EFFECTS OF "MAGIC BOX" IN INNOVATING INTERACTIVE MEDIA IN TEACHING VOCABULARY

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Abstract

Innovative way in teaching L2 learners can be considered as a challenging job while it can be facilitated by using "Magic Box" as a tool box consists of many stationeries, types of papers and reuse things to innovate new interactive media. The main purpose of this study was conducted to identify the role of "Magic Box" in innovating interactive media in teaching vocabulary. The samples participants of the study were 10 students of English Department of STKIP Al Hikmah Surabaya. They were chosen because of they have to practice their teaching skills start from first semester, so they should develop their vocabulary. The lecture will guide and show to the students how to innovate interactive media using "Magic Box". This study was designed as a qualitative study with pre-test and post-test instruments allow lectures to empirically evaluate the effectiveness of "Magic Box" in innovating interactive media in learning vocabulary by the students through formative assessment. After analyzing the pre-test and post-test it was found that using "Magic Box" has the important and determine role in teaching vocabularies to the students, as it was not possible as well as learning with just repetition and memorizing methods. Furthermore, "Magic Box" has its potential as a tool box for innovate interactive media, be able to motivate students especially the passive one in the whole teaching learning process, and also trigger the students to be more creative in innovating interactive media to improve their vocabulary.

Keywords: *Magic Box, interactive media, pre and post-test.*

1. Introduction

In learning English there are main four skills that links each others, they are listening, speaking, reading, and writing. In order to communicate well in those four skills, learners need to acquire an adequate number of words and should able to distinguish how to use of the words correctly. Therefore vocabulary is an important part in learning new language.

When students are trying to get new vocabularies, sometimes they get bored and need some tools that can help them to improve their vocabularies. Therefore the lecture modifies some tools and asks the students to create interactive media to reduce their boredom. This study was set to discover the effects of 'Magic Box' on language learning on the aspect of vocabulary, whether it possible learners to improve their vocabulary and enjoy the learning process at the same time.

'Magic Box' is a box that consist many stationeries, flannel cloth and simple tools that can help students to create an interactive media. The tools are such as color markers,

pencil, tapes, many types of pen, glue, colorful papers, rulers, cutters, crayons, etc.

Interactive media which can create using 'magic box' are media that can be used to explain a lesson based on the theme. In example, the lesson is about transportation, and then students make a miniature of a ship and divine the name of each part in the ship. Each student in the class will make one miniature and describe it in front of the class, the miniature help other students to imagine and completely understand about vocabularies of ship's elements. This study use pre test and post test due to examine the students' vocabulary skill development. The tests consist of fill in the blank task about general vocabularies which given before and after using 'Magic Box' as teaching tool. Wright, Betteridge and Buckby (2005) stated that language learning is very hard and efforts are required over a long period of time. Special attention is given to the problems related teaching and learning vocabulary.

In addition, a review on the importance of innovating interactive media to make language learning enjoyable and trigger students to apply their creativity is provided. Learners of new language have to deal with unfamiliar vocabulary during their acquisition. In order to learn and retain new words, learners should participate in different task-based activities in their classroom whether it is interactive game, describing things,

memorizing task and conversation exercise. Such activities also include vocabulary building media which especially focus on helping learners develop and use words in different contexts by making the class enjoyable.

Therefore, it is necessary to explore whether students learn vocabulary effectively through interactive media and how they learn it. Normally students memorize the vocabularies in a list, and when they fail with this method, they will say that it is caused by their bad memorization. Research and publications have shown that this is not a very effective way to study. Ozmen (2004) expected to discuss a way of strengthening the awareness and through learning and self - esteem in adult language classes. 'Magic Box' is designed to help students built their self-esteem.

Moreover, Decarrico (2001) mentioned that words should not be learnt separately or by memorization unless those were understood. Moreover, "learning new words is a cumulative process, with words enriched and established as they are met again", Nation (2000, p.6). Therefore, 'look and memorize' method of learning vocabulary seems not efficient for learners new language. Moreover, some of students still need their lecture to explain and give real example how to use the words. They may use words they learn in the exact formats as the original patterns in which

those words appeared. This kind of rote verbal memorization is good to a certain extent since it helps learners learn and use the correct form of words.

However, according to Decarrico (2001), the vocabulary used in such context is rather simple because grammatical and phonologic aspects are emphasized; and as a result, the lexical aspect is neglected. In other words, learners just know how to use the vocabulary in an exact form, but they do not know how to use it with different shades of meanings in real life communication. In summary, 'Magic Box' as a teaching tool that helps students to create interactive media is very useful. It can improve students vocabulary skill while improve their creativity too.

Learning English can be facilitating by many different tools. One of the learning tool that is used in STKIP AL HIKMAH is 'Magic Box' that seems have positive effects on learners' vocabulary learning. Thus this study was conducted to identify how 'Magic Box' may facilitate the teaching process and help students to learn vocabulary. And it has tried to find out whether 'Magic Box' can improve learners' vocabulary learning process as well as identifies the potentiality of using 'Magic Box' for creativity training.

2. Method

Since our study is concerned with vocabulary development, quantitative instruments; pre and post tests are utilized in the beginning and at the end of the study. Based on Skjåk & Harkness (2003), the significance of implementing these instruments in a research is regarded to the reason that pre and posttest data can show a difference in scores that can be measured for significance. They also highlighted that the use of pretest and posttest instruments allows instructors a unique opportunity to empirically evaluate the effectiveness of their instruction and assess the acquisition of course content material by students through determining assessment.

The participants for this study were 25 first semester students in 2 classes of STKIP AL HIKMAH SURABAYA. The samples of the study were 20 students who are needed to improve their vocabulary skill.

In this study, firstly a pretest was given to 25 students to a) determine the pretest score b) find a criterion based on which to place the students in either control and treatment (experimental) group. Out of 25 students who took the pretest, we excluded 5 of them who could get the highest score in which seem that they have totally high level of language and the vocabulary items.

Later it can be seen in Table 1, the scores of other 20 students were classified in groups of 15 (0-15, 15-30, 31-45, 46-60, 61-75) then the students whose scores were in each group were divided   into two

equal groups as control and experimental so that, the students were distributed in each group similarly.

Table 1: Classification into Control group (Cg) and Experimental group (Eg) based on pretest scores.

Scores	Number of students in Cg.	Number of students in Eg.
0-15	1	1
16-30	2	1
31-45	1	2
46-60	5	6
61-75	1	0
76-100	0	0
Total	10	10

As it can be seen in Table 1 the other 20 students were classified into two groups either control or experimental. Control group consisted of 10 students and they had normal teaching lessons while the treatment group consisted of another 10 students and apply a different teaching method that is using 'Magic Box' as a tool to teach specific vocabulary items. The duration of the study was five lessons while the two mentioned groups were given the same amount of time with the same amount of targeted vocabulary items to learn but through the different methods of teaching.

1.1 Instruments

Three research instruments were used to collect data for this research, namely the pre-test, 'Magic Box' and post-test. Since this study was small scale, using the three instruments for data collection would help to validate the findings; the findings from all the instruments could converge to present the result of this research. Data gathered from the pre and post test were counted and tabulated to make comparison of achievements of the students. Later analyses were done accordingly.

1.1.1 Pre-Test:

The pre-test was given to the students at the beginning of the research where the students had poor level of proficiency and the vocabulary items. Both groups had the same test. The test consisted of 50 simple task of fill in the blank exercise where the students have to divine appropriate word for each picture given. The duration of 1 hour was given for the students to complete the test. The scores were recorded for comparison and analyses.

1.1.2 'Magic Box'

The 'Magic Box' is a box that consists of many stationeries and simple tools that can be used to create interactive media. 1 'Magic Box' will be used for 3 or 4 students.

1.1.3 Post Test

The post test was the same as the pre-test and was given to all students from both groups. The purpose of the post test was to see whether the students are able to master the vocabularies items targeted for them. The scores were recorded for comparisons and analysis.

3. Data analysis

After collecting data and placing the students into two groups of control and experimental group the researcher started to analyze the data. The data analyses of this study were done based on the frequency counting method and the findings were recorded in two phases. The first one was done as soon as the pre- test was over. The scores were recorded and tabulated for easy reference of comparison later. The second phase was done right after the post test took place. Again, the scores were recorded and tabulated for the purpose of comparison too.

Most importantly, after the post test, the improvement was carefully calculated and converted into percentage to be used in the discussion of findings later. All these numbers were presented in the forms of tables so that the reader could have easy comprehension of the pre-test scores, the post test scores and the improvement of the students. It was convenient for the readers to compare and contrast and see what the researcher meant as the improvement were counted and converted into percentage, so that the readers did not have to make their own calculation and reading was smooth and undisturbed.

4. Findings and Discussion

The research findings were analyzed in accordance with the research problem. As it can be seen in Table 2, most of the students (10%) in both control and experimental group obtained the score of 0 to 10 in pre-test which is the lowest score, while no (0%) students gained higher score.

Table 2: Pre-test in percentage

Scores	Number of students of Control Group in percentage	Number of students of Experimental Group in percentage
0-15	10%	10%
16-30	20%	10%
31-45	10%	20%
46-60	50%	60%
61-75	10%	0%
76-100	0%	0%
	100%	10%

After applying the use of 'Magic Box' in experimental group for the students of three groups, a post test was taken. The result of the post test is tabulated in Table 3 and Table 4.

Table 3: Post test of control group

| Score | Control group | |
	No. of students	No. of students in percentage
0-15	1	10%
16-30	2	20%
31-45	2	20%
46-60	1	10%
61-75	4	40%
76-100	0	0%
Total	10	100%

Table 4: Post test of experimental group

| Score | Experimental group | |
	No. of students	No. of students in percentage
0-15	0	0%
16-30	0	0%
31-45	0	0%
46-60	1	10%

61-75	2	20%
76-100	7	70%
Total	10	100%

As you can see in Table 3 and Table 4, all the students in the experimental group show encouraging improvements comparing those in control group. None of the students in the experimental group scored less than forty five while in control group again, there are students who got score less than forty five.

Based on the findings above, it was clearly that 'Magic Box' benefits the students in the experimental group in their vocabulary learning development compared to controlled group. The findings showed that 'Magic Box' is teaching learning tool that able to make student improve their vocabulary as well as their creativity.

It was found that the learning environment for the experimental group is more excited and lively. The students were enthusiastic and even the quiet and passive ones were also drawn into the activity using 'Magic Box'. The lessons on innovate interactive media using 'Magic Box' proved that students improve their creativity and their vocabulary. The findings to a certain extend indicated that 'Magic Box' holds the potential as an effective education tool for creativity training.

In addition, the researcher found that the other positive effect of using 'Magic Box' in teaching vocabulary to the students is that the 'Magic Box' gives opportunity for the students to be creative and innovative. They were independent and were able to create their own interactive media. Furthermore, the elements of creativity to innovate interactive media made them learn faster implicitly. On the other hand, the controlled group was dominated by the lecture and the students were told what to do. The lesson were fully developed and directed by the lecture using textbook-based approach. The students only did what they were told. Here, students were totally dependent on the lecture for input resources and there were no room for self development and fun. On top of that, findings show that the experimental group improved more than the controlled group.

Moreover, the experimental group reveals a higher degree of improvement especially for the Low English Proficiency (LEP) and shy students. In this lessons the 'Magic Box' used allowed the LEP and passive students to participate and be active. The High English Proficiency (HEP) and LEP students were working together in groups also incorporated good moral values as well as encouraging positive peer learning. Thus, this result explains the higher improvement of experimental group as compared to the controlled group. In the controlled group, only the HEP students will benefit as they dominated the lessons most of the time and left the LEP to struggle on their own.

Another observation which was worth noticing was the noise level during both treatments. During the controlled group lesson, the students made noise which was tolerable. The lecture played minimal role in controlling the class. However, during the experimental group lesson the noise level was high. Students were seen chatting at each other and moving about here and there. Yet, the environment was controllable because the students need to be attentive to the lecture's instructions.

Moreover, another obvious observation is the willingness of the students to try and not afraid of making mistakes among the experimental group which is one of the essential factors for the learning and making interaction and conversation with other learners without stress and anxiety in relation to speech out. This important point is very worth to mention that most of students have behavior problem and they shy when they tend to speak in front of the active students and who they are comfortable students they are afraid of laughing and mocking from their friends. But it is observed that by using of 'Magic Box' as a learning tool, the students have to make the media in group they have done same as the other friends. During the controlled group lessons, the students were willing to try when they were asked to do so. Students were reluctant to make mistakes. This was noticed when questions were asked

during the controlled group lesson, nobody volunteered. When a student was called, the student referred to friends for discussion. In contract, the experimental group participants were willing to try. The even managed to delegate tasks by assigning certain individuals to certain words. Discussions to decide which kind of tool was suitable or not were carried out.

Perhaps the most motivating factor in students' participation was the competitive of innovate interactive media. Students might not participate actively during normal lesson as there was no pressure to create new interactive media. Meanwhile, in the experimental group the students had strong desire to participate actively and even encourage the shy classmates to innovate interactive media.

5. Conclusions and Suggestions

5.1 Conclusion

The conclusions were drawn related to the research problem of the study about how 'Magic Box' may facilitate the teaching process and help students to learn vocabulary. And it has tried to find out whether 'Magic Box' can improve learners' vocabulary learning process as well as identifies the potentiality of using 'Magic Box' for creativity training. The conclusions were:

- All participants from the experimental group show different levels of improvement in their mastery of

vocabulary using 'Magic Box' based on their scores in the pre-test and post test.

- The different levels of improvement among the learners in the experimental group reflect that some learners benefit more from the 'Magic Box'

- Participants in the controlled group comparatively show less improvement in vocabulary learning through the usual classroom teaching practice.

- 'Magic Box' has its potential as an educational tool for creativity training.

- 'Magic Box' can motivate and engage learners especially the quiet and passive ones in the whole learning process.

- It is proved that 'Magic Box' can give a good opportunity to the shy students to be active and from psychology aspect they will show and improve their hidden abilities.

- Being enjoy and happy is important factor in children learning; because of this fact, 'Magic Box' is a good tool for drawing them to the enjoyable and happy learning process, as it has showed in the researches the students, even adult can remember every details of any subject and event when they face it visually and truly.

5.2 Suggestion

The followings are suggestions for further studies:

- As 'Magic Box' are effective tools to teach vocabulary, it is to suggest that further studies on the use of 'Magic Box' to teach the language skills of listening, speaking, reading and writing to be carried out.

- The use of computer drawing media tools in educational training is another area that is worth exploiting.

- Lectures should not confine themselves to the use of 'Magic Box' tool for classroom practices. There are many other types of teaching tools that can be used to improve students' language skills.

- Lectures should allow the students to create and modify their innovation media using 'Magic Box'.

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