

**THE USE OF MAGIC BOX IN TEACHING VOCABULARY  
AT THE THIRD GRADE OF  
MI MIFTAHUNNAJAH PAKIKIRAN BANJARNEGARA**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

by

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**ENGLISH EDUCATION STUDY PROGRAM  
EDUCATION DEPARTMENT  
FACULTY OF TARBIYA AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**

**2024**

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PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**

## STATEMENT OF ORIGINALITY

Here with I,

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Student Number/S.N : 1717404016  
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Study Program : English Education Study Program

Declare that the thesis I have compiled with the title, “The Use Of Magic Box In Teaching Vocabulary At the Third Grade of Mi Miftahunnajah Pakikiran Banjarnegara” is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, February 15, 2024

I Who Declare,



Fajar Nasrulloh Fuadi



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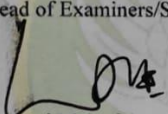
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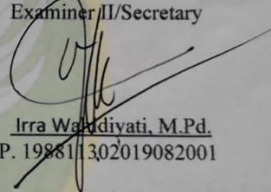
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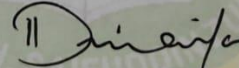
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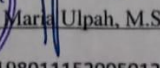
  
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Assalamu'alaikum Warahmatullahi Wabarakatuh

Having guided, analyzed, directed, and corrected the thesis by Fajar  
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“THE USE OF MAGIC BOX IN TEACHING VOCABULARY AT THE THIRD  
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I recommended the thesis to be submitted to Dean of Faculty of Tarbiya and  
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## MOTTO

**“Believe you can, and you’re halfway there”**



## DEDICATION

This thesis is dedicated to:

1. *My beloved parents, Mr. Wahidin and Mrs. Emliyah Suprihatin*
2. *My beloved wife, Atta Darojatur Rofi'ah, S. Pd.*
3. *My Almamater, State Islamic University of Prof.K.H. Saifuddin Zuhri  
Purwokerto*
4. *For everyone who has supported and prayed for me.*



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This thesis has been proposed to Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri as the partial fulfillment of the Requirement for Obtaining the Scholar degree of Education (S. Pd.).

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Banjarnegara, 19 Februari 2024

The author

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**ABSTRACT**

Teaching plays a crucial role in the process of learning, and vocabulary is a cornerstone of language acquisition. Mastering English vocabulary can be challenging for some students, leading to the need for diverse teaching methods to engage and motivate them. One such method is the use of a Magic Box, which contains various tools like stationery, a flannel cloth, and pictures, serving as a resource for learning vocabulary. This research aims to explore the use of using a Magic Box for teaching vocabulary and to identify its advantages and disadvantages in the context of third-grade students at MI Miftahunnajah Pakikiran, Banjarnegara Regency. The research questions revolved around how the Magic Box is utilized for teaching vocabulary and what its benefits and drawbacks are for these students. Employing a qualitative approach with a case study design, the research was conducted at MI Miftahunnajah Pakikiran. Data collection methods included observation, interviews, and documentation, with data analysis following qualitative steps such as data reduction, display, and conclusion, supported by triangulation for data validity. Findings reveal a structured procedure for utilizing the Magic Box in teaching vocabulary, especially for students at MI Miftahunnajah Pakikiran, Banjarnegara. The first step is planning and preparation, where the teacher prepares the materials and lesson plan. The second step is application, which includes three activities: pre-activity, main activity, and post-activity. In the main activity, the teacher presents and explains the material using a Magic Box to help students understand. The teacher then shows a picture to the students, asking them to identify it and follow instructions. During the evaluation phase, the teacher assesses the students by having them arrange new words into sentences and encourages them to remember and memorize these new words. The benefits of using the Magic Box are that students become more active, enthusiastic, and engaged, making it easier for them to remember new vocabulary. However, the drawbacks are that the Magic Box is easily damaged and can only be used for one themed lesson.

**Keywords :** Media, Magic Box and Vocabulary Teaching

## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	<b>i</b>
<b>STATEMENT OF ORIGINALITY</b> .....	<b>ii</b>
<b>PAGE OF APPROVAL</b> .....	<b>iii</b>
<b>OFFICIAL NOTE OF SUPERVISOR</b> .....	<b>iv</b>
<b>MOTTO</b> .....	<b>v</b>
<b>PAGE OF DEDICATION</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>ABSTRACT</b> .....	<b>x</b>
<b>TABLE OF CONTENTS</b> .....	<b>xi</b>
<b>CHAPTER I : INTRODUCTION</b>	
A. Background of The Study.....	1
B. Clarification Of Key Terms.....	4
C. Research Question.....	5
D. Aims and Significances of The Study.....	5
E. Previous Studies.....	6
F. Organization of the Paper.....	7
<b>CHAPTER II : LITERATURE REVIEW</b>	
A. Teaching.....	9
B. Vocabulary.....	10
C. Media.....	17
D. Magic Box.....	21
<b>CHAPTER III : METHODOLOGY</b>	
A. Research Design.....	25
B. Research Site and Participant.....	26
C. Research Location.....	26
D. Data Source.....	26
E. Technique of Data Collection.....	27
F. Technique of Data Analysis.....	27
G. Data Validity.....	29
<b>CHAPTER IV : FINDINGS AND DISCUSSION</b>	
A. The Implementation of Using Magic Box For Teaching.....	31
B. The Advantages and Dis Advantages of The use of Magic Box for Teaching Vocabulary at MI Miftahunnajah Pakikiran.....	38
<b>CHAPTER V : CONCLUSSION AND SUGGESTION</b>	
A. Conclussion.....	42
B. Limitation of Study.....	42
C. Suggestion.....	42
<b>REFERENCES</b> .....	<b>44</b>
<b>APPENDICES</b> .....	<b>47</b>

## CHAPTER I

### INTRODUCTION

#### A. Background of study

Patel and Praveen M, (2008) stated International English is the idea of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. English is among the globally recognized languages in Indonesia. It is prioritized as the primary foreign language instruction from elementary school through university. However, many Indonesian students struggle with grasping English proficiency.

English is very crucial for students, specially for elementary school, because this is the first phase for the students to get introduced with English. Before the students go more far in to English, they have to master a lot of vocabulary, because vocabulary is the key of a language. Vocabulary is very serious to be increased by students, this is the essential of English learning. Everyone needs the vocabulary to throw out their ideas in communication. Thus, every students have to improve their vocabulary.

Panny Ur.A (1995) stated that Vocabulary can be described, roughly, as the words we teach in the foreign language.

Jack C Richard (1999) said that Vocabulary is one of the most obvious components of language and one of the first things applied linguist turned the attention to. Vocabulary is very important for students to be mastered as a core components of language, but there are still many students that severaly limited in their vocabulary.

Vocabulary is a basic core in every language, there is no one could speak fluently in any language before memorizing word by word of vocabularies first, thus vocabulary is very important to be learned by students. Jack Richard and Willy A Renandya (2002) said that vocabulary is more 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 stock, to understand nuances of meaning, to become more proficient in their own choice of words and expressions.

According to Caroline T Linse (2005) Learning vocabulary is a crucial technique for learners to comprehend the meanings of unfamiliar words. This method proves beneficial within the classroom setting as students come across new and unfamiliar words independently. Moreover, it aids children in acquiring vocabulary they encounter through listening and reading. Consequently, we can infer that vocabulary serves as the initial step for students in language acquisition before advancing further.

In this case, teacher got the main role in teaching vocabulary, Nobert Schimitt (2008) stated that When instructing vocabulary explicitly, it is advantageous to steer clear of cross-association, to impart underlying meanings, and to cover complete word families whenever feasible. Additionally, it's important to be mindful of intra-lexical and cross-linguistic factors that could pose challenges for our learners when encountering certain words. Indonesians students have some problems in learning English especially on memorizing vocabulary, we could not fully blame them because in this country English is a foreign language that we seldom to use moreover for those who lived on small cities. The condition is different when we talk about students on big cities or students who studied at International Schools, many of them even came from families that speak English as a daily language, they can easily mastering many vocabularies.

For the students who lived on the ‘marginal’ cities are facing difficultness on mastering vocabulary. They do not understand about the meaning and how to read words, we are not surprised of this thing because they hardly ever speak in English since they were born. This situations made the students have less interesting in learning English process and finally they are lack of vocabulary. Neneng Suhaimi (2014) said that



Teachers often teach English based on the methods they themselves learned, sometimes overlooking the specific needs of their students. Consequently, students encounter challenges in distinguishing between nouns, adjectives, and verbs.. In addition, students often experience boredom during vocabulary lessons as teachers may not always assist in facilitating easy retention, resulting in a lack of understanding, which is crucial for effective English learning. Vocabulary acquisition appears to pose the most significant challenge. Students encounter obstacles in acquiring vocabulary efficiently and expeditiously. Hence, educators should employ diverse media or techniques to engage students in vocabulary activities and maintain their interest.

In this advanced era, teacher has to be creative at the class, especially in teaching English, because students will be bored if the teacher just use monotonous method, such as one-way communication method. That kind of old method will make the students feel sleepy and don't give enough attention to the teacher.

Diana Mustika Wati & Fauzia Rozani Syafei (2013) stated numerous engaging methods exist for teaching vocabulary, with the incorporation of various media being particularly effective. Media serves as a crucial tool for learning, shaping the classroom climate, conditions, and learning environment as directed by the teacher. Hence, the integration of interactive media is vital for crafting captivating vocabulary lessons in the classroom. According to Arsyad (2011) Media serves as an intermediary or introductory vehicle for conveying messages from the sender to the receiver.

Media serves as a fundamental tool for teaching and learning, encompassing various elements that stimulate learners' minds, emotions, concerns, and skills, thereby facilitating the learning process. It is a vital component of the overall learning rule. Effective communication heavily relies on media as a facilitator. Without media, the learning process, which

depends on communication, would not occur optimally and would face hindrances.

Besides, there are so many methods that can be used by the teacher in teaching English, thus the students will enjoy learning English in the class. At MI Miftahunnajah Pakikiran elementary school, the teacher employs a "magic box" as a teaching aid for vocabulary instruction, as observed. The utilization of the magic box captures students' interest in learning English, particularly in vocabulary acquisition.

Hence, from the aforementioned description, it is evident that effective vocabulary instruction necessitates the integration of engaging and compelling media. This approach ensures that students not only acquire knowledge of English vocabulary but also comprehend, become familiar with, and remember it. Through the utilization of interactive and captivating media, students are encouraged to memorize words and derive enjoyment from the learning process. Additionally, this methodology aids teachers in enhancing student skills and motivating them to engage with vocabulary learning. As per the case, the researcher undertakes a study titled "The Use of Magic Box in Teaching Vocabulary at the third grade of MI Miftahunnajah Pakikiran, Banjarnegara" to further explore this approach.

## **B. Clarification of Key Terms**

1. Teaching is process of guiding learners to acquire knowledge, skills, and values.
2. Vocabulary refers to the words and phrases a person knows and uses in a language. It's essential for communication, comprehension, and expression. A rich vocabulary enhances language skills and enables individuals to articulate ideas effectively. In education, vocabulary development is key to literacy and language learning.
3. The Magic Box, often utilized by teachers during the learning process, typically takes the form of a non-transparent cube..



### **C. Research Question**

Based on the background of the study above, the researcher question as the following :

1. How is the implementation of magic box in teaching vocabulary at the third grade of MI Miftahunnajah Pakikiran?
2. What are the advantages and disadvantages in implementation of magic box at the third grade of MI Miftahunnajah Pakikiran?

### **D. Aims and Significances of The Study**

#### **1. Aims of The Study**

- a. To know the implementation of magic box in teaching vocabulary in the 3th grade of MI Miftahunnajah Pakikiran
- b. To know the advantages and disadvantages in implementation of magic box in teaching vocabulary in the 3th grade of MI Miftahunnajah Pakikiran.

#### **2. The Significance of The study**

The significances of the study divided into two, they are theoretical and practical significances.

##### a. Theoretical significances of the research are :

- 1) The researcher expects this reseach can give more information related to magic box and how it uses in teaching vocabulary
- 2) The researcher expects this research can be useful in learning process, especially related to magic box and teaching vocabulary.
- 3) The researcher expects this research can be use as a reference for further researchers.

##### b. Practical significances of the research are :

- 1) For teacher

The result of this research hopefully will give an option for the teacher in choosing teaching method and as an information that need to be developed for reaching the teaching goal especially in teaching English vocabulary.

## 2) For students

The result of this research hopefully will be useful for students to improve their understanding in learning vocabulary, thus the standard of teaching can be reached by the students optimally.

## 3) For publisher

The result of this research expected to inspire the publisher when they select the material about magic box in teaching vocabulary

### **E. Previous Studies**

Based on several sources related to this research, the researcher shows several previous studies that have match to this research. Here is the result comparison between this research and previous studies :

1. The first, a thesis conducted by Riri Yanti Sarhang entitled Developing Students' Vocabulary by Using Magic Box Game at the Eight Grade Students of SMPN 8 Palopo that discuss about developing students' vocabulary through magic box game. The differences between the thesis and this research is this research used quantitative method, quantitative approach by using quasi experiment design. The technique of collecting data in this research was test. The test was divided into two test; Pre- test and Post- test. The finding of this research stated that there was a significance difference in the students' score learning vocabulary using magic box. While this research will have qualitative method. Furthermore, the places of the research are different.
2. The second, a journal conducted by Haris Dibdyaningsih entitled Effect of Magic Box in innovating Interactive Media in Teaching Vocabulary which discuss about the role of magic box in teaching vocabulary and how magic box can innovate the students to be more creative in

interactive media. The difference between the journal and this research is the journal focused in discussing how magic box can encourage the students to be more creative in using interactive media in learning English, while this research will figure out about the use of magic box in improving students' vocabulary.

3. The third, a thesis by Dina Akmarina, entitled *The Effect of Using Magic Box Media Towards Students Vocabulary Achievement an Experimental Study at the Fifth Grade student of MI Muhammadiyah Kertasari Tegal in the Academic year of 2016/2017.*

Dina Akmarina employed a quantitative approach through an experimental design, utilizing tests as the method for data collection in her research. The results revealed a significant difference in vocabulary achievement between students taught using the magic box method and those taught without it.

Based on the preceding studies, the commonality among them lies in the utilization of the Magic Box as a teaching tool. This tool aids teachers in delivering instruction and assists students in comprehending the material. From this, it can be inferred that the Magic Box is indeed an engaging instructional media. However, the disparity lies in the research methodologies employed: while the previous studies utilized quantitative research methods, this current research used qualitative research methods.

## **F. Organization of the Paper**

To systematically this research, it is important to classify the structure of this research. This research is divided into five chapters, there are:

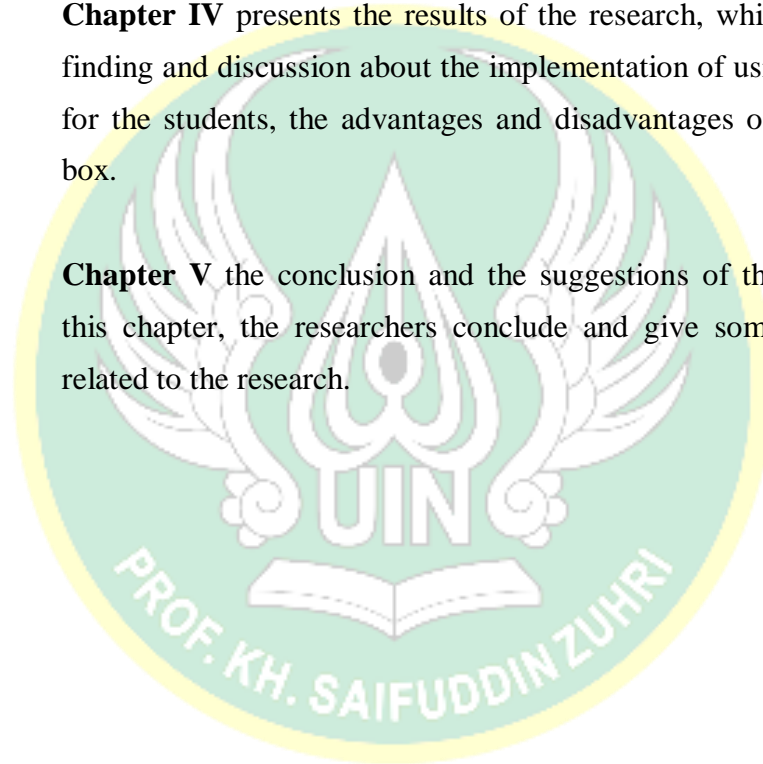
**Chapter I** is the introduction which consists of background of the study, clarification of key terms, research questions, aims and Significances of the research, previous study, and organization of the paper.

**Chapter II** is a review and relate literature. This chapter consists of literature review, which deals with teaching, vocabulary and magic box.

**Chapter III** is the research method, which deals with the research design, subject of the research, and object of the study, technique data collections, and data analysis techniques.

**Chapter IV** presents the results of the research, which consists of finding and discussion about the implementation of using magic box for the students, the advantages and disadvantages of using magic box.

**Chapter V** the conclusion and the suggestions of the research. In this chapter, the researchers conclude and give some suggestions related to the research.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Teaching**

Teaching involves teacher imparting knowledge to student. H. Douglas Brown (2000) stated that Teaching is guiding and facilitating learning, enabling the learners to learn, setting the condition for learning. This implies that teaching encompasses more than just transferring knowledge from teacher to students; it involves creating situations that facilitate and encourage the learning process.

Prince, M. (2004) stated that Teaching is described as a process that involves creating active and collaborative learning environments where students engage in meaningful activities, interact with peers, and take ownership of their learning. The teacher's role is to facilitate and guide these interactions to enhance understanding and skill development.

Teaching involves teacher imparting knowledge to student. H. Douglas Brown (2000) stated that Teaching is guiding and facilitating learning, enabling the learners to learn, setting the condition for learning. This implies that teaching encompasses more than just transferring knowledge from teacher to students; it involves creating situations that facilitate and encourage the learning process.

According to James Dean Brown (1995) Teaching is a multifaceted and debated profession, with educational literature offering diverse teaching models that offer different perspectives on its nature. In essence, teaching encompasses activities directly linked to delivering instructions. Consequently, teaching should be viewed as a process involving the organization of situations, tasks, materials, and opportunities for students, with the aim of aiding them in acquiring and constructing new knowledge.

Teaching constitutes an essential component of the learning process. Effective teaching significantly influences the success of students' learning endeavors. Students often experience boredom in class when teaching lacks

engagement. Therefore, motivating students to acquire knowledge during class is crucial. Teaching and learning are intertwined; the quality of the teaching process directly impacts students' motivation to learn. H. Douglas Brown (2000) also said that 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.

## **B. Vocabulary**

Nation, I. S. P. (2013) stated that Vocabulary is defined as the body of words known and used by an individual or group. It involves not only the knowledge of word meanings but also the understanding of word forms, grammatical functions, and word usage in various contexts. This comprehensive knowledge enables effective communication and comprehension.

Vocabulary acquisition is described as an incremental and multifaceted process. Learning vocabulary is a gradual process that involves multiple exposures to words in various contexts, along with the development of different dimensions of word knowledge such as pronunciation, spelling, morphological structure, and semantic nuances. Nagy, W. E., & Scott, J. A. (2000)

### **1. Definition of Vocabulary**

Vocabulary is list or collection of words arranged in alphabetical or explained, a dictionary or lexicon, in a whole single a works author a branch science. Vocabulary is a list of words with their meanings, especially one that accompanies a text book in a foreign language. (A.S. Hornby, 1995)

Vocabulary holds paramount importance in the language learning journey, particularly when acquiring English as a second language. It serves as a foundational element across all aspects of language use, including expression structure, content structure, and vocabulary itself. Vocabulary encompasses the intricate relationships among expressions, the content of words, and their respective meanings.



Vocabulary is all the words that a person knows or uses all the words in a language, list of words with their meaning, especially in a book for learning a foreign language. (Victoria Bull, 2011) Every individual employs vocabulary during communication with others.

Vocabulary plays an important role in second/foreign language learning as it is necessary for expressing meaning and conveying thoughts through both receptive (listening and reading) and productive (speaking and writing) skills. Vocabulary is commonly understood as a collection or "dictionary" of words. This conventional perception is mirrored in the lexicographical approach, which traditionally involves listing words in a dictionary. (Visnja Pavicic Takac, 2008)

The status of vocabulary has been considerably appreciated. This has come about partly as a result of the development of communicative way in language teaching. (David Nunan, 1991) By mastering and understanding a wide range of words and vocabulary, individuals will find it easier to comprehend what others are saying. Vocabulary instruction is particularly crucial in foreign language teaching-learning activities. It is impossible to effectively learn a language without mastering its vocabulary.

## **2. The Function of Vocabulary**

Blintz (2011) learning vocabulary is fundamentally about learning definition of word. Many teachers believe that defining word before reading a text is an effective instructional. Vocabulary has great function in language, people use vocabulary to construct sentences.

Vocabulary is a like as the bone of our body. Without bone, our body will not be able to be as perfect as possible. Nobody can be expressing his feeling to others. A teacher will confuse to explain the lesson to the student.

Beck, I. L., McKeown, M. G., & Kucan, L. (2013) Vocabulary knowledge is strongly linked to reading comprehension. The ability to understand and interpret texts relies heavily on knowing the meanings of

words. Readers with a rich vocabulary can decode and make sense of complex texts more easily, leading to better reading proficiency.

Fontecha (2014) foreign language vocabulary knowledge is an increasingly important area in the field of applied linguistics. Central to the investigation within foreign language vocabulary knowledge is the distinction between productive and receptive vocabulary knowledge type.

Receptive vocabulary refers to a passive skill involving the perception of a word and the comprehension of its meaning through listening and reading. On the other hand, productive vocabulary refers to an active skill encompassing word production, enabling speakers to articulate their intentions effectively in writing and speaking.

### **3. Kinds of Vocabulary**

The classification of vocabulary can vary depending on context and perspective. However, according to Scott Thornbury vocabulary is divided into six, they are word classes, word families, word information, multi-word units, collocations, and homonyms. (Scott Thornbury, 2002).

#### **a. Word Classes**

Word classes, also known as parts of speech, encompass various categories that define the function of words within sentences. These include nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions.

#### **b. Word Families**

Word families refer to groups of words that are related through affixation and transformation. The transformation of a word can occur through inflection or derivation.

#### **c. Word Formation**

Various formations or combinations of words exist, including compounding, blending, conversion, and clipping. Compounding involves creating a word that contains more than one root or free morpheme. Blending occurs when a new word is formed by combining the beginning of one word with the end of another. Conversion is a type



of derivation where a word typically used in one part of speech is converted into a word of another part of speech. Clipping is a word formation process that shortens words.

d. Multi-Word Units

Multi-word units often take the form of phrasal verbs and idioms. A phrasal verb is a verb combined with a preposition or adverb, resulting in a meaning different from the original verb. Idioms, on the other hand, are expressions with figurative meanings that may not be deduced from the individual words, but are commonly understood due to their widespread usage.

e. Collocation

Collocation refers to specific combinations of words that frequently occur together in a given context. Collocations are often noted in dictionaries. They can be described as two or more words that commonly appear together due to habitual usage. For instance, examples of collocations include "once more," "once again," and "as well."

f. Homonym

Homonyms are words that share the same form (spelling and/or pronunciation) but have unrelated meanings. Another way to define homonyms is as two or more words with identical forms that may or may not.

Vocabulary encompasses numerous interconnected aspects, each integral to the others. To effectively master vocabulary, it's crucial to recognize that the words within a sentence are categorized based on their function. Each word is classified into a part of speech, which divides them into distinct categories. (Fuad Mas'ud, 2005) :

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.

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: watch out!, awesome!, etc.

Understanding the different parts of speech enables us to construct good sentences with ease, without confusion about their usage.

#### **4. Teaching Vocabulary**

Teaching vocabulary is a crucial aspect of learning English. In this process, teachers play a vital role by imparting useful words to learners and by teaching strategies that empower learners to decipher meanings on their own. Vocabulary development is an important of language development and the research that has been conducted in recent years is very exciting. (Caroline T Linse, 2005). The teacher teaching vocabulary to the students in six main focuses (Penny Ur, 1996) there are:

a. Form such as Pronunciation and spelling

The learners have to know what a word sounds like its pronunciation it looks like its spelling.

b. Grammar

Grammar may be described 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 the other 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 the 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 be broken into their component ‘bits’. (Linse Caroline T, 2005)

Teaching vocabulary is increasingly recognized as essential in the English language classroom, though it hasn't achieved the consistent and systematic attention that grammar teaching has. Many teachers now acknowledge Richard's assertion that teachers require a comprehensive understanding of lexical competence and they are exploring various methods of delivering vocabulary instruction, drawing from insights provided by proficient learners regarding their own strategies.

The primary aim of teaching vocabulary is to assist students in deciphering word meanings based on context. To achieve this objective, teachers must provide students with information and activities related to the words being taught.

When teaching vocabulary, the teacher can introduce a list of words taken from the textbook. However, the teacher can also incorporate additional relevant vocabulary to supplement the material. By doing so, students may acquire more vocabulary from various sources. Haycraft

stated the guidelines for teacher on choosing vocabulary: (Jhon Haycraft, 1986)

a. Commons Words

Selecting commonly used words or those that students actually need is crucial. Unusual words may replace useful ones in the minds of students during the teaching process. Teachers can benefit from textbooks that grade vocabulary and provide lists of the most common words. This aids teachers in effectively choosing the vocabulary to teach.

b. Student's Need

It's essential for the teacher to comprehend the background of the students. This understanding enables the teacher to prioritize teaching words that students are most likely to need or desire to learn. Students may become frustrated if they are taught vocabulary that they perceive as irrelevant to their needs. For beginner learners, it is advisable to select words that are directly related to their occupation or profession.

c. Students Language

In a class where students have different cultural backgrounds from English language, understanding the students' native language can help the teacher identify words that are similar between their language and English, it makes them easier to earn the knowledge. However, the teacher must also be cautious of words that sound alike in the students' language but have different meanings in English.

d. Word Building

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

e. Topic Areas

Teaching vocabulary that belongs to a specific category or sequence is straightforward. Students can create a mental pattern of interconnected words in their minds. The writer concludes that teaching vocabulary involves not only memorizing words but also understanding how to use them in oral or written communication. To effectively teach

vocabulary, teachers must understand the strategies and guidelines for vocabulary instruction.

f. Cross References

Sometimes words can be applied to different scenes or specializations. The application of those words can be made wider and more useful. For example is “bus”. Bus is kind of transformation, so it has correlation with train, plane, etc.

g. Relate Structure

In vocabulary instruction, teachers not only introduce new words to students but also incorporate related structures within simple sentences. Without the correct structure, students may struggle to understand the meaning of the words. Additionally, teaching related structures makes the lesson more comprehensible for students. Simply providing a list of new words without demonstrating how to use them in sentences can make it difficult for students to remember the words.

## C. Media

Teaching media refers to the various tools, resources, and technologies utilized in the instructional process to facilitate learning and enhance understanding. These teaching media encompass a wide range of formats, from traditional print materials to digital and interactive resources. The definition may vary slightly depending on the context and scope of the book, but generally, teaching media are considered essential components of effective teaching practices.

### 1. Definition of Media

The term "media" originates from the Latin word meaning "between," signifying anything that transmits information between a sender and a recipient. Its primary function is to enable communication. According to S. Hornby media 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 a musician uses. (A. S Hornby, 2006). Many teachers recognize

the utility of media in teaching, hoping that it can also enhance communication between teachers and students.

Briggs stated that Instructional media is physical means to deliver content/ learning such as books, films, videos, etc (Briggs Chalten, 1999). Meanwhile according to National 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. (National Education Association, 1999). From all those statements above we can draw conclusion; media is instruments that delivers messages and can stimulate the thoughts, feelings, and desires of students, thereby encouraging the learning process itself.

Therefore, the media used in the teaching-learning process should be appropriate for the situation and conditions, and it should be balanced with the students' abilities.

## **2. The Types of Media**

In the teaching-learning process, various types of teaching media are utilized. These can be categorized into two forms: simple media, which comprise tools like whiteboards or blackboards, and modern media, which encompass hand phone, computers, and the internet, etc. There are six types of media; Text, audio, visual, motion media, manipulative, and people. (Sharon E. Smaldino dkk, 2011)

### **a. Text**

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

### **b. Audio**

Audio is anything people can hear such as voice, music, mechanical sounds (car engine), noise, etc.

### **c. Visual**

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

### **d. Motion Media**



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

e. Manipulative

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

Employing media is a method to enhance the appeal and engagement of the learning process, making it more interesting for students. Teachers have the flexibility to utilize various types of media during the learning process. 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 (Navarro dkk, 1998).

Indeed, when teachers incorporate media into the teaching-learning process, it serves as a mediator that facilitates the exchange of information between teachers and students.

### 3. Function of Media

The role of media encompasses numerous functions within 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)

Celce-Murcia (2001: 461) outlines the reasons for employing media in the language classroom as follows:

- a. Media serves as an important motivator in the language teaching process.
- b. Media create a contextualized situation within which language items are presented and practiced.
- c. Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.
- d. Media provide us with a way of addressing the needs of both visual and auditory learners.
- e. 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.

- f. Media can help students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.
- g. Media provide teacher with a means of presenting material in a time efficiency and compact manner, and simulating students' senses, thereby helping them to process information more readily. (Amalia Hayati, 2009)

#### **4. Criteria in Choosing Teaching Media**

Selecting teaching media/materials is a crucial component of curriculum planning and delivery within educational institutions. In the process of teaching with media, certain aspects are imperative for both teachers and learners to understand. The media utilized should align directly with curriculum policies, program standards set forth by the department, and be relevant to the students' needs and learning objectives.

Media also play an important role in supporting an inclusive curriculum, aiding students in developing awareness and understanding the significance of respectful relationships with others. Furthermore, media can serve as a catalyst for motivating students to scrutinize their attitudes and behaviors. It is essential that the selected media are age-appropriate for the students they are intended for and offer opportunities for the development of critical thinking skills. Moreover, media should represent a diverse range of perspectives on various issues. (The Government of South Australia, 2004)

Reiser and Dick proposed principles for applying instructional media. Firstly, instructional media should be practical, implying that teachers should assess their availability and usability within the instructional environment, considering factors such as ease of use, time, and cost involved in obtaining them. Secondly, instructional media should be suitable for the students' characteristics, as their perceptions of the media can influence their learning experiences. Lastly, instructional media should



effectively facilitate the presentation of specific instructional activities. (Reiser and Dick)

Indeed, the essence of Reiser and Dick's principle suggests that instructional media should align with and support the activities that are planned to be presented in the classroom. This ensures that the media enhances the learning experience and aids in achieving the instructional objectives effectively.

#### **D. Magic box**

In educational contexts, a "magic box" typically refers to a teaching aid or tool used to enhance learning experiences in the classroom. The term may encompass various physical or digital resources designed to engage students and facilitate the instructional process.

##### **1. Definiton of Magic Box**

"Magic Box" which is a non-transparent box or cube with adjustable size according to needs. Each side of the box has a different color. The use of different colors on each side aims to help students remember the sides more easily. This kind of mnemonic device can indeed aid in learning and recalling information. (Ulil Anisa, 2017)

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. (Haris Dibdyaningsih, 2015) Indeed, the Magic Box can serve as a valuable teaching tool for facilitating interactive media creation among students. By engaging with the Magic Box, students can enhance their vocabulary skills, stimulate their creativity, and maintain interest and engagement in the learning process. Its interactive nature encourages exploration and experimentation, fostering a dynamic learning environment that can lead to more effective learning outcomes.

The Media Magic Box encompasses visual media that solely relies on the sensory ability of sight or eyes. It is a three-dimensional medium characterized by dimensions including length, height, and width. Resembling a built-in space akin to constructing a cube, the Magic Box intrigues students to speculate about its contents, fostering engagement and curiosity. Given its interactive nature, this media is highly pertinent to the current developmental stage of students, aiming to promote their active participation in the learning process. (Maliya Putri Nugraha and friends, 2018)

The Magic Box serves as a versatile media tool for thematic explanations. For instance, in a lesson focused on animals, students can utilize the Magic Box to identify and name various body parts of animals based on the pictures they see. Additionally, students can employ the Magic Box to describe the pictures they observe in front of the class, enhancing their ability to articulate and comprehend animal vocabulary. The visual aid provided by the pictures facilitates students' imagination and deepens their understanding of the vocabulary associated with different parts of an animal's body.

Magic Box has it been potential as a tool box for innovating interactive media, be able to motivate students, especially the passive one in the whole teaching learning process and also trigger the students to be more creative in innovating interactive media to improve their vocabulary. Interactive media, which can create by using “Magic Box,” are media that can be use to explain a lesson based on the theme. (Riri Sarhang, 2018)

Based on the provided statements, the Magic Box serves as a media within the learning process. It is typically constructed from materials such as cardboard or carton and features six sides. As an image-based medium, it presents various and intriguing forms to captivate learners. Its utilization incorporates visual perception, auditory engagement, and physical interaction, making it conducive to integration with educational games. Consequently, the incorporation of media in learning enhances student

creativity, thereby making the learning experience more engaging. It also promotes the development of students' overall abilities by stimulating different modes of perception and interaction.

The use of the Magic Box can indeed ignite enthusiasm among participants and foster a lively learning environment. Its interactive nature encourages students to become more actively engaged in the learning process, by such means enhancing their overall participation and interest. Furthermore, through the Magic Box, students have the opportunity to acquire new knowledge in a meaningful way. The hands-on approach facilitates better retention of information as students are more likely to remember and apply the knowledge gained from their experiences with the Magic Box in their daily lives. (Shulikah Rahmahandayani, 2018)

## **2. Advantages of Magic Box**

Every media in teaching is used because of its advantage or the effect for the student in learning process. Based on the previous research, magic box got advantages for the student. Riri Sarhang (2018) stated that the used of magic box game to develop students vocabulary was enough to invite students attention, especially in saturated condition in the last hours of learning activities. The response of students to the magic box game was very positive. Thus can be seen of the enthusiasm of students during the game, all active learning to compete in a healthy and positive manner so that the learning atmosphere become interactive.

Magic box makes the students more active, understand about lesson, enjoyable, and facilitates the teacher to transfer the knowledge to the students especially in vocabulary learning (Shulikah Rahmahandayani, 2018).

Magic Box is a useful game for ELL classrooms. It's a fun way to learn new vocabulary and concepts. It's especially useful because it activates kinesthetic learning, which helps students understand and retain material. Magic Box is a tool that can be applied to many different lesson objectives. Consider how you can modify it to meet different subjects'

content. For example, you can pull Chinese artifacts out of the box for a social studies lesson on Chinese history. You can pull prime numbers out of the box for a math lesson. You can pull vocab words out of the box; the options are endless. (CUNY Creative Arts Team, 2017)

### **3. Disadvantages of Magic Box**

Teaching with the aid of teaching materials places substantial demands on educators, necessitating a significant investment of time, effort, and resources. Firstly, the process demands meticulous preparation, which often consumes a considerable amount of time. Teachers must invest hours in conceptualizing, sourcing, and organizing teaching aids to align with lesson objectives and cater to diverse learning styles within the classroom. (Tri Rahmah Handayani, 2017)

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. (Shulikah Rahmahandayani, 2018)

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

Qualitative research's strength lies in its capacity to offer intricate textual narratives about people's experiences with a particular research topic. It sheds light on the "human" dimension of issues, revealing the often contradictory behaviors, beliefs, opinions, emotions, and relationships of individuals. Moreover, qualitative methods excel in uncovering intangible factors like social norms, socioeconomic status, gender roles, ethnicity, and religion, whose significance in the research topic might not be immediately evident. (Natasha Mack, 2005)

Qualitative research generates descriptive data derived from people's own written or spoken words and observable behaviors. This approach to research focuses on the subjective assessment of attitudes, opinions, and behaviors. (C.R, 2009).

Descriptive research commonly employs techniques such as focus group interviews, projective techniques, and depth interviews. This type of research aims to describe the process, conditions, and characteristics of an event. In this particular research, the approach adopted is a case study. The case study method entails systematically collecting sufficient information about a specific individual, social setting, event, or group to enable the researcher to comprehend its operations or functions effectively. This approach involves investigating a phenomenon in-depth within its real-life context. Therefore, the nature of a case study involves attempting to illuminate phenomena by thoroughly studying a single case example of the phenomenon. (Robert K. Yin, 2003)

The researcher aimed to delve deeply into the use of magic box for teaching vocabulary among third grade students at MI Miftahunnajah Pakikiran.

## **B. Research Site and Participants**

John W. Creswell (2014) emphasized that a key characteristic of qualitative research is the researcher serving as the primary instrument. Qualitative researchers gather data directly by examining documents, observing behaviors, or conducting interviews with participants. In essence, the researcher played a pivotal role in collecting information firsthand.

In this research, the participants are the third grade students of MI Miftahunnajah Pakikiran, Banjarnegara. Data were naturally collected by observing the learning process involving the use of the magic box for teaching among third-grade students at MI Miftahunnajah Pakikiran, Banjarnegara. The researcher collected and organized the data, which will subsequently be analyzed, interpreted, and reported by the researcher.

## **C. Research Location**

The research was conducted at the third-grade Elementary School Miftahunnajah Pakikiran, Banjarnegara. This is an Islamic school that located at Pakikiran 01/01, subdistrict of Susukan, Banjarnegara Regency, Central Java.

## **D. Data Source**

According to John W. Creswell (2005) Data source in the research are the subject where the data and information to be found. The data in this research comprise information gathered through observation, interviews, and documentation. They serve the purpose of addressing the research problem. The sources of data include informants such as teachers, students, and the headmaster. The data encompass statements made by informants, information derived from books, documentations, or transcripts. The process of data collection involved the recording of words. Additionally, actions were taken to collect data through the observation, interview, and documentation of the teaching and learning processes.

In this research, the data sources included:



1. Primary Sources

English Teacher and students of the third-grade of MI Miftahunnajah Pakikiran.

2. Secondary sources

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

## **E. Technique of Data Collection**

In this study, three data collection techniques were employed: observation, interview, and documentary analysis.

1. **Observation**

Observation serves as a valuable method for recording data about events, activities, and the nature or conditions of objects. It enables researchers to document how people react to questions and whether their actions align with what they say or intend. This aspect of observation is crucial for understanding human behavior and the dynamics of social interactions in qualitative research. (Nicholas Walliman, 2011)

Based on the statements provided, observation is indeed a method of collecting data used to observe phenomena as they occur and to gather data from the subjects of research. Observation allowed researcher to focus on the problem they wish to investigate in-depth. In this study, the researcher employs direct observation, as it involves observing the object of study directly.

According to background of the study, the researcher interested to observe the application of using magic box as a media of teaching vocabulary at the third grade students of MI Miftahunnajah Pakikiran. The observations were carried out on June 5 until 15, 2022. The observation included the students, the teacher, and also the teaching-learning process itself. The researcher wrote field notes during the the observation in the class.

## **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. (John W. Cresswell, 2009). Exactly, an interview can be viewed as a structured or semi-structured conversation between an interviewer and an interviewee, with the purpose of obtaining specific information or insights relevant to the research objectives.

This research utilizes in-depth interviews. The researcher asked some questions to the English teacher of MI Miftahunnajah Pakikiran Banjarnegara to gather authentic information regarding the application of the magic box in teaching vocabulary at the school. The researcher also had some interview with students as their testimony about the learning process using magic box.

This approach allows for detailed exploration of the teacher's and student's experiences, perspectives, and practices related to the use of the magic box method in vocabulary instruction.

## **3. Documentation**

Documents encompass various forms and can vary in their utility for research purposes. In the context of case study research, documents examined by a researcher may include materials sourced from the internet, private and public records, physical evidence, and instruments created by the researcher. These documents serve as valuable sources of information and data, contributing to the depth and richness of the case study analysis. (Dawson H Hancock & Bob Algozzine, 2006)

In this study, the documentary technique is used to obtain data. The documents in this research are sourced from the administration of MI Miftahunnajah Pakikiran like RPP (Rencana Pembelajaran). These



documents serve as valuable sources of information for the research inquiry, providing insights into the context and practices surrounding the implementation of the magic box method for vocabulary teaching.

## **F. Technique of Data Analysis**

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman (1994)

### **1. Data Display**

Data Display is the second phase in Miles and Huberman (1994) model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing. The writer displayed the data that have been reduced in order to facilitate for data interpretation.

### **2. Conclusions Drawing and Verification**

Conclusions drawing involved stepping back to consider what analyzed data mean and to assess their implication for the research questions. In this phase, the writer drew meaning from the data in a display. According to Miles and Huberman (1994), the writer checked the validation of the data using triangulation strategy for verifying or confirming findings by using multiple sources and modes of evidence.

In this case, the researcher synthesizes the findings into a conclusion that may take the form of a thick description. This conclusion serves as the researcher's response to the research problems or questions, offering insights, interpretations, and implications derived from the analysis of the data collected during the study.

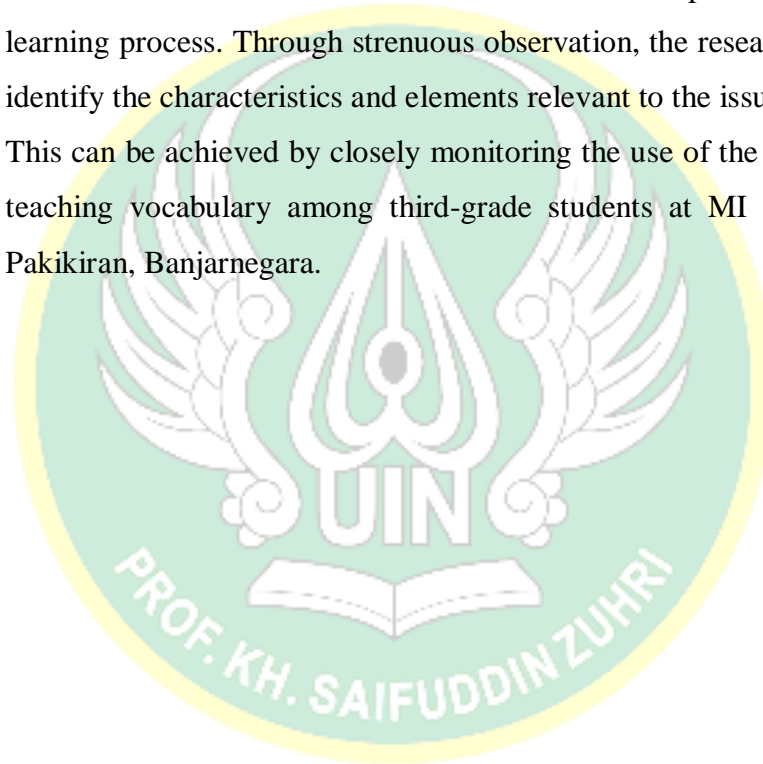
## **G. Data Validity**

Data Validity can be done by using these techniques:

1. Triangulation is a methodological approach used to enhance the validity and credibility of data in research. It involves the integration of different data sources or perspectives to build a coherent justification for themes or

findings. By examining evidence from multiple sources, researchers can establish themes that converge across various data sets, thereby strengthening the validity of the study. Triangulation ensures that findings are not dependent on a single source of data, reducing the likelihood of bias or error. By considering diverse perspectives and sources of information, researchers can achieve a more comprehensive and robust understanding of the phenomenon under investigation. (John W. Cresswell, 2014)

2. The researcher observed the situation in the research place after teaching-learning process. Through strenuous observation, the researcher aimed to identify the characteristics and elements relevant to the issue under study. This can be achieved by closely monitoring the use of the magic box for teaching vocabulary among third-grade students at MI Miftahunnajah Pakikiran, Banjarnegara.



## CHAPTER IV FINDINGS AND DISCUSSION

### A. The Implementation of Using Magic Box For Teaching

The data description of this research was gathered via observation, interviews, and documentations. Teaching is the act of addressing people's needs, experiences, and emotions, and implementing targeted interventions to assist them in learning specific subjects or skills. Teaching vocabulary encompasses the entire range of words necessary for conveying ideas and articulating the speaker's intent. The primary objective of teaching vocabulary is to enable students to discern word meanings based on context. To achieve this aim, teachers employ various tools, including media, during the vocabulary instruction process. Numerous media and strategies exist within the English learning framework, all designed to engage students actively and facilitate comprehension of classroom lessons.

The teacher served as a homeroom teacher for third-grade students at MI Miftahunnajah Pakikiran, Banjarnegara. The teacher consistently provided motivation, assistance, and guidance to her students, aiming to cultivate their interest, enjoyment, and understanding of vocabulary learning. Utilizing various media and strategies, the teacher ensured that her students remain engaged and avoid boredom, thereby advancing toward the attainment of the learning objectives.

Vocabulary is very important for students, yet many students at MI Miftahunnajah Pakikiran found it challenging to remember new words, which detracted from their enjoyment and interest in the English learning process. However, students exhibit greater enthusiasm for vocabulary acquisition when teachers incorporate engaging media. The teacher acknowledged that English is a foreign language for her students, who primarily use Javanese in their daily lives. This linguistic difference presents difficulties in remembering and comprehending new English vocabulary.

The teacher consistently endeavored to address challenges by employing diverse strategies, techniques, and media to enhance students' understanding of vocabulary during the learning process. In this context, the teacher utilized tools like the "magic box" to facilitate vocabulary instruction. By integrating such tools, students become more engaged, find it easier to comprehend, and are better able to memorize new vocabulary terms.

According to the teacher, Magic Box was deemed effective as a learning tool for teaching vocabulary due to several reasons: The Magic Box helped students in expanding their knowledge base, it assisted students in recalling new words more easily, additionally, the Magic Box offered opportunities for students to engage in both group and individual activities, enabling them to explore spoken and written language authentically.

The teacher further emphasized that the use of the Magic Box fostered focused attention among all students, compelling them to comprehend the teacher's instructions and explanations attentively. In instances where students encounter difficulty in understanding, they actively asked clarification by requesting the teacher to repeat and explain the instructions and materials. The Magic Box was perceived as enjoyable, interesting, and motivational, encouraging students to develop a liking for English lessons especially on vocabulary memorizing.

A third-grade student at MI Miftahunnajah said that

‘I often felt overwhelmed when trying to comprehend and remember new vocabulary. However, when the teacher incorporates the Magic Box as a teaching tool for vocabulary, I found the lessons more engaging and enjoyable.’

The use of the Magic Box made the learning experience less tedious for her, and it easier to remember and memorize new vocabulary terms.

Based on interviews with students from the other third grade of MI Miftahunnajah:

Student 2 expressed that

‘I had a limited vocabulary, and I often felt bored during English lessons. Remembering and memorizing new vocabulary was challenging for me due to difficulties in pronouncing and understanding words. When the English teacher incorporated the Magic Box, I felt the learning process enjoyable and fun. The Magic Box helped me remember and memorize new vocabulary more easily.’

Student 3 mentioned that

‘I enjoyed using the Magic Box as a learning tool. It motivated me to engage with English lessons and enhanced my understanding of the language. When the teacher utilized the Magic Box I could understand each word clearly, facilitating the learning process.’

Based on the statements provided, it appeared that the Magic Box was indeed a suitable and engaging tool for teaching vocabulary. Its use was effective in increasing students' vocabulary and making them feel comfortable and active during the learning process. Students actively participated by remembering, memorizing, and guessing new words, indicating that the Magic Box encouraged their engagement and interaction with the material being taught.

According to the teacher, the following procedures were applied when using the Magic Box as a teaching tool for vocabulary:

1. Introduction: The teacher showed a box to the students and prompts them to guess what is inside the box.
2. Exploration: The teacher then proceeded to open each side of the box one by one, allowing the students to observe and identify the objects inside.
3. Spelling and Pronunciation: After all sides of the box were opened and the objects were identified, the teacher instructed the students to spell the words and pronounce them after the teacher.

These procedures helped engage students in interactive and multisensory learning experiences, facilitating their vocabulary acquisition and pronunciation skills.

The research focused on the observation about three steps of teaching vocabulary using magic box as the media, they are:

#### 1. Preparation

The teacher of the third-grade of MI Miftahunnajah Pakikiran said that preparation is a crucial aspect of teaching. Teachers must begin by crafting a lesson plan or RPP (Rencana Pelaksanaan Pembelajaran), which is essential for structuring classroom instruction. This plan outlines the materials to be covered, often sourced from textbooks or other educational resources like the internet. Additionally, teachers must select appropriate teaching media that align with the lesson content. The goal is to create an enjoyable learning environment while maintaining a conducive atmosphere for effective learning to take place.

Based on the statements, preparation is an integral aspect of ensuring the success of the learning process. It involves careful planning and organization on the part of the teacher. This preparation includes gathering materials, selecting appropriate media, devising teaching strategies, and attending to any other necessary tasks. Typically, teachers undertake these preparations a day before the actual practice or lesson delivery. Effective preparation is crucial as it enables teachers to provide support that enhances students' understanding of the material being taught.

#### 2. Application

According to the lesson plan, three activities related to the use of the Magic Box as a teaching media for vocabulary at the third-grade of MI Miftahunnajah were as follows:

##### a. Pre-Activity

The teacher initiated the lesson by greeting the students and taking attendance to identified absentees.



Following this, the teacher engaged the students' prior knowledge by asking questions related to the material being taught.

b. Main Activity

The teacher stated that the implementations of this learning process were; the teacher selected a specific topic, such as "Animals," to teach vocabulary related to that theme. Before providing detailed explanations, the teacher gradually reveals objects from the Magic Box one side at a time. These objects likely represented the vocabulary words or concepts being taught. Once the objects are displayed, the teacher provided instructions to the students regarding what they should do next. The instructions were as follow:

- 1) Teacher divided students into 4 groups, each comprising 5 students.
- 2) Teacher displayed various animal objects from the Magic Box to the students.
- 3) Teacher allowed a few minutes for each group to identify the animals they see in the box. Each group may identify different animals.
- 4) Teacher instructed students to write down the vocabulary/word associated with each object.
- 5) Teacher reviewed the vocabulary/words identified by the students.
- 6) The teacher demonstrated how to spell and pronounce the words, and students follow along.
- 7) Teacher prompted students to read aloud and spell the identified words.
- 8) Teacher guided students in spelling and pronouncing the words correctly.
- 9) Teacher assessed students' ability to form sentences related to the vocabulary objects shown.

- 10) Teacher asked students to document the outcomes of their discussion.
- 11) Teacher requests groups to present their discussion results in front of the class.
- 12) Teacher invited students to write, read aloud, and classify sentences in front of the class.
- 13) Teacher provided feedback and reviews students' work.

These structured approaches engaged students in active learning and reinforces vocabulary acquisition through various activities and assessments.

c. Post Activity

In the final stage of the learning process, the teacher engages in post-activity procedures:

- 1) The teacher provided a summary or conclusion regarding the material covered during the lesson.
- 2) Motivational encouragement was offered to students, encouraging them to study diligently, remain focused, and maintain a positive attitude.
- 3) Specifically, students were motivated to remember and memorize new vocabulary terms, emphasizing the importance of vocabulary acquisition.
- 4) The teacher closed the session by leading the class in a prayer, fostering a sense of unity and spirituality among the students.

The teacher stated that these post-activity steps not only reinforced the lesson's content but also instill a sense of motivation and commitment to learning among the students.

As mentioned before, the students at MI Miftahunnajah faced several challenges in learning English, and the teacher understood the reasons behind the students' difficulties. It can be inferred that the students struggle to recall words, and they often appear tired or

distracted during the learning process. According to the teacher's perspective, the implementation of magic box in teaching vocabulary was one of a good way.

The magic box served multiple purposes, including keeping students engaged and preventing boredom with the materials, while also aiding both students and teachers in the teaching-learning process.

### 3. Evaluation

Evaluation is essential to gauge the outcomes of the learning process. Throughout the teaching and learning journey, evaluation is imperative. Through observation, teachers assess students at the conclusion of the learning process. Students are required to present the outcomes of their group work and demonstrate their understanding of the material in front of the class. Additionally, students must recall and recite the vocabulary, focusing on correct pronunciation.

The research highlighted the using of the "Magic Box" as a teaching tool for vocabulary instruction at MI Miftahunnajah Pakikiran. The study employed a combination of observation, interviews, and documentation to gather data on teaching practices and student engagement. Interviews with students revealed a positive reception to the use of the Magic Box. Students expressed that the tool made the learning process more enjoyable and less tedious, helping them remember and memorize new vocabulary terms more effectively. The Magic Box motivated students to engage with English lessons and improved their understanding of the language.

For instance, one third-grade student shared that she often felt overwhelmed when trying to comprehend and remember new vocabulary. However, when the teacher incorporated the Magic Box as a teaching tool, she found the lessons more engaging and enjoyable. Another student expressed that he had a limited vocabulary and often felt bored during English lessons. The introduction of the Magic Box made

the learning process enjoyable and fun, helping him remember and memorize new vocabulary more easily.

Based on the provided observation and interviews, Magic Box is an exceptionally effective tool for teaching vocabulary, addressing the specific challenges faced by students in learning English. Its use not only made the learning process more interactive and enjoyable but also facilitated better retention and comprehension of new vocabulary terms.

The structured and methodical approach to using the Magic Box, combined with the teacher's dedication and innovative teaching methods, significantly enhanced students' vocabulary acquisition and overall learning experience. The Magic Box served multiple purposes, including keeping students engaged, preventing boredom, and aiding both students and teachers in the teaching-learning process.

In conclusion, the using of Magic Box in vocabulary instruction at MI Miftahunnajah Pakikiran demonstrated significant benefits in terms of student engagement, enjoyment, and vocabulary retention.

## **B. The Advantages and Disadvantages of The Use of Magic Box for Teaching Vocabulary at MI Miftahunnajah Pakikiran**

In the application of using magic box in teaching vocabulary, there are advantages and disadvantages;

### **1. The Advantages**

Riri Sarhang (2018) stated that the used of magic box game to develop students vocabulary was enough to invite students attention, especially in saturated condition in the last hours of learning activities. The response of students to the magic box game was very positive. Thus can be seen of the enthusiasm of students during the game, all active learning to compete in a healthy and positive manner so that the learning atmosphere become interactive.

Magic box makes the students more active, understand about lesson, enjoyable, and facilitates the teacher to transfer the knowledge

to the students especially in vocabulary learning (Shulikah Rahmahandayani, 2018).

Based on the previous research the magic box has advantages as a media in teaching especially in vocabulary learning. These statements matched with the interviews that done by the researcher, the interview was include teacher and the students.

Student 1 said that

‘The magic box simplified the process of acquiring new words, aiding in long-term retention. Furthermore, I felt that the use of the magic box enhanced my enjoyment and happiness during the learning process.’

The other student of third-grade MI Miftahunnajah said

‘I feel happy and interested when the teacher taught vocabulary using magic box. It helped me to understand every word clearly. So, I could remember and memorize vocabulary easily’.

The other student also stated that

‘I believe that the magic box offered several advantages, including simplifying the understanding of class materials when explained by the teacher. Additionally, it made my enthusiasm for participating in English lessons.’

Interviews with students further reinforced these findings. Students expressed that the Magic Box simplified the process of acquiring new words, aiding in long-term retention and making the learning process more enjoyable. They found it easier to understand, remember, and memorize vocabulary terms, which enhanced their overall enthusiasm for participating in English lessons. The teacher also observed that the Magic Box significantly boosted students' understanding and interest in vocabulary learning.

Based on the students experienced when they were learning vocabulary instruction using magic box the researcher could take notes about numerous advantages associated with the use of the magic box in teaching vocabulary to third-grade students at MI Miftahunnajah

Pakikiran, Banjarnegara. As per an interview conducted with the teacher, and the third-grade students of MI Miftahunnajah Pakikiran, magic box enhanced the students understanding and interest during the teaching-learning process about vocabulary acquisition.

## 2. The Disadvantages

Teaching with the aid of teaching materials places substantial demands on educators, necessitating a significant investment of time, effort, and resources. Firstly, the process demands meticulous preparation, which often consumes a considerable amount of time. Teachers must invest hours in conceptualizing, sourcing, and organizing teaching aids to align with lesson objectives and cater to diverse learning styles within the classroom. (Tri Rahmah Handayani, 2017)

The statement above is in the same line with the teacher of MI Miftahunnajah words. According to the teacher, there are several disadvantages associated with using the magic box in teaching vocabulary.

The teacher said

‘Magic box has disadvantages, it got the limitation to one theme material in teaching vocabulary.’

She also said

‘The magic box is prone to damage, as materials may become displaced despite careful installation, necessitating constant checks before use.’

Based on her statements, the researcher concluded that the magic box presented drawbacks in the learning process due to its susceptibility to damage and its limited applicability to one theme material in teaching vocabulary.

Not only teachers, but students from the third-grade MI Miftahunnajah Pakikiran also highlighted some disadvantages of the magic box. According to the interview, one student mentioned,



'The magic box was interesting and helpful in the learning process, but sometimes I struggle to focus because there were too many interesting decorations that divert my attention away from the main material.' (Student 1).

Based on the researcher's interviews, it was found that the magic box is easy to damage and contains numerous accessories. These factors contribute to some students failing to focus on the material lesson.



## **CHAPTER V**

### **CONLUSSION AND SUGGESTION**

#### **A. Conclusion**

The study results revealed that the use of the Magic Box for teaching vocabulary to third-grade students at MI Miftahunnajah Pakikiran follows a structured procedure. These procedures included Planning/Preparation, application, and the evaluation. The students could follow the learning activity using magic box well.

The advantages of using the Magic Box for teaching vocabulary to third-grade students at MI Miftahunnajah are, it increased the students' enthusiasm and attention during the learning process, enhanced ease in remembering and memorizing new words, fostering interest in the teaching-learning process, prevention of boredom during the learning process.

However, it's important to note the disadvantages of the Magic Box, which included its susceptibility to damage and its limited applicability to just one theme material.

#### **B. Limitation of The Study**

Limitations of the study on using a magic box as a vocabulary teaching media include: small sample size, short duration, contextual factors' influence, measurement tool constraints, subjectivity, and resource constraints.

#### **C. Suggestion**

Based on the research results, the author proposes suggestions that can be used as progress in subsequent learning:

##### **1. For The Teacher**

- a. Teachers should continuously develop the teaching-learning process to find suitable strategies or media for success. This involves assessing various methods, being flexible, and staying informed about new approaches and technologies.

- b. Teachers ought comprehend students' challenges in learning and understand their abilities and characteristics.
- c. The Magic Box media is effective in teaching vocabulary due to its engaging nature, making it a valuable tool in the teaching and learning process. Thus, the teachers can use it as a media for teaching-learning process.

## 2. For The Students

Students should actively engage and creatively utilize the English language both during the learning process and in their daily activities.

## 3. For The Institutions

It is imperative for educational institutions to pay careful attention to the maintenance and upkeep of the media, such as the Magic Box, utilized within the learning process. The effective functioning of these educational tools directly impacts the quality of instruction and the overall learning experience for students.

## 4. For The Readers

Readers are encouraged to conduct further research into alternative teaching media aimed at enhancing students' vocabulary. Exploring diverse teaching methods and resources can provide educators with valuable insights into innovative approaches to vocabulary instruction. Additionally, investigating different teaching media allows for the customization of learning experiences to suit the specific needs and preferences of students.

## 5. For The Researcher

The researcher realized that the research was not good enough and it needed to be developed. In this research, the researcher only focused on the implementation of the Magic Box in teaching vocabulary, including its advantages and disadvantages. It is hoped that future researchers will expand upon this study and delve deeper into the potential of the Magic Box as an educational tool.

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## Appendices

### Observation Guidelines

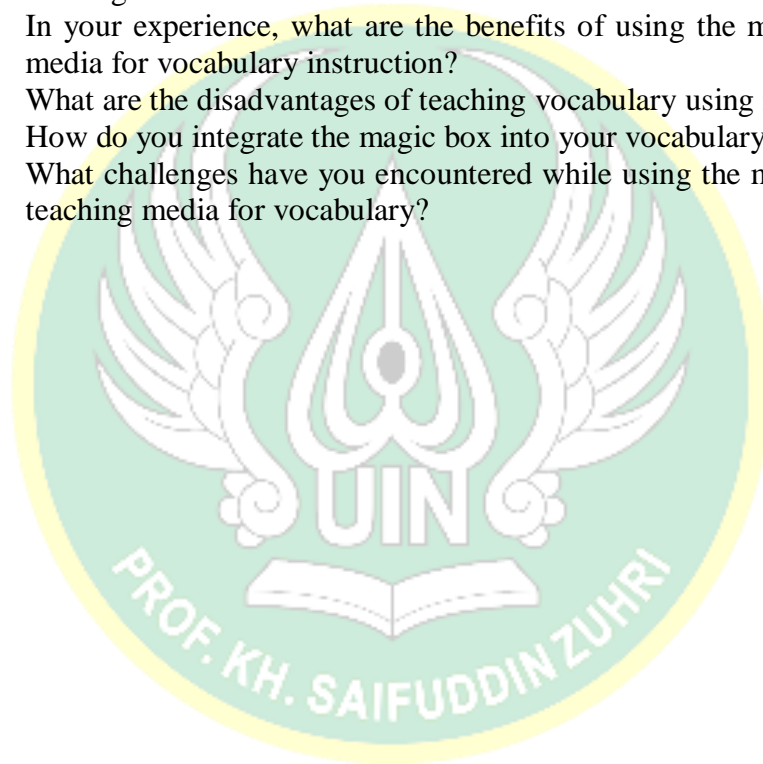
- 1. Purpose/Objective:**
- 2. Participant Selection:**
- 3. Context:**
- 4. Observation Techniques:**
- 5. Data Collection Instruments:**
- 6. Data Analysis:**
- 7. Documentation and Reporting:**
- 8. Reflection and Feedback:**

### Observation Guidelines

- 1. Purpose/Objective:** To know about the implementation of using magic box in teaching vocabulary, and about the advantages and disadvantages
- 2. Participant Selection:** The school that using magic box as a media in teaching vocabulary
- 3. Context:** The observation will take place at MI Miftahunnajah Pakikiran, Banjarnegara and the object are the students at third-grade since the teacher used magic box in teaching vocabulary instruction.
- 5. Observation Techniques:** The research will use direct observation
- 6. Data Collection Techniques:** The research will use observation, interview and documentations.
- 8. Data Analysis:** The research will use triangulation to interpret the data

### List of questions

1. How do you think about students interest in learning English Language in this school?
2. What are the problems in teaching English Lesson to the student in this school?
3. Why did you use the magic box as a teaching media in vocabulary instruction?
4. What specific vocabulary learning goals do you aim to achieve using the magic box?
5. In your experience, what are the benefits of using the magic box as a media for vocabulary instruction?
6. What are the disadvantages of teaching vocabulary using magic box?
7. How do you integrate the magic box into your vocabulary lessons?
8. What challenges have you encountered while using the magic box as a teaching media for vocabulary?



Wawancara dengan guru kelas 3 MI Miftahunnajah Pakikiran, tanggal 07 Juni 2022, jam 10.00-10.30 WIB.

Sekolah : MI Miftahunnajah Pakikiran

Guru : Fannie Muawadatul Inabah, S. Pd (Narasumber)

Peneliti : Fajar Nasrulloh Fuadi (Penanya)

P : Assalamualaikum bu, selamat pagi?

N : Wa'alaikumsalam, pagi juga mas

P : Maaf sebelumnya, saya mau minta waktunya ibu untuk wawancara.

Apakah ibu bersedia?

N : Baik, silahkan mas

P : Bagaimana tentang ketertarikan siswa dalam pelajaran Bahasa Inggris Bu?

N : Karena ini di desa ya mas, jadi memang banyak siswa di sini yang tidak terlalu tertarik di pelajaran Bahasa Inggris, mereka menganggap Bahasa Inggris adalah pelajaran yang sulit. Apalagi jika metode mengajar yang digunakan monoton, mereka akan cepat bosan.

P : Kemudian bagaimana ibu mengatasi masalah tersebut?

N : Saya berusaha untuk selalu menggunakan metode yang asyik dan nyaman untuk anak-anak belajar Bahasa Inggris.

P : Lalu bagaimana ibu terpikir untuk mengajar vocabulary menggunakan media magic box ini?

N : Saya mencari lewat youtube mas, dan saya pikir ini cocok untuk digunakan mengajar vocabulary apalagi untuk anak-anak tingkat SD yang memang membutuhkan keseruan dalam belajar, jadi seperti sedang bermain.

P : Lalu bagaimana respon anak-anak ketika Ibu menggunakan media magic box ini dalam mengajar vocabulary?

N : Anak-anak merasa senang mas, karena selain seru media magic box ini juga memudahkan anak-anak untuk mengingat apa yang mereka lihat dan hafalkan.

P : Apakah ada kesulitan ketika mengajar menggunakan media ini Bu?

N : Dengan segala kelebihanannya yang membuat anak-anak lebih mudah menghafalkan kosa kata karena ada gambarnya, media seperti ini memang punya kekurangan mas, terutama dalam penyiapan media itu sendiri, belum lagi kotak seperti ini gampang rusak.

P : Baiklah Bu, terima kasih banyak atas waktunya.

N : Baik mas, sama-sama.

**RENCANA PELAKSANAAN PEMBELAJARAN  
BAHASA INGGRIS**

Satuan Pendidikan : MI Miftahunnajah Pakikiran  
 Kelas / Semester : 3 /2  
 Pelajaran : Animal  
 Sub Pelajaran : Wild Animal (3.5, 4.5)  
 Pertemuan : 2  
 Alokasi waktu : 60 menit

**A. TUJUAN**

1. Siswa mampu mengulang kosakata yang di dengar dengan suara lantang.
2. Siswa mampu mengulang apa yang di baca dan didengar dengan pengucapan bahasa inggris yang benar.
3. Siswa mampu menghafalkan kosakata yang dipelajari
4. Siswa mampu menyelesaikan soal- soal bahasa inggris tentang Animal

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	1. Guru memulai kelas dengan salam 2. Siswa belajar dimulai dengan berdo'a. (Religius dan Integritas) 3. Guru mengabsen siswa 4. Guru memberi tahu materi yang akan dipelajari	10 menit
Kegiatan Inti	A. Alat dan Bahan -Buku Paket Bahasa Inggris -Media ajar Magic Box B. Mengamati Siswa mengamati penjelasan materi dari guru C. Menanya Siswa menanyakan penjelasan yang belum di pahami tentang kosakata berkaitan dengan animal (Communication) E. Mencoba Siswa melatih	45 menit

	pemahamannya tentang kosakata yang berkaitan dengan animal dalam buku siswa, kemudian siswa mengerjakan soal latihan secara individu yang terdapat pada buku siswa. (Mandiri, Critical Thinking and Problem Solving, Analysing)	
Kegiatan Penutup	-Guru menutup kegiatan pembelajaran dengan doa dan motivasi	5 menit

