The Use of Magic Box for Teaching Vocabulary

at The Seventh Grade Students of SMP N 1 Mlarak

Academic Year 2017/2018

THESIS

By

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STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

2018

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State Institute of Islamic Studies Ponorogo

in Partial Fulfillment of the Requirement

for the Degree of *Sarjana* in English Education

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ABSTRACT

Rahmahandayani, **Shulikah.** 2018. *The Use of Magic Box for Teaching Vocabulary at Seventh Grade Studetns of SMP N 1 Mlarak in Academic Year 2017/2018.* **Thesis,** Eglish Education Department, Tarbiyah and Teachers Training Faculty, State Institute of Islamic Studies Ponorogo, Advisor Wiwin Widyawati, M.Hum.

Key Word: Magic Box Media and Teaching Vocabulary

Teaching is one of essential part of learning process. Vocabulary is one of the most important components in language. Learning vocabulary is integrated in four skills. Some of students feel that mastery vocabulary of English is difficult. So, English teaching activity should be various to give students' spirit in their activity in learning vocabulary. Magic Box is one of media that can be used in learning vocabulary. Magic Box as a tool box consists of many stationeries, flannel cloth, and picture.

The aims of this research are to describe the use of Magic Box for teaching vocabulary and to describe the advantages and the disadvantages Magic box for teaching vocabulary at the seventh grade students of SMP N 1 Mlarak in Academic Year 2017/2018. The problem statements on this research were as follows: how Magic Box is used for teaching vocabulary and what are advantages and disadvantages in implementation of magic box at at the seventh grade students of SMP N 1 Mlarak in Academic Year 2017/2018.

This research used qualitative approach. The design for this study is case study. It was conducted at SMP N 1 Mlarak. The techniques of collecting data were observation, interview, and documentation. In analyzing collected data, the researcher applied steps of qualitative; data reduction, data display, and conduction. The validity of data used was triangulation technique.

The result of study showed that the use of Magic Box for teaching vocabulary at the seventh grade students of SMP N 1 Mlarak consist of the following procedure. The first procedure is planning/preparation, teacher prepare material and lesson plan. The second procedure is Aplication, in application there are three activity: pre-activity, main activity, and last activity. In main activity teacher present and explained the material by using Magic Box to support the students understanding of the material. After that the teacher shows a picture to the students and asked the students to identify the picture and following instruction from the teacher. Then, in evaluation the teacher gives assessment to arrange new words to be sentences. And then, the teacher asked students to remember and memorized new word. The advantages of Magic Box are the students are more active, enthusiastic, enjoy, and fun in learning process and they are easier to remember or memorize new vocabulary. And the disadvantages of magic Box are it is easily damaged and it only can be used for one theme material lesson.

APPROVAL SHEET

This is to certify that Sarjana's thesis of :

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RATIFICATION

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CHAPTER I

INTRODUCTION

A. Background of The Study

Language is used for communication. Language is a system of arbitrary vocal, written, or gesture symbols that enable mambers of a given community to communicate intelligibly with one another.[1] Language is very important for our life. Without language, will not be a good interaction among people. Everybody in the world have language to communicate with each other.

English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language.[2] English is one of the International languages in Indonesia. English even becomes the first foreign language and the only one that must be taught from the elementary school up to college. In fact, English is very difficult to understand for some Indonesian students

English Language is very important for students, especially for junior high school. But for the students who do not master vocabulary will get difficulties in understanding English texts or conversation. The students can master four skills in English if they can master some of English basic knowledge such as vocabulary, grammar, morphology, phonology, etc. Vocabulary is important because vocabulary

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[1] Douglas, H.Brown, *Principle of Language Learning and Teaching,* (New York: Logman, 2000), 5

[2] Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools & Techniques, (*Jaipur: Sunrise Publishers & Distributors ,2008), pg 6, 27

is essential of English learning. Someone needs vocabulary in communication in order to express his ideas. So, undoubtedly it is very important for the students to increase their vocabulary.

Vocabulary can be defined, roughly, as the words we teach in the foreign language.[3] Vocabulary is one of the components in teaching and learning English. Vocabulary is one of the most obvious components of language and one of the first things applied linguist turned the attention to.[4] One of the components language to be mastered is vocabulary, which is very helpful to be able to listen, speak, read, and write. Unfortunately, most of students are severely limited in their vocabulary.

Vocabulary is a core component of language proficiency and provider much of the basis for how well learners speak, listen, read, write.[5] It is an important element to develop language skills. It means that if the students want to master four skills of English they have to master vocabulary first.

Vocabulary is important for students. It is important than grammar for communication purposes, particularly in the early stages when students are motivated to learn the basic words they need to get by in the language. Also, as the lexical system is "open", there is always something new to learn when students have 'done' the grammar. So more advance students are motivated to add to their vocabulary

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[3] Penny Ur. *A Course in Language Teaching: Practice and Theory* (UK: Cambridge University Press, 1995), 60

[4] Jack C Richard, *Curriculum Development in Language Teaching,* (London: Cambridge University Press, 1999), 4

[5] Jack Richard and Willy A Renandya, *Methodhology in Language Teaching,* (USA: Cambridge University Press, 2002)

stock, to understand nuances of meaning, to become more proficient in their own choice of words and expressions.[6] And vocabulary learning is the important technique for the learners to discover meaning of new words. The technique should be useful within the classroom because in this situation the learners can encounter new and unfamiliar words on their own. The technique should also help children acquire new vocabulary words that they hear and see.[7]

Teacher has an important role in teaching vocabulary. According to Schmitt, when explicitly teaching vocabulary, it is beneficial to avoid cross-association, to teach underlying meanings and complete word families when possible, and to be aware of the intra lexical and cross-linguistic factor that may make certain words difficult for our learners.[8]

There are some problems faced by students in learning English especially on mastering vocabulary. The students feel difficult on mastering vocabulary. The students do not understand about the meaning of words or sentences, and the students have less interesting in learning English process. Many students are lack of vocabulary. Teachers teach English by using the way they learnt without thinking students' need. Students get difficulties to differentiate noun, adjective, and verb.[9] Besides that, the students generally feel bored when they are taught vocabulary,

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[6] Roger Gower, et al, *Teaching Practical Handbook,* (Thailand: macmilan, 1995), 142
[7] Caroline T Linse, *Practical Language Teaching: Young Learners,*(New York: McGraw Hill,2005), 122
[8] Nobert schimitt, *Vocabulary in Language teaching,*(USA: Cambridge University Press, 2008), 82
[9] Neneng Suhaimi. *The Effectiveness of Using Flash Card in Teaching Vocabulary* (Jakarta: UIN Syarif Hidayatullah, 2014), 2

because sometimes the teacher doesn't help to remember easily, consequently they do not understand the meaning is the first step in learning English well. It seems that vocabulary ability is the most complex problem. Students get difficulties in mastering easily and quickly. They need to provide various media or technique used by the teacher make students interested in vocabulary activities.

There are many ways in teaching vocabulary that can be more interesting. Teachers can use some media in teaching English especially teaching vocabulary. One of the main media function as a tool for learning which influence climate, conditions and learning environment organized and created by the teacher.[10] To make interesting vocabulary teaching in the class, the teacher must be using interactive media.

Media is intermedietary or in introductory message from the sender to the receiver of the message.[11] Media in general is a teaching and learning tool. It means everything that can be used to stimulate the mind, feelings, concerns, and abilities or skills of learners in order to facilitate the process of learning. Media as one of the components of the learning system. Without media, communication will not occur and the learning process as a communication process also cannot take place optimally.

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[10] Journal of English Language Teaching, Vol. 1, No. 2, Maret 2013. Diana Mustika Wati & Fauzia Rozani Syafei. *Teaching Vocabulary Through Media "Crazy Face" at Elementary School Students.*, 666

[11] Arsyad, *Media for Teaching,* (Kairo: Al-Azhar Press of Kairo, 2011), 27

Actually, there are many kinds of media that can be used by teacher to teach vocabulary. Based on observation in Junior High School of SMP N 1 Mlarak the teacher uses magic box as media for teaching vocabulary.[12] By using magic box students will be interested in learning English especially in learning vocabulary.

Therefore, based on description above, we can conclude that in teaching vocabulary we need good and interesting media to make our students not only know about vocabulary in English but also understand, familiar and remember it. By using interactive and interesting media, hopefully it can help the students to memorize the word and make them to enjoy learning process besides that also help the teacher to increase student skill and give motivate them to learn vocabulary According to the case, the researcher conduct research and carry out the study by the title "The Use of Magic Box for Teaching Vocabulary At The Seventh Grade Student Of SMP N 1 Mlarak In The Academic Year Of 2017/2018"

B.   **Limitation of the study**

To avoid a far-ranging discussion, this study focuses on some concern identified as follows:

1. The subject of the research is students of class VII SMP N 1 Mlarak Ponorogo in Academic year 2017/2018

2. The object of the research is the English learning activity especially speaking skill

3. The teaching media used is magic box

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[12] Based observation the researcher on Saturday, Sixth of January 2018

C.   Statements of The Problem

1.   How is Implementation of Magic Box for teaching Vocabulary at The Seventh Grade student of SMP N 1 Mlarak in The Academic Year of 2017/2018?

2.   What are the advantages and disadvantages in implementation of Magic Box at The Seventh Grade student of SMP N 1 Mlarak in The Academic Year of 2017/2018?

D. Objective of The Study

Concerning with the problem statements, this study has some objectives described as the following:

1.   To know how the Magic Box is used for teaching Vocabulary at The Seventh Grade student of SMP N 1 Mlarak in The Academic Year of 2017/2018

2.   To know the advantages and disadvantages in implementation of Magic Box at The Seventh Grade student of SMP N 1 Mlarak in The Academic Year of 2017/2018

E.   Significance of The Study

The result of this research was expected to the beneficial for :

1. Teoritically

The result of this research, hopefully could give contribution for knowledge development. The strategy, approach, and method on teaching vocabulary are in urgent to have process and development to boost the student's ability especially in speaking skill.

2. Practically

   a. For teachers

     The teachers can use this research as another sources to find more information. The research also may help to find out other media in teaching in the classroom using the interesting way. And also it will give some suggestionss to help teachers to over come these difficulties.

   b. For students

     By using Magic Box media in teaching vocabulary, hopefully the students will be more interested in English class especially in learning vocabulary. It is hoped to be able to create more enjoyable teaching learning.

   c. For researcher

     The researcher can know more detail the way how to teach vocabulary using Magic Box media for students.

F. ORGANIZATION OF THESIS

The thesis will contain about:

Chapter I: Introduction, this chapter describe about the basic pattern of the entire contents of thesis that consist of the background of the study, statements of problems, objectives of the study, significant of the study, and organization of thesis.

Chapter II: This chapter presents review of related literature, previous study, and theoretical framework that consist of definition of teaching, definition vocabulary, kind of vocabulary, definition of teaching vocabulary, definition of media, and definition of magic box.

Chapter III: This chapter presents of research methodology, the role of research, research location, data and data source, technique of data collection, data analysis, checking of validity, research procedure.

Chapter IV: This chapter contain with serving data that includes general data that is connected with research location that consist of vision, mission, the establishing history, geographical position, organization structure of SMP N 1 Mlarak and explanation of special data that consist of data about the implementation of Magic Box for teaching vocabulary at seventh grade students of SMP N 1 Mlarak academic years 2017/2018 and the advantages and disadvantages of Magic Box for teaching vocabulary at seventh grade students of SMP N 1 Mlarak academic years 2017/2018.

Chapter V: Discussion about the implementation of Magic Box for teaching vocabulary at seventh grade students of SMP N 1 Mlarak academic years 2017/2018 and the advantages and disadvantages of Magic Box for teaching vocabulary at seventh grade students of SMP N 1

Mlarak academic years 2017/2018. This chapter contain of data analysis.

Chapter VI: Conclusion, this chapter is intended to make it easier readers who take the essence of thesis that contains conclusion and recommendation

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There are three previous researches in the same field had been conducted by other researcher:

The first, is the research conducted by Haris Dibyaningsih, the student of English Department of STKIP AL HIKMAH Surabaya under the title " The Effect of Magic Box in Innovating Media in Teaching Vocabulary at the first semester of English Department of STIKIP AL HIKMAH Surabaya in the Academic 2015/2016". The aim was to make an effective teaching vocabulary by using Magic Box. This research applied quantitative approach by using quasi experiment design. The technique of collecting data in this research was test. The test was consisted of two test; Pre- test and Post- test. The finding of this research stated that there was a significance in the students' score learning vocabulary using magic box.[13]

The second, the research conducted by Dina Akmarina, the student of Department of Education Faculty of Pancasakti University Tegal under the title "The Effect Of Using Magic Box Media Towards Students' Vocabulary Achievement An Experimental Study At The Fifth Grade Student Of MI Muhammadiyah Kertasari In The Academic Year Of 2016/2017". The objective of this research is to find out whether using Magic Box gives positive effect to the students' Vocabulary

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[13] Haris Dibdyaningsih, *Effects Of "Magic Box" In Innovating Interactive Media In Teaching Vocabulary*, vol 3 No 1, 34

Achievement of the Fifth Grade Students of MI Muhammadiyah Kertasari in the Academic Year of 2016/2017. This research applied quantitative approach by using an experimental design. The technique of collecting data in this research was test. The test was consisted of two test; Pre- test and Post- test. The finding of this research stated that there was a significant difference of the vocabulary achievement between the students who are taught by using Magic Box and the students who are taught without using Magic Box. It could be seen from the result of to the degree of freedom (df) 58 on the level of 5% t-table is 1,672, it shows that t-test is higher than t-table (5.263>1,672).[14]

The Third, research conducted by Fatimah Nur Ismiyasari, the student of Muhammadiyah University Surakarta under Title "Penggunaan Alat Peraga Edukatif "Magic Box" dalam Pembelajaran Matematika untuk Meningkatkan Hasil Belajar Siswa Kelas V SD Muhammadiyah 16 Surakarta Tahun Pelajaran 2016/ 2017". This research is Collaborative PTK. Data collection techniques through observation, interviews, tests and documentation. The results of this study indicate that (1) exists the increase of students' mathematics learning result from 30,77% to 94,87% students reached KKM ≥75 or as many as 37 students with an average of 66.95 to 82.67 so that the achievement of learning achievement of 75% can be achieved, (2) the problem encountered in the use of educational magic box props in learning mathematics on students of class V SD Muhammadiyah 16 Surakarta in 2016/2017

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[14] Dina Akmarina, "The Effect Of Using Magic Box Media Towards Students' Vocabulary Achievement An Experimental Study At The Fifth Grade Student Of MI Muhammadiyah Kertasari In The Academic Year Of 2016/2017",(Thesis, Pancasakti University Tegal, 2017), 1.

the students tend to be passive and less confident, less teachers skilled in using educational magic box, student conditioning at class. and (3) there is an increase of student learning activity that is from lowest score 1 to 9 and the highest score of 4 to 15 previously included in the category students who are less active become very active students in learning and obtained ≥75% of all students have been actively involved in the learning process.[15]

From the previous studies above, the similarities of these research are using Magic Box as media for teaching. It helps teacher in teaching and helping students to understand about material. The researcher can conclude that, the magic box is one of interesting media for teaching. The differences are those research are using quantitative research but in this research using qualitative research.

B. Theoretical Background

1. Teaching

a)   Definition of Teaching

Teaching is an activity done by teacher to transfer knowledge to students. According to H. Douglas Brown, "Teaching is guiding and facilitating learning, enabling the learners to learn, setting the condition for learning".[16] It means that teaching is not only a process transfer knowledge from teacher to students, but make situation that enables and supports the process of learning.

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[15] Fatimah Nur Ismiyasari, *"Penggunaan Alat Peraga Edukatif "Magic Box" dalam Pembelajaran Matematika untuk Meningkatkan Hasil Belajar Siswa Kelas V SD Muhammadiyah 16 Surakarta Tahun Pelajaran 2016/ 2017",*(Thesis, Muhammadiyah University Surakarta, 2017)

[16] H Douglas Brown, *Teaching by Principle: an Interractive Approach to Language Pedagogy,* (San Fransisco State University: Prentice Hall Regents Eoglewood Cliffs, 2000), 7

According to James Dean Brown, "Teaching is a complex and controversial profession, and the education literature is full of teaching models that presents varied conceptualizations of the nature of teaching. The other word, teaching consists of those activities directly related to delivery of instruction".[17] So, teaching must be viewed as a process of systemizing situation, task material to students, and opportunity in order to help students to acquire and construct new knowledge.

Teaching is one of essential part of learning process. A good teaching is going to give huge contribution of successfulness of students learning. Many students are bored during the class because of uninteresting teaching. Thus, teaching is very important to motivate the students to acquiring what they are learning in class. Teaching cannot be separated from learning because how good teaching process will determine student's motivation learn. Teaching is showing people how to do something so that they will be able to do them and encouraging them accept something as a fact or principle. [18]

2.   **Vocabulary**

a) **Definition of Vocabulary**

Vocabulary is very important in language learning process especially in learning English as a foreign language and vocabulary is essential component of all uses of a language, the structure of expression, the structure content, and vocabulary.

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[17]   James Dean Brown, *The Elements of Language Curriculum,* (Hawai: Global Innovation Publishing, 1995), 179

[18] H Douglas Brown, *Principle Language Learning and Teaching.* 2000, 200

Vocabulary comprises all the specific relation between expression, content of word and their meaning.

There are many definitions of vocabulary. In Oxford Learner's Pocket Dictionary, vocabulary is all the words that a person knows or uses all the words in a language, list of words with their meanings, esp. in a book for learning a foreign language.[19] All of the people certain use words or vocabulary in communication with other.

Vocabulary is an essential component in second/foreign language learning because it is needed for expressing meaning and conveying thoughts through both receptive and productive skills.[20] Vocabulary could be defined as a 'dictionary' or a set of words. This general view is reflected in the lexicographical approach to the traditional way of listing words in a dictionary.[21]

According to Dr. Raphael, Vocabulary, broadly defined, is knowledge about words and words meaning.[22] Vocabulary is the collection of words that an individual knows.[23] By mastering and understanding many words and vocabulary people will be easy to understand what others are saying.

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[19] Ed. Victoria Bull. *Oxford Learner's Pocket Dictionary, 4th edition* (New York: Oxford University Press, 2011),

[20] Elsa Yusrika Sitompul, *Teaching Vocabulary Using Flashcard and Word List*, 52

[21] Visnja Pavicic Takac. 2008. *Vocabulary Learning Strategies and Foreign Language Acquisition Second Language Acquisition* (British: British Library, 2008), 4

[22] Taffy E. Raphael, *Vocabulary Teaching andLaearning*(Chicago: Mc Graw Hill), 2

[23] Caroline T Linse, *Practical English Language Teaching: Young Learners, (* New York: McGraw-Hill, 2005), 121

Nash and Snowling describe vocabulary as "the knowledge of words and their meanings." While Sheehan states vocabulary is "the ability to understand and use words to acquire and convey meaning."[24]

According to Krashen and Terrell stated in David Nunan book "the status of vocabulary has been considerably enhanced. This has come about partly as a result of the development of communicative approach in language teaching.[25] Vocabulary should be taught especially for foreign language teaching – learning activity. Someone impossible to learn a language without mastering vocabulary.

b) Kinds of Vocabulary

Kinds of vocabulary divided into six. They are word classes, word families, word formation, multi-word units, collocations, and homonyms.[26]

a. Word Classes

Word classes are discussed about part of speech. Part of speech included noun, pronoun, verb, adjective, adverb, preposition, and conjunction.

b. Word Families

Word families are discussed about affixation and transformation of word. Transformation of a word can be inflected or derivatives.

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[24] Kristina M. Harsen, *Vocabulary Instruction, Reading Comprehension, and Student Retention,* (Uk: Michigan University, 2009),73-77

[25] David Nunan, *Language Teaching Methodology,* (New York: Prentice Hall, 1991), 117

[26] Scott Thornbury, *How to Teach Vocabulary*, (UK: Bluestone Press, 2002), 3-12

c. Word Formation

There are some formations or combinations of the word. It is included compounding, blending, conversion, and clipping. Compounding can be said as a word containing more than one root or free morpheme. In the other word, compounding is composed of free morphemes; blending is a new word formed by joining the start of one word with the end of another word; conversion is a type of s derivation in a which word usually used in one part of speech in converted to a word having another part of speech; and clipping defined as word formation process that shortens words.

d. Multi-Word Units

Multi-word units are usually in the form of phrasal verb and idiom. Phrasal verb is a verb added a preposition or adverb that creates a different meaning from the original word; and idiom defined as an expression which has unpredictable meaning but can be understand by their popular use.

e. Collocation

Collocation is a particular item that makes a particular combination in give context. Collocation is also often note in dictionaries. It can be stated collocation is two words which often appear together. Example: once more, once again, as well.

f. Homonym

Homonyms defined as word that share the same form but have unrelated meaning. It is also can be said that homonyms are two or more words. [27]

Vocabulary has many aspects. And every aspect has relationship for them. In order be able to master vocabulary, it is important to understand, that the words which are used in a sentence are devided into the function of word each word named part of speech as classificased as follows: [28]

a. Noun: a word that refer to a person, thing, plant, animal, etc.

Example: John, rose, cat, doctor, etc.

b. Pronoun: a word that is used instead of a noun or noun phrase.

Example: he, she, it, his, her, etc.

c. Adjective: a word that describes noun

Example: beautiful, sad, happy, etc.

d. Verb: a word or phrase that express an action, an event, or state.

Example: buy, sit, write, read, play, etc.

e. Adverb: a word that add information to adverb, adjective, phrase, or another adverb

Example: quickly, carefully, loudly, etc.

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[27] Ibid, 3-12

[28] Fuad Mas'ud, *Essential of English Grammar, Practical Guide,*(Yogyakarta: BBFE-Yogyakarta, 2005), 44

f. Preposition: a word that is used before noun or pronoun to show place, position, time, etc.

g. Conjunction: a word that is joint words, phrase, or sentences

Example: and, but, or, for, yet, etc.

h. Interjection: a short sound, word or phrase spoken suddenly to express an emotion.

Example: look out!, oh my god!, etc.

By understanding kind of speech, we able to make a good sentence easily without confuse about it's utilization.

c) **Teaching Vocabulary**

Teaching vocabulary is one of the important aspects of English learning. In teaching vocabulary, the teachers should facilitate vocabulary learning by teaching learner useful words and by teaching strategies to help the learners figure out meaning on their own. Vocabulary development is an important of language development and the research that has been conducted in recent years is very exciting.[29] The teacher teaching vocabulary to the students in six main focuses, there are:[30]

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[29] Caroline T Linse, *Practical English Language Teaching: Young Learners, (* New York: McGraw-Hill, 2005), 121

[30] Penny Ur, *A Course in Language Teaching Practice and Theory,* (Britain: Cambridge university Press, 1996), 60-62

a. Form such as Pronunciation and spelling

The learner has to know what a word sounds like its pronunciation it looks like its spelling.

b. Grammar

Grammar may be defined as a system of rules for the use of language, or as study of what is preferred and what is to be avoided in effective speech and writing.

c. Collocations

The collocations typical of particular items are another factor that makes a particular combination around 'right' or 'wrong' in a given contexts.

d. Aspect of meaning such as denotation, connotation, appropriateness

The meaning of a word is primarily what it refers to in te real world, its denotation. A less obvious component of meaning of an item is its connotation. A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in certain contexts or not.

e. Aspect of meaning about meaning relationships

How the meaning of one item relates to the meaning of others can also be used in teaching such as synonym, antonym, hyponym, and translation.

f. Word Formation

Vocabulary items, whether one word or multiword, can often be broken into their components 'bits'. [31]

Vocabulary should be integrated into teaching the four skills: listening, writing, speaking and reading. For example, teacher might include vocabulary items as part of a total physical response in listening activity. An another vocabulary activity, teacher could introduce students to specific lexical items that they would encounter as part of their reading lessons. To help students add words to their written vocabularies, teacher could encourage them to refer to word wall them they are producing different pieces of written text. [32]

Teaching vocabulary however is developing greater importance in the English Language classroom, although it has not reached the level consistency and systematically that grammar teaching enjoys. Many teachers would now agree with Richard's assertion that the teacher need a rich view of lexical competence and are

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[31] Margaret D. Sertzer, *The Elements of Grammar,* (New York: Macmillan Publishing Company, 1986), 1

[32] Linse Caroline T. *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill,2005),122

exploring ways of providing vocabulary instruction, some of these based on what good learner tell us they do.

The purpose of teaching vocabulary is to help the students to find the meaning of the words based on the context. To reach the goal on the teaching vocabulary, the teacher must teach the students any things which related with the words.

In teaching vocabulary, the teacher can present the list of the words that is taken from the text book. Although the vocabulary takes from book, the teacher can use and add the vocabulary that is relevant with the material; by this way hopefully the student will get more vocabularies from other source. Haycraft explains the guidelines for the teacher on choosing vocabulary:[33]

1)Commones Words

It is important to choose words that are commonly used, or words that students need. Any unusual words will be taken the place of useful one in the student‟s mind in teaching process. The teacher is helped here by the textbook where vocabulary is graded, and lists of the commonest words are also available.

2)Student's Need

The teacher must understand the students background. It helps the teacher to conduct the words that students are most likely need or want to know. The students will be frustrated if the teacher

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[33] Jhon Haycraft, *An Introduction to English Language Teaching*, (Harlow, Longman Group Limited, 1986), p.44.

teaches vocabulary which they feel they do not need. In the beginner learners, it is better to choose particular words connected with their work or profession.

3)Students Language

In teaching a class that the students have different culture with English, a knowledge of the students language will tell the teacher which word are similar in their language and English, and therefore easily to learn. On the other hand, the teacher needs to be carefully with words that sound the same in the students language, but in fact it means something quite different in English.

4)Word Building

It is often worth choosing a word because a general rule can be formed.

5)Topic Areas

Teaching vocabulary which belongs to one area of sequence is easy. The students will be able to form a pattern of interrelated words in students mind. The writer draws conclusion that teaching vocabulary is not only teaching the students to memorize the words, but also how to use the words in oral or written communication. To make the teaching of vocabulary perfectly, the teacher have to know the strategies and guidelines in teaching vocabulary. Knowing them

will make the teacher easier in teaching and make the student interested in learning vocabulary

6)Cross References

Sometimes words can be applied to different situations or specializations. The application of thus words can be made wider and more useful. For example is "car". Car is kind of transformation, so it has correlation with train, plane etc.

7)Relate Structure

In teaching vocabulary the teachers not only present new words to the student, but also use related structure in simple sentences. Without correct structure, the students will not get the meaningful words. Besides that, the teacher teaches related structure to make the lesson easier to be accepted. If the teacher just gives new words more and more without gives the example how to implement the word into the sentences, it will make the student difficult to remember the words.

3. Media

a) Definition of Media

Media is derived from Latin word meaning "between" the term refers to anything that carries information between a source and receiver. The purpose of media is to facilitate communication. "S Hornby states that: "media or medium is a

way of communicating information; something that is used for a particular purpose, the material or the form that an artist, a writer or musician uses".[34] Many teachers know that useful for teaching, the teacher hope that media can also help communication between teacher and students.

Meanwhile, according to Briggs "Instructional media is physical means to deliver content/ learning such as books, films, videos, etc. Then according to the National Education Association (1969) revealed that the learning media is a means of communication in print or view-hearing, including hardwere technology.[35]

While Education Association defined media as object that can be manipulated, seen, heard, read, or discussed along with instruments used by both teaching and learning activities, may influence the effectiveness of the instructional program.[36] From these definitions it can be concluded the definition of media is something that deliver the massages and can stimulate thoughts, feelings, and desires of students so as to encourage the learning process in its self.

For all statements above, the conclusion that media is instruments that is used for delivers the message or information of lesson materials and it has a purpose to communicate and interact between teacher and students on teaching learning process.

So, media used in teaching learning process should be suitable with the situation and condition, and balance with the student's ability.

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[34] A S Hornby, *Oxford Advanced Learner's Dictionary,* (London: Oxford University Press, 2006), 917
[35] Briggs Chalten, *Learning Media,* (California, 1999), 13
[36] Asnawir dan Basyiruddin Usman, *Media Pembelajaran*, (Jakarta Selatan: Ciputat Press, 2002), 11

b) The Types of Media

There are many kinds of teaching media which are used in teaching learning process. It means that there are two forms of learning media they are simple media include whiteboard or blackboard, whereas modern media include written board computer and internet. There are six basic types of media.[37] Text, audio, visual, motion media, manipulative, and people.

a. Text

Text is alphabetic characters that may be displayed in any format-book, poster, chalk board, computer screen, etc

b. Audio

Audio is anything people can hear-persons voice, music, mechanical sounds (running car engine), noise, etc.

c. Visual

Visual is regularly used to promote learning. They include: diagram on poster, drawing on chalk board, photographs, graphics on a book, cartoons, etc.

d. Motion media

Motion media is media that show motion including video tape, animation, etc.

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[37] Sharon E. Smaldino, Deborah L. Lowther, James D. Russel, *Instructional Technologi and Media for Learning: Teknologi Pembelajaran dan Media Untuk Belajar*, ninith edition, (Jakarta: Kencana Prenada Media Group, 2011), 8

e. Manipulative

Manipulative are three dimensional and can be touched and handled by students.

Using media is one of the ways to make learning process more interesting. The teacher can use many types of media in learning process, as Navarto and friends said that there are many types media which can be used such as: slides, overhead transparencies, moving film, television or beta-video system, charts, and multimedia presentations.[38] So, teacher possibly uses media on teaching learning, it becomes mediator that conveys information between teacher and students.

c). Function of Media

There are many functions of media in the teaching and learning process. It helps teacher to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context (Celce-Murcia, 2001: 461).

Celce-Murcia (2001: 461) also states the rational for using media in the language classroom, they are:

(1) Media serves as an important motivator in the language teaching process.

(2) Media create a contextualized situation within which language items are presented and practiced.

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[38] Navaro, Cruz, Tovera, Locido, *Principle of Teaching and Intructional Technology,* (Katha Publishing Co, Inc: 1998), 94-96

(3) Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.

(4) Media provide us with a way of addressing the needs of both visual and auditory learners.

(5) By bringing media into the classroom, teachers can expose their students to multiple input sources. Thus, while decreasing the risk of the students' becoming dependent on their teacher's dialect or idiolect, they can also enrich their language experiences.

(6) Media can help students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.

(7) Media provide teacher with a means of presenting material in a timeefficient and compact manner, and simulating students' senses, thereby helping them to process information more readily.[39]

d). Definition of Teaching Media Teaching

Harmer says that a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in

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[39] Amalia Hayati, "The Use Of Puppets As Teaching Media To Teach Conversation For Young Learners (An Action Research of the Sixth Grade Students of SDN 4 MODEL ISLAM GUBUG GROBOGAN In The Academic Year Of 2008/2009)",(Thesis, English Department Faculty Of Languages And Arts Semarang State University 2009)

the activities.[40] Reiser and Dick designate instructional media as one of the instructional planning that should be prepared by teachers before coming in classroom.[41] Instructional media can be defined as the physical means including traditional means such as chalk, blackboard, textbooks and modern means such as videos, tape, recorders, computers, overhead projectors, and others presenting instructional activities delivered to the students. In line with them, Harmer says that a range of objects, pictures, and other things can be used as instructional media to present and manipulate language and to involve students in the activities.[42]

Thus it can be concluded that instructional media are everything connecting and delivering messages purposively from teachers to students in order to bring in controlled instructional environment. It means that there are so many media that can be used in teaching learning process.

e). Criteria in Choosing Teaching Media

The selection of teaching media/ material is an integral part of curriculum planning and delivery in schools. In teaching media, there are some aspects that teacher or listener should know. The media should directly relate to a curriculum policy and program on the departments‟ framework standard and relevant for students. The media also support an inclusive curriculum thus helping students to

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[40] Jeremy Harmer, *The Practice of Language Teaching*, (Cambridge: Ashford Colour Press, 2007), 177.

[41] Robert A. Reiser and Walter Dick, *Instructional Planning 2nd Ed*., (USA: Allyn and Bacon, 1996), 67

[42] Jeremy Harmer, *The Practice of Language Teaching*, (Cambridge: Ashford Colour Press, 2007), 177.

gain awareness and the importance of respectful relations. with the other. The media also can motivate students to examine their attitudes and behavior. The media are relevant for the age of students for whom they are selected. The media provide opportunities to develop the critical capacities. The media should represent a range of views on all issues.[43]

Reiser and Dick suggest principles in applying instructional media. First, the instructional media should be practical. It means that teachers should consider the availability of the media and the practically of the media, whether they are easily used in the instructional environment, and what will be the time and the cost involved containing in obtaining them. Second, the instructional media should be appropriate to the students" characteristics because they perceptions about the media will affect their learning. The last, the instructional media should be a good means of presenting a particular instructional activity.[44] It means that the media should support the activity that will be presented in the classroom.

4. Definition of Magic Box

a). Definition of Magic Box

Magic box is box or cube which size can be adjusted to needs and not transparent, it has each side a different colour. Side ADHE is dark green, ABFE side coloured yellow, dark brown ABCD side, CDHG side is coloured red, BCGF side is

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[43] Department of Education and Children"s Services. Choosing and Using Teaching and Learning Materials (The Government of South Australia, 2004), 10.

[44] Robert A. Reiser and Walter Dick. Instructional Planning……………………. 69.

green young. And EFGH side is blue old. Different colours on each side aims for facilitate students within remember it.[45]

Magic box is one of media that use by the teacher in learning process, usually it has shape as cube and is not transparent. Magic Box is a box consists of many stationeries, flannel cloth and simple tools that can help students to create an interactive media. Interactive media which can create using 'magic box' are media that can be used to explain a lesson based on the theme. [46] Magic Box as a teaching tool that helps students to create interactive media is very useful. It can improve student vocabulary skill while improve their creativity and make the them not bored when learning process.

Media Magic Box includes the type of visual media on where does this media only use sensory abilities sight or eyes. In terms of the type of dimensions this media is a three-dimensional media where this media has three sizes, namely length, height, and wide. Magic Box resembles a built-in spacenamely to build a cube. It is a media that makes students interested to gues what content is in the magic box. So, this media is very relevant in conditions current development of students. The aim of magic box media is make students more active in learning process.[47]

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[45] Ulil Anisa, *" Pengembangan Media Pembelajaran "Colourful Magic Box" Berbasis Kemampuan Pemecahan Masalah Pokok Bahasan Dimensi Tiga*" Universitas Nusantara PGRI Kediri

[46] Haris Dibdyaningsih, *Effects Of "Magic Box" In Innovating Interactive Media In Teaching Vocabulary*, vol 3 No 1, 34

[47] Maliya putrid Nugraha dan Neni Mariana, *Meningkatkan Hasil Belajar Kognitif Peserta Didik Pada Pembelajaran Matematika Materi Bangun Datar Melalui Penggunaan Media Magic Box Kelas Iv Sdn Ujung Xiii Surabaya"* Universitas Negeri Surabaya

Magic box is media that be used to explain based on the theme. In example, the lesson is about animals, and the students see picture of animals and divine the name of each part body of animal. Besides that, by using magic box students can describe picture in front of the class. The picture help students to imagine and completely understand about vocabularies of animal's body.

Based on statements above, magic box is one media in learning process, it is shape and it made of cartoon or cardboard. It has six sides. It is an image media that has been varied with different and interesting forms. The use of this medium involves seeing, listening, and moving so that it can be combined with the game. Thus, learning will become more interest because the use of media in learning involves student creativity. Learning will involve the overall ability of the students.

By using Magic box could make more enthusiasm in participant and will create living learning because students will be made more active in learning process. Besides that, students getting new knowledge, will be more meaningful, and help students to remember knowledge a acquire in daily life.

CHAPTTER III

RESEARCH METHODOLOGY

A. Research Design

A research design is simply the framework or plan for a study that is used as a guide in collecting and analyzing data.[48] According to Agrosino, qualitative research seeks to understand the what, how, when, and where of an event or action in order to establish is meaning, concepts, and definitions, characteristics, metaphors, symbols, and description.[49] And the design for this approach is case study which the researcher explores the process, activities and events.[50]

Qualitative reseach is concerned with developing explanation of social phenomena. That is to say, it aims to help us to understand the world in which we live and why things are the way they are. In qualitative research stress the socially contructed nature or reality, the intimate realtionship between the reseacher and what is studied in the situation contrains the shape inquiry such receachers emphasize the value –laden nature of inquiry. They seek answer the questions that stress how social experience is created and given meaning.[51] Qualitative research is conducted through an intense or prolonged contact with a field or life situation.

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[48] Prabhat Pandey, Meenu Mishra Pandey, *Research Methodology: Tool And Techniques*, (Romania: Bridge Center) 2015, pg-18

[49] Mohammad Adnan Latief, *Research Methods on Language Learning an introduction,* (Malang: UM Press, 2014), 76

[50]Ibid, 236.

[51] Norman K. Denzin, Yvonna. S. Lincoln, *Handbook of Qualitative Reseach* (Calivornia: SAGE publications, 1994), 4

These situations are typically banal or normal ones, reflective of everyday life of individuals, groups, societies, and organization.[52]

Qualitative research is also focus on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study. This is based on the belief that knowledge is derived from the social setting and that understanding social knowledge is a legitimate scientific process.[53]

The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the "human" side of an issue – that is, the often contradictory behaviors, beliefs, opinions, emotions, and relationships of individuals. Qualitative methods are also effective in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion, whose role in the research issue may not be readily apparent.[54]

Qualitative produces which produce descriptive data: people own written or spoken words and observable behaviour. And qualitative approach to research is concerned with subjective assessment of attitude, opinions, and behaviour.[55] Generally, the techniques of focus group interviews projective techniques and depth interviews are used. Of this research was descriptive research. the purpose of descriptive research was describing the process, condition, and characteristic of an event. And the approach of this research is case study.

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[52] Matthew B Miles and Michael Hubertman, *An Expanded Sourcebook Qualitative Data Analysis,* (California; Sage Publication, 1994),6

[53] Marguerite G. Lodico, Dean T. S Paulding, & Kathrerine H. Voegtle, *Methods In Educational Research: From Theory To Practice,* (San Francisco: Jossey –Bass) 2006, pg-264

[54] Natasha Mack, et all., *Qualitative Research Methods: A Data Collector's Field Guide*, (USA America: Family Health International), 2005, pg-1

[55] C.R, *Research Methodology Method and Technique,*(United State of America, 2009), 4

Case study method involves systematically gathering enough information about a particular person, social setting, event, or group to permit the researcher to effectively understand how it operates or function. It means case study investigated in depth phenomenon within its real-context. Thus nature of case study is attempts the shed light of phenomena by studying in depth a single case example of the phenomena.[56]

The researcher wants to know deeply the use of magic box for teaching vocabulary at seventh grade students of SMP N 1 Mlarak Ponorogo in Academic Year 2017/2018

B. Research's Role

John W. Creswell said, "Qualitative Research characteristics is *Researcher as key instrument:* Qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants".[57] The researcher is the one who actually gather the information.

In this research data were collected naturally by observing learning process used magic box in teaching at the seventh grades students of SMP N 1 Mlarak Ponorogo in Academic year 2017/2018. The data that researcher collected and organized will be analyzed, interpreted, and reported by the researcher as a result. Therefore, the researcher was not merely observer but also participants in this research.

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[56] Robert K. Yin, *Case Study Research: Design and Method Third Edition*, (London, New D elhi: Sage Publications, 2003), pg-1

[57] John W. Cresswell, *Research Design: Quaitative, Quantitative and Mixed Methods Approaches, Fourth Edition* (Caifornia: SAGE Publication, 2014), 234.

C. Research Location

The research was be conducted in Seventh State Junior High School Mlarak Ponorogo. The reasons of choosing the place are as follows:

   a. SMP N 1 Mlarak is one of school where teachers who applying magic box in vocabulary teaching.

   b. The teachers of SMPN 1 Mlarak are very discipline to obey the rules to make students have good habit in school

D. Data Source

Data source in the research are the subject where the data and information to be found.[58] The data are information from observation, interview, and documentation. Data are used to answer the research problem. The source of data are informant as teacher, students, headmaster, etc. Moreover, the data are statements from the informant, books, documentations or transcript. The data were collected from of word. Then, the action were collected data from observation, interview, and documentation of teaching and learning process.

It this research, the data sources were:

1. Primary source

   English Teacher and English students of the Seventh Class of State Junior High School of Mlarak Ponorogo.

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[58] John W. Cresswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research,* (Upper Saddle River: Pearson, 2005), 201

2. Secondary sources

In this research the secondary sources were including documents taken from books or webpage resources related to research problem.

E. Technique of Data Collection

There were three data collection techniques used in this study; observation, interview, and documentary.

1. Observation

In qualitative research, observation is a fundamental and highly important method in all qualitative inquiry. It frequently referred to as field note-detailed, concrete descriptions of what has been observed.[59] Observation are those in which the researcher takes field notes on the behaviour and activities individuals at the research site. In these field note, the researcher records, in unstructured or semistructured way activities at the research site. Qualitative research may also engage in roles varying from a nonparticipant to a complete participant.[60] Observation can be used for recording data about events and activities, and the nature or conditions of objects. Observation can record how people react to questions, and whether they act differently to what they say or intend.[61]

Based on the statement above, it can be concluded that observation is a kind of methods of collecting data used to observed

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[59] Catherine, *Designing Qualitative Research,* (California: Sage Publication, 2006), 3

[60] Jonh W. Creswell, *Research Design,* (Sage Publication:2009), pg-181

[61] Nicholas Walliman, *Research Method the Basic*, (Taylor & Francis e-Library: 2011), 100-101

phenomena while it is happening and to gather data from the subject of research. Observation can help the researcher to focus with the problem what the researcher wants deeply. In this study the researcher uses direct observation because it is conducted to the object directly.

2. Interview

Interview is a method for collecting data. The researcher may obtain information by asking question to get some answer about what the researcher wants to know. In the interview researcher conduct to face to face interviews with participants, interviews by telephone or engage in focus group interview with six to eight interviews to each group.[62] It means that interview is a conversation between interviewer and interviewee with a purpose to get some information.

Interview involves unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.[63] The researcher conducts face-to-face interviews with participants, to know the students' response after learning vocabulary use magic box with teacher.

This research uses in depth interview. The researcher interviewed the information such as English teacher of SMP N 1

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[62] John W. Cresswell, *Research Design: Quaitative, Quantitative and Mixed Methods Approaches, Third Edition* (Caifornia: SAGE Publication,2009), 214.

[63] John W. Cresswell, *Research Design: Quaitative, Quantitative and Mixed Methods Approaches, Fourth Edition* (Caifornia: SAGE Publication, 2014), 239.

Mlarak to give real information about applying magic box in teaching vocabulary in there.

3. **Documentation**.

Next, the researcher will need the document. Documentary involves the study of existing document, either to understand their substantive content or to illuminate deeper meanings which may be revealed by their style and coverage. The may be public documents like media report, government paper, or publicity materials, procedural documents like minutes of meetings, formal letters or financial account, or personal documents like diaries, letter, and photograph. [64]

Documents take many forms and often vary in usefulness. Documents examined by a case study researcher include material extracted from the internet, private, and public records, physical evidence, and instruments created by the researcher.[65]

In this study, the documentary technique is use to get data. The document such in this research are taken from Administration of SMP N 1 Mlarak and photographs of teaching learning.

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[64] Ibid. 35

[65] Dawson H Hancock & Bob Algozzine, *Doing Case Study Research A Practical Guide for Beginning Researchers,*(New York: Teacher College Press,2006), 51

F. Technique of Data Analysis

The data analysis is conducted when the researcher completes of processing of collecting data. Qualitative data analysis is a process of searching and arranging the data taken from the observation, interview, and documentation. Qualitative data analysis consist of three currents flows activity. The following steps of analyzing data:

1. Data reduction is a stage of summarizing, classifying, and focusing on essential things.[66] In this stage, the researcher needs to separate the accurate data from the inaccurate ones. Through the data reduction, the researcher may focus on the data that will be analyzed. The data that will be reduced is using of Magic Box in teaching Vocabulary

2. Data Display means a visual format that presents information systematically so the researcher can draw conclusion and take needed action.[67] So data display is a stage of organizing the data into pattern of relationship. The data display can make the collected data easier to be understood. In this case, the researcher presents the using of teaching English.

3. Conclusion drawing and verification normally appear in what we call an analytic text or narrative. Analytic narrative draws attention to be

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[66] Matthew B Miles &Michael Huberman, *Qualitative Data Analysis Second Edition, (London New Delhi: Sage Publication, 1994), 11.*

[67] Matthew B Miles et all, *Qualitative Data Analysis a Method Sourcebook Third Edition, (Washington DC: Sage), 108*

features of the displayed data and makes some of them, knitting them together and permitting the analysis to draw conclusions and add interpretation.[68] In this case, the researcher makes the conclusion that can be in a form of thick description. This conclusion is the answer of researcher problems.

G. Data Validity

The level of data validity can be done by using technique:

1. Triangulation techniques to get a valid and credible data. Triangulation different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspective, then this process can be claimed as adding to the validity of the study.[69]Triangulation is a technique to compare and checks the validity of collected information through the different time and too in the qualitative method.

2. Observe the situation in the classroom during the learning process going on thoroughly. The strenuous observation, It is mean that the researcher finds the characteristics and

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[68] Ibid, 117

[69] John W. Cresswell, *Research Design: Quaitative, Quantitative and Mixed Methods Approaches, Fourth Edition* (Caifornia: SAGE Publication, 2014), 251

elements in the situation that relevant issue. The researcher can conduct it by observing the use of magic box for teaching vocabulary at seventh grade of SMP N 1 Mlarak Ponorogo in academic years 2017/2018 for accurately and continuously.

H. Research Procedure

In this research, there were some procedures of research which must be done. It would be described as follow:

1. Preparation:

The researcher proposes the title of research; review references related to the research problems, observe the place, and arrange the research instruments.

Before doing the research activity, the researcher must prepare the material. The preparation in these activities:

a) Getting permission letter from IAIN Ponorogo

b) Getting permission from the school where the researcher will be conducted

c) Arranging the plan of the research

d) Arranging the research instrument

2. Application

a) Entering the research location at SMP N 1 Mlarak

b) Observing the use of magic box for teaching vocabulary

c) Collecting data: the researcher will interview how they responses after learning vocabulary use magic box with the teacher and students

3. The procedure of data analysis. It concludes analyzing data along and after collecting data, making conclusion and suggestions.
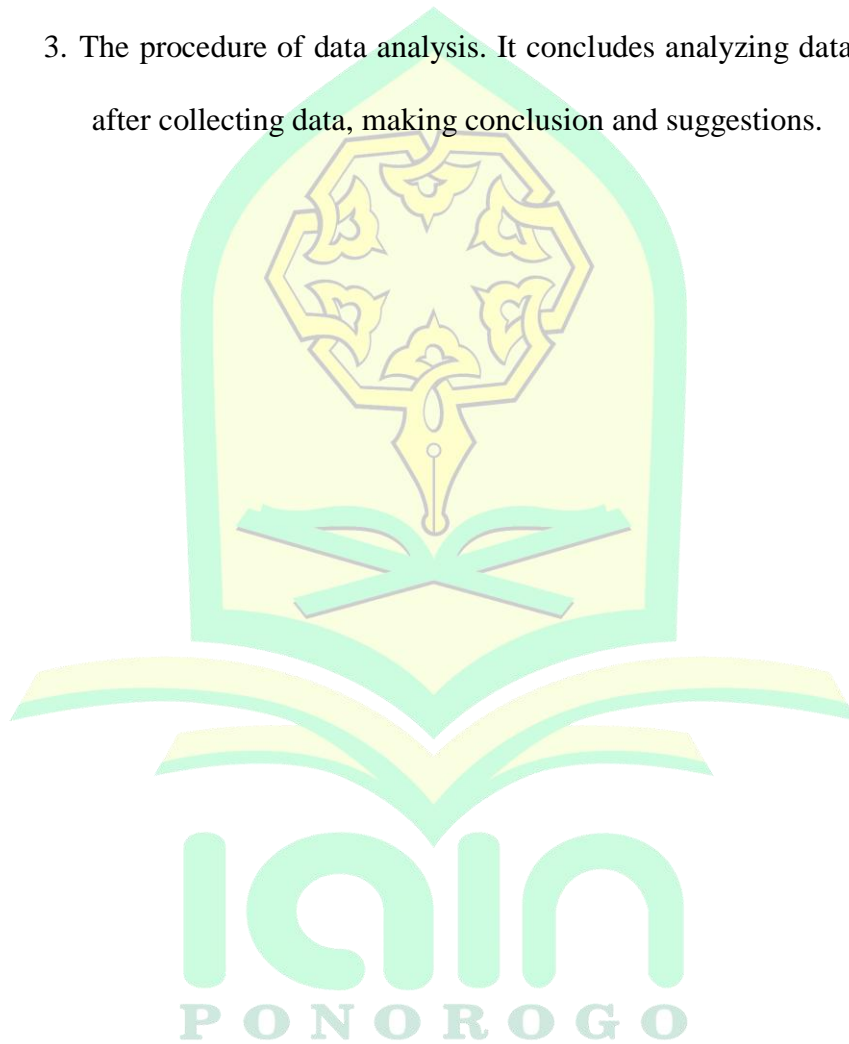
CHAPTER IV

DATA DESCRIPTION

A. GENERAL DATA

1. The History of The School

SMP N 1 Mlarak is one of the education institutions in Ponorogo. It began the operation of school on 1982. This school occupies an area 10. 166 m^2. SMP N 1 Mlarak registered as Accreditations school with score 89,35 (A) with number 201051108001. This school includes the development schools in area. It can be known by SMP N 1 Mlarak status is National School Standard (SSN) since 25th August 2008 with SK No. 043/C3/DS/2008.

The description above is a comparison of the real condition with Minimum Education Service Standards (Standar Pelayanan Minimal Pendidikan/ SPMN).

No	Indicator	Benchmarks National	Real Condition
1	Repeat Number	0,2%	0,1%
2	School completion rate	100%	100%
3	Graduation level	100%	100%
4	External assessment through quality / sample testing	90%	80%
5	The ratio of study group subject teachers	90%	100%
6	Availability of teachers and headmaster	100%	100%

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No	Indicator	Benchmarks National	Real Condition
7	Teachers who are good teaching	90%	100%
8	Students have lesson book	90%	100%
9	Teacher teaching responsibilities and other activities	90%	100%
10	Availability of non-teaching staff	90%	90%
11	School infrastructure	90%	85%
12	Socio-economic conditions of student guardians	75%	65%
13	Community participation	80%	75%

Table 4.1 Comparison of the real conditions with minimum Education Service Standards (Standar Pelayanan Minimal Pendidikan/SPMN)

2. **Geographical Location**

SMP N 1 Mlarak is located on Jl. Raya Mlarak No. 2 Joresan Mlarak Ponorogo. SMP N 1 Mlarak complex takes place southeast of center of Ponorogo suburb at north of center Mlarak government office. School location is strategic which it takes place in center of district government business. Many public services are around there, such as: Mlarak and Siwalan market, Puskesmas, district hotspot area, BRI bank, and Rizquna fashion outlet.

3. **School Organization Structure**

School organization at SMP N 1 Mlarak consist of School Committee, Headmaster, Vice Headmaster, Administration Staff, Vice of Curriculum,

Vice of Students, Vice of Infrastructure, Vice of Public Relations, Guardianship of Class, Teachers, Students, and Community.

4. **Visions and Missions**

SMP N 1 Mlarak has the Vision, Mission, and Goals in organizing activities. The vision, mission, and goals of SMP N 1 Mlarak as follows:

a. **Vision**

Vision on SMP N 1 Mlarak is achievement, competent, and personality value based on faith and piety.

Indicator visions are

1) Achievement in academic

2) Achievement in non-academic

3) Achievement is having noble character

4) Realization of faith and piety

b. **Missions**

1) Developing Education Unity Curriculum (KTSP) which diversified based oriented on increasing students' guiding based on potency, development, necessary, and students' importance, and also environment demands.

2) Optimizing of teaching and learning process based on CLT, PAKEM, cooperative learning, and learning based problem-solving approach.

3) Creating educators and staff educator professionalism

4) Creating Quality and quantity of infrastructures based on ideal necessary

5) Appliying MBS optimally

6) Building relationship with school committee in order to finding school financial

7) Implementing religion optimally

8) Increasing academic and non – academic achievement

5. **Educational Personality and Staffs**

Teacher is a person who provides schooling for others. A teacher who facilitates education for an individual student may also be describing a personal author. In SMP N 1 Mlarak there are 36 teachers and 12 staff educators. there are 477 students which are spread from seventh grades until ninth grades.

6. **Facilitates and Infrastructures**

Facilities and infrastructures at SMP N 1 Mlarak 80% are sufficient. Conditions of building contains 20 classrooms, 1 headmaster room, 1 teacher room, 1 administration room, 1 student organization room, 1 counseling room, 1 mosque, 4 toilets, 2 canteens, 1 conventional library, 1 hall room, 1 healthy room, 1 multimedia room, 1 parking area, and 1 kitchen. Beside that SMPN 1 Mlarak has Props and educational support such as computers, printer, LCD cupboard, students' and teachers' table, students' and teachers' chair, and school field.

B. Specific Data

1. The implementation of Using Magic Box in Teaching Vocabulary

The data description was collected through observation, interview, and documentation. Teaching is the process of attending to the people's needs, experiences, and feelings, and making specific interventions to help them learn in particular thing.[70] Teaching vocabulary is the total number of words that are needed to communicate ideas and express the speaker's meaning. The purpose of teaching vocabulary is to help the students to find the meaning of the words based on the context. To reach the goal on the teaching vocabulary, the teacher must teach students with any things such as media for teaching vocabulary. There are many media and strategies in English learning process. It is aimed to make students active and make the students can understand the lesson which is though in the classroom.

Mrs. Umi Hidayanti is English teacher in seventh grade students in SMP N 1 Mlarak. She always give motivate, help, and teach the students to make students interest, enjoy, and understand in learning vocabulary with kinds of media and strategies used by teachers. So, students do not feel boring and the goal of learning process will be achieved

Vocabulary is important for students but almost student of SMPN 1 Mlarak feel difficult to remember new vocabulary. It makes students not enjoy and interest when English Learning process. But students like to learn

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[70] Academia.edu accessed on 24th of May 2018

vocabulary when teacher using interest media. Mrs. Umi Hidayanti as English teacher of seventh grades class said that:

> "We know that, English language is a foreign language for the students. Almost of student used java language in their daily activities. So, it makes them feel difficult to remember and understand new vocabulary, especially English vocabulary."[71]

Teacher always tries to overcome the problem, teacher uses kinds of many strategies, techniques, and media to make students understand vocabulary in learning process. In this case, teacher uses magic box as media in teaching vocabulary. By using it, students more interest, easier to understand, and memorize new vocabulary.

According to Mrs. Umi Hidayati as English teacher seventh grade at SMP N 1 Mlarak:

> "In my opinion, Magic Box is considered effective to be one of media learning for teaching vocabulary, for several reasons: 1) Magic Box facilitate students to develop knowledge 2) Magic Box makes students easier to remember new words. Besides that, it provides chances for students to explore both spoken and written language through activities in group as well as individually in the authentic use of language."[72]

The English teacher also said:

> "By using magic box all of students focus and try to comprehend what the teacher's instruction and what the teacher said. If the students do not understand, they ask to the teacher to repeat and explain the instruction and material. Magic box is

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[71] nterview Transcript Number: 01/I/02-/05/2018
[72] Interview Transcript Number: 01/I/02-/05/2018

enjoyable, interesting, and motivate students to like English lesson"[73]

Based on interview Salsabela vebrianda, a student at seventh grade of SMP N 1 Mlarak said that:

"I am always dizzy to understand and remember new vocabulary but when teacher used magic box as media in teaching vocabulary I like it. By using it I am not boring and easy to remember and memorize new vocabulary"[74]

Based on interview Rendra Aditya Saputra, a student at seventh grade of SMP N 1 Mlarak said that:

"Actually I have little vocabulary, when I am following English lesson I feel bored and it is hard for me to remember or memorize new vocabulary, because the pronunciation is difficult to repeat and understand by me. But when my English teacher used magic box I feel enjoyable and fun in learning process. It helps me easier to remember and memorize new vocabulary."

According interview Jihan Aulia Wulan Anjani, a student at seventh grade of SMP N 1 Mlarak said that:

"I like media magic box, it gives me motivate to like English lesson and makes me more easily to understand. When my teacher uses it I more understand every word clearly."[75]

Magic box applied because it can help students easier to remember and memorize new vocabulary. Besides that, students are enjoyable, interesting, not boring, and fun in learning process when English teacher

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[73] Interview Transcript Number: 01/I/02-/05/2018
[74] Interview Transcript Number: 02/I/02-/05/2018
[75] Interview Transcript Number: 03/I/02-/05/2018

used it to explain materials. Based on statement above, magic box is one of media that suitable and interest to teaching vocabulary.

The use of magic box is one to increase vocabulary, make students comfortable and active in learning process. Students give participation such as remembering, memorizing, and guessing new words in learning process.

According to Mrs. Umi Hidayanti as English teacher at the seventh grade students of SMP N 1 mlarak, there are some procedures when applied magic box as media in teaching vocabulary:

> "The are some procedures of magic box as media that I applied at seventh grades at SMP N 1 Mlarak. First, I show a box, I ask them to guess what is in the box. After that, I open side of box one by one, after all of sides of box open I ask them to observe and mention object in box. Then, I ask them to spelling the words and pronounce it after me."[76]

Based on observation at the seventh grade students of SMP N 1 Mlarak, the researcher come to class. In the class, all of students ready to follow the learning process. The researcher conducted on 02 May 2018 at 09.00-10.20 a.m. This research focused on the observation about three steps of the teaching program. From the result of observation on 02 May 2018 about three steps of the teaching program are:

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[76] Interview Transcript Number: 01/I/02-/05/2018

a. Planning/ Preparation

In the process of teaching, teachers have to prepare the all materials that are needed as usually called by lesson plan. According to Anselm Junior, lesson plan was defined as a detailed guide for teaching lesson. It is a step by step guide that outlines the teacher's objectives for what the students will accomplish that day.[77] In preparing the lesson plan, teachers have to choose the suitable teaching method and media with the lesson. It makes the learning process become more organized. According Mrs. Umi Hidayanti:

> "Preparation is very important done by teacher. The first, teacher must have RPP or lesson plan. Its so important for preparing the learning at class. Teacher prepares material from book or other resource, such as internet. Besides that, teacher also prepares teaching media that suitable with materials. Teacher must make students enjoy at class when learning process. But she must make conducive to start learning." [78]

Based on opinion above, preparation was always done by teacher to get the aim of learning process. Making preparation is not easy, teacher must prepare material, media, strategy, and any other. So, a teacher always prepares all of preparation one day before practice. A good preparation is a preparation can support material to understand students.

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[77] Academia.edu accessed on 24th of May 2018

[78] Interview Transcript Number: 01/I/02-/05/2018

b. Application

There are three activities related to the use of magic box as media for teaching vocabulary at seventh grade of SMP N 1 Mlarak. The activities are:

1. **Pre-Activity**

    In pre-activity the teacher says greeting to students for start the learning process. Then, checking the students to know who was absent. After that the teacher gives apperception to stimulate the students' prior knowledge by asking them some question about material.

2. **Main Activity**

    Here teacher used magic box media for teaching vocabulary in class. The steps in implementation this strategy is as follow:

    The teacher presents the material for example about "Animals". Before the teacher explained materials in detail, the teacher opens side of box one by one to show object. After that the teacher gives some instructions to the students about what they should to do. The instructions are as follows:

    a. Teacher divides students into 4 groups. Every group consist 5 students.

    b. Teacher shows several kinds of animals that are in the box as objects to students.

c. Teacher gives a few minutes to identify what they see in the box. Every group identifies different animals.

d. Teacher asks students to write vocabulary/word of object.

e. Teacher gives review about vocabulary/word that has been identified by students.

f. The teacher gives an example of how to spell the word and pronounce the word and the students must follow it.

g. Teacher asks students to try to read aloud, spell, the word that was identified.

h. Teacher asks students try to spell the words and pronounce the words correctly.

i. Teacher giving assessment for students to make sentences about the vocabulary relating to object, which has been shown by the teacher.

j. Teacher asks students wrote the result achieved from the discussion.

k. Teacher asks students presented the result of discussion in front of class.

l. Teacher asks the student to come forward to write the sentence and read it aloud as well classify the sentence.

m. The teacher gives a review to the students' work

3. Last Activity

The last activity in learning process, the teacher gives post activity to students, give conclusion about material, and gives motivations for students to study hard, diligent, and always spirit. Then teacher closes by praying.

Teacher gives motivations for students to remember and memorize new vocabulary. According to Mrs. Umi Hidayanti said:

> "I suggested to the students to remember or memorize new vocabulary and build it into a sentence. It makes the students remember new vocabulary easily..I close the lesson by giving motivation to the students to study hard. Besides that, magic box can increase students' vocabulary, makes students easily to remember and memorize the new words."[79]

Besides that, based on the students' interview about implementation Magic Box in teaching vocabulary:

> "I am always dizzy to understand when the teacher teaches in English lesson because I have little vocabulary" Salsabela Vebrianda.[80]

> "The teacher teaches English without interesting media. It makes me boring and I am sleepy when learning process" Rendra Aditya Saputra.[81]

> "I think, English is interesting lesson but actually I have little vocabulary. I get the problem because I can not remember a new word in long time" Jihan Aulia Wulan Anjani.[82]

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[79] Interview Transcript Number: 01/I/02-/05/2018
[80] Interview Transcript Number: 05/I/02-/05/2018
[81] Interview Transcript Number: 02/I/02-/05/2018
[82] Interview Transcript Number: 03/I/02-/05/2018

According Mrs. Umi Hidayanti as the English teacher at seventh grade in SMP N 1 Mlarak said:

> "Magic Box is one of media that suitable in teaching vocabulary. I have some problems in teaching when I teach them. The always play in the classroom and they do not listen my lesson. I think I must use the media which helps me to teach vocabulary and I choose Magic Box. It can easier in teaching vocabulary."[83]

The students of SMP N 1 Mlarak have many problems in English learning and the teacher knows the students' reason we can conclude that the students are cannot remember the word and they are always sleepy or playing when learning process. And from the teacher opinions we can conclude reason the implemented magic box in teaching vocabulary because magic box has many purposes such as to makes students' enjoy or not bored with the materials and helps the students and teacher in teaching.

c. **Evaluation**

Evaluation was conducted to determine that the result of learning process. A teaching and learning process needs be evaluated. Based on observation, the teacher gives evaluation to the students in the end of learning process. Teacher asks students to submit the result of work in group and performance in front of class about the material. And the students must remember and memorize the material and the words with correct pronunciation.

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[83] Interview Transcript Number: 01/I/02-/05/2018

2. **The Advantages and Disadvantages of the use Magic Box for Teaching Vocabulary at The Seventh Grade Students of SMP N 1 Mlarak**

   a. **The Advantages**

   There are several advantages of using magic box in teaching vocabulary at the seventh grades students of SMP N 1 Mlarak. According to interview with Mrs. Umi Hidayanti, S.Pd and the students at the seventh grades of SMP N 1 Mlarak, some advantages are:

   a. It facilitates the student learning process

   b. It is very clear and it helps students in vocabulary

   c. The students more understand when the teaching learning process

   According to Salsabela Vebrianda. (one of students of seventh grade) students of SMP N 1 Mlarak 1, the usage magic box are:

   > "In my opinion, the advantages of using magic box in teaching vocabulary are it makes easy to get a new word. By using it I can remember word in long time. I feel enjoy and happy when learning process because magic box helps me to learn vocabulary."[84]

   Based on interview above, it can be concluded that magic box is suitable in learning process and it makes easy to remember word in long time.

   According to Rendra Aditya Saputra, the students of seventh grade in SMP N 1 Mlarak:

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   [84] Interview Transcript Number: 05/I/02-/05/2018

> "I feel happy and interested when Mrs. Umi Hidayanti teaching vocabulary using magic box. It helps me to understand every word clearly. So, I can remember and memorize vocabulary"[85]

From opinion Rendra Aditya Saputra, it can be concluded that magic box is helping so much in understand every word and enjoyable in learning process.

According to Jihan Aulia Wulan Anjani, the students of seventh grade in SMP N 1 Mlarak:

> "In my opinion, the advantages of magic box are making easy the student to understand when the teacher explains about the material in class. Besides that, it makes me more enthusiasts to following the English lesson."[86]

From the opinion above, we can know that the magic box makes some students make enthusiast to following learning process. And according to Dyah Kurnia Novitasari, the students of seventh grade in SMP N 1 Mlarak:

> "In my opinion, magic box is very enjoyable when teacher explains to me about the material. The advantages are I can enjoy and more understand with the learning. And then, I can easier to remember the new vocabulary."[87]

Based Dyah Kurnia Novitasari, opinion, we can conclude that magic box is able the students in English lesson.

Based on researcher's observation in classroom which using magic box in teaching vocabulary at the seventh grade SMP N 1 Mlarak that was

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[85] Interview Transcript Number: 02/I/02-/05/2018
[86] Interview Transcript Number: 03/I/02-/05/2018
[87] Interview Transcript Number: 04/I/02-/05/2018

conducted by Mrs. Umi Hidayanti, S.Pd as English teacher that magic box makes the students more active, understand about lesson, enjoyable, and facilitates the teacher to transfer the knowledge to the students.

b. The disadvantages

There are several disadvantages of using magic box in teaching vocabulary at the seventh grades students of SMP N 1 Mlarak. According to interview with Mrs. Umi Hidayanti, S.Pd. as English teacher at the seventh grades of SMP N 1 Mlarak, disadvantages of magic box are:

> "In my opinion magic box only can be used for one theme material. Usually I used it for one or two in learning process. Besides that, the magic box is easily damaged, because sometimes the material has been installed neatly still there are out of place. So I always check before using it.[88]

Based on interview with Mrs. Umi Hidayanti, S.Pd above, the researcher concluded that there are disadvantages of magic box in learning process:

1. It is easily damaged

2. It only can be used for one theme material lesson

Not only teacher who said that magic box had disadvantages, according to into interview with the student seventh grade at SMP N 1 Mlarak:

> "Magic box is so interesting and helpful in the learning process but sometimes I fail to focus because the decoration is

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[88] Interview Transcript Number: 01/I/02-/05/2018

many and interesting that makes me less focus on the main material"[89]

Based Jihan Aulia Wulan Anjani opinion, we can conclude that magic box has disadvantages in English learning.

Based on researcher's interview in classroom which using magic box in teaching vocabulary at the seventh grade SMP N 1 Mlarak that was conducted magic box is easily damaged and many accessories which making some students fail to focus in material lesson.

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[89] Interview Transcript Number: 03/I/02-/05/2018

CHAPTER V

DATA ANALYSIS

In this chapter, the researcher discusses the result of the research based on the statements of the problem. The result of research is taken from the result of observation, interview, and documentation. The research discusses the result of the research which done seventh grade at SMP N 1 Mlarak in Academic 2017/2018.

A. The Implementation of Using Magic Box in Teaching Vocabulary at SMP N 1 Mlarak

Teaching is process of helping students to understand new knowledge that they have never experienced and to achieve the better understanding. Teaching activity can be done not only by the teacher but also by the students in the class. The activity of teaching is the teacher explains the material to the students and the students listen the explanation. Teaching without students and teacher is never done because they bring the influence between them. Learning and teaching vocabulary is integrated in four skills (reading, speaking, listening, and writing). The purpose of teaching vocabulary is to help the students to find the meaning of the words based on the context. To reach the goal on the teaching vocabulary, the teacher must teach students with any things such as vocabulary learning strategies.

Teaching English in Junior High School was challenge for English teacher, especially teacher must make students to understand the material. But teacher has many problems that are faced in class when teaching English such as many students

have little vocabulary and do not like English lessons. It makes teacher difficult to convey and explain material.

Vocabulary is one of important part in learning process. It is basis students for master four skill of English speak, listen, reading, and write. Many students have difficulty to remember a new word in their mind in long time because they never want to remember new word and study to find new vocabulary, the students just depend on vocabulary that given by teacher. It is one of reasons students' vocabulary is lack.

Based on the observation of the implementation of magic box at the seventh grades of SMP N 1 Mlarak divided into several steps. First step in this process is preparation. The teacher prepares the material, which is taught in teaching vocabulary using magic box and the material from students' book.

Second step is pre-activities. In this step teacher greeting the students and gives apperception related the material that will be learned, teacher gives the gaps recount text with theme is holiday to the students.

Third step is application. The teacher presents and explains the material by using the media picture to support the students in understanding of the material before that teacher divides students into 4 groups. The teacher shows a detailed picture containing many objects about animals. The teacher asks students to identify what they see in the picture. After that teacher asks students to write vocabulary from the identified objects. Teacher gives a review about the picture words that has been identified. And then the teacher gives an example of how to

spell the word and pronounce the word and the students must follow it. Teacher gives opportunity to the students to read aloud the new words, spelling the words, and pronounce the words from the picture that was identified by the students before. Then, teacher give assessment to the students to makes sentences based on the new words/vocabulary related to the picture that was indentified before by students. Teacher asks the students to memorize and remember the new word and their own sentences. And then teacher asks the student to come forward to write the sentence and read it aloud as well classify the sentence. The teacher gives a review to the students' work.

And the last, the teacher summarizes the learning process and gives motivation for students to study hard, diligent and always spirit. Then the teacher closes the lesson by some statement, motivating, and praying. After teaching, the teacher evaluates her students by giving a questions and answer session to reflect students, student's performance, and pronunciation.

By using magic box the students are expected can easier to remember new vocabulary and they can more attention in teaching learning process. It has many advantages, such as students can more interest, enjoyable and more pay attention in teaching learning process. The use of Magic box is aimed in order the goals of learning can be achieved effectively. Teacher as one of component of learning has a big hand creating effective learning. For that, the teacher of SMP N1 Mlarak uses Magic Box as teaching media in teaching vocabulary.

After collecting data in the implementation of magic box, the researcher analyzed the teacher applied magic box used in teaching vocabulary in this classroom. Based on the interview with English teacher Ms. Umi Hidayanti, S.Pd at the seventh grade students of SMP N 1 Mlarak, used magic box to help in teaching vocabulary. Magic box applied in SMP N 1 Mlarak because almost students still difficult to remember new vocabularies. Usually most of students still consider that English Language is difficult lesson. Magic box has many advantages that can be obtained after teaching and learning by using it. First, the students feel enjoy, happy and interest with the teaching learning process. Second, the students become more active in doing activities such as: answering teacher's questions, listening, speaking and working together with their friends. So, they do not feel bored in their study. Finally, they could improve their confidence in English class.

From the process applying magic box above, researcher can interpret that uses of magic box to the seventh grade students of SMP N 1 Mlarak is done well. All the students can do the teachers instructions, almost the students can do the task, practice, and make a sentence well. They are also easier to remember new vocabulary.

B. **The Advantages And Disadvantages Of Using Magic Box In Teaching Vocabulary at SMP N 1 Mlarak**

1. **Advantages**

Teacher used many kinds of media in learning process. Every media has strength and weakness. The implementation magic box in teaching vocabulary at seventh grade students of SMP N 1 Mlarak has some advantages. Some of advantages are building students motivations in learning, and also improve student activeness.

Every media which is used by English teacher in SMP N 1 Mlarak has many advantages. Meanwhile, magic box also has some advantages based on interview in SMP N 1 Mlarak, the first, magic box can be facilitation for students. The students become happy, enjoy and interest with the learning process. As the result, teacher is easier to conduct the students in learning process, manage the class easily. The second, it is very clear then help students to understand the lesson to increase vocabulary. The third, the students more understand in teaching learning process because when the teacher use magic box the students get more explanation that make them understand and they interested in English lesson. Besides that, the advantages magic box also make the students become active in doing activities such as: answering teacher's questions, listening, speaking and working together with their friends, and make the learning vocabulary easy for students and can help students easier to remember a new vocabulary. And additional magic box is simple, cheap, and interesting.

In conclusion, magic box has some advantages for the students and the teacher at seventh grade students of SMP N 1 Mlarak. And based on explanation above the researcher concludes that magic box in teaching vocabulary has many positive/ good for students in SMP N 1 Mlarak.

2. Disadvantages

There are disadvantages of implementation magic box in teaching vocabulary at the seventh grade students of SMP N 1 Mlarak. Some disadvantages of magic box based on interview with English teacher and students seventh grades at SMP N 1 Mlarak had some weakness:

First, magic box is simple and interesting but magic box is easily damaged. The teacher always carefully and check the condition of magic box before used it. Sometimes, when the teacher has prepared it as well as it might have been unexpectedly part of the release. So, the teacher always checked before used it because the teacher wants to make the students enjoyable in learning prosses.

Second, magic box can not use to long time and only can be used to one theme material. It means that the teacher only uses once or twice in learning process. So, the teacher does not use magic box in every material English lesson.

Third, Based on the data above, it could be analyzed that the disadvantages of using magic box in teaching vocabulary at seventh grades of SMP N 1 Mlarak were some theory.

CHAPTER VI

CLOSING

A. **Conclusion**

1.   The result of study shows that the use of Magic Box for teaching vocabulary at the seventh grade students of SMP N 1 Mlarak consist of the following procedure. The first procedure is planning/preparation, teacher prepare material and lesson plan. The second procedure is Aplication, in application there are three activity: pre-activity, main activity, and last activity. In main activity teacher present and explained the material by using Magic Box to support the students understanding of the material. After that the teacher shows a picture to the students and asked the students to identify the picture and following instruction from the teacher. And then, the teacher asked students to remember and memorized new word the teacher present and explained the material by using Magic Box to support the students understanding of the material. After that the teacher shows a picture to the students and asked the students to identify the picture and following instruction from the teacher. Then, the teacher gives assessment to discuss and arrange new words to be sentences. Next, students read aloud, spell, and pronunciation new words. Then, students presented the result of discussion. And then, teacher asked students to remember and memorized new word. Then, in evaluation the teacher gives assessment to arrange new words to be sentences.

2. The result of advantages of Magic Box for teaching vocabulary at the seventh grade students of SMP N 1 Mlarak are: make more enthusiasts and pay attention in leraning process, make easier to remember and memorize new word and get in interest with the teaching learning process, students do not feel bored in learning the process. The advantages for teacher are: the teacher is easier to conduct and manage the students in learning process.

The advantages of Magic Box for teaching vocabulary are: it is easily damaged and it only can be used to one theme material.

B. Recommendation

1. For Teacher

 1. For teacher

  a. Teacher should develop the teaching learning process in order to know and find the suitable strategy or media in order make successful teaching learning process.

  b. Teacher had to understand about the students' problem in teaching and understand about the students' ability and their characteristic in learning process.

  c. Media Magic Box can be used in teaching and learning process, especially in teaching vocabulary because it is interesting.

 2. For the students

  Students should be active and creative in using English language whether in learning process or in daily activity.

3.   For the institution

        The institution should care the media of magic box that used in learning process.

4.   For the readers

        Readers are suggested to do the further research of other teaching media to increase students' vocabulary.

5.   For the researcher

        In this research, It just focuses on the implementation of Magic Box in teaching vocabulary, the advantages, and disadvantages of Magic Box. Hopefully, the next researcher can develop the research about Magic Box.

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