

# magic box

*by* Jef 5

---

**Submission date:** 25-Jul-2023 01:02PM (UTC+0700)

**Submission ID:** 2136483745

**File name:** magic\_box.pdf (496.62K)

**Word count:** 7547

**Character count:** 39430

7  
**The Use of Magic Box Media to Increase Students' Vocabulary Skill toward Sixth Grade at SDIT Multazam Pademawu Pamekasan**

<sup>1</sup>Risa Lailatul Amalia, <sup>2</sup>Jaftiyatur Rohaniyah, <sup>3</sup>Rini Listyowati

<sup>1,2,3</sup>FKIP, Universitas Islam Madura, Indonesia

<sup>1</sup>risaamisa1007@gmail.com, <sup>2</sup>jaftetien8@gmail.com, <sup>3</sup>listyowatirini7@gmail.com

2  
**ABSTRACT**

Vocabulary is an important element in learning English. It is the first step for students if they want to achieve their goals in learning English skills. Besides, Vocabulary is an essential part of language and is always the first thing to learn a language. It is considered basic, both written and oral. At school, students are introduced and taught English like other important subjects as one of the compulsory subjects. In relation with this, the researcher conducted this study due to a lack of English vocabulary mastery at SDIT Multazam Pademawu Pamekasan. Especially, in the area of vocabulary. Based on interviews that have been got from English teacher, students find it very difficult to understand English lessons, particularly when asked about English vocabulary. There are just a few students who are able to answer them. Shown by one student who is not confident enough to say what the teacher ordered. This research uses CAR (Classroom Action Research) approach. Where the process on this research uses two cycles of process in implementing the method to make measurement of the result. The result of this research concludes that: 1. Researcher used Magic Box Media to help students improve their English vocabulary. Students will enjoy the learning process while playing this media. Besides being entertaining, this media has the potential to increase students' enthusiasm for learning and their ability to master English vocabulary quickly. 2. This research took place in the sixth grade students which consisted of 16 students in. This research occurs 2 cycle by the researcher because the students have reached the KKM. 3. This research includes Planning, action, observation, and reflection are the four steps in each cycle. This research was conducted in collaboration with an English teacher.

**Keywords:** *magic box media; vocabulary skill*

**INTRODUCTION**

Many people use language as one of their strategies for communicating with others. Through communication, some people can make an interaction socially beneficial. Every human being cannot live without interaction with other humans. Language is generally defined as a tool for interacting or communicating, it's mean that conveying thoughts, ideas, concepts, or even feelings (Discloser, 2012). In other words, Language is one of the system of arbitrary vocal, written, or gesture symbols that enable members of a given community to communicate intelligibly with one another. In addition, people can express their ideas, opinions, and feelings using their own language.

English is a universal language. The use of English as a global communication tool in a variety of dialects, as well as the achievement of international language standards, are known to as international English. In Indonesia, English is one of the world's languages. From elementary school until university, English becomes the first and only foreign language that must be taught. In reality, English is one of the few courses in which the majority of Indonesian students show little interest. It is now an obligatory subject and one of the subjects examined on the National Exam. On the other

<sup>3</sup>  
*The use of magic box media to increase student's vocabulary skill toward sixth grade at SDIT  
Mulatazam Pademawu Pamekasan*

hand, students should acquire four fundamental skills such as: Listening, Speaking, Reading, and Writing.

In addition Yesserie (2015) states that People using language to communicate with one another. Language it's mean that expressing thoughts, feelings, and opinions. the four major skills in communicating through language are often broadly defined as listening, speaking, reading and writing. From the four skills, vocabulary is one of the most important. Language components must be learned in order to support the development of the four language abilities. the language components are consist of pronunciation, grammar and vocabulary.

Vocabulary is an important element in learning English. it is the first step for students if they want to achieve their goals in learning English skills. Besides, Vocabulary is an essential part of language and is always the first thing to learn a language. It is considered basic, both written and oral. At school, students are introduced and taught English like other important subjects as one of the compulsory subjects. However, English is still considered a difficult subject and difficult for students to master it. Vocabulary is the total number of the words that make up a language (Syarifudin, 2014). So, vocabulary is a collection of terms that they are familiar with. Students will difficult to learn a language if they do not have an adequate vocabulary. It is essential to memorize vocabulary in order to progress to the next level of English mastery.

To enrich this research the researcher uses a previous research. According to Harika in her thesis, The title is "To Increase Students Vocabulary Trough Flash-Card Of The Seventh Garde At SMP Tsamrotul Ulum Pangtonggal Proppo Pamaekasan". In the previous research the researcher uses Flash-Card to increase students vocabulary. The researcher taken analyzed the data at Junior High School of Tsamrotul Ulum Pangtonggal Proppo Pamekasan. In the previous research focuses on Flash-Card strategy to increase students vocabulary. The relationship between the previous research with this research is equally want to improve student's vocabulary mastery using Media in teaching . The diffrences between this research is the strategy. So, this research uses Magic Box Media and her research uses Flash-Card. Based on the explanation above, the researcher wants to do research at SDIT Multazam Pademawu Pamekasan.

<sup>7</sup>  
Based on the observation at SDIT Multazam Pademawu Pamekasan, The researcher was motivated to conduct this research after see some students at an elementary school believe that English is one of the most difficult subjects, let alone having to memorize Vocabulary. This research will help students become more active, enthusiastic, interested and have fun learning to study English. So, this is one of the reasons for choosing this research. In addition, vocabulary is one of the most important subjects for people as social beings. For example, when people want to speak English, they need some vocabulary that can be used. So, this study focuses on vocabulary skills because they are the most frustrating to memorize for students.

Furthermore, Students can understand and easily remember information if they have the opportunity to talk about it, write it down, and even practice it. students also learn to read and memorize, as well as practice it for themselves, which can be applied in everyday life. Besides, students are a period where they experience a process of rapid growth and development in various aspects for their next life. No wonder students prefer the learning by playing method because they get a direct role in the learning process in the classroom. Students can remember information without having to memorize it in activities like that.

The researcher conducted this study due to a lack of English vocabulary mastery at SDIT Multazam Pademawu Pamekasan. Especially, in the area of vocabulary. Based on interviews that

### **The use of magic box media to increase student's vocabulary skill toward sixth grade at SDIT Mulatazam Pademawu Pamekasan**

have been got from English teacher, students find it very difficult to understand English lessons, particularly when asked about English vocabulary. There are just a few students who are able to answer them. shown by one student who is not confident enough to say what the teacher ordered. For example, when the teacher guesses an object by showing the object nearby, then students are asked to answer the name of the object in English, during the learning process, only some students are able to guess the object. In fact, students still don't know English from objects that the teacher has asked. Students find it difficult to answer these objects in English, and even students find it difficult to follow orders directed by the teacher.

Furthermore, in the process of learning activities to increase students' vocabulary skills, and how to apply Magic Box Media toward sixth grade at SDIT Multazam Pademawu Pamekasan. This media is easier to understand if the learning is applied directly in the classroom (practice) using the media. Students will be easier to remember and even memorize because they are directly involved in these learning activities. Simamora (2019) states that playing is identical to the world of children, games can be done by using tools or without using tools. Games that are suitable for children are the types of games that can improve students's thinking skills. Through playing activities, without realizing it, students are learning various new terms and vocabulary that they have not heard before, even they know the object but are still confused in translating about it into English. So, the media is one of the tools that can help students to be better.

Hikmah (2019) defines that using media especially Magic Box Media, is a tool that can be used by teachers to improve understanding in the teaching and learning process, and can also help students practice foreign languages effectively. The media used in the learning process and objectives is known as the Magic Box Media. In fact, the learning process is the same as communication, so teacher and students can interact with each other in the classroom.

In the process, learning media has an important role as a means of delivering learning messages. Media is also defined as an intermediary or introduction in the learning process which is used as a tool for teacher to teach and convey information to students, and learning media are also used as tools and techniques used to improve teaching and learning process activities and also as a distributor of messages in learning, to achieve goals in the learning process.

To mastery vocabulary some student needs to know kinds of enjoyable media that can improve their ability one of the media that can be used are: Alphabet stick media, Picture Series, Flash-Card, and etc. Magic Box is one of them. One of the learning strategies that can help teachers to increase students' vocabulary using Magic Box Media. Furthermore, "Magic Box" has it's potential as a tool box for innovate interactive media, be able to motivate students especially the passive one in the whole teaching learning process, and also trigger the students to be more creative in innovating interactive media to improve their vocabulary (Dibdyaningsih, 2015).

Magic Box is one of media that can be used to increase students' vocabulary skill. This media very cheap and easy, So the students can be excited curiously to learn about language start from beginning. From the explanation above, researcher very excited to extend vocabulary skills to learn English of using Magic Box Media for teaching. Hopefully, that Magic Box as one of the media instructional tools, increases the students' ability especially to mastery vocabulary.

The Magic Box in Indonesian is a mystery box, which means that Kotak Misteri. It is a box in the shape of a cube made of origami paper. It is called "magic box" because this media is made of origami papers in the form of a box, while "mystery" is because when the box is closed, students do not know what objects are in the box. Except when the students open and take the picture inside.

### <sup>3</sup> *The use of magic box media to increase student's vocabulary skill toward sixth grade at SDIT Mulatazam Pademawu Pamekasan*

So, it is called the magic or mystery box. The magic box is a media of guessing the objects in the box. By using this media, they will feel happy, relaxed, and have many ways to acquire new vocabulary. Researcher are interested<sup>11</sup> in using Magic Box Media in the classroom to improve students' vocabulary memorization<sup>7</sup> based on the background of the study above. So, the researcher decide this title of this thesis is "The Use of Magic Box Media To Increase Students' Vocabulary Skill Toward Sixth Grade at SDIT<sup>5</sup> Multazam Pademawu Pamekasan" Based on the explanation above there are two problem of this research can be formulated as follows :

1. How does the Implementation Student's Vocabulary skill of Magic Box Media toward sixth grade at SDIT Multazam Pademawu Pamekasan?
2. How can the Magic Box Media Increase the student's English vocabulary at sixth grade of SDIT Multazam Pademawu Pamekasan?

## **METHODS**

The research methodology is necessary in every research because that provides as a guideline for achieving the study's objectives. The third chapter discusses the research methods that the researcher used in this research. They are Research Design, Setting and Subject of Study, Research Procedures, Data Collection, Technique for Analyzing Data, And Criteria of success.

### <sup>24</sup> **Research Design**

In this research the researcher used Classroom Action Research (CAR). Classroom action research can be defined as action research conducted by<sup>17</sup> the teacher at the same time as a researcher in the class or together with others (collaboration) by designing, implementing, and evaluating actions collaborative and participatory that aim to improve the quality of the learning process in the classroom through an action (treatment) specified in a cycle.

This classroom action research is carried out collaboratively between researcher with an English teacher in class VI SDIT Multazam Pademawu Pamekasan. This research was conducted in the classroom and aims to improve learning process by involving several components such as teacher and students. Changes in the learning process in classroom action research will make changes in the form of increasing competence in students Classroom action research is a scientific activity of a teacher, using steps to improve the quality of learning in the classroom. Furthermore, classroom action research seeks to increase the professionalism of a teacher. So it is important for teachers to conduct classroom action research, because solving existing educational problems will help in improving the quality of education<sup>9</sup> this country, especially in Indonesia.

Meesuk, Parinya (2020) states that "Classroom action research is one of the important duties of teachers to do in parallel with learning management to develop themselves and students systematic". In Addition Legiman (2015) Defines that Action Research in the Classroom. CAR is a type of action research that is carried out in the classroom while students are studying. CAR is carried out with the goal of enhancing or improving learning quality. The classroom, or the learning process<sup>5</sup> happens in the classroom, is the focus of CAR.

So it can be conclude that classroom action research is the combination between the teacher and the students development in the teaching and learning process.<sup>10</sup>

### **Setting and Subject of Research**

Setting of this research at SDIT Multazam Pamekasan. The subject of this research is the second semester of sixth grade students in academic year 2021/2022. In this Class consist of 16 students, 8 boys and 8 girls. The English teacher of the class is Anzilatil Hikmiyah, S.Pd. She has become an English teacher since 2016.

### **Research Procedures**

In this Classroom action research (CAR), the researcher used the CAR principle to collect the data. The research consist of two cycles with each cycle consist of four phases. The research describes the cycle through the scheme of action research steps and each of the phases can be explained briefly as follows:

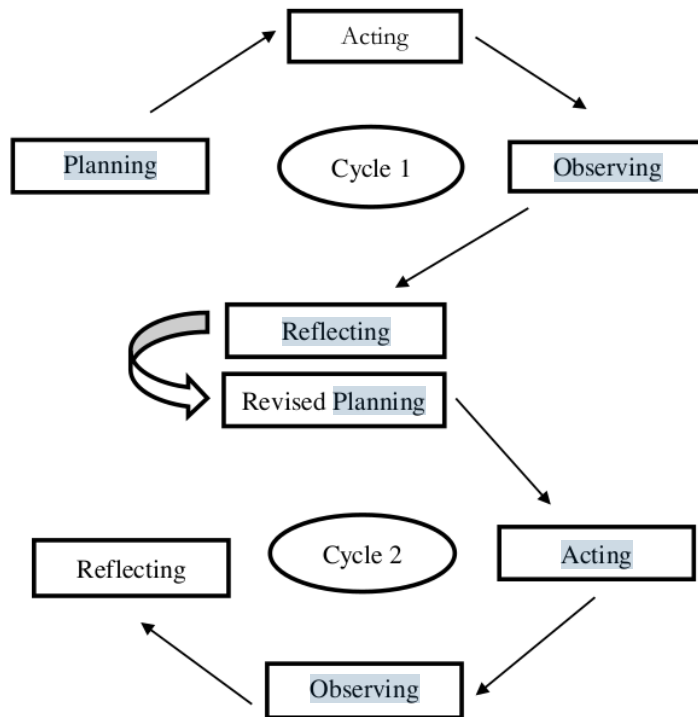


Figure 1. The Action Research Procedure Kemmis and Metaggart (1998:14)

### **Preliminary Study**

Before conducting this research, the researcher collected data about the problems faced by the students. The preliminary study was conducted by observing the activities of students in the classroom by asking the English teacher there, because when the researcher wanted to make direct observations it turned out to be a school holiday. Based on a preliminary study, the ability of elementary school students at SDIT Multazam Pademawu Pamekasan sixth grade to find out how many vocabulary words in English they have not fulfilled.

This happens because most students have difficulty in mastering and understanding the meaning of each English vocabulary itself. It makes students get minimum score. So, based on the

<sup>3</sup>  
***The use of magic box media to increase student's vocabulary skill toward sixth grade at SDIT  
Mulatazam Pademawu Pamekasan***

findings the researcher then prepared to use Magic Box Media to help students more easily memorize, or understand the meaning of English vocabulary. Preliminary study not only finds facts in the field but also includes analysis, observing students in English vocabulary and introducing methods to be implied.

In this case the researcher uses Magic Box Media in teaching learning process. It is appropriate method to motivate and stimulate students capability and also guide them step by step to memorize English vocabulary well. Besides, the research consist of two cycles. For each cycle consist of four parts namely : Planning, Acting, observing, and the last one Reflecting. The process can be seen at the cycles of the action research.

***Cycle I***

The process of teaching vocabulary in cycle 1 could be described as follows:

***Planning***

Planning is the first step of action. The researcher also makes lesson plan, format of observation of the lesson plan and preparing the materials before teaching learning process in sixth grade of SDIT Multazam Pademawu Pamekasan.

***Acting***

The next activity is Acting, Action means learning activities carried out by researcher and students in the classroom based on the plans that have been made before or during the implementation of the plan. Researcher teach students to use the magic box media.

***Observing***

Observing is done when the students are performing an action. Field notes are used to document observations. The researcher observes the activities of the students during the learning process.

***Reflecting***

Reflecting is done the end of the cycle to see the result of test, observation and learning activities in classroom. The researcher could improve the weakness in this cycle and determined the result during teaching learning process in the next cycle.

<sup>1</sup>  
***Cycle 2***

The process teaching vocabulary in cycle 2 is to improve cycle 1 to be better. It could be described as follows :

***Planning***

<sup>16</sup>  
The researcher made a re-planning for the second cycle based on the reflection results after in cycle 1. The researcher also makes lesson plan, format of observation of the lesson plan and preparing the materials before teaching the students. The researcher used the same way that was small group at the end of the cycle. In the second cycle the researcher prepared some new activity and giving the students task.

<sup>3</sup>  
*The use of magic box media to increase student's vocabulary skill toward sixth grade at SDIT  
Mulatazam Pademawu Pamekasan*

**Acting**

<sup>4</sup>  
The next activity is Acting, Action means learning activities carried out by researcher and students in the classroom based on the plans that have been made before or during the implementation of the plan. Researcher teach students to use the magic box media.

**Observing**

<sup>19</sup>  
Observing is done when the students are performing an action. Field notes are used to document observations. The researcher observes the activities of the students during the learning process.

**Reflecting**

<sup>1</sup>  
Reflecting is done the end of the cycle to see the result of test, observation and learning activities in classroom. The researcher could improve the weakness in this cycle and determined the result during teaching learning process in the next cycle.

<sup>1</sup>  
**Data Collection**

<sup>1</sup>  
Data is an absolute requirement in this research. Data is used to solve or answer research problems. Data will be carried out over several weeks as described below. This research data consists of observations, tests and field notes :

**Observation**

Generally, observation is something that researcher notice by watching and listening, can be investigated students behavior, movement, and interaction by the teacher. In this research, the researcher directly observes the process teaching and learning in the classroom with the english teacher.

**Test**

The test is a collection of questions given to students in several forms such as oral which can be called an oral test, written which is usually called a test written and in action. To get the data, the researcher conducted a test that included a pre-test and a post-test. Pre-test will happen before the researcher uses magic box media in the learning process, and post-test will happen after the researcher has used magic box media in the learning process. The purpose of the pre-test is to determine how far the use of magic box media improves students' vocabulary abilities. Meanwhile, the purpose of the post-test is to determine the differences between before and after using the magic box media.

The result of this test will use formula as follow:

$$\text{score} = \frac{\text{Correct Answer}}{\text{Total questions}} \times 100 \%$$



**Table 1.** Scoring Rubrics

Standardized score	Standardized value
$90 < MS \leq 100$	Very good / excellent
$80 < MS \leq 90$	Good
$71 < MS \leq 80$	Fairly good
$55 < MS \leq 70$	Enough
$30 < MS \leq 55$	Poor / bad

### **Field Note**

From cycle 1, a field note is used to collect data about the state of the class in the teaching learning process. This information was used to improve the teaching learning process in the following cycle.

### **Interview**

The purpose of interview is to know about quality of student's English skill at the school, especially in the sixth grade. And also to know students's difficulties in vocabulary skill. The researcher has interviewed the English teacher and one of the 6th grade students there. Here the researcher took 10 people as respondents from 16 students. What is the problem to memorize vocabulary, about vocabulary lesson during before and after using Magic Box Media in vocabulary subject.

### **Data Analysis**

The data from two cycles was analyzed by the researcher. (one first-cycle meeting and one second-cycle meeting) using a classroom action research with a collaborative approach. The information was collected from the field not results. But, researcher got information from the interview. From interview the researcher will describe the implementation of using Magic Box Media of Elementary school at SDIT Multazam Pamekasan during two cycle.

The researcher will use an assessment or test form to see how students' English vocabulary skills improve after using the Magic Box Media approach in teaching English vocabulary by comparing students' scores in each cycle. Finally, using field notes, the researcher will describe the students' reactions to the Magic Box Media used by the researcher in teaching English vocabulary, calculate the percentage of students' scores with the data collected from the assessment, and compare the learning from each cycle. The analysis was carried out at the conclusion of the action. The data analyzed was the results of the student's performance on the test and the researcher's observation.

1. To know the teacher's activity when teaching and learning process runs by Magic Box Media. The data gotten was looked for the average.
2. Completeness of students learning in English is one of the methods used by researcher. Based on students' evaluation of English vocabulary, students' progress was checked. Students are required to achieve the standard if they can reach 70, which is traditionally achieved by 75 percent of students.
3. Organize all of the data gathered during the research. It mean that categorizing the data into test and observation instrument.
4. Preparing a table of the students' mastery or a diagram created by the researcher to illustrate the students' improvement in English vocabulary.

3  
**The use of magic box media to increase student's vocabulary skill toward sixth grade at SDIT  
 Mulatazam Pademawu Pamekasan**

**Table 2.** Score Technique of Vocabulary (Adapted from Harika)

Aspect	Score	Description
Vocabulary	4	Very conversant with vocabulary
	3	Knowing the vocabulary in instructional sentence
	2	Make mistake more than two word of vocabulary
	1	Make mistake more than five word of vocabulary
	0	Meaning totally obscured, inadequate vocabulary
Comprehention	4	Understand and comprehend the word
	3	Understand and comprehend enough
	2	Understand but less comprehend
	1	Less understand and less comprehend
Pronunciation	4	Very fluently and correctly
	3	Fluently enough and correctly enough
	2	Less fluently and correctly enough
	1	Less fluently and less correctly
Spelling	4	The words are correct
	3	One or two error in spelling
	2	Three to five error in spelling
	1	Six to ten error in spelling
	0	The words are not correct totally

$$X = \frac{\text{students' score}}{100} \times 4$$

11  
 To know the students' mean score each test, the researcher used the formula:

$$MX = \frac{\sum X}{N}$$

MX = Means score  
 X = Individual  
 N = Number of students

To know the class percentage with passes KKM (passing grade) the researcher use formula :

$$p = \frac{F}{N} \times 100 \%$$

P : Class Percentage  
 F : Total Percentage  
 N : Number of students

4  
**RESULTS AND DISCUSSION**

This chapter presents the research findings and discussion. The research are based on the data obtained from the observation sheet, field notes, preliminary study, final test and questionnaire. All data are about the activities done in cycle 1 and cycle II. The research findings and discussion of this research are elaborated as follows :

**Research Finding**

The researcher had seen the condition students of SDIT Multazam Pademawu Pamekasan studying English vocabulary before completing this study. Tuesday, March 29, 2022.

### 3 *The use of magic box media to increase student's vocabulary skill toward sixth grade at SDIT Mulatazam Pademawu Pamekasan*

In the research findings, the researcher described how the students faced some difficulties in learning English vocabulary, such as how to pronounce English vocabulary, what each word meant, and how to understand the topic. This is because they are not familiar with English lessons, students feel that English is one of the most difficult subjects to learn. Therefore, the English teacher at SDIT Multazam Pademawu Pamekasan School really needs help to be better in the future.

#### *Finding of Preliminary Study*

In preliminary study the researcher observed the real condition of students Vocabulary skill by using Magic Box Media at SDIT Multazam Pademawu Pamekasan. The researcher did observation as long as the researcher taught in the class. The research found that the students' English vocabulary is weak. Most of the students cannot add or improve new vocabulary let alone memorize it. Therefore, the researcher and collaborator (English teacher) is Anzilatil Hikmiyah S. Pd. Tried to find a good solution to solve the problems.

To prove that the student's English vocabulary is limited as a result of the interview. The researcher gives the students a pre-test in collaboration with the English teacher. In the pre-test, the researcher gives the students 25 multiple choice items to choose from. The pre-test was held on March 29, 2022, from 8:00 a.m. to 9:00am as can be seen in the table below, the students' English language skills are lacking.

7 **Table 3.** The students' score of English vocabulary in Pre-Test.

No	Name	Score pre-test	Pass	Fail
1	Tarofah Adidatul Hasanah	76	P	
2	Rayy Afganis Nayni Ola	76	P	
3	Jihanul Afroh al-Rofi	68		
4	Nur Azizah Qurrota A'yun	60		NP
5	Medykita Delivia Habsari	56		NP
6	Moh. Fathan Arifin Noer	72		NP
7	Ayu Syta Wildania	76	P	
8	Siti Khoirun Nisa	64		NP
9	Fairuz Abadi	76	P	
10	Mohammad Nufael L.	64		NP
11	Almuttaqy Mu'izzudinilhaq	80	P	
12	Dyah Karunia P.	68		NP
13	Moh. Dzamir Rosyiqi Ammar	60		NP
14	Dimas Arsy Raffif Farras	60		NP
15	Cintatozka Adzkia Qolby	76	P	
16	Rohib Charistya Putra	56		NP
	<b>Score</b>	1,088		

**3**  
*The use of magic box media to increase student's vocabulary skill toward sixth grade at SDIT  
Mulatazam Pademawu Pamekasan*

Mean score	68
Students' P KKM	6 Students
Students' NP KM	10 Students

The pre-test was not far from the teacher's statement, according to the table above. The majority of students are uninterested in learning English vocabulary since they are having difficulty understanding and memorizing the subject.

The researcher used a formula to get the mean scores of the students :

$$MX = \frac{\sum X}{N}$$

$$M = \frac{1,088}{16} = 68$$

While the class percentage used the formula:

$$p = \frac{F}{N} \times 100 \%$$

$$p = \frac{6}{16} \times 100 \%$$

$$= 37,5 \%$$

The preliminary results showed that the students scored poorly on the pre-test. because the class's mean score was 68 and the class's percentage was 37,5 %.

### **Classroom Action Research Data**

The classroom action research was divided into two cycles, with each cycle's description discussed in more details to show the development of each cycle as follows:

#### **Findings of cycle I**

A finding cycle 1 it was about the students' activities in the classroom and the students' vocabulary achievement especially using Magic Box Media.

#### **Planning**

Before starting English lesson through Magic Box Media, the researcher prepared the material to be taught to students. Not only that, the researcher also prepared lesson plans so that the teaching and learning process runs smoothly and students can quickly understand what the researcher has explained.

The researcher entered the class very excited and greeted the students with a smile. After that, the researcher said, "Hello, how are you everyone?" and the students answered, "We are fine." After

<sup>3</sup>  
*The use of magic box media to increase student's vocabulary skill toward sixth grade at SDIT  
Mulatazam Pademawu Pamekasan*

that, the researcher told the students about the importance of mastering vocabulary that is very easy to be mastered. The students of sixth grade were very enthusiastic and paid attention to what the researcher explained. Moreover, the researcher told the students that she would teach the students how to memorize vocabulary easily using Magic Box Media.

The researcher used several pictures of fruits that had been cut into small pieces to show the students and students try to guess the vocabulary into English. The picture that has been shown is related to the student's lesson.

### ***Acting***

The cycle 1 the researcher<sup>10</sup> was held on March 30, 2022 time allocated in each meeting was 90 minutes with the following activities in the teaching and learning process. This cycle the researcher use Direct Meth<sup>15</sup>, direct method is one way presenting english subject mather where the teach<sup>15</sup> directly use the language as the language instruction and without using students language at all. If there are words that are difficult for students to understand the teacher can interpret them by using props, demonstrating, and discribing and so on. In this research the researcher implement magic box media in direct method (Bakri, 2017). So, the researcher more active than the students.

Researcher carry out a lesson plan. While, the teacher is a collaborator. When the researcher become subject in teaching learning process in the classroom, teacher accompanying researcher. The researcher pretended to be a teacher at first to introduce herself in front of the students, and the teacher pretended to be an observer while doing the task based on the previous planning. The researcher wants to see how many students master of English vocabulary and who have little mastery of English vocabulary.

The researcher start the class by greeting and checking the attendance list of students. After that, the researcher explained the material to be studied at that time, namely about the fruit stall, but the researcher focused more on mastering the vocabulary of the fruit first, because the English teacher said, most of the students did not know about the English language of fruits when asked again.

So, the researcher focus on mastering the vocabulary of fruits. After that, the researcher asked all students to learn about fruits vocabulary. In this teaching learning proces, the researcher use magic box to make student understand about fruits vocabulary. So, the researcher just asking the student one by one by showing the picture in magic box and the student answer the vocabulary based on the picture.

### ***Observati<sup>9</sup>***

Observing is an essential part of classroom action research because it explains what happens during the cycle. The purpose of the observation is to learn about the activities of the students in class as well as the general condition of the classroom. The observation was conducted continuously with the teaching learning process.

During the implementation of magic box media in the teaching and learning process in the classroom, the researcher and the collaborator observed and scored the students's vocabulary skill.

### ***Reflecting***

The researcher found many improvements that students got during this cycle. The student can memorize the vocabulary by using magic box media in teaching learning proces. They are also very

**3** *The use of magic box media to increase student's vocabulary skill toward sixth grade at SDIT Mulatazam Pademawu Pamekasan*

enthusiastic about participating in English subjects using Magic Box Media, besides that students are able to add vocabulary appropriately. Some students have achieved high maximum scores. The researcher can conclude from this cycle that the minimum value goal has been met, but the researcher was not satisfied from the student achievement because there were some student that cannot achieve the minimum score criteria. So, the researcher need for a second cycle and in second cycle the researcher hopes that all of the students can achieve the minimum completeness criteria. This is the following results of cycle 1 after giving the post-test:

**7** **Table 4.** The students' score of English vocabulary in Post-Test.

No	Name	Score Cycle 1	Pass	Fail
1	Tarofah Adidatul Hasanah	80	P	
2	Rayy Afganis Nayni Ola	88	P	
3	Jihanul Afroh al-Rofi	76	P	
4	Nur Azizah Qurrota A'yun	76	P	
5	Medykita Delivia Habsari	60		NP
6	Moh. Fathan Arifin Noer	76	P	
7	Ayu Syta Wildania	76	P	
8	Siti Khoirun Nisa	84	P	
9	Fairuz Abadi	80	P	
10	Mohammad Nufael L.	80	P	
11	Almuttaqy Mu'izzudinilhaq	90	P	
12	Dyah Karunia P.	88	P	
13	Moh. Dzamir Rosyiqi Ammar	60		NP
14	Dimas Arsy Raffif Farras	64		NP
15	Cintatozka Adzkie Qolby	88	P	
16	Rohib Charistya Putra	60		NP
	<b>Score</b>	1,268		
	<b>Mean Score</b>	79,25		
	<b>Students' P KKM</b>	12 Students		
	<b>Students' NP KM</b>	4 Students		

**12** The researcher used a formula to get the mean scores of the students:

$$MX = \frac{\sum X}{N}$$

**3**  
*The use of magic box media to increase student's vocabulary skill toward sixth grade at SDIT  
Mulatazam Pademawu Pamekasan*

$$M = \frac{1,268}{16} = 79.25$$

While the class percentage :

$$p = \frac{F}{N} \times 100 \%$$

$$p = \frac{12}{16} \times 100 \%$$

$$= 75 \%$$

Based on the results above of post-test, during use of Magic Box Media to increase students' vocabulary skill on fruits subject in the class, the researcher and the collaborator observed and scored the students' vocabulary skill in cycle 1.

The results of the data showed that the mean score was 79.25. There were 12 students out of 16 students who passed the Minimum Score Criteria (KKM). So, the researcher concluded that the researcher was successful in cycle 1, but the researcher was not satisfied and the researcher still want to try in cycle 2 to make all of student achieve the minimum score criteria and master the fruit of vocabulary.

### ***Findings of cycle II***

A finding cycle 2 it was about the students' activities in the classroom and the students' vocabulary achievement especially using Magic Box Media in cooperative learning method.

### ***Planning***

Before starting English lesson through Magic Box Media, the researcher prepared the material again to be taught to students. Not only that, the researcher also prepared lesson plans so that the teaching and learning process runs smoothly and students can quickly understand what the researcher has explained.

The researcher entered the class very excited and greeting the students with a smile. After that, the researcher said, "Hello, how are you everyone?" and the students answered, "We are fine." After that, the researcher give a little motivation for them.

### ***Acting***

In cycle 2 was held on May 30, 2022 time allocated in each meeting was 90 minutes with the following activities in the teaching and learning process. Before start the class The researcher give a few songs about fruits to sing together so that they would remember more with vocabulary about fruit. After that the researcher start the class by reciting basmalah and checking the attendance list of students.

This cycle the researcher use Cooperative learning method, Cooperative Learning is a technique that involves forming a mixed group of 4-6 people with the goal of making students more responsible, improving their insight and knowledge, increasing their motivation, and improving their critical thinking abilities (SulistiaTiara Dewi, Muh Amir Masruhim, 2016).

In this method the researcher divides some students into 2 groups namely A group and B group, A group consists of all female members and B group consists of male members. each group was supervised by the researcher and the teacher. after that the researcher explained how to play.

The game from this magic box media the first is teacher and researcher must supervise their respective groups. Secondly, every students must come forward to take the contents of the box, then they must guess the English they took quickly and accurately. teacher and researcher as facilitators who record student scores obtained.

In this research the researcher implement magic box media in cooperative learning. So, the researcher and collaborator as fasilitator. And the students more active of this cycle.

### **Observation**

Observing is an essential part of classroom action research because it explains what happens during the cycle. The purpose of the observation is to learn about the activities of the students in class as well as the general condition of the classroom. The observation was conducted continuously with the teaching learning process.

The results of this observation in cycle 2 showed that the students had greatly improved in memorizing vocabulary. not only that when the researcher guessed the vocabulary from English to Indonesian and Indonesian to English they were very responsive and enthusiastic to answer.

### **Reflecting**

The researcher found many improvements that students got during this cycle. They are also very enthusiastic about participating in English subjects using Magic Box Media, besides that students are able to add vocabulary appropriately. The researcher also saw that they were happy and did not feel bored playing with the Magic Box Media. All of the students have achieved high maximum scores. The researcher can conclude from this cycle that more increase than cycle 1. In this cycle, there was only one student that cannot achieve the minimum completeness criteria.

This is the following results of cycle 2 after giving the post-test questions:

**Table 5.** The students' score of English vocabulary in Post-Test.

No	Name	Score Cycle 2	Pass	Fail
1	Tarofah Adidatul Hasanah	92	P	
2	Rayy Afganis Nayni Ola	98	P	
3	Jihanul Afroh al-Rofi	80	P	
4	Nur Azizah Qurrota A'yun	80	P	
5	Medykita Delivia Habsari	68		NP
6	Moh. Fathan Arifin Noer	80	P	
7	Ayu Syta Wildania	79	P	
8	Siti Khoirun Nisa	78	P	
9	Fairuz Abadi	80	P	
10	Mohammad Nufael L.	78	P	



3

*The use of magic box media to increase student's vocabulary skill toward sixth grade at SDIT Mulatazam Pademawu Pamekasan*

11	Almuttaqy Mu'izzudinilhaq	96	P
12	Dyah Karunia P.	88	P
13	Moh. Dzamir Rosyiqi Ammar	78	P
14	Dimas Arsy Raffif Farras	80	P
15	Cintatozka Adzka Qolby	92	P
16	Rohib Charistya Putra	78	P
	<b>Score</b>	1,325	
	<b>Mean Score</b>	82,8	
	<b>Students' P KKM</b>	15 Students	
	<b>Students' NP KM</b>	1 Students	

12

The researcher used a formula to get the mean scores of the students :

$$MX = \frac{\sum X}{N}$$

$$M = \frac{1,325}{16} = 82.8$$

While the class percentage :

$$p = \frac{F}{N} \times 100 \%$$

$$p = \frac{15}{16} \times 100 \%$$

$$= 93,75 \%$$

Based on the results above of post-test, during use of Magic Box Media to increase students' vocabulary skill on fruits subject in the class, the researcher and the collaborator observed and scored the students' vocabulary skill in cycle 2.

The results of the data showed that the mean score was 82,8. There were 15 students out of 16 students who passed the Minimum Score Criteria (KKM). And students' vocabulary skills more increased in cycle 2. So, the researcher concluded that cycle 2 was successful. It had completed the success criteria.

## CONCLUSION

This presents research was aimed to use Magic Box Media to the sixth grade at SDIT Multazam Pademawu Pamekasan to Increase students' vocabulary skill. The design of this research was classroom action research (CAR). And the researcher conducted this study in two cycles which was

carried out for 3 times of three weeks. 1 day for the preliminary and two days for applying magic box in class, and the researcher gives The post-test test in cycle 1 and cycle 2 was conducted to measure the increase students' vocabulary.

Based on the findings above, the cycle I that use direct metode in teaching learning proces in using magic box has been succes with the completteness of precentage is 75%, but in cycle II that use cooperative learning metode in teaching learning proces in using magic box was more succes with the completteness of precentage is 93,75%.

So the recearcher conclud that the teaching learning of vocabulary in using magic box by using cooperative learning was more succes than teaching learning of vocabulary in using magic box by using direct metode. An effective teaching and learning process has an impact on student achievement. The magic box is used effectively in the teaching and learning process. The results of the researcher's observation sheet show that the researcher completed all the planned activities

## REFERENCES

- Aba, L., & Sultan Amai Gorontalo, I. (2019). Flashcards as A Media in Teaching English Vocabulary. In *Jurnal Bahasa (e-Journal) IAIN Sultan Amai Gorontalo* (Vol. 5, Issue 2). E. <http://journal.iaingorontalo.ac.id/index.php/al>
- Aprilia, D. D., & Andreani, S. (2020). Using Picture Series to Improve the Students' Ability in Speaking Narrative Text. *English Learning Innovation*, 1(1), 9–16. <https://doi.org/10.22219/englie.v1i1.13129>
- Bakri, M. A. (2017). Metode Langsung dalam Pengajaran Bahasa Arab. *Jurnal Pendidikan Bahasa Arab*, 1(1), 1–12.
- Clark, R. E. (2019). Proceedings of the 56th Anual Design Automation Conference, 2019, DAC 2019. Proceedings- Design Automation Conference, 42, 21-29.
- Dibdyaningsih, H. (2015). EFFECTS OF “MAGIC BOX” IN INNOVATING INTERACTIVE MEDIA IN TEACHING VOCABULARY. *English Teaching Journal: A Journal of English Literature, Language and Education*, 3(1). <https://doi.org/10.25273/etj.v3i1.726>
- Discloser, C. R. (2012). Language as a tool for communication and cultural reality discloser 1. 1–11.
- Fitrianti, I., Handayani, D. E., & Yp, S. (2020). Keefektifan Media Magic Box Terhadap Hasil Belajar Matematika Materi Jaring-Jaring Bangun Ruang Sederhana. *MIMBAR PGSD Undiksha*, 8(2), 323–329.
- Hikmah, D. (2019). Media For Language Teaching and Learning in Digital Era. *International Journal of English Education and Linguistics (IJoEEL)*, 1(2), 36–41. <https://doi.org/10.33650/ijoeel.v1i2.963>
- Iqbalullah, M. (n.d.). Vocabulary Mastery and Grammar Mastery Skills. 16–22.
- Kusmayati, D. (2015). Improving the tenth Grade Student's Vocabulary Mastering Using Gesture Game. Universitas Islam Madura.
- Legiman. (2015). Penelitian Tindakan Kelas (PTK). LPMP Yogyakarta, 1(1), 1–15. <https://www.google.com/url?sa=t&source=web&rct=j&url=http://lpmpjogja.kemdikbud.go.id/wp-content/uploads/2015/02/Penelitian-Tindakan-Kelas-PTK-legiman.pdf&ved=2ahUKEwjK7aGUiZroAhWGyTgGHc20BC0QFjADegQIARAB&usq=A OvVaw3WL-rUuvxMRRWLfrtjXMTd>
- Meesuk, P., Sramoon, B., & Wongrugsa, A. (2020). Classroom Action Research-based Instruction: The Sustainable Teacher Professional Development Strategy. *Journal of Teacher Education for Sustainability*, 22(1), 98–110. <https://doi.org/10.2478/jtes-2020-0008>
- Montgomery, J. K. (2007). Types of Vocabulary. *The Bridge of Vocabulary: Evidence Based Activities for Academic Success*, 136. [https://www.srsdeaf.org/Downloads/Bridge\\_of\\_Vocabulary.pdf](https://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf)

*The use of magic box media to increase student's vocabulary skill toward sixth grade at SDIT  
Mulatazam Pademawu Pamekasan*

- Pan, Q., & Xu, R. (2011). Vocabulary teaching in English language teaching. *Theory and Practice in Language Studies*, 1(11), 1586–1589. <https://doi.org/10.4304/tpsl.1.11.1586-1589>
- Purwanto, M. (2020). Pengertian Media: Memahami Apa Itu Media, Fungsi, dan Jenis-Jenis Media. <https://www.maxmanroe.com/vid/umum/pengertian-media.html>
- Simamora, L. H., Hasibuan, H. B., & Lubis, Z. (2019). Pengaruh Penerapan Permainan Magic Box (Kotak Misteri) Terhadap Perkembangan Bahasa Anak Usia 5-6 Tahun Di Ra Al-Fajar Medan Denai. *Jurnal Raudhah*, 7(2). <https://doi.org/10.30829/raudhah.v7i2.506>
- SulistiaTiara Dewi, Muh Amir Masruhim, R. (2016). Kajian Teori Dan Kerangka Pemikiran a. Laboratorium Penelitian Dan Pengembangan FARMAKA TROPIS Fakultas Farmasi Universitas Muallawarman, Samarinda, Kalimantan Timur, April, 5–24.
- Syarifudin, A., Marbun, R., & Novita, D. (2014). Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTs. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 3(9), 1–10.
- Twingsih, A. T. (2020). Improving Student Learning Outcomes Through Stem-Based Magic Box Medium in The Concept of Addition Theory. *International Journal on Research in STEM Education*, 2(1). <https://doi.org/10.31098/ijrse.v2i1.183>
- Yesserie. (2015). Improving students ability in writing descriptive text by using picture (A Classroom Action Research at Seventh Grade of SMP Plus Az Zahro Pegandon in the Academic Year of 2014/2015). In \ (Vol. 151). <https://doi.org/10.1145/3132847.3132886>

# magic box

---

## ORIGINALITY REPORT

---

17%

SIMILARITY INDEX

17%

INTERNET SOURCES

3%

PUBLICATIONS

4%

STUDENT PAPERS

---

## PRIMARY SOURCES

---

1	<a href="http://jurnal.stkipppgritulungagung.ac.id">jurnal.stkipppgritulungagung.ac.id</a> Internet Source	3%
2	<a href="http://digilib.ikippgriptk.ac.id">digilib.ikippgriptk.ac.id</a> Internet Source	2%
3	<a href="http://repository.upi.edu">repository.upi.edu</a> Internet Source	2%
4	<a href="http://eprints.iain-surakarta.ac.id">eprints.iain-surakarta.ac.id</a> Internet Source	1%
5	<a href="http://repository.radenintan.ac.id">repository.radenintan.ac.id</a> Internet Source	1%
6	<a href="http://e-journal.unipma.ac.id">e-journal.unipma.ac.id</a> Internet Source	1%
7	<a href="http://repository.iainpalopo.ac.id">repository.iainpalopo.ac.id</a> Internet Source	1%
8	Submitted to Universiti Teknikal Malaysia Melaka Student Paper	1%
9	<a href="http://www.researchgate.net">www.researchgate.net</a> Internet Source	1%

---

10	<a href="http://repository.uinsu.ac.id">repository.uinsu.ac.id</a> Internet Source	1 %
11	<a href="http://etd.iain-padangsidimpuan.ac.id">etd.iain-padangsidimpuan.ac.id</a> Internet Source	1 %
12	<a href="#">Hanoi National University of Education</a> Publication	<1 %
13	<a href="#">Submitted to Universitas Islam Malang</a> Student Paper	<1 %
14	<a href="http://lib.unnes.ac.id">lib.unnes.ac.id</a> Internet Source	<1 %
15	<a href="http://media.neliti.com">media.neliti.com</a> Internet Source	<1 %
16	<a href="http://text-id.123dok.com">text-id.123dok.com</a> Internet Source	<1 %
17	<a href="http://journal.ikipsiliwangi.ac.id">journal.ikipsiliwangi.ac.id</a> Internet Source	<1 %
18	<a href="http://ejurnal.uij.ac.id">ejurnal.uij.ac.id</a> Internet Source	<1 %
19	<a href="http://eprints.walisongo.ac.id">eprints.walisongo.ac.id</a> Internet Source	<1 %
20	<a href="http://journal.universitaspahlawan.ac.id">journal.universitaspahlawan.ac.id</a> Internet Source	<1 %
21	<a href="http://ir-ithesis.swu.ac.th">ir-ithesis.swu.ac.th</a> Internet Source	<1 %

22

e-repository.unsyiah.ac.id

Internet Source

<1 %

---

23

rxipm.com

Internet Source

<1 %

---

24

digilibadmin.unismuh.ac.id

Internet Source

<1 %

---

Exclude quotes  On

Exclude matches  < 15 words

Exclude bibliography  On