

Using the Color Vowel Chart in Teaching Speaking

Syaifullah¹⁾, Yulia Qoirum²⁾, Refika Andriani³⁾, Herlinawati⁴⁾

^{1,2,3,4}Universitas Lancang Kuning Pekanbaru-Riau, Indonesia

email: jokocipluk@gmail.com

Abstract:

Language is not only used for daily conversation but also is used in education, research, and science both written and spoken. The aims of this study are divided into two; first, to explore information about the Color Vowel Chart, the techniques/strategies, the ways/procedures, and the assessment used in implementing the Color Vowel Chart in teaching speaking, and second, to investigate information in terms of students' speaking achievement. This research is a qualitative study that uses theses, articles/journals, and other literature as the main data sources where information is produced in the form of notes and descriptive data contained in the text under study. The approach used in this research is a qualitative approach with a descriptive method. The findings show that the students can increase their speaking skills by using the Color Vowel Chart. This happens because the success of using the Color Vowel Chart in teaching speaking is determined by some factors such as the media, the techniques/strategies, the ways/procedures, and the assessment used in implementing the Color Vowel Chart in teaching speaking. Proven by the results of the previous researchers' studies. The previous researchers also used the Color Vowel Chart, techniques/strategies, ways/procedures, and the assessment. Fortunately, students can improve their speaking skills with the Color Vowel Chart.

Keywords: *Color Vowel Chart, Speaking, Teaching*

1. INTRODUCTION

Along with writing, reading, and listening, speaking is one of the key skills in learning English. The most fundamental ability that pupils need to master is speaking. Students should be able to learn from what they discuss with others when participating in this learning.

Speaking is a useful skill when learning a language. It takes into account not just the conversational performance but also other crucial aspects including tone, syntax, vocabulary, and comprehension. Teachers need to pay attention to one of the crucial components of speaking. A pronunciation error. Some

Students have issues with pronunciation, fluency, grammar, and vocabulary when speaking in English. The pupils also displayed additional issues that were gleaned from personal student information, including lack of confidence, fear of making mistakes, shyness around others, anxiety, habit of speaking English, lack of practice, and silence (Sayuri, 2016). Additionally,

(Suryatiningsih, 2015) claimed that pronouncing unfamiliar terms was another cause of speaking difficulties. In their discourse, students tended to employ recognizable or common vocabulary. When they encountered novel terms, their pronunciation also became strange to them. This study was carried out to find a solution for those pupils' speaking issues. The researcher was intrigued to discuss the Color Vowel Chart's potential as a training tool for speaking because components of pronunciation, such as how to pronounce vowels and consonants, as well as rhythm and intonation, can be taught in schools. Teachers need to understand how crucial.

Based on the foregoing description, this study was going to investigate if the Color Vowel Chart might be used as a successful teaching tool for spoken English. So the researcher carried out a study with the title "Using Color Vowel Chart in Teaching Speaking". The goal of this study was to determine how Color Vowel Chart was used to teach speaking.

There are many definitions of speaking that have been proposed by some experts in language learning. First, (Leong and Ahmadi, 2017) stated that Speaking is one of the most important skills to be developed and enhanced as means of effective communication.

Speaking is a part of daily life that everyone should develop in subtle and detailed language. One of the most important factors of language is that it deals with social contexts and culture (Schmitt, 2012). In addition, (Gilakjani, 2016) stated that human communication is a complex process. Persons need communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something.

According to (Efrizal, 2012), speaking is a way of verbally communicating ideas and information. Oral skills are more important for interactions with people who speak English every day. Many people use English as a means of communication and it makes it easier for people from different countries to interact and communicate.

If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process. Moreover (Efrizal, 2012) expressed that speaking involves speech or sentences with the aim of having the intention to be identified by the speaker and the receiver processes them to understand their purposes.

The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skills. Students can express their emotions and ideas; say stories; request; talk, discuss and show the various functions of

language. Speaking is of vital importance outside the classroom.

Speakers must know how to produce the language at the segmental (micro-consonant and vowel sounds, word stress) and suprasegmental (macro-utterance stress, rhythm, intonation) levels of pronunciation and to appreciate what communicative functions are served by features such as prominence (weak/strong emphasis) and tone (chunking of sounds) (Burns & Seidlhofer, 2010). Furthermore, (Goh and Burns, 2012) propose that speaking competence can be thought of as “combinatorial,” involving the use of linguistic knowledge, core speaking skills, and communication strategies, which must all cohere simultaneously to constitute speaking competence and facilitative fluent and intelligible speech production.

The five forms of speech that Brown and Abeywickrama (2010) suggest are as follows: Imitative, Intensive, Responsive, Interactive, and Extensive. First, the Imitative speaking style demands test-takers to verbatim copy a word, phrase, or sentence. Although grammar is one of the grading factors, pronunciation is the key factor in the evaluation. The fact that language communicative competence is not necessary for imitation speaking needs to be emphasized. They need to gather some information, then verbally recite it without needing to explain it further. They only communicate the information they have heard. Second, the sort of intensive Unlike imitation, intensive speaking does not place a strong emphasis on phonology or pronunciation. It's necessary to comprehend the meaning.

In summary, speaking is a productive skill in which the activity involves two or more people interacting to transmit or receive messages and information. Oral skills are always about communication. Therefore, the speaker must use appropriate words and correct grammar to

convey the meaning accurately and accurately according to the context.

According to (Heriansyah, 2012), the issues that students encounter or feel when speaking can be separated into two categories, linguistic issues, and non-linguistic issues. There are three challenges associated with linguistic issues. They are bad pronunciation, a lack of vocabulary, and a lack of mastery of grammar. The nine issues that are non-linguistic in nature are: not being brave enough to speak; not being confident enough to speak; being afraid of speaking; being afraid of making mistakes; being afraid of ridicule from friends; being nervous; not being used to talking in class; finding it difficult to express words or sentences, and being unsure of how to use appropriate words.

When asked to execute a task or offer an opinion in English, students frequently struggle. They believe their English is not very excellent, so they are terrified of making mistakes. They become timid and hesitant to speak in English as a result. (Goh and Burns, 2012) categorize oral language instruction into six levels. They are to 1) encourage the learner to speak; 2) offer suggestions and/or direction for planning; 3) carry out speech activities; 4) concentrate on language/skills/strategies, and 5) repeat speech activities. 6) Student a clear illustration of learning.

The goal of those stages is to help students or learners practice speaking through communicative activities. Teaching learners to speak another language means helping them develop specific sets of interactional and communication skills because spoken communication takes place in real-time (Hinkel, 2018). Teachers should use a lot of English-speaking activities to motivate learners to study and speak in English, and they should increase the learning classroom environment (Oradee, 2012).

Teachers can use various media which are interesting in the teaching process. Students' participation in the learning-teaching process will make other students take part in discussion and negotiation.

The way teachers plan activities and respond to student efforts will determine how well language skill assignments go. Students are introduced to the subject at the start of the course. The instructor can now quiz the students on the subject to draw on their prior knowledge. Setting up the task is the next stage. Following student participation in the topic, the teacher goes over the next steps with the class. The exercise must be shown by the teacher, who must also supply all necessary instructions. After the activity begins, the teacher keeps an eye on everything. He or she can move around the classroom, pay attention to the pupils' work, and assist them as necessary. The teacher provides the pupils with comments after the task is finished. Through

Regarding the above theory, one implication that should be considered when teaching spoken English is the role of the teacher who creates activities in which students can practice speaking English and apply it to real-life situations. Assessing speaking is important to measure the extent of students' ability to master speaking. (Shin and Crandall, 2014) stated that assessment identifies learning goals and how well learners are achieving them. It is continuous and ongoing, providing information about learners and their relation to the learning process, strengths, and weaknesses. Assessment can be formal with tasks or activities 'specifically designed to focus on skills and/or knowledge, within a relatively short time limit.

Color Vowel Chart is a visual representation of sound that is simple and deep. Karen and Shirley (2016) stated that

the Color vowel chart is the way of teaching English that connects its spoken and written forms and it has implications for vocabulary development, reading readiness, and spelling instruction. A pronunciation aid for teaching and learning English is the Color Vowel Chart. The Chart is a useful method for teaching spoken English when used in conjunction with the teaching strategies. The Chart will make it simple for teachers to include pronunciation instruction in all of their lessons, helping students to understand and use spoken English more effectively. With the use of this tool, teachers and students can discuss the important English sounds without the need for phonetic symbols. The Chart represents the English vowel sounds using colors and keywords rather than phonetic symbols. This gives both teachers and students a simple approach to explaining and practicing spoken English at the word and phrase level.

The Chart is effective because it focuses the learners' attention on stress, an aspect of English-speaking skills that is crucial to clear communication. This focus on word stress and phrase stress helps learners first hear and then produce the rhythm that characterizes spoken English. This rhythmical pattern of stressed and unstressed syllables is the key to speaking clearly and to understanding spoken English. Stress is a central element of spoken English. Stress can change the meaning of a word or a phrase. It can indicate agreement or disagreement or be used to correct an inaccuracy or misunderstanding. Most importantly, it tells the listener what to pay attention to in a conversation. Thus, focusing on stress is fundamental.

a) Using the Color Vowel Chart

The English vowel sounds are represented by the Color Vowel Chart. The Hue Vowel Chart shows how each

color corresponds to a particular vowel sound. Each sound has a keyword (like "tea") and a color name (like "green"). Both words have the appropriate vowel sound. The Color Vowel Chart actually does much more than just show specific vowel sounds. Knowing where the stress is and what vowel sound is at the center of each stressed syllable allows us to identify each English word or phrase on the basis of its primary stressed syllable. This is perhaps the single biggest predictor for speaking and listening comprehension as well as reading fluency in English.

Here, it's crucial to concentrate on a basic principle of spoken English: each word has only one primary stressed syllable, and the vowel sound at its center. We may declare that each phrase has exactly one color by using the Color Vowel Chart to give that vowel sound a color. One, Multi, and in Phrase, for example. First, which only has one vowel sound in one-syllable syllables (even if a word contains more than one vowel letter). Soup is "blue," bread is "red," and a knife is "white," for instance. Second, only one syllable in words with many syllables is stressed the most. The syllable becomes longer, louder, and higher in pitch when stressed than the other syllables. For instance, electricity is "red" and silver, while south.

The Color Vowel Chart offers educators and students a simpler and more engaging approach to discussing spoken English. Teachers and students can simply refer to the "color" of the relevant vowel sound instead of having to write a phonetic symbol. The researcher will describe and examine the use of the Color Vowel Chart from the official websites at "colorvowel.com" and "americanenglish.state.gov" as well as the use of the Color Vowel Chart that the researcher discovered on some other

websites, including journals, articles, and previous research.

There were some researchers who have proved their research dealing with the title. First, (Kone et al, 2019) conducted research on “The Implementation of Color Vowel Chart to Enhance the EFL Students’ Pronunciation at SMPN 1 Majauleng”. The purpose of this research was to find out whether there was a significant difference in the pronunciation ability between the eighth-grade students of SMPN 1 Majauleng who were taught by using the Color Vowel Chart and those who were not, in the academic year of 2017/2018. The results of the research showed that there was a significant difference between the pre-test and post-test where the mean score of the pre-test is 78 and the mean score of the post-test was 85. It indicates that there was a significant difference before and after teaching by using the Color Vowel Chart method in students’ pronunciation. Therefore, the hypothesis of this study was accepted. It means that the Color Vowel Chart significantly improves the students’ pronunciation ability, which is essential for improving students’ speaking skills and communicative competence.

Second, the research was done by (Nababan in Kone et al, 2019). The research was entitled “Non-Native Variety of English in Indonesian the pronunciation improvement by using The Color Vowel Chart Strategy”. The main focus of attention in the data was the sound system (phonology) of the Indonesian foreign variety of English. He also looked at the pronunciation of words and phrases grammar and vocabulary.

Third, (Hardiani in Kone et al, 2019) conducted research entitled “An Improve of students’ errors in Pronouncing English Voiceless Plosive Consonants with Use the Color Vowel Chart Strategy”. The results of the research showed the

improvement in English pronunciation made by the students themselves. Puspita in Kone et al (2019) conducted research entitled “Improve of Students’ in Pronouncing English Vowel the Color Chart.” The purpose of this research was to find out the factor why these errors occurred. The result showed that the students’ pronunciation ability improved well after implementing the Color Vowel Chart in the teaching class. The factor that influences

The Vowel Colour Chart has been used successfully in Toronto with immigrants who speak a wide variety of first languages, as well as in Vancouver with visa students from many different countries, according to the last, (Finger, 2020), in the article titled “Teaching Pronunciation with the Vowel Color Chart.” Although it has been used with adults, using it with kids would be perfectly acceptable. It has been utilized in reading, writing, and communication skills classrooms ranging from beginner to advanced. Of course, it just addresses a single component of pronunciation. According to Julianne Finger, one of the simplest and most efficient teaching tools for teaching English vowels, consonants, stress, rhythm, and intonation.

Based on the above studies, it seems that the studies are different from the researcher’s study. From the related findings above, we can clearly see the differences. The first study is focused on finding out whether there is a significant difference in the pronunciation ability between the eighth-grade students of SMPN 1 Majauleng who were taught by using the Color Vowel Chart and those who were not, in the academic year of 2017/2018. The second study was to look at the sound system (phonology) of the Indonesian foreign variety of English. It also looked at the pronunciation of words and phrases grammar and vocabulary.

The third study is focused on Improving students' errors in Pronouncing English Voiceless Plosive Consonants with Use the Color Vowel Chart Strategy and finding out the factor why those errors occurred. While this research focused on the implementation of the Color Vowel Chart in teaching speaking, and also to find the benefits/advantages of using the Color Vowel Chart in teaching speaking.

In order to improve students' speaking skills, the researcher discussed and analyzed the use of color vowel charts in this study on speaking instruction. This media has the potential to engage, amuse, and motivate students. Additionally, it encouraged kids to learn. A teaching tool called the Color Vowel Chart helps pupils develop their speaking abilities.

2. METHOD

This study employed qualitative research and a library search to gather data from a variety of sources, including books, articles, journals, theses, and other sources. Library research, as described by (Zeid in Khoiriyah, 2016), is a research method that uses library sources to gather data. Even though you are in complete control of the investigation from beginning to end when using a library, you can never be sure what sources you will find. According to George in Risalatunni'mah (2015), it takes the shape of a structured inquiry with certain instruments, guidelines, and methods. On the other hand, library research gathers and analyzes data using library sources. Since July 2020, the researcher has gathered theses, articles/journals, and other material as data sources. As was already said, this research was conducted in a library rather than in the field, so there was no specific location or population studied. Only a few written materials, including books, essays, theses, and other written works, were employed

as the primary object. The researcher gathered information about using the Color Vowel Chart to teach speaking from the relevant literature.

The data refers to information or facts that are utilized to discuss or determine a research question's response. The participants from which data can be gathered for the purpose of research are the study's source of data (Arikunto, 2010).

The data sources of this research were classified into two categories, as the following:

a. Primary Source

Primary sources are the original records created by firsthand witnesses of an event. Primary sources are not only written documents and records. There are many types of primary sources, including first-person accounts, documents, physical artifacts, scientific data that have been collected but not interpreted, and mentors face to face with special knowledge or expertise (Bush, 2011).

b. Secondary Source

Secondary sources are supporting and complementary references for primary sources. (Brush, 2011) stated that secondary sources are documents, texts, images, and objects about an event created by someone who has usually referenced the primary sources for their information. These data sources related to this research were discussed about the topic related to the Color Vowel Chart in teaching speaking which helped the researcher in making and answering the questions of this research.

The researcher used documentation in collecting the data. The researcher conducted the documentation by collecting, choosing, and analyzing some journal articles, books, and other literature from the library or internet (digital library) that were relevant and related to theories of the implementation of the Color Vowel

Chart in teaching speaking which taken from the internet. Data collection conducted in this research was to collect theses, articles/journals, and other literature about using the Color Vowel Chart in teaching speaking. Then it has been selected, presented and analyzed, and processed to be concise and systematic. This research used a phenomenological paradigm. According to (Rashid in Susanti et al, 2014) phenomenology is to understand human behavior from the mindset of self, in this case how we see symptoms and look for the meaning of these symptoms invited. So, in this study, the researcher tried to illustrate the use of the Color Vowel Chart in teaching speaking.

The data were evaluated after being collected from data sources. The researcher's method of choice for this study was qualitative data analysis. The method of data analysis in qualitative research was laborious and time-consuming (Nurlaili, 2014). It was a methodical search and organization technique used by researchers to better comprehend their data and make their findings more presentable to others. Furthermore, according to (Moleong, 2010), data analysis is the process of managing the data and structuring it into a useful pattern, category, and fundamental unit.

Data analysis includes data reduction, data presentation, and drawing conclusions (Miles and Huberman in Susanti et al., 2014). Qualitative data analysis was also interpreted as a continuing effort, repeated constantly. These are the process of data analysis by (Miles and Huberman Susanti et al, 2014):

a. Data Collection

It was a method used by researchers to collect data. The data collected in this review used documentation as a data collection tool. First, the researcher found

the related studies and reviews which were done by previous researchers and other internet users, including there were teachers and lecturers who reviewed even research about teaching speaking by using the Color Vowel Chart on the internet. After that, the researcher categorized the data collection based on the researcher's needs.

b. Data Minimization

The second step in the data analysis process was data reduction. It involved continually lowering the data. Summarizing, choosing the most crucial information, focusing on it, and determining the topic and form are all steps in the data reduction process (Moleong in Nurlaili, 2014). The relevant data were added at this stage after the data were collected from various sources and the extraneous data were removed.

c. Data Visualization

Data Display came next in the data analysis process after data reduction. Data was displayed in the form of a table or essay to make the information clear. Because it was the most typical type of data display employed in qualitative research, the researcher in this study used essays to present the data.

d. Drawing

In this last step data analysis is drawing a conclusion. It was an attempt to interpret the data presented with the involvement of the researcher's understanding.

3. FINDINGS AND DISCUSSION

The researcher has done research regarding the use of the Color Vowel Chart as a medium in teaching Spoken English. In this section, the researcher discussed the finding for answering the research problem about the implementation of the Color Vowel Chart and the benefits/advantages of using the Color Vowel Chart in teaching speaking. The data was taken by collecting and

analyzing some documents from some sources that related to the use of the Color Vowel Chart such as journals, articles, books, thesis, and any other digital sources.

This research didn't have a particular place and particular population. The first stage of this research was information collecting. In this step, the researcher collected some information that is related to using the Color Vowel Chart in teaching and learning English, especially speaking. The researcher read and analyzed some written documents such as journals, articles, books, and thesis.

In putting the Color Vowel Chart into practice when instructing speaking. (Nirmawati, 2015) claims that speaking and listening comprehension are given less weight while teaching and studying English in formal settings. The teachers teach reading and writing far too frequently. Instead of offering the students speaking assignments, which typically seem to make the class very noisy, some teachers believe that giving the students writing or reading activities seems to make them more settled and quiet and seems to obtain a better and more effective condition of teaching-learning. Teaching learners or students to speak another language means helping them develop specific sets of interactional and communication skills because spoken communication takes place in real-time (Hinkel, 2018).

In order to encourage students to study and speak English, teachers should engage them in a variety of English-speaking activities, (Oradee, 2012). They should also improve the learning environment in the classroom. The study and discussion were structured by the researcher around the use of the color vowel chart. The examination of the text found that (1) the Color Vowel Chart was used to teach speaking. Each subtheme discussed the

Color Vowel Chart as a medium for teaching speaking, the methods/procedures for using the Color Vowel Chart in teaching speaking, and the assessment used in conjunction with the Color Vowel Chart in teaching speaking; (2) the advantages/benefits of using the Color Vowel Chart.

Teachers utilize teaching media as a tool to assist them to deliver their subject matter to students. In order to grab students' attention and make teaching-learning activities more engaging and successful, media must be used in the teaching-learning process. The use of media by teachers to enhance their instructional approach and strategy can increase student interest in learning. Teaching responsibilities are made significantly easier for teachers by the use of helpful and auxiliary equipment. According to (Ibrahim, 2014), using the media can aid English teachers and students in the teaching and learning process. Teaching media is crucial (Christine in Ibrahim, 2014). None of the principles of learning theory could be applied in the classroom without the use of teaching media.

There have been many teaching media as the pathways for developing teaching speaking. Here is one of them, the Color Vowel Chart. The Color Vowel Chart was a medium that could be used in teaching speaking. The researcher found 2 official websites of the Color Vowel Chart that provide the guidelines for using the Color Vowel Chart, 4 previous researchers who used the Color Vowel Chart in their study, and 3 teachers who used the Color Vowel Chart in their class, then reviewed and posted about the using of the Color Vowel Chart in their website (blog). According to (Karen and Shirley, 2016) in the Color Vowel Approach guidelines, the Color Vowel Chart firstly was found as a simple, homemade teaching tool that is inspired

by a presentation Karen attended at a local ESL conference. The chart made it possible for Karen's and Shirley's students to visualize, practice, and produce word stress without the distraction of phonetic symbols. Then, the chart has grown into an approach, a multi-modal way of teaching English that connects its spoken and written forms.

The following are some former researchers who have implemented or applied Color Vowel Chart. First (Kone et al, 2019) with the research entitled "The Implementation of Color Vowel Chart to Enhance the EFL Students' Pronunciation at SMPN 1 Majauleng". Second (Nababan in Kone et al, 2019) with the research entitled "Non-Native Variety of English in Indonesian the pronunciation improvement by using the Color Vowel Chart Strategy". Third (Hardiani in Kone et al, 2019) with the research "An Improve of students' errors in Pronouncing English Voiceless Plosive Consonants with Use the Color Vowel Chart Strategy", and Ahmad in the journal entitled "Integrating Pronunciation with Vocabulary Skills".

Furthermore, (Kone et al, 2019) stated the Color Vowel Chart was one of the solutions to overcome all the problems that the students faced in speaking cases, especially pronunciation. It made all the students active in the teaching and learning process. It also made the students work together to improve their pronunciation diphthong. It could also improve the students' self-confidence to speak. The students play while studying so they feel enjoy during the teaching and learning process. They were really sure that using the Color Vowel Chart could improve the students' pronunciation.

In line with the above finding, (Hardiani in Kone et al, 2019) found that the Color Vowel Chart was very helpful and useful in improving students' errors in

pronouncing English, and she also said that the improvement of students' English pronunciation ability made by the students itself.

Additionally, it was discovered by Ahmad (2014) in the journal Integrating Pronunciation with Vocabulary Skills that teaching pronunciation in tandem with vocabulary instruction is crucial for enhancing learners' speaking, listening, and communicative ability. Along with learning the definition(s) and spelling of new words, students should also learn the pronunciation of each word. Furthermore, (Ahmad, 2014) noted that, although vocabulary is frequently taught in conjunction with reading, it is crucial to include oral usage of the terms in the learning process to enhance oral communication and speaking ability. Students can thus say words more properly and fluently by mastering the rules for proper pronunciation. Posters on pronunciation, like Taylor and Thompson's Color Vowel, can help with this.

In his essay "Tara's ESL VLOG: American Pronunciation Part 2 Using the Color Vowel Chart," Fort (Music, 2015) noted the importance of vowels in English since they can alter the meaning of words that have similar appearances. An example might be "pan, pin, pin, pawn (pronounced "pon"), pun." Many children have trouble with the vowels, which were crucial for knowing and being understood. The Color Vowel Chart, according to Musich, is practical and efficient for dealing with pupils' difficulties understanding vowels. The Color Vowel, according to Musich, is a special tool that enables pupils to recognize word sounds by using colors and syllables. This eventually results in the mastery of Word Stress.

Fifth, the majority of the teachers in the article "TESOL 2015: Focus on Speaking"

(Littlepage, 2015) agreed that the IPA system was too complicated for young children to comprehend. The Color Vowel chart utilized colors to indicate vowel sounds rather than symbols. The proper pronunciation of colors was more likely to be recognized by students than the correct pronunciation of other anchor words. Littlepage thought the addition of the chart would help the kids understand pronunciation analysis more, and it was a very helpful tool for teachers of younger pupils.

Sixth (Susan, 2011) stated that as an accent reduction coach, she always used the Color Vowel Chart in the article "The Center for Confident American English Communication: The Color Vowel Chart." She was able to instruct her clients in accent reduction coaching on how to distinguish and pronounce the 15 vowel sounds in American English using the Color Vowel Chart methodology. The Color Vowel Chart's visual component helps students see, feel, and remember the 15 vowel sounds in American English. Susan strongly advises the other teachers to use the Color Vowel Chart and consider how it may improve the teaching or instruction as an accent reduction coach.

Based on the findings of research conducted in this study, it could be concluded that the application of the Color Vowel Chart in teaching speaking could improve many speaking aspects.

According to the explanation above, this research was carried out in just by collecting and analyzing some documents from some sources that related to the use of the Color Vowel Chart such as journals, articles, books, thesis, and any other digital sources. The researcher analyzed the implementation of the Color Vowel Chart as a medium for teaching speaking.

As mentioned before in chapter II (related findings), there were several previous researchers who have done their

research about Using the Color Vowel Chart. But, most of the purposes of previous research were to find out about there was a significant difference in students' pronunciation between students taught by using the Color Vowel Chart and those who were not.

While the research in this study was on the implementation of the Color Vowel Chart in teaching speaking and the advantages and disadvantages of doing so, material from the research was produced in the form of notes and descriptive data that were included in the text under investigation. The researcher brought up a few things.

a. The Media Used in Teaching Speaking

There were several previous researchers who used the Color Vowel Chart as their media in order to improve students' speaking skills, especially in pronunciation, vocabulary, grammar, and accent. There were many reasons to choose the Color Vowel Chart. One of the reasons was the Color Vowel Chart facilitates teachers and students with the simple tools to understand spoken English. The color vowel chart was easy to be explained and interesting to be used. The Color Vowel Chart can be used in all English language skill classes. If the teacher could access the Color Vowel Chart's official website, it would be more interesting to introduce it to the students and try to use it, because, on its official website, the Color Vowel Chart was provided with the audio. The voice was an American-native speaker. Teachers only need to click each color and the sound would be heard automatically. If the teacher could not reach the internet to access the Color Vowel Chart website, teachers could print the chart as a poster, and put it in front of the class. Teachers should produce each color and each keyword in their own voice.

Previous researchers have used the Color Vowel Chart in their work; one of them (Kone et al., 2019) looked at the impact it had on the pronunciation of EFL students at SMPN 1 Majauleng. They contend that the Color Vowel Chart was one of the answers to all the issues the children had with speaking, particularly with pronunciation. It engaged all of the students in the process of teaching and learning, which boosted their general interest in the subject.

b. The Techniques/Strategies of Using the Color Vowel Chart in Teaching Speaking

Some of the techniques/strategies used in using the Color Vowel chart found in some previous studies were “work in pairs”. (Karen and Shirley (2016) said that students should work in pairs to decide where to place the word (write on their notebooks) and what words they hear based on the color and the keyword. It would help the students to memorize the words better.

Additionally, it was advised to split the class into “small groups” using the Color Vowel Chart (Koneet al., 2019; Nelson, 2013). The pupils were more engaged in the teaching and learning process as a result. Students are eager to discuss ideas with others in their groups.

c. The Ways/Procedures of Using Color Vowel Chart in Teaching Speaking

The Color Vowel Chart has been used in speaking instruction in a variety of methods and ways of doing things. Many of them discussed how to use the Color Vowel Chart in the classroom by preparing, taking action, watching, and reflecting. A few of them discussed pre- and post-tests. While others discussed the rules for using the Color Vowel Chart to teach based on the media and their objectives. (Kone et al., 2019) who employed planning, action, observing, and

reflecting may corroborate these research findings.

d. The Assessment Used in Using Color Vowel Chart in Teaching Speaking

Numerous teaching evaluations have been employed as development avenues for teaching speaking. The majority of earlier studies measured their pupils' speaking abilities using multiple assessments. They used tests like talking, describing things, coming up with new words, and responding to inquiries. According to their objectives, teachers can use the Color Vowel Chart to combine two or more assessments when teaching speaking.

It is clear from the research and discussion that children who use the color vowel chart can improve their speaking abilities. This is due to the fact that the Color Vowel Chart as a media, the techniques/strategies, the methods/procedures, and the assessment employed in employing the Color Vowel Chart in the classroom all contributed to its success.

4. CONCLUSION

This part served as the conclusion for responding to the research question in light of the findings and discussion from the preceding chapter. “How is the usage of the Color Vowel Chart in teaching speaking?” was the research topic.

After collecting and analyzing all the data from some sources such as journals, articles, and some literature reviews retrieved from some websites, the researcher can conclude that Color Vowel Chart was proven as an effective media to be used in teaching speaking. Color Vowel Chart is useful for English teachers in teaching speaking. Although basically Color Vowel Chart was designed to improve the pronunciations' ability specifically on a vowel sound, on the other side it proves that Color Vowel

Chart also could improve students speaking skills by enhancing students' vocabulary and increasing the student's confidence and motivation.

There were many students' speaking achievements after they were taught by using the Color Vowel Chart. There were some aspects that much important in English speaking skills that could be improved by using the Color Vowel Chart, such as pronunciation, vocabulary, grammar, accent, scores of speaking indicators, and students' understanding/students' positive attitude.

Following the completion of the study, the researcher suggests it to the following people working in this area: the English teacher, the students, and other researchers. Speaking must be prioritized over all other English language abilities at first. The second piece of advice is for the English teacher to incorporate activities and media that will give the kids the confidence to speak English. Third, the researcher advises that in order to learn well in English classes, students should make the most of the classroom learning experience and contribute positively.

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