANIMALS** di tengah papan dan menggambar cabang kategori: *pets, farm animals, wild animals, sea animals*.
2. Guru menetapkan kode warna:
    - Pets (kuning)
    - Farm animals (hijau)
    - Wild animals (merah)
    - Sea animals (biru)
3. Bersama siswa, guru menuliskan kosakata sesuai kategori dengan warna masing-masing.

   Contoh: cat (kuning), cow (hijau), lion (merah), fish (biru).
4. Siswa menyalin peta semantik berwarna tersebut ke buku catatan mereka.

5. Guru memandu permainan: guru menyebutkan warna, lalu siswa bersama-sama menyebutkan kata yang ada dalam kategori warna tersebut.

C. Post-Activity Phase (10 menit)

1. Siswa menulis 2–3 kalimat sederhana menggunakan kosakata hewan, misalnya:
    - "This is a cat."
    - "A cow is a farm animal."
2. Siswa membacakan kalimat mereka secara sukarela di depan kelas.

3. Penutup (10 menit)

1. Guru mengajak siswa mereview kembali kosakata yang sudah dipelajari dengan menanyakan kategori dan warna.
2. Guru memberikan pujian kepada siswa yang aktif dan berani mencoba.
3. Guru menanyakan refleksi sederhana, misalnya:
    - "What animals did you learn today?"
    - "Which animal do you like the most?"
4. Guru memberikan tugas rumah: menggambar hewan favorit dan menuliskan satu kalimat sederhana dalam bahasa Inggris.
5. Guru menutup pelajaran dengan doa bersama.

C. Penilaian (Assessment)

1. **Sikap**
    - Keaktifan siswa dalam kegiatan.
    - Keberanian saat menyebutkan kosakata.
    - Kerja sama dalam diskusi kelompok.

2. **Pengetahuan**
    - Pemahaman siswa terhadap kosakata hewan.
    - Kemampuan mengelompokkan kosakata sesuai kategori.
3. **Keterampilan**
    - Pelafalan kosakata dengan benar.
    - Kemampuan menulis dan menyusun kalimat sederhana.

D. Sumber dan Media Pembelajaran

1. Gambar/flashcard hewan (cat, dog, cow, lion, fish, dll).
2. Spidol warna atau pensil warna.
3. Kertas karton/lembar kerja untuk membuat peta semantik.
4. Buku catatan siswa.
5. Papan tulis dan spidol.

Sorong, 20 Agustus 2025

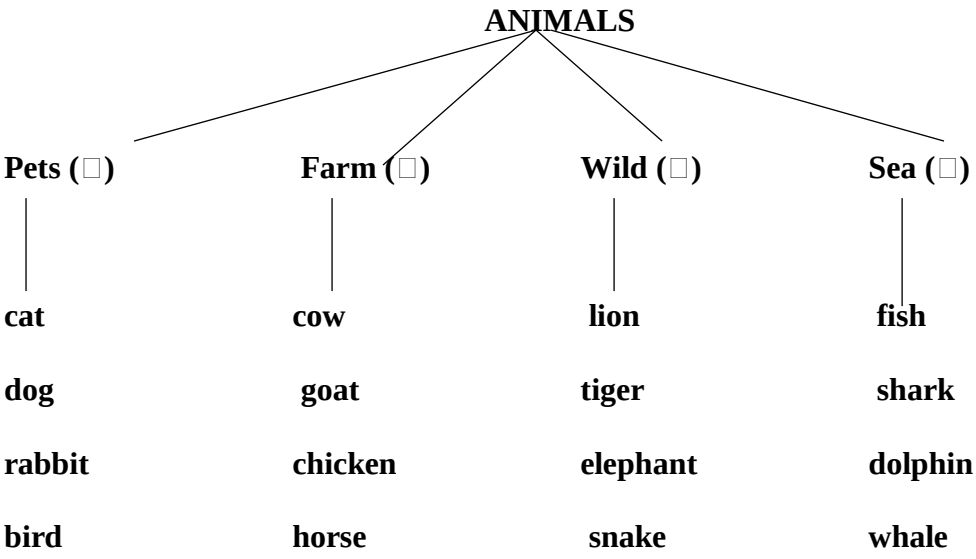
Mengetahui,

Kepala Sekolah Guru Mata Pelajaran

_____ _____

NIP.

Example of Color-Coded Semantic Mapping



Appendix 2. Interest Questionnaire

Angket Ketertarikan Siswa terhadap Pembelajaran dengan Warna dan Peta Kata

Nama : _____

Kelas : _____

Sekolah : SD Inpres 17 Sorong Regency

Petunjuk:

Bacalah pernyataan di bawah ini. Beri tanda **(✓)** pada kolom **"Ya"** jika kamu setuju, dan **(✓)** pada kolom **"Tidak"** jika kamu tidak setuju.

No	Pernyataan	Ya	Tidak
1	Saya suka belajar Bahasa Inggris dengan gambar dan warna di papan tulis.		
2	Saya senang saat guru meminta saya memberi warna pada kelompok kata (misalnya: pets kuning, sea biru).		
3	Saya mudah mengingat kata Bahasa Inggris ketika diberi warna berbeda.		
4	Saya bisa mengelompokkan kata hewan (pets, farm, wild, sea) dengan bantuan warna.		
5	Saya merasa pelajaran lebih menarik saat membuat peta kata berwarna bersama teman-teman.		
6	Saya lebih paham arti kata Bahasa Inggris ketika melihat warna pada peta kata.		
7	Saya jadi lebih berani mengucapkan kata Bahasa Inggris setelah belajar dengan warna.		
8	Saya senang saat menulis kata hewan dan memberi warna sesuai kelompoknya.		
9	Saya lebih semangat belajar Bahasa Inggris dengan cara membuat peta kata berwarna daripada menyalin kata.		
10	Saya ingin guru mengajar Bahasa Inggris lagi dengan cara menggunakan peta kata berwarna.		

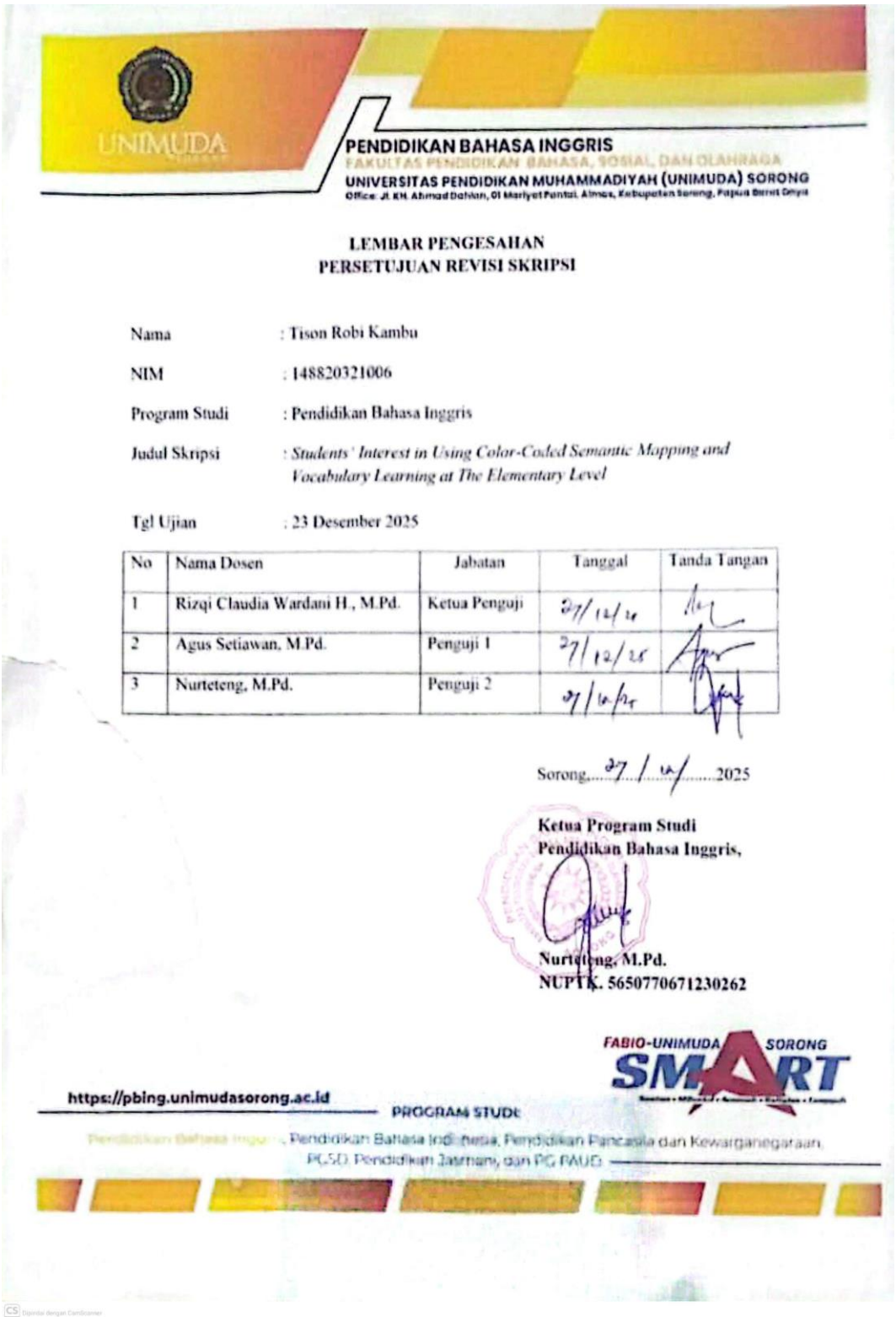
Appendix 3. Questionnaire Result

No	Nama	Item									
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1	MGR	1	1	0	1	0	1	1	1	1	1
2	MSN	1	1	0	1	1	1	1	0	1	1
3	EGP	1	1	1	0	1	1	1	1	1	1
4	FR	1	1	1	1	1	1	1	0	1	1
5	SA	1	1	1	0	1	1	1	1	1	1
6	AM	1	1	1	0	1	1	1	0	0	1

7	HI	1	1	0	1	1	1	1	1	1	1
8	NP	1	1	1	0	1	1	1	1	1	1
9	BFP	1	1	1	0	1	1	1	1	1	1
10	RA	1	1	1	0	1	1	0	1	1	0
11	HATA	1	0	1	1	0	0	1	1	1	0
12	AADS	1	1	1	1	1	1	1	1	0	0
13	GG	1	1	0	1	0	0	1	1	1	1
14	SHL	1	1	1	1	1	1	1	1	1	1
15	ASL	1	1	1	1	1	1	1	1	1	1
16	ES	1	1	1	1	1	1	1	1	1	1
17	AN	1	1	0	0	1	0	0	1	0	1
18	NBAR	1	1	1	1	1	1	1	1	1	1
19	SFS	1	0	1	1	1	0	1	1	0	1
20	FA	1	1	1	0	1	1	1	1	1	1
21	DKN	1	0	1	0	0	1	1	1	0	1
22	NA	1	1	1	1	1	1	1	0	1	1
23	JF	1	1	1	1	1	1	1	1	1	1
24	HR	1	1	1	1	1	1	1	1	1	1
25	MKHB	1	1	1	0	1	1	1	1	0	1
26	ZF	1	1	1	1	0	0	0	1	1	1
27	DGP	1	1	1	1	1	1	1	1	1	1
28	RS	1	0	1	1	1	1	1	1	1	1
29	AF	1	1	0	1	1	0	0	1	1	0
30	AA	0	1	0	1	1	0	1	0	1	1

Appendix 4. Foto Documentation

Appendix 5. Letters



PENDIDIKAN BAHASA INGGRIS
FAKULTAS PENDIDIKAN BAHASA, SOSIAL, DAN OLAHRAGA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH (UNIMUDA) SORONG
Office: Jl. KH. Ahmad Dahlan, Of Mariyat Pantai, Aimas, Kabupaten Sorong, Papua Barat Daya

LEMBAR PENGESAHAN
PERSETUJUAN REVISI SKRIPSI

Nama : Tison Robi Kambu

NIM : 148820321006

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : *Students' Interest in Using Color-Coded Semantic Mapping and Vocabulary Learning at The Elementary Level*

Tgl Ujian : 23 Desember 2025

No	Nama Dosen	Jabatan	Tanggal	Tanda Tangan
1	Rizqi Claudia Wardani H., M.Pd.	Ketua Penguji	27/12/25	
2	Agus Setiawan, M.Pd.	Penguji 1	27/12/25	
3	Nurteteng, M.Pd.	Penguji 2	27/12/25	

Sorong, 27 / 12 / 2025

Ketua Program Studi
Pendidikan Bahasa Inggris,

Nurteteng, M.Pd.
NUPTK. 5650770671230262

FABIO-UNIMUDA SORONG SMART

https://pbing.unimudasorong.ac.id

PROGRAM STUDI
Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan, PGSD, Pendidikan Jasmani, dan PG PAUD

PEMERINTAH KABUPATEN SORONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH DASAR INPRES 17 KABUPATEN SORONG

Alamat : Jalan Wortel Kelurahan Malasom, Distrik Aimas, Kabupaten Sorong, Provinsi Papua Barat
E-mail : sdinpres17kab.sorong@gmail.com Telp.- Kode POS : 98444

SURAT KETERANGAN SELESAI PENELITIAN

Yang bertanda tangan di bawah ini:

Nama	: AGUSTINA JITMAU, S.Pd
NIP/NUPTK	: 19700917 199606 2 001
Pangkat/Golongan	: IV/b
Jabatan	: KEPALA SEKOLAH
Unit Kerja	: SD INPRES 17 KABUPATEN SORONG

Memberikan izin kepada:

Nama	: TISON ROBI KAMBU
NIM	: 148820321006
Semester	: 9 (Sembilan)
Status	: Mahasiswa Penelitian
Jurusan	: Pendidikan Bahasa Inggris

Yang bersangkutan benar-benar telah melakukan penelitian dengan Judul **"ENGLISH EDUCATION DEPARTMENT FACULTY OF LANGUAGE, SOSIAL AND SUPORT EDUCATION"** belajar kosa-kata di Bangku Kelas IV SD INPRES 17 KABUPATEN SORONG. Penelitian tersebut dilaksanakan selama 2 minggu.

Demikian Surat ini untuk dipergunakan seperlunya.

Malasom, 27 November 2025

Kepala Sekolah

AGUSTINA JITMAU, S.Pd
NIP. 19700917 199606 2 001

UNIMUDA SORONG
FAKULTAS PENDIDIKAN BAHASA, SOSIAL, DAN OLAHRAGA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH (UNIMUDA) SORONG
Office: Jl. KH. Ahmad Dahlan, 01 Mariyat Pantai, Aimas, Kabupaten Sorong, Papua Barat Daya

Nomor : 276/I.3.AU/SPm/FABIO/B/2025 Sorong, 22 September 2025
Lamp. : -
Perihal : ***Permohonan Izin Penelitian***

Kepada Yth.
Kepala SD Inpres 17 Kabupaten Sorong
Di_
Tempat

Assalamu'alaikum warohmatullahi wabarokatuh.

Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

Nama	**: Tison Robi Kambu**
NIM	**: 148820321006**
Semester	**: IX (Sembilan)**
Program Studi	**: Pendidikan Bahasa Inggris**
Judul Penelitian	**: "The Effectiveness of Color-Coded Semantic Mapping on Elmentary Students' Vocabulary Mastery".**

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan **mulai tanggal 23 Sptember s.d 03 Oktober 2025.**

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum warohmatullahi wabarokatuh.

Dekan,

Roni Andri Pramita, M.Pd.
NIDN. 1411129001

Tembusan disampaikan Kepada:
1. Ketua Program Studi Pendidikan Bahasa Inggris ;
2. Dosen Pembimbing Skripsi;
3. Yang bersangkutan;