

EXAMINING THE IMPACT OF RAINBOW CARDS IN ENHANCING EFL STUDENTS' READING CONCEPTION IN DESCRIPTIVE TEXTS

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Article Info	Abstract
Article History Received: May 2024 Revised: July 2024 Published: October 2024	<i>The development of reading comprehension is an important skill that helps students acquire a variety of academic assignments. In addition, one of the goals of reading comprehension is to help students become better readers and understand texts properly. This research objective was to examine the impact of the rainbow cards strategy on EFL learning by emphasizing students' reading ability. The research employed a mixed method with a classroom action research model developed by Kemmis McTaggart. The participants of this research were eighth-grade students, totaling 30 students. The data was collected through observation, written tests, and interviews with students and teachers. The results unveiled that appropriate reading strategies, such as the rainbow cards technique, were effective in enhancing EFL students' reading comprehension abilities. Nonetheless, in the first cycle, the statistical data indicated low improvement due to the limited time and approach. At the same time, an innovative pedagogy approach was needed in order to improve learning and teaching outcomes. Finally, after applying the technique in following cycles, the participants showed a better improvement. Therefore, this research emphasized the significance of adopting innovative pedagogical practices to cultivate more engaging and impactful learning. The implication like using rainbow cards, realia, and media in learning a foreign language proved the thriving atmosphere that boosts EFL reading comprehension. Consequently, the combination of pedagogy skills and the use of cards as well as other media can be helpful.</i>
Keywords Rainbow cards; Reading comprehension; Reading Conception; Descriptive texts;	
How to cite: Mufliha, W.N., Margana, M., Abidin, M.Z., Robbaniyah, I., Ridho, M.Z., Fitriani, L.U., & Andika, J.D. (2024). Examining the Impact of Rainbow Cards in Enhancing EFL Students' Reading Conception in Descriptive Text, <i>JOLLT Journal of Languages and Language Teaching</i> , 12(4), 1829-1842. DOI: https://doi.org/10.33394/joltt.v12i4.11514	

INTRODUCTION

English is considered a foreign language in Indonesia (Widiati & Cahyono, 2006). After mastering their native tongue, students study English. Consequently, reading comprehension is a critical skill that learners need to possess. Capin et al. (2021) mention that reading is a necessary ability for success in both school and life. Students read texts for a variety of purposes, such as amusement or informational purposes. Salehi et al., (2014); Anderson and Kim (2011) both emphasized the importance of reading for passing all university courses. Enhancing reading comprehension through language learning requires the application of reading techniques (N. J. Anderson, 2003); (Cohen, 2014). Additionally, the use of reading

methods and language proficiency are associated (Hong-Nam & Leavell, 2006); (Shen, 2003); (Wharton, 2000); (Yang, 2002). These studies suggest that highly proficient readers attempt to comprehend texts through global strategies (Lawrence Jun Zhang et al., 2009).

It should come as no surprise that reading is essential for information acquisition, cultural participation, democracy, and professional achievement, according to a recent report by (Castles et al., 2018). More significantly, it is estimated that the direct costs of illiteracy to the world economy amount to more than \$1 trillion (U.S. dollars) per year (Cree et al., 2013). It is assumed that reading proficiency, accuracy, and speed are all highly significant. Word reading fluency has changed from being a disregarded component of reading to a hot topic in the reading study community, according to a more recent research report by (Landerl & Wimmer, 2008).

The topic of reading comprehension has received increased attention lately. For instance, Browder, Wakeman, Spooner, Ahlgrim-Delzell, and Algozzine (2006) found that the majority of reading instruction consisted of sight word vocabulary massed trials using systematic instructional strategies that combined stimulus and response prompting, error correction, prompt fading, and reinforcement. This review of the reading literature was conducted for students with moderate to severe cognitive disabilities. Furthermore, it has been claimed that the National Reading Panel (NRP, 2000) has concluded its task of determining the fundamental elements of reading instruction. Evidence was discovered by the NRP to support the idea that the optimal reading teaching consists of five components: vocabulary, phonemic awareness, comprehension, phonics, and fluency. It was also argued that one of the biggest riddles to confound researchers is how people pick up the ability to read and understand literature quickly and easily (Ehri, 2022). How students pick up specific word reading skills accounts for a significant portion of the explanation. Proficient readers don't need to try to understand millions of words; they can do so automatically. Thus, reading instruction needs to be given extra focus, particularly for students studying English as a second and or foreign language and in the context of English education.

Although it may sound corny, there are certain strategies needed to become proficient readers both quickly and accurately. According to Pressley (2006) and Trabasso & Bouchard (2002), reading strategies are intentional acts that readers perform before, during, and after reading in order to extract meaning from the text. According to Lai et al., (2013) reading strategies are techniques for deciphering textual meanings. The ability of students to read comprehension and their reading strategies are positively correlated. According to Ahmadi and (Ahmadi & Gilakjani, 2012), a reader's reading comprehension ability is greatly influenced by their reading technique.

The objective of this study was to find out the impact of rainbow cards through descriptive text in increasing students' reading comprehension through descriptive learning materials as in recent years, for example, knowing when to apply a particular strategy in relation to what (Paris et al., 1983) refer to as 'conditional knowledge'. The researchers found that knowing when to apply a reading comprehension approach is just as crucial as knowing what it is and how to utilize it. At the same time, (Kissau & Hiller, 2013) asserted that during their research, the preferred reading comprehension methods of two groups of teacher-candidates were examined in order to have a better understanding of what strategies are viewed as helpful in various settings. Pressley & Hilden (2001) highlighted that comprehension instruction should be the primary goal of reading learning; comprehension techniques should be taught to readers.

The fact that nowadays, students who receive extra attention in reading instruction can read English texts for academic and professional goals. Several reasons are also asserted for this. Subsequently, reading is frequently one of the top priorities for foreign language learners. They want to be competent readers for enjoyment and information, as well as for their future work and studies (Par, 2018). In addition, written texts have a variety of educational uses. It offers an opportunity to introduce new subjects, spark discussions, and study language skills

like vocabulary, grammar, and idioms. It also offers excellent models for reading comprehension (Haerazi et al., 2019; Montero-Arévalo, 2019; Renandya & Jacobs, 2016). In summary, there is a favorable correlation between reading motivation and engagement. This results from the robust correlation that exists between reading motivation and sustained reading throughout students' educational journeys (Ro, 2017). Teenage reading motivation positively affects reading comprehension, according a research by Klauda and Guthrie (Klauda & Guthrie, 2015). However, although many studies indicate the significance of being master in reading, there is a notable note that to be overcome mainly in this research context. For example, relevant previous research such as (Elvira & Ardi, 2014) showed that eighth grade students at SMP Bukit Raya Pekanbaru had difficulty in understanding English reading texts. Balqis (2019) also found students often have difficulties in understanding reading texts. In addition, Mardiana et al., (2021) added that eighth grade students at Persatuan Pedamaran Junior High School also experienced difficulties in understanding reading through courageous learning. The majority of students were discovered to experience reluctance, anxiety, and shyness still when requested to read, mainly when doing so in front of their peers, being aware of their diversity in terms of personalities, educational backgrounds, and family dynamics.

Again, the observations revealed a prevalent issue among students, indicating persistent difficulties in grasping the nuances of descriptive texts. Many students struggled with tasks such as identifying specific details, discerning the main idea, and extracting the overall meaning of the text. This initial phase of research shed light on the existing gaps in reading comprehension skills among the students. This concept was supported by (Capin et al., 2021) which stated that a major educational difficulty is the ongoing discovery that a large number of late elementary pupils are unable to read and comprehend content that is grade-level (Biancarosa & Snow, 2006; National Assessment of Educational Progress, 2019). Furthermore, there are differences in vocabulary, pronunciation, structure, and even dialects between English and Indonesian. Thus, reading might be rather challenging. According to Scanlon et al. (2010:9: 346), reading is a difficult process that involves the assessment, coordination, and interpretation of several record sources. Reading is also a difficult skill, and children react to instructions in very diverse ways. According to Pang et al. (2003:21), education analysis is a difficult form of art. According to Burnes and Page (1995:58), analysis is an interactive process in which readers use the textual information to modify their opinions about the writer. The first interview with a seasoned English instructor at the institution provided evidence for it. According to her, "our students have great potential, but they need more effective learning methods to improve their reading comprehension in descriptive text."

Numerous studies have shown that ESL students frequently struggle with reading comprehension. One common issue is having a limited vocabulary, which makes it difficult for students to understand texts and words (Betel, 2023). Reading can also be made more difficult by complex sentence structures, strange cultural allusions, and colloquial language (Johnson & Mears, 2008). Learners may struggle with specific reading skills, such as inference-making, understanding implicit information, and guessing the meaning of unknown words from context (Betel & Banerjee, 2023). Research suggests that learners with stronger L1 reading skills tend to transfer these skills, facilitating their reading comprehension in the second language (Anderson, 1991). While the research seems to discuss more on ESL context, unfortunately, it was also described that in the 19th century, literature was considered as it plays a very important role in EFL teaching (Gebeyehu and Mangesha, 2020). It is noteworthy that the term "literature" in this research setting alludes to reading comprehension. FLT aims to help students read and enjoy literature. However, by stressing that EFL instruction included oral communication, the paradigm for EFL instruction was altered. After being ignored for a while, literature has been reevaluated since the mid-1980s because of its potential applications in EFL lessons (Gebeyehu and Mangesha, 2020). On the other hand, Lazar (1993) claims that using literature in EFL

classes helps students acquire a language, broadens their understanding of language, provides access to cultural background, strengthens their ability to interpret, and teaches them as a whole by enhancing their imaginative and emotional competencies.

Consequently, applying a successful method through a rainbow card is crucial for students who wish to advance their reading comprehension abilities. It is also supported by the findings in which the techniques offer specific guidance for improving comprehension abilities (Cain & Oakhill, 2011). One of the strategies is through rainbow cards. Elvira & Ardi (2014) define a rainbow consisting of multiple colors: white, red, orange, green, blue, and purple. Each color carries its own meaning and associations. Red, for example, is associated with power, passion, danger, energy, and love. Orange is a happy colour that combines the vitality of red, while yellow-orange is a colour that stands for zeal, inventiveness, excitement, and pleasure. Warmth is produced by yellow, which energizes muscles, enthusiasm, and mental activity. Green is a symbol for fertility, freshness, harmony, growth, and nature. Blue, which is connected to the sky and the sea, is a symbol for heaven, trust, loyalty, knowledge, faith, and intellect. Purple, a combination of blue's stability and red's energy, signifies power, nobility, luxury, and ambition. Regarding students' reading abilities, the majority of studies focus on the cognitive aspects and their relationship with reading proficiency, as exemplified by research from Capin et al. (2021). Mehta and Zhu (2016) explores the role of color in cognitive abilities. However, some studies, such as those by Harisma and Nasution (2020) and Elvira and Ardi (2014), although related to the current research, these suffer from limited literature and differing emphases. For instance, Elvira and Ardi focus on students' speaking abilities. Therefore, the present study depicts a significant contribution by reviewing field results and enhancing the newest literature, providing a rich for future research. To sum up, two core questions were formulated; What is the role of a rainbow card in improving students' reading comprehension? And How does a rainbow card improve students' reading comprehension in EFL learning?

RESEARCH METHOD

Research Design

This research employed a mixed-methods approach, incorporating classroom action research design as outlined by Kemmis and McTaggart. According to Kemmis et al. (2014), classroom action research progresses through a dynamic and complementary cycle consisting of four crucial stages: planning, action, observation, and reflection. The convenience sampling method was chosen due to the accessibility and availability of the selected class, as well as the willingness of the participants to engage in the study. This approach allowed the researchers to efficiently gather data within the constraints of time and resources. The participants of this study were students from the eighth-grade of SMP Negeri 1 Yogyakarta, specifically the VII D class, which comprises 30 students. In addition, an English teacher volunteered to assist for data validation.

Data Collection and Analysis

To get thorough data, the study used a variety of data gathering methods, such as tests, interviews, and observations. These instruments were logically chosen since they could supply both qualitative and quantitative data, guaranteeing a validity examination of the study issues. As a result, during the learning sessions, observations were methodically documented by the researchers and a volunteer English instructor. The findings were documented in the form of field notes. The observation allowed researchers for real-time data collection on student behavior and interaction during the teaching and learning process, which is essential for understanding the implementation and impact of the feedback techniques in reading classes. In order to get deeper insights on the teaching and learning activities and the use of feedback strategies in reading courses, participants also participated in semi-structured interviews. Qualitative data from interviews allows for a more in-depth knowledge of participants' attitudes,

perceptions, and experiences with the feedback methods employed in the classroom. To assess students' reading competency before and after the intervention, the study also used a 25-question reading comprehension exam for the pre-test and post-test. Scores ranged from 0 to 100, with one point being given for each right response. Evaluation of the efficacy of the feedback systems was made possible by the quantitative data from the examinations, which quantify changes in students' reading comprehension abilities in an objective manner. The test items were reviewed for content validity to ensure they appropriately assess reading comprehension.

The qualitative data from observations and interviews were analyzed thematically to identify patterns and insights related to student behavior, engagement, and perceptions of the feedback techniques. Observations and field notes were used to document student behaviors and interactions during the teaching and learning process. In order to get information and comments, interviews with instructors and students were done both before and after the planning, action, observation, and reflection stages of Classroom Action Research (CAR). Every cycle, reading comprehension assessments (pre- and post-tests) were given to pupils in order to quantify their reading skills objectively. Descriptive statistics were used to compare pre-test and post-test scores based on the quantitative data from the reading comprehension exams, determining the impact of the feedback techniques on students' reading proficiency.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The findings demonstrated that using rainbow cards increased pupils' reading comprehension. Interview sheets and photographic evidence, which displayed students' attitudes and responses during the teaching and learning process, provided qualitative data. Based on the findings of the interviews, it is known that students find reading descriptive texts to be interesting and enjoyable (see table 3). Furthermore, visual evidence demonstrated how engaged and excited students are to follow the learning process. This positive attitude indicated that the use of rainbow cards as media not only helped to improve reading comprehension but also to increase students' interest and involvement in the learning process. These two types of data, both qualitative and quantitative, provide a comprehensive picture of the effectiveness of using rainbow cards in improving students' reading comprehension.

Table 1
The Instrument of Reading Comprehension

The Indicators of Reading Comprehension	Number of Items	The Distribution
Main Idea	5	2, 9, 11, 17, 23
Social Function	5	1, 7, 13, 20, 21
Generic Structure	5	3, 10, 15, 18, 24
Language Features	5	5, 8, 12, 19, 22
Inference	5	4, 6, 14, 16, 25
Total		25

(Adapted from Wigfield & Guthrie, 1997 cited in Pifianti, 2014)

Bale above highlighted the instrument used to measure students' reading comprehension based on the indicators of the theory of reading adapted from Wigfield & Guthrie, as cited in Pifianti (2014). At the conclusion of each cycle, the students were asked to rate their progress in reading comprehension. The implementation involved the application of five components.

Table 2
The Category Score of Reading Comprehension

Presentase	Category
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
<39	Fail

The bale above unveiled the category score of success in terms of reading ability of the students. 80 % to 100 % indicated a very good value. Otherwise, the low score was in number of 39 %. In this case, since this research implemented for classroom action research, the students must scored minimum 68 % to maximum 100 %.

Table 3
The Results of Each Cycle of the Interview

Pre-cycle	After implementing	Teacher's English interview
I find English quite challenging, especially in pronunciation, which often leads to difficulty in understanding the meaning when reading Descriptive Texts. I sometimes struggle with pronunciation and find the learning process monotonous due to its repetitiveness. "It's boring, miss, learning English because it's always the same."	Regarding learning English with colored cards in Descriptive Texts, I find it enjoyable, especially as it's my first time using such a medium. Rainbow cards motivate me in reading descriptive texts by offering a refreshing change from regular texts, enhancing my enthusiasm as I can choose paper colors according to my liking, "Yes, miss, I feel that for the first time, I am very active in class because we can freely choose colors and topics to create in descriptive texts" . Additionally, using rainbow cards contributes to a more enjoyable learning atmosphere, fostering increased activity and unity among students.	Regarding the research strategy involving the use of Rainbow Cards to enhance students' reading comprehension in Descriptive Text learning, I find it intriguing. Students seem motivated and enjoy the learning process with this innovative medium. The freedom to choose colors according to their preferences enhances their enthusiasm, leading to improved comprehension. I believe the introduction of Rainbow Cards positively impacts students' reading processes by adding joy and variety to the learning experience. Considering these benefits, I am open to incorporating Rainbow Card learning media into my teaching strategies to further enhance students' understanding and engagement in reading descriptive texts. "Certainly, why not. It would be good to improve or add to my teaching strategies and can enhance students' understanding in the reading process" .

The table above highlighted the treatment of students and teachers in the model of interview results before and after using rainbow cards technique to improve EFL students' reading skills. As such, it can be seen that the pre-cycle stage to validation of the results of the teacher interview, there were changes as well as positive input after the application of the rainbow cards in improving English language learning.

Quantitative Data

Based on the application of rainbow cards in improving students' reading scores, it was also explained in the following table.

Table 4
Students' Reading Scores in Each Cycle

Scores

No. Partisipan	Pre-test	Kategori	Cycle I Post-test I	Kategori	Cycle II Post-test II	Kategori	Cycle III Post-test III	Kategori
1.	72	Good	80	Very good	84	Very good	92	Very good
2.	72	Good	80	Very good	92	Very good	100	Very good
3.	56	Enough	68	Good	88	Very good	100	Very good
4.	56	Enough	88	Very good	88	Very good	98	Very good
5.	72	Good	80	Very good	84	Very good	100	Very good
6.	56	Enough	60	Good	80	Very good	98	Very good
7.	56	Enough	60	Good	80	Very good	100	Very good
8.	68	Good	72	Good	80	Very good	92	Very good
9.	68	Good	72	Good	72	Good	80	Very good
10.	80	Very good	56	Good	72	Good	90	Very good
11.	80	Very good	80	Very good	84	Very good	100	Very good
12.	68	Good	88	Very good	88	Very good	100	Very good
13.	56	Enough	60	Enough	68	Good	90	Very Good
14.	72	Good	80	Very good	88	Very good	92	Very good
15.	72	Good	70	Good	88	Very good	96	Very good
16.	80	Very good	80	Very good	84	Very good	100	Very good
17.	80	Very good	80	Very good	88	Very good	96	Very good
18.	72	Good	72	Good	84	Very good	100	Very good
19.	64	Enough	72	Good	76	Good	80	Very good
20.	68	Good	88	Very good	88	Very good	92	Very good
21.	80	Very good	92	Very good	88	Very good	96	Very good
22.	68	Good	68	Good	72	Good	100	Very good
23.	68	Good	88	Very good	92	Very Good	98	Very good
24.	56	Less	60	Enough	72	Good	100	Very good
25.	52	Less	64	Enough	72	Good	76	Good
26.	68	Good	68	Good	80	Very Good	98	Very good
27.	56	Less	60	Enough	72	Good	76	Good
28.	80	Very good	84	Very good	88	Very good	96	Very good
29.	55	Less	64	Enough	76	Good	92	Very good
30.	80	Very good	88	Very good	88	Very good	98	Very good
Total Skor n= (30)	2031		1994		2368		2826	

Based on the table above, the scores of each cycle are depicted in the table below.

Table 5
The data description of reading comprehension

Remark (s)	Pretest	Cycle I Post-test I	Cycle II Post-test II	Cycle III Post-test III
1. Passed	7	14	23	30
2. Failed	23	16	7	0
3. Percentage of students who scored above the KKM	23,3	46,7	76,7	100,0
4. Min	52	56	68	76
5. Max	80	92	92	100
6. Average	68	74	82	94
7. Category	Enough	Good	Very Good	Very Good

This study begins with pre-test scores to determine students' reading skills before applying the rainbow cards intervention. The pre-test scores revealed that 7 students (23.3%) scored below the KKM (Minimum Competency Criteria). The class's minimum pre-test score

was 52, and the maximum was 80, with an average score of 68, categorized as sufficient. In the first treatment stage, 14 students (46.7%) did not meet the KKM, with scores ranging from a minimum of 56 to a maximum of 92 percent. After applying the rainbow cards, the average score increased to 74, categorized as good. In cycle 2, 23 students (76.7%) scored above the KKM, with scores ranging from a minimum of 68 to a maximum of 92, categorized as excellent. Finally, in cycle 3, all 30 students (100%) scored above the KKM, with a minimum score of 76 and a maximum of 100, categorized as excellent.

Discussion

The pupils' enthusiastic response demonstrated the Rainbow Cards' efficacy as a teaching tool for the English language. They reported that this was their first encounter with this type of learning medium, and they voiced their delight and enthusiasm for the approach. For example, a student mentioned how reading regular texts can sometimes be mundane, but with the Rainbow Cards technique, it provided a new method that made them more enthusiastic in learning. The uniqueness of this learning approach, particularly involving the use of Rainbow Cards, provided a sense of novelty in the learning process. Based on the results of quantitative and qualitative data analysis, it can be concluded that the use of rainbow cards can improve students' reading comprehension, especially seventh grade students. Hafiz Muahad's research (2020) found that the use of rainbow cards media gradually improved students' reading comprehension on descriptive text. In addition, Casquejo M. (2023) indicated the success in improving students' reading comprehension in identifying main ideas, sequencing information, identifying unfamiliar words, making inferences, and answering questions. The rainbow cards media proved to be an effective tool in improving students' reading skills as it can boost students' excitement due to the colorful and meaningful activity.

The Rainbow Cards approach is a unique and effective way of teaching the English language, and it is a valuable tool that can be used to improve students' learning. The role of rainbow cards in incorporating the learning process has significantly impacted students' motivation and engagement in learning English, specifically in reading descriptive texts. The English teacher acknowledged the students' found motivation and appreciated the evident interest sparked by the introduction of Rainbow Cards. Motivation and engagement in reading are essential since both factors help students gain achievement related to cognitive abilities (Barber & Klauda, 2020). The cards' visual appeal, the freedom to choose colors, and the medium's novelty collectively fostered a more enjoyable learning atmosphere. The characteristics of Rainbow cards as educational media can enhance the hands-on classroom experience, fostering students' active participation in learning (Puspitarini & H Hanif, 2019). As a result, the students showed heightened enthusiasm while exploring descriptive texts.

Additionally, the joy and fun learning was also illustrated to the above pictures, in which the students rose their hand accordingly. Besides, the application of rainbow cards was use towards the reading activity. Additional information was also mentioned from the interviews, and it is clear that the adoption of Rainbow Cards has improved students' attitudes and enthusiasm to study English. In order to improve students' understanding and encourage more reading engagement, the instructors voiced a strong desire to use Rainbow Cards into upcoming teaching tactics. One teacher expressed this sentiment, saying, "Certainly, why not? It would be good to improve or add to my teaching strategies and can enhance students' understanding in the reading process." The teacher's statement is aligned with the work of (Nor et al., 2022) who confirms educators must adjust their methods and employ innovative approaches to maintain student engagement in the teaching and learning process, especially in reading activities. The purpose of the study was to determine whether Rainbow Card media, which was used to improve students' reading comprehension skills during English language instruction, was beneficial. The research was done using both qualitative and quantitative methods, with

the qualitative data being gathered through observations, interviews, and photographic evidence.

The usage of Rainbow Card media was linked to a significant increase in teacher and student involvement during the teaching and learning process, according to the study's findings. Additionally, the quantitative data showed that students' scores significantly improved from the pre-test to the post-test, with notable increases in the first, second, and third cycles (15.7%, 20.3%, and 37%, respectively). The teacher's ability to maintain classroom discipline and create a favorable learning environment was credited with the intervention's success. The Rainbow Card media was also found to greatly assist students in grasping the material more easily, leading to improved comprehension and retention of information. Overall, the study provides evidence that Rainbow Cards media can be an effective tool in enhancing students' reading comprehension skills and improving the quality of English language teaching.

Utilizing Rainbow Cards has been proven to positively affect kids' enthusiasm in learning and reading, per current study. The study's conclusions are in line with those of past research projects that have demonstrated how using Rainbow Cards may boost students' enthusiasm and involvement in the classroom. One such study was conducted by (Harisma & Nasution, 2020), where they found that the use of Rainbow Cards, along with the feedback strategy method, led to an increase in students' reading interest. The pre-test average value was 44.6, which increased to 64.6 in cycle one, and further increased to 80 in cycle two. An initial objective of the project was to identify the role of rainbow card in improving students' reading comprehension as according to the students' interview, the use of rainbow cards motivated them to learn descriptive text. The involvement of students to freely choose the topic based on the color that they preferred indicates students' motivation in reading activity. Chen et al. (2023) supports the idea that the use of English picture books could assist students in understanding the context of the text and enhance their motivation in learning. Tools that researchers used in the classroom brought positive motivation of students in reading activities.

At the same time, the second question in this study sought to determine how the rainbow card could improve students' reading comprehension in EFL learning. The results show that students enjoy the process of learning descriptive text with the rainbow card as the aid used by the researcher. The prior study done by Muahad (2020) found that the rainbow card could help students become more enthusiastic for studying the descriptive text. This learning media is effectively proven in providing students with an enjoyable classroom atmosphere. The teacher in the interview process explained that the rainbow card could enhance the teaching strategy since it could attract student's attention during reading activity. Previous studies from Harisanty et al., (2020); Herlina and Dewi (2017) evaluating the use of flashcards observed consistent results on effective teaching strategies. They claimed that the use of such aid could avoid teacher's reliance on textbooks and create a bond between teachers and students due to their communication while using the cards in the learning process. With respect to the first research question, it was found that students changed their behavior and perception toward reading activities in the classroom. After they got the exposure of descriptive text with the rainbow cards, they began to be enthusiastic and active. This finding is in line with the work from Prawiyogi et al. (2023) about the use of cards in reading activities. The use of card changed the boring situation into an interactive one since the students can do physical movement while using the aid.

The association between students' reading attitudes and their link to reading comprehension is another noteworthy finding from the preceding studies. After learning about descriptive language with the use of Rainbow Cards, which are vibrantly printed materials, students demonstrate a favorable interest in it. Their reading scores also increase significantly from the first to the third cycle. This is consistent with the data obtained by Jang & Ryoo (2019), they found that adolescent students had positive attitudes toward printed media, and their scores

in reading could be predicted from such attitudes. A strong relationship between teacher's involvement and students' engagement in reading has been reported in the research done by (Selim & Islam, 2022). They found that teachers who could show attitude and strategy instruction in the classroom played an essential role in increasing students' motivation in reading. This finding supports the idea that using Rainbow Cards increases the learners' motivation for reading and interest in engaging in the learning process. A researcher who has acted as an English teacher in the classroom shows a good example of how English teachers in the future can demonstrate their best potential and concentration to contribute toward the growth of engaged reading. The current investigation found that students had a positive attitude in reading activities with the help of Rainbow Cards. Their positive attitude might be influenced by the idea of developing English instructional material for young learners since the implementation of Rainbow Cards created a distinct focus and provided a conducive learning environment. The effort of revising lesson plans to increase student scores shows that the researcher adapts to the various cognitive insights of students. This finding is in line with the work of (Berutu & Margana, 2023) about the development of tailored English materials to accommodate the needs of Junior High Students.

The issue emerging from this finding relates specifically to the concept of active learning pedagogy that the researchers demonstrate during the implementation of Rainbow Cards in the classroom. The step of using Rainbow Cards lets students choose the topic of descriptive text that they prefer. Students experience classroom activities encouraging collaborative learning, and the researcher becomes the facilitator. Along the same lines, Devira (2020) subsequently argued that active learning pedagogy involves classroom activities to promote collaborative learning, enabling students to complete tasks, with teachers acting as facilitators to monitor and support learners' progress. The usage of Rainbow Card media is an efficient tactic for enhancing pupils' reading comprehension abilities, according to the research mentioned above. The results of both qualitative and quantitative research demonstrate that students' scores have significantly increased and that they are actively and enthusiastically participating in the learning process. These findings support the benefits of using Rainbow Cards in an educational context and can be useful for educators looking to improve the learning outcomes of their students.

Students' excitement and involvement in studying the English language may increase when using Rainbow Cards in descriptive text instruction. A new article in a journal dedicated to education highlights how important it is to use visual aids like Rainbow Cards in order to maximize learning outcomes. According to the research's findings, using colored cards improves both the connection between the subject presented in the classroom and the students' real-world experiences, as well as their level of engagement with learning (Smith, 2020).

Incorporating Rainbow Cards into Descriptive Text learning offers students an engaging experience, allowing them to select the paper color based on their individual preferences. According to a student, using rainbow cards instead of plain text adds excitement to reading descriptive passages. Allowing students the freedom to choose the color of their paper also contributes to a personalized learning experience, which has been proven to enhance student involvement in the learning journey (Brown & Lee, 2019). Furthermore, in a separate research carried out by (Garcia, 2021), it was discovered that utilizing colored cards during learning enhanced students' grasp of the material, particularly in improving their reading and text comprehension abilities. In summary, using Rainbow Cards can be a successful approach to enhance students' interest, involvement, and comprehension in learning the English language, particularly when studying descriptive text. Teachers can enhance the learning experience for students and possibly improve their long-term learning outcomes by making use of the benefits of visual media.

CONCLUSION

The use of appropriate technique such as rainbow cards media in enhancing EFL students' reading ability was effective. The selection of research design based on Kemmis and McTaggard model, a classroom action method, using rainbow cards significantly improved the reading comprehension ability towards descriptive text. Moreover, it was proven from the result of an analysis of pre-test to measure students' initial comprehension, and it served as the foundation for evaluating their understanding before the intervention. The use of rainbow cards in the classroom action resulted to a significant improvement, as seen by a comparison of pre- and post-test scores. Moreover, new approach such as using rainbow cards provides a colorful and interactive approach, not only act as a visual aid, but also stimulate students' interest, make English learning more interesting, and increase students' motivation. Using rainbow cards is a good way to help kids become more motivated to study English and to improve their reading comprehension abilities. Consequently, the implications of this study were beneficial for educators, policymakers, and curriculum developers involved in language education to adapt the same approach particularly for English language teachers when they want to teach English about reading.

The utilization of rainbow card media enriches students' comprehension of descriptive texts, this research highlighted the necessity for new teaching approaches. Teachers therefore are encouraged to apply inventive techniques, such as visual aids, to nurture deeper engagement and comprehension among students. In addition, policymakers can consider integrating similar methodologies into educational frameworks to promote more interactive and effective language instruction by providing appropriate and or selected color and or cards. However, although this research found that the implementation of this technique was success in boosting students' reading ability, the limitation of this study such as the small amount of sampling as well as the time consume indicated that there was an effort to do the same way, mainly in this research site. Perhaps, it was quite success due to the background knowledge of the students. The research emphasized the significance of adapting innovative pedagogical practices as well as new approach, to cultivate a more engaging and impactful learning to the development of EFL language learners according to the context and circumstance by using similiar technique.

ACKNOWLEDGEMENT

The authors declared that all contributing authors participated in the process of this article.

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