

IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH MAGNETIC BOARD MEDIA

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Abstract

The purpose of this study was to find out how the application of the Magnetic Board Media to improve students' English vocabulary achievement. This is a Classroom Action Research which used the Kemmis & Mc. Taggart Model in two cycles. Each cycle consists of four stages: plans, actions, observations, and reflections. The subjects in this study were students of Grade IV-A of The State Elementary School No. 104202 Bandar Setia Percut Sei Tuan. The object of this study was the application of Magnetic Board Media to improve the students' vocabulary achievement. Based on the results of the study, it was found that the percentage of completeness from pre-action, Cycle-I and Cycle-II increased. The percentage of student's completeness in pre-action was 18%, in the Cycle-I was 53%, and in the Cycle-II was 87%. There was a significant increase 69% from pre-action to cycle-II. Thus, this study was successful and can be said that the use of the magnetic board media can improve students' vocabulary achievement, long term memory, and motivation.

Keywords: Vocabulary Achievement, Media, Magnetic board.

Abstrak

Tujuan penelitian ini adalah untuk mengetahui bagaimana penerapan media papan magnet dalam upaya meningkatkan hasil belajar kosa kata bahasa Inggris siswa. Penelitian ini merupakan penelitian Tindakan Kelas yang menggunakan Model Kemmis & Mc. Taggart. Penelitian ini dilakukan dalam dua siklus. Subyek dalam penelitian ini adalah siswa kelas IV-A Sekolah Dasar Negeri No. 104202 Bandar Setia Percut Sei Tuan. Sedangkan objek penelitian ini adalah penerapan penggunaan media papan magnet untuk meningkatkan hasil belajar kosa kata bahasa Inggris siswa. Berdasarkan hasil penelitian, ditemukan bahwa persentase hasil ketuntasan nilai siswa antara pra-siklus, siklus I dan siklus II mengalami peningkatan. Pada pra-siklus, persentase ketuntasan adalah 18%, pada siklus-I adalah 53%, dan pada siklus-II adalah 87%. Ada peningkatan yang signifikan hingga 69%. antara pra siklus dan siklus-II. Dengan demikian penelitian ini dinyatakan berhasil dan dapat dikatakan bahwa penggunaan media papan magnet dapat meningkatkan hasil belajar kosa kata bahasa Inggris, ingatan jangka panjang, dan motivasi belajar siswa.

Kata Kunci: Hasil Belajar Kosa kata, Media, Papan magnet.

INTRODUCTION

Education holds the key position in providing qualified human capitals. The fundamental task of education is as an instrument to equip the necessary knowledge and skills for the whole community in order to enable them to compete with others and improve their quality of life. Elementary school is the first six years of formal education that occurs during childhood. As the first level of education, it should be able to give the strong base to the next level. Therefore, elementary school should give the knowledge, ability and skill early.

Language is a central aspect in developing students' intellectual, social, and emotional. It is a decisive factor of the student's success in learning all subjects. Psychologically, it has a great role in human thinking process. It has been a main thinking device. All ideas, concepts, thoughts, and feelings are expressed in language. One of the languages often used as a means of communication is English. English as the first foreign language was taught to secondary and tertiary levels of education, but since the beginning of 1990s it is taught earlier due to the needs and development of the century. It has been a great demand to master English well in spoken as well as written forms.

In language learning, vocabulary is one of important elements that link the four language skills of listening, speaking, reading, and writing together. It is a basis of a language. It is very important to be mastered first. Therefore, a person who wants to be able to communicate in a certain language has to master the vocabulary of that language for the first time. An English young learner, in this case, has to master English Vocabulary of about 500 words a year. This means that they need to master 10-13 words a week.

But, the fact shows that the mastery of vocabulary can not be reached optimally. The students face some difficulties in memorizing and mastering English vocabulary successfully. It can be seen in the student examination result below:

Table 1.
Grades IV-VI Examination Result
Of the State Elementary School No. 104202 Bandar Setia

Academic Year	Average					
	Grade IV		Grade V		Grade VI	
	1st Semester	2 nd Semester	1st Semester	2nd Semester	1 st Semester	2 nd Semester
2015-2016	58.00	60.00	59.00	61.05	60.00	63.00
2016-2017	61.00	60.85	64.20	62.35	59.80	65.00
2017-2018	63.00	-	66.00	-	62.45	-

The table shows that the student's result in learning English is categorized low and still under the Minimal Completeness Criteria (70). To overcome these problems, a research was conducted to improve the students' English vocabulary achievement.

LITERATURE REVIEW

Vocabulary Achievement

Achievement is the act of accomplishing or finishing; something accomplished successfully, especially by means of exertion, skill, or practice. Djamarah (2000) argues that achievement is an activity that has been done, created, either individually or in groups. Similarly, Poerwadarminta (2003) argues that achievement is the results achieved or done. Besides, Hamalik (1994) says that achievement is the result of one's attempt to transform himself by way of obtaining new skills and the change is obtained through training and knowledge. From the definitions, it can be concluded that achievement is the result achieved of an activity that already done through a hard exertion, skill, training or practice, or knowledge either individually or in groups.

In the teaching-learning process, students' achievement is an indicator in measuring the successful of study. Bloom (1956) asserts that the achievement shows the capability development in someone which is categorized into three aspects, namely cognitive, affective and psychomotor. The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition or specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. Cognitive covers knowledge, comprehension, application, analysis, synthesis, and evaluation. Knowledge is the ability to recall the data or information. Comprehension is the ability to understand and interpret the information. Application is the ability to use and apply a concept in a new situation. Analysis is the ability to separate the concept into component parts and distinguishes among them. Synthesis is the ability to build a structure or pattern from diverse elements. Evaluation is the ability to make judgments about the value of ideas or materials. The categories can be thought of as degrees of difficulties, the first ones must be mastered before the next ones.

The affective domain (Krathwohl, Bloom, & Masia, 1973) includes the manner in which deals with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. Skills in the affective domain describe the way people react emotionally and their ability to feel another living thing's pain or joy. Affective objectives target the awareness and growth in attitudes, emotion, and feelings. Affective covers receiving, responding, valuing, organizing, and characterizing. In receiving, the student passively pays attention. In responding, the student actively participates in the learning process; not only attends to a stimulus, but also reacts in some way. In valuing, the student attaches a value to an object, phenomenon, or piece of information. In organizing, the student can put together different values, information, and ideas and accommodate them within his/her own schema; comparing, relating and elaborating on what has been learned. In characterizing, the student holds a particular value or belief that now exerts influence on his/her behaviour so that it becomes a characteristic.

The psychomotor domain (Simpson, 1972) includes physical movement, coordination, and use of the motor-skill areas. Psychomotor objectives usually focus on change and development in behavior or skills. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. Psychomotor covers perception, set, guided response, mechanism, complex response, adaptation, and origination. Perception is the ability to use sensory cues to guide motor activity. Set is readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations. Guided Response is the early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing. Mechanism is the

intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency. Complex Overt Response is the skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. Adaptation is skill that is well developed and the individual can modify movement patterns to fit special requirements. Origination is the ability to create new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills. An Achievement is gained from the combination of the three aspects.

It can be concluded that achievement is an indicator in measuring the successful of study which is shown by the development of intellectual skills, the growth in attitudes, emotions, and feelings, and the development in behavior or skills. In line with this, it can be said that the students' achievement in vocabulary, especially for young learners, is the students' ability in recalling, understanding, interpreting, and using vocabulary which is shown by their attitudes in receiving and responding it mentally, physically, and emotionally.

Vocabulary is the total number of words in a language. It is all the words of a language that is used or understood by a particular person or group as a means of expression.

In language learning, vocabulary is one of important elements that link the four language skills of listening, speaking, reading, and writing together. Schmitt (1997) asserts that vocabulary is a basis of a language; it is very important to be mastered first. Therefore, a person who wants to be able to communicate in a certain language has to master the vocabulary of that language for the first time.

With reference to the vocabulary mastery, Suyanto (2010) says that the English Young Learners got their vocabulary of about 500 words a year. This means the students need to master 10-13 words a week. Thus, Grades IV-VI Elementary School students have to master about 1500 words.

Generally, vocabulary is classified into six kinds (Thornburry, 2005), namely: (1) word classes, (2) word families, (3) word formation, (4) multi word-units, (5) collocation, and (6) homonymy. There are nine facets to know a word in vocabulary learning, they are: (1) orthography, (2) phonology, (3) reference, (4) semantics, (5) register, (6) collocation, (7) word associations, (8) syntax, and (9) morphology.

Specifically, English vocabulary that should be mastered by the students is focused on the word classes, especially on parts of speech such as: noun, pronoun, verb, adjective, adverb, preposition, and conjunction. In this case, the vocabulary that student should master is about noun and pronoun. It is about the things which usually they hear, see and use in their daily life, such as:

1. Kinds of hobby.
2. Public places
3. Foods and drinks:
- 4 Colours and Clothes
5. Subjective pronoun (I, you, she, he, we, they, it).

In the teaching of English vocabulary for young learners, often the teachers of EYL just give out words without any context. The fact is that when the words are presented in context, the learning will take more concrete because the students have a thorough understanding.

The teaching of vocabulary can be done through four stages, namely: a) introducing; the teacher introduces a new word with a clear and correct pronunciation by using pictures or real objects, 2) modeling; the teacher gives an example by acting as a model, 3) practicing; the teachers train the students to imitate and practice, 4) applying; the students apply in the right situation with the help of teachers. The teaching of vocabulary in lower class is given by using techniques “listen and repeat” or “listen and point to”

Assessment of Vocabulary

Assessment is the process of gathering information about a student in order to make decisions about his or her education. It is used to help student to learn and gauge their progress (Paul & Dylan, 1998). Moreover, Butler (2001) asserts that the purposes of assessment are to provide feedback to students and to serve a diagnostic tool for instruction. By giving assessment to the students after teaching learning process, the teachers know whether the materials and learning strategies used are workable. Besides, the teachers will know how well their student learning progress, and know what student need to do next to continue learning.

The Assessment in vocabulary is needed to know how well a student has knowledge about the words. The aspects which are assessed in vocabulary are: (1) able to recognize the words, (2) able to relate the word to an appropriate object or concept, (3) able to spell the word correctly, (4) able to understand the meaning of the word, and (5) able to use the word in the appropriate grammatical form (Butler, 2001).

Media

In learning a foreign language, media plays a very important role because it can make learning experience far more concrete and memorable. Further, it enhances the teaching-learning process (Kariman, 1990).

The purpose of media is to facilitate communication and learning (Smaldino, 2005). Hamalik (1994) states that the using of media in teaching learning process can rise up students' interest, motivation, and stimulus in learning. Then, media can also enhance and promote learning (Smaldino, 2005). Levie & Lentz (1982) In Arsyad (2009) propose that media, especially visual media, have four functions: a) function of attention; visuals can attract and guide students' attention to concentrate on learning, b) function of affective; visuals can arouse students' attitude, c) function of cognitive; visuals can accelerate the searching of learning objectives to understand, comprehend, and remember the information or message in pictures, d) function of compensatory; visuals that giving context to understand the text can help students who are low in reading organize and recall information in text. In other words, it functions to accommodate the low and weak students in understanding the learning materials provided verbally.

Moreover, Kemp & Dayton (1985), states that media has function to: a) motivate students' interest, attention, or act, b) provide information, c) give instruction. The advantages of media are: a) set up the foundation of thinking, thus, decrease verbalism, b) increase students' attention, c) give real experience to students, d) help the efficiency in learning (Encyclopedia of Educational Research, In Hamalik: 1994). In the teaching of a foreign language, media can brighten up the classroom and bring more variety and interest into language lessons (Lee & Copper, 1964) In Kariman (1990). Further, media serve as a source of pupil involvement, motivation, and expressions in the classroom (Kariman, 1991).

There are six basic types of media used in learning and instruction (Smaldino, 2005). The first category of media is *text*. Text is alphanumeric characters that may be displayed in

any format-book, poster, chalkboard, computer screen, and so on. Another medium commonly used in learning is *audio*. Audio includes anything you can hear- a person's voice, music, mechanical sounds, and noise. It may be live or recorded. *Visuals* are regularly used to promote learning. They include diagrams on a poster, drawings on a chalkboard, photographs, graphics in a book, and cartoons. Other types of media are *motion media*. These are media that show motion, including videotape, animation. *Manipulatives* are three dimensional and can be touched and handled by students. The sixth category is *people*. These may be teachers, students, or subject matter experts. People are critical to learning. The student learns from teachers, other students, and other adults.

On the other hand, Kemp & Dayton (1985) classify media into eight types: (1) print media, (2) display surface media, (3) overhead transparencies, (4) audiotape-recorded, (5) slide and filmstrips, (6) multi-image, (7) video, and (8) computer.

If instructional media is used effectively, there must be a match between characteristics of the learner and the content of the methods, media, and materials (Smaldino, 2005). Similarly, Kariman (1990) says that any medium is good if it is suitable to the situation in which it is used.

Magnetic board

a. Definition of Magnetic Board

Magnetic board is a display surface media constructed from a thin sheet of galvanized iron, a cookie sheet, a lap tray, or any similar thin sheet of metal. The visual displayed being used on a magnetic board is pictures. The picture is backed with magnets and then placed on the magnetic board.

b. Making a Magnetic Board

Due to the lack of magnetic board media at the school, it needs to make the media based on the steps suggested by Smaldino (2005). The steps are:

- 1) a piece of iron sheet framed by wood frame in order that edge of iron sheet doesn't injured hands when take or use it.
- 2) fasten the hooks on the back of magnetic board to hang it to the blackboard.
- 3) paint the magnetic board in order to be more colorful and attractive.

Pictures and alphabets as visual that suitable to the lesson are printed, stick it on the cutting cardboard, and then stick a magnet on the back of the pictures and alphabets.

c. Advantages of Magnetic Board

Magnetic board can be used to introduce and present vocabulary through visuals in the form of pictures. The main purpose of using it is to encourage students' creativity by allowing them to manipulate the letters and other materials. Thus, it enriches students' vocabulary.

Pictures play an important role in Teaching English as a Foreign Language (Zhang and Chen, 1989). Through a thoughtful use of pictures, students of English can experience the best chance of practicing English (Kariman, 1991). Similarly, Heinich, R., et al. (1985) says that the primary function of a picture as a communication device is to serve as a more concrete referent to meaning than the spoken or written word. Words are arbitrary symbols. They do not look or sound like the thing they represent. Pictures, however, are iconic. They normally resemble the thing they present. Thus, the pictures can be a guide and stimulus students to give response. Shy children may particularly profit from this kind of activity. (Smaldino, 2005).

In addition, Firdaus (2012) states that the using of magnetic board motivates students' attention and involves students to be active mentally and physically.

METHODOLOGY

This is a classroom action research which was carried out collaboratively. In collaborative research, the English teacher of Grade X carried out the action, while the researcher was the observer. This study used Kemmis & Mc. Taggart classroom action research model. According to Kemmis & Mc. Taggart, there are four stages in this research, they are: 1) Planning/plan, 2) Actions, 3) Observations, 4 Reflections. The study was presented in two cycles. The model can be seen in the picture below.

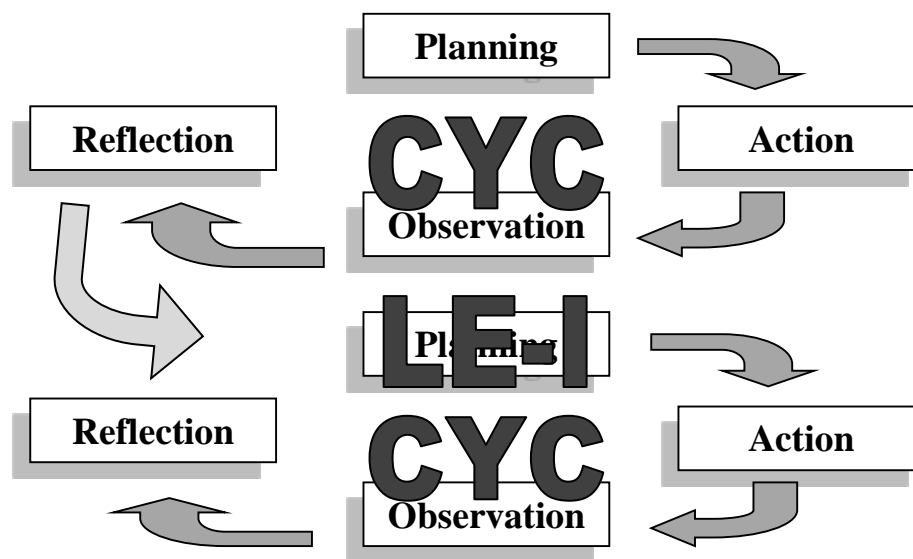


Figure 1.

This research was conducted at the State Elementary School No. 104202 Bandar Setia in the even semester of 2017/2018 Academic Year. The subjects in this study were all the students of Grade IV-A. The object of this study is the using of Magnetic Board Media to improve students' English vocabulary achievement.

The data used was qualitative data, in the form of primary and secondary data. The primary data was obtained directly from the results of observations. Secondary data is obtained from documentation that is from the relevant institution or organization as additional data. Data analysis techniques used were data reduction. It is the activities of selection, simplification and transformation data of field note results.

The validity and reliability of data was examined by using *triangulation* techniques and *member check*. Triangulation is a combination of various data collection techniques and sources that already exist. In this study, triangulation was carried out by observation, interviews and field notes. While the member check was done by repeating the outline that was revealed by the informant at the end of the interview to ensure the data obtained, and to correct the errors or deficiencies.

FINDINGS AND DISCUSSIONS

Research Description

The results of this study were obtained from pre-cycle, cycle I and II. The results of Pre-Cycle activities are the students' English vocabulary achievement before the research actions being taken. The aim was to find out the initial conditions of students' English vocabulary achievement.

Pre-Cycle Activity

To see the students' vocabulary mastery, they were pretested. The students were given multiple choice test. There were 30 questions. by using several narrative text stories. The result of Pre-Cycle can be seen in table 2.

Table 2.
The Students' Vocabulary Achievement on Pre-Action

No	Respondent	Pre-Cycle		KKM = 70	
		Score	Value	Complete	Incomplete
1	1.1	16	53		√
2	1.2	17	57		√
3	1.3	20	67		√
4	1.4	20	67		√
5	1.5	22	73	√	
6	1.6	17	57		√
7	1.7	21	70	√	
8	1.8	18	60		√
9	1.9	19	63		√
10	1.1	217	57		√
11	1.11	20	67		√
12	1.12	20	67		√
13	1.13	20	67		√
14	1.14	25	83	√	
15	1.15	23	77	√	
16	1.16	20	67		√
17	1.17	20	67		√
18	1.18	21	70	√	
19	1.19	20	67		√
20	1.2	12	40		√
21	1.21	17	57		√
22	1.22	15	50		√
23	1.23	24	80	√	
24	1.24	21	70	√	
25	1.25	18	60		√
26	1.26	17	57		√
27	1.27	17	57		√
28	1.28	19	63		√
29	1.29	20	67		√
30	1.30	20	67		√
31	1.31	18	60		√
32	1.32	18	60		√
33	1.33	14	47		√
34	1.34	19	63		√
35	1.35	17	57		√
36	1.36	16	53		√
37	1.37	19	63		√
38	1.38	19	63		√
Total			2390	7	31

Average	62.89	
Percentage		18% 82%

Source : Research Results on Pre-Cycle

Based on the table above, it can be seen that the average of students' vocabulary mastery is only reaches 62.89.. Of the 38 students, only 7 students (18%) completed, while as many as 31 students (82%) were not completed with a 70 Minimum Completeness Criteria.

The analysis can be seen in the following table:

Table 3.
The Analyses of Students' Vocabulary Achievement on Pre-Action

Category	Value Range	Frequency	Percentage
Very Good	90 – 100	-	
Good	80 – 89	-	
Sufficient	70 – 79	7	18%
Poor	60 – 69	19	50%
Very Poor	0 – 59	12	32%
		38	100%

Source : Research Results on Pre-Cycle

The results showed that there were no student in very good and good category, 7 students (18%) in the sufficient category, 19 students (50%) in the poor category, and 12 students (32%) in the very poor category. Thus, the Cycle-I action was needed to improve their speaking ability by using magnetic board media.

Description of Cycle-I

Cycle-I action was done in two meetings. Each meeting consisted of 2 x 35 minutes. In this Cycle, the planning of implementing Magnetic board was conducted.

The results can be seen in table 4.

Table 4.
The Students' Vocabulary Achievement on Cycle-I

No	Respondent	Pre-Cycle		KKM = 70	
		Score	Value	Complete	Incomplete
1	1.1	18	60		√
2	1.2	18	60		√
3	1.3	24	80	√	
4	1.4	22	73	√	
5	1.5	22	73	√	
6	1.6	21	70	√	
7	1.7	23	77	√	
8	1.8	18	60		√
9	1.9	19	63		√
10	1.1	22	73	√	
11	1.11	21	70	√	
12	1.12	22	73	√	
13	1.13	21	70	√	

14	1.14	25	83	√	
15	1.15	23	77	√	
16	1.16	20	67		√
17	1.17	21	70	√	
18	1.18	22	73	√	
19	1.19	20	67		√
20	1.2	15	50		√
21	1.21	19	63		√
22	1.22	16	53		√
23	1.23	24	80	√	
24	1.24	21	70	√	
25	1.25	20	67		√
26	1.26	21	70	√	
27	1.27	18	60		√
28	1.28	21	70	√	
29	1.29	22	73	√	
30	1.30	20	67		√
31	1.31	18	60		√
32	1.32	19	63		√
33	1.33	16	53		√
34	1.34	25	83	√	
35	1.35	20	67		√
36	1.36	17	57		√
37	1.37	19	63		√
38	1.38	21	70	√	
Total		2578	20	18	
Average		67.84			
Percentage			53%	47%	

Source : Research Results on Pre-Cycle

The analysis can be seen in the table 5:

Table 5.
The Analyses of Students' Vocabulary Achievement on Cycle-I

Category	Value Range	Frequency	Percentage
Very Good	90 – 100	-	
Good	80 – 89	4	10.5%
Sufficient	70 – 79	16	42%
Poor	60 – 69	14	37%
Very Poor	0 – 59	4	10.5%
		38	100%

Source : Research Results on Cycle-I

The results showed that there was still no student in very good category. But there are 4 students (10.5%) in good categories. It increased compared to the results of pre-cycle that was no student in good category. There was an increase in the sufficient category from 7 to 16 students. There were decreases in poor category from 19 to 14 students, and very poor category from 12 to 4 students. The results showed that there has been an increase on

students vocabulary achievement but it was not significant yet. The average 67.84 were still under the minimum average (70). And the students who got completeness were still 53%, it means that there were 47% students were not complete. Therefore, this study should be continued to Cycle-II as an advanced stage of cycle-I by planning the things to be improved.

Description of Cycle-II

This Cycle is a revision of previous cycle. The things that need to be improved for this Cycle are about the students were asked to be find and arrange then pin the letters to the magnetic board according to the picture given. Thus, the learning process became more interesting and gave experience to students. So, the long term memory increased. The results of student learning activities in Cycle II can be seen in the table 6.

Table 6.
The Students' Vocabulary Achievementon Cycle-II

No	Respondent	Pre-Cycle		KKM = 70	
		Score	Value	Complete	Incomplete
1	1.1	20	67		√
2	1.2	21	70	√	
3	1.3	27	90	√	
4	1.4	24	80	√	
5	1.5	25	83	√	
6	1.6	24	80	√	
7	1.7	25	83	√	
8	1.8	24	80	√	
9	1.9	20	67		√
10	1.1	24	80	√	
11	1.11	21	70	√	
12	1.12	24	80	√	
13	1.13	22	73	√	
14	1.14	27	90	√	
15	1.15	24	80	√	
16	1.16	21	70	√	
17	1.17	24	80	√	
18	1.18	22	73	√	
19	1.19	25	83	√	
20	1.2	20	67		√
21	1.21	24	80	√	
22	1.22	20	67		√
23	1.23	26	87	√	
24	1.24	24	80	√	
25	1.25	21	70	√	
26	1.26	24	80	√	
27	1.27	21	70	√	
28	1.28	24	80	√	
29	1.29	24	80	√	
30	1.3	24	80	√	
31	1.31	21	70	√	

32	1.32	21	70	√	
33	1.33	21	70	√	
34	1.34	27	90	√	
35	1.35	24	80	√	
36	1.36	20	67		√
37	1.37	21	70	√	
38	1.38	24	80	√	
Total		2917	33	5	
Average		76.76			
Percentage			87%	13%	

Source : Research Results on Cycle-II

The analysis can be seen in the table 7.

Table 7.
The Analyses of Students' Vocabulary Achievement on Cycle-II

Category	Value Range	Frequency	Percentage
Very Good	90 – 100	3	8%
Good	80 – 89	19	50%
Sufficient	70 – 79	11	29%
Poor	60 – 69	5	13%
Very Poor	0 – 59	0	0%
		38	100%

Source : Research Results on Cycle-II

The table showed that there was a change, there were 3 students (8%) in very good category. There was an increase from 4 to 19 students in good category. There were decreases in category of sufficient (16 to 11 students), poor (14 to 5 students), and vey poor (4 to 0 student). The average increased from 67.84 to 76.76. And there was a significant increase on the students' completeness results. The completeness result percentage of students' in pre-Cycle, Cycle-I, and Cycle -II can be seen in the table 8.

Table 8.
The Completeness Result Percentage in Pre-Action, Cycle-I, and Cycle-II.

No	Research	Category	Student	Percentage
1	Pre-Action	Complete	7	18%
		Incomplete	31	82%
2	Cycle- I	Complete	20	53%
		Incomplete	18	47%
3	Cycle-II	Complete	33	87%
		Incomplete	5	13%

Source : Research Result, 2018.

The percentage of the completeness result on pre-cycle, cycle-I and Cycle-II is concluded in the chart 1.

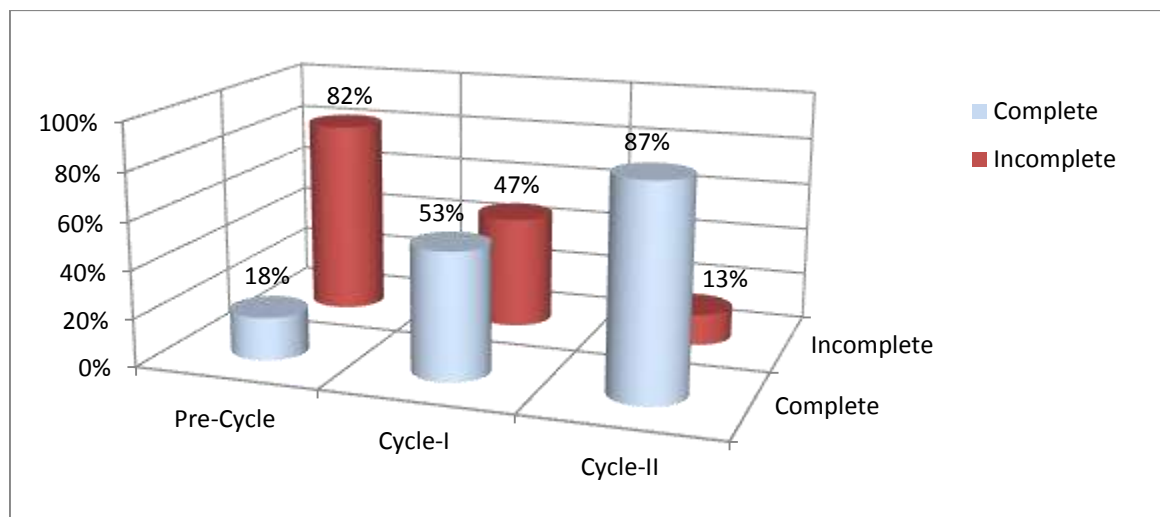


Chart 1. The Percentage of students' completeness result on Pre-Cycle, Cycle-I, and Cycle-II.

CONCLUSION

Based on the results of the study, the using of magnetic board media can improve the students' vocabulary achievement. There was 69% increase after using the magnetic board media. In the initial condition, the percentage of students' completeness was only 18%. In the first cycle, the percentage of students' completeness scores increased to 53%, then in the second cycle has a significant increase to 87%. Thus, results of the study show that the percentage of students' completeness scores between the initial conditions and the first cycle and the second cycle has increased. In addition, the class average has increased too from 62.89 in pre-Cycle, 67.84 in Cycle-I, and 76.76 in Cycle-II. Moreover, in the teaching learning process using magnetic board media, the students' motivation increased and they got long term memory. Thus, it was concluded that the use of magnetic board media improve the students' vocabulary achievement, long term memory, and motivation.

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