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THE **ROLE OF "MAGIC BOX" IN INNOVATING** MEDIA IN TEACHING GRAMMAR Haris Dibdyaningsiha, Hendra Sudarsob a STKIP Al Hikmah Surabaya, Jl. Kebonsari Elveka V, Surabaya, Indonesia b STKIP PGRI Bangkalan, Jl. Sukarno Hatta, Bangkalan, Indonesia Corresponding e-mail: harisdibdyaningsih@gmail.com 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 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 grammar.** The samples participants of the study were **24 students of English Department of STKIP Al Hikmah Surabaya. They were chosen because of they have low grammar score, so they should develop their grammar understanding.**

The lecture **dy with pre-test and post-test instruments allow lectures to empirically evaluate the role of "Magic Box" in innovating interactive media in learning grammar by the students through formative assessment. After analyzing the pre-test and post-test it was found that using "Magic Box" has the important role in teaching grammar to the students.**

Furthermore, **"Magic Box" has its potential as a tool box for innovate interactive media, be able to motivate students and trigger the students to be more creative in innovating interactive media to improve their grammar understanding.** Keywords: "Magic Box", interactive media, pre and post-test. 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 several important grammars that must be differing in certain occasion. Grammar also important to accomplish any requirement test when the students have to go abroad or when they want to continue their study abroad, grammar understanding also important for their daily application because some grammar apply for distinguish time of events. Therefore grammar is an important part in learning new language.

When students are trying to understand a grammar, sometimes they get bored and need some tools that can help them to improve their grammar understanding. Therefore the lecture modifies some tools and asks the students to create interactive media to reduce their boredom. This study was grammar understanding, whether it possible learners to improve their grammar understanding and enjoy the learning process at the same time.

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 whcacreeng abxare edthcbus p lesson based on the theme.

In example, the lesson is about present tense, and then students make a miniature of a fish. Each student in the class will make one miniature and describe it in front of the class, the miniature help students to explain a thing using present tense. This study use pre test and pst dtoexine studnts grammar understanding development.

The tests consist of fill in the blank task about Prepositions of place, preposition of time, including in/on/at, Present continuous, and Present simple. wch ve efoandafusin'MagiBxas hintol. 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 grammar. 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 grammar 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 grammar media which especially focus on helping learners develop and use grammar in different contexts by making the class enjoyable.

Therefore, it is necessary to explore whether students learn grammar effectively through interactive media and how they learn it. Normally students memorize the 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 lp students built their self-esteem. Learning English can be facilitating by many different tools. One of the learning tool that is grammar. Thus this study was conducte help students to learn grammar grammar ativity training.

METHOD Since our study is concerned with grammar 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 post test data can show a difference in scores that can be measured for significance.

They also highlighted that the use of pre-test and post-test 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 24 students in of STKIP AL HIKMAH SURABAYA. understanding.

In this study, firstly a pre-test was given to 24 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 24 students who took the pre-test, we excluded 4 of them who could get the highest score in which seem that they have totally high level of language and the .

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 pre-test scores. Scores Number of students in Cg. Number of students in Eg.

0-15 2 1 16-30 1 2 31-45 5 4 46-60 2 3 61-75 0 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 grammars.

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 grammars to learn but through the different methods of teaching. Instruments Three research instruments were used to collect data for this research, namely the pre-test, 'MagiBxandpst -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.

Pre-Test: The pre-test was given to the students at the beginning of the research where the students had poor level of gramar'undtaing . 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 grammar for each sentence given.

The duration of 1 hour was given for the students to complete the test. The scores were recorded for comparison and analyses. 'Maic ox Th'MagiBxis bothat nsio any atorieandsimle othat n e to create interactive media. The stationeries are such as, colour pencils, colour markers, several colours of flannel cloth, plastic glue, colourful papers, hammer, pliers, etc.

I be rule using the media. For instance, a students have to explain about present tense, and then he make a car miniature and describe the car using simple present tense. Furthermore, every media that made by the students help the students to directly apply a grammar rule and explain it in front of the class.

So every students have to be creative in create new interactive media to help them in grammar understanding development. 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 grammar understanding targeted for them.

The scores were recorded for comparisons and analysis. 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.

FINDINGS AND INTREPRETATION 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 20% 10%
16-30 10% 20%
31-45 50% 40%
46-60 20% 30%
61-75 0% 0%
76-100 0% 0%
100% Afaplyg e se f'MagiBxin pengro othe tudts fthregup 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 1 10%
46-60 1 10%
61-75 4 40%
76-100 4 40%
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. experimental group in their development compared to controlled group. their grammar understanding 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 students improve their creativity and their grammar understanding. The

findings to a certain extent. In addition, the researcher found that teaching grammar 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 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 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 behaviour 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 ob 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 contrast, 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. petitive 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.

CONCLUSIONS AND SUGGESTION grammar understanding. And it grammar understanding as well as (1) All participants from the experimental group show different levels of improvement in their grammar understanding s in the pre-test and post test; The different levels of improvement among the learners in the experimental group reflect that some learners bit ofmthe agiBx ; (2) Participants in the controlled group comparatively show less improvement in grammar understanding through the usual classroom teaching practice; (3) 'Magi Bxhas ptentiaas edatio al tool for creativity training; (4) 'MagBxcan otivaand engage learners especially the quiet and passive ones in the whole learning process; (5) It is proved that ic o' giva o pptunittothe hy uds e ve ro hogy aspect they will show and improve their hidden abilities; (6) Being enjoy and happy is important fr creleninbauo fct, ic o' a o l r rawint 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.

Suggestion The followings are suggestions for further studies: (1) A'Mc o' efectivtols ac grammar, it is to su gst hat urr udothuso Bxtoteachlauae lls f listening, speaking, reading and writing to be carried out. (2) The use of computer drawing media tools in educational training is another area that is worth exploiting. (3) Lectures should not confine themeltothu Bxtol r romps.Thare aoetyo teang othacan e pve entlauasks.

(4) Lectures should allow the students to create and modify their nnoatio edusi'Mac o'.

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Wright, A., Betteridge, D., & Buckby, M. (2005). *Games for language learning* (3rd ed.).

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