

**The Impact of Using Mystery Box on Student Achievement and  
Motivation in Learning English**

**THESIS**

Submitted by

**SARAH RAIHAN**

**NIM. 200203105**

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



**FAKULTAS TARBIYAH & KEGURUAN**

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**THE IMPACT OF USING MYSTERY BOX ON STUDENTS LEARNING  
ACHIEVEMENT AND MOTIVATION IN LEARNING ENGLISH**

**THESIS**

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in the Field of Education in English Language Teaching

By:

**Sarah Raihan**

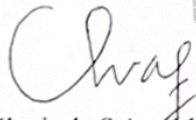
**NIM. 200203105**

Student of *Fakultas Tarbiyah dan Keguruan*  
Department of English Language Education

Approved by:

AR-KANIRY

Supervisor



Siti Khasinah, S.Ag., M.Pd.  
NIP. 196904201997032002

Head of Department



Syarifah Dahliana, S. Ag., S.E., M.Ag., M.Ed., Ph. D.  
NIP. 197504162000032001



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Saya yang bertanda tangan di bawah ini:

Nama : Sarah Raihan  
NIM : 200203105  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan  
Judul Skripsi : **The Impact of Using Mystery Box on Students Achievement and Motivation in Learning English**

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Nama : Sarah Raihan

NIM : 200203105

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

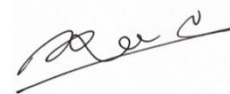
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Banda Aceh, 16 Februari 2026



Sarah Raihan

## ABSTRACT

Name : Sarah Raihan

Reg. No: 200203105

Faculty : Tarbiyah dan Keguruan

Major : Department of English Language Education

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Primary Supervisor : Siti Khasinah, S. Ag., M. Pd

Keywords : Mystery Box Media, Learning Achievement, Learning Motivation.

This research aims to determine the impact of using Mystery Box media on students' learning achievement and motivation in learning English. This research is motivated by the low learning outcomes of eleventh-grade students at MAN 2 Aceh Barat. One of the contributing factors is low student participation, lack of learning motivation, and unsatisfactory English learning outcomes caused by monotonous teaching methods and the limited use of innovative learning media. This research employed a quantitative approach using a pre-experimental one-group pretest–posttest design. The sample consisted of 19 students selected through total sampling. The instruments were a written test to measure students' learning achievement and a questionnaire to measure learning motivation. The data were analyzed using descriptive and inferential statistics through a paired sample t-test using SPSS. The results showed a significance value (2-tailed) of 0.053 with  $t = -2.074$  and  $df = 18$ . Since the significance value was greater than 0.05, there was no statistically significant difference between pretest and posttest scores. Therefore, the null hypothesis ( $H_0$ ) was accepted and the alternative hypothesis ( $H_1$ ) was rejected. However, students' mean scores and learning enthusiasm improved after the implementation of Mystery Box media. In conclusion, Mystery Box media created a more interactive and enjoyable learning atmosphere and increased students' motivation, although it did not significantly affect students' English learning achievement statistically.

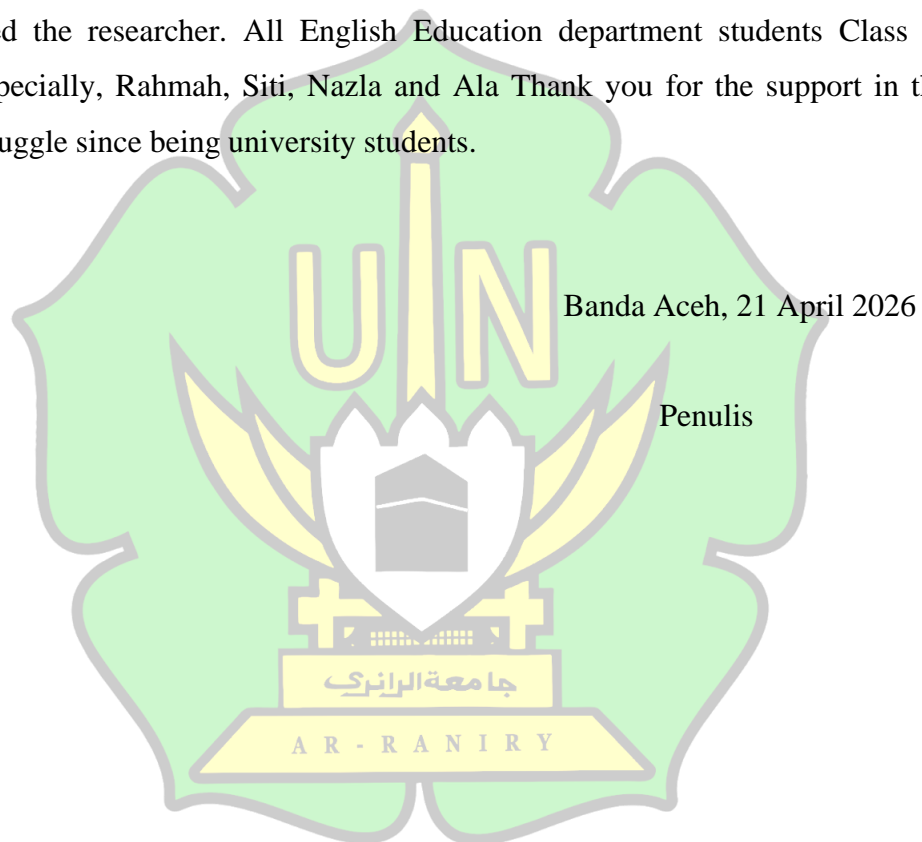
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## **CHAPTER I INTRODUCTION**

### **A. Background of Study**

English is one of the essential subjects in senior high school, and its success depends greatly on how teachers create effective and engaging learning experiences. Learning English may be a hard task and frustrating for EFL students. However, it can be something interesting and fun if teachers find suitable techniques to teach language. One of the ways to make language learning interesting is by using games/learning media. One of the ways to improve students' learning achievement and motivation is by using innovative learning media such as the Mystery Box. English plays an important role in the era of globalization because it can enhance students' communication skills, motivation, and self-confidence. Through interactive and enjoyable learning methods such as language games, singing, role-play, and visual media, students become more courageous in using English without fear of making mistakes. This provides positive impacts on language skills, self-confidence, global competence and students' active participation in the learning process (Falah et al., 2024).

However, the reality in the field shows conventional learning models that use of lecture methods and memorization which are less effective in engaging students and often results in low student learning outcomes (Susilo et al., 2022). Previous studies found that many teachers still use the lecture method, which makes students feel bored with learning (Nuhaa & Witanto, 2024). Other research also states that another problem is the need for teachers to use effective, innovative and diverse learning media in the classroom (Rambe & Riska, 2023). This condition may occur because students nowadays face difficulties in understanding the concept of learning English, even at the high school level (Kollar et al., 2007; Land, 2000). Especially students' abilities are still lacking in identifying, understanding, stating, finding solutions, and drawing conclusions to the problems.

Based on interview with Ms. S., an English teacher of Class XI at MAN 2 Aceh Barat via WhatsApp, the same problems were also identified. The majority of students at MAN 2 Aceh Barat showed low learning engagement, low learning motivation and participation during their English lessons in Class XI. This condition was reflected through the reduced attention during learning activities, the minimal contribution to classroom discussions, and the limited responses to the teacher's queries and explanations. This condition also affected their level of active participation and overall academic achievement. Learning that lacks variety and monotony causes low student motivation. Students' lack of curiosity, and interest in English language learning is one of the signs, and experiencing low confidence, anxiety, and frustration (Kim & Hannafin, 2011). Students tend to be less active and passive because they rarely participate in the learning process, and they often show a lack of enthusiasm toward learning foreign languages in class. They are interested in things other than paying attention to the lesson and often spend their time in activities that are unrelated to the classroom learning.

The result of low student motivation in the learning process often contributes to a decrease in learning achievement (Khodijah & Setiawan, 2020; Sihombing et al., 2021). This occurs because traditional teaching techniques, teachers' models have not been successful in igniting students' interest in learning and, for the most part, they find class participation boring. This is due to the lack of variety of interesting learning methods that motivate students to actively participate in the learning process (Chen, 2022). Teachers continue to play a significant role in practical learning (Rahmadani, 2023; Basong & Pariyanto, 2024). Specifically, educators use a teaching method that are not fully adapted to the learning characteristics of high school student level and do not make maximum use of various models, media and learning strategies in the material taught in English language learning (Sihombing et al., 2025). This is supported by previous research findings, which state that many teachers still use the lecture method, which makes students feel bored with learning (Agustiana et al., 2020; Cahyani & Jayanta, 2021). Other research also states that another problem is the

need for teachers to use effective, innovative and diverse learning media in the classroom (Balqis et al., 2021; Rambe & Riska, 2023).

Based on these problems, the implementation of innovative learning media is considered necessary to improve students' engagement and learning achievement in English. One of the responsibilities of educators is to increase students' learning motivation (Mufatikhah et al., 2023). It is our duty as educators to come up with solutions for these issues, which can be solved using ideas or learning models that we believe have the capacity to solve these learning difficulties (Siahaan, 2024; Basong & Pariyanto, 2024). Learning motivation in students is one element that increases the effectiveness of learning achievement (Sari et al., 2021). Strong, motivated students will have the energy to complete learning activities (Datu et al., 2022). One way to build student learning motivation is to create fun and interesting learning for students (Tantri et al., 2023). Fun learning can be created one way by using learning media (Wulandari et al., 2023).

Learning media is a tool that can increase learning effectiveness. The use of interactive media such as Mystery Box can facilitate students' understanding of abstract concepts through a more real approach. Therefore, the focus of this study is on the development, feasibility, and effectiveness of Mystery Box media in improving student learning outcomes (Akyun et al., 2024). Learning media plays an important role in teaching and learning activities in building student enthusiasm and motivation to improve learning achievement (Hae et al., 2021; Rahmawati et al., 2020). If the learning method is not varied, students feel bored and not interested in absorbing the material presented, so that the learning process is only teacher-centered (Rohyin et al., 2024).

Media can be a valuable tool for educators to use as an intermediary in conveying messages or material and stimulating thinking, which can encourage students' learning process in understanding the material (Harahap & Rusli, 2021; Wahyuningtyas & Sulasmono, 2020). Therefore, an educator must be proficient in using or creating learning media. The solution that can be done is to apply existing media to educators, such as mystery box learning media.

Mystery Box media is a three-dimensional visual learning aid that resembles a box and contains complete material to increase students' knowledge and understanding through written material and visually attractive images arranged on each side of the box. Mystery Box media, is an APE (Educational Game Tool) that educators can use to support student learning (Ariska & Suyadi, 2020; Wahyuningrum & Dwiyantri, 2022). Previous research findings state that learning media is necessary to support enjoyable learning activities (Muna & Wardhana, 2022; Ningsih & Pritandhari, 2019; Yuliani et al., 2020). Another study by Nurulita et al (2024) proved that concrete learning media are effective in improving student learning achievement.

The application of mystery box media can make learning between students and educators more effective and meaningful (Sari & Lian, 2023). This statement is from previous research showing that using mystery box media in the classroom increases students' enthusiasm for learning and academic achievement (Aflahah et al., 2023; Meilyana et al., 2022). What differentiates this research from previous research is the content of the subject matter, subject matter, location and objects studied. There has yet to be a study regarding the impact of mysterious media on student motivation and academic progress in the eleventh-grade high school civics curriculum. Based on, this research aims to analyze the impact of the use of mystery box media on student motivation and academic progress in the eleventh-grade citizenship curriculum at MAN 2 Aceh Barat.

However, in this research, the researcher focused solely on Mystery box media, one of the efforts that can be made is the use of innovative learning media. The Mystery Box functions as an interactive learning media based that contains question cards, objects, or instructions, aimed at stimulating students' curiosity and encouraging their active involvement in the learning process, making it a potential solution to students' low motivation and participation in the classroom (Zuhroh et al., 2021).

This indicates the learning that the use of Mystery Box as media is the best, unique, fun, interesting, and useful tool for students to learn English language. However, the researcher saw a lack of motivation of the students' learner.

Contribution of student achievement is supported by the motivation of students in schools (Riswanto & Aryani, 2017). Therefore, this research is different from previous studies, where the focus is on significant effect of students learning achievement and motivation by using Mystery Box as at highschool.

Based on statements above, the researcher is interested in researching teaching English language to senior high school students with Mystery Box as learning media. So, this research exclusively examine and more focuses on the use of Mystery Box media as an innovative learning tool aimed at enhancing students' achievement and motivation in learning English grade XI students at MAN 2 Aceh Barat who are rarely exposed English language in daily.

## **B. Research Questions**

Concerning the background of the study explained above intended to find out the answer to the questions:

1. Do the Mystery Box Media increase student learning achievement of Grade XI MAN 2 Aceh Barat students?
2. Do the Mystery Box Media enhance student learning motivation of Grade XI MAN 2 Aceh Barat students?

## **C. Research Objectives**

According to the research questions, the objectives of this study are as follows:

1. To determine whether the use of Mystery Box Media can increase the learning achievement of Grade XI students at MAN 2 Aceh Barat.
2. To find out whether the use of Mystery Box Media can enhance the g learning motivation of Grade XI students at MAN 2 Aceh Barat.

## D. Hypothesis

To direct this research and to accomplishable the targets, at the same time to avoid the presence of information that is less relevant, here the researcher put forward a hypothesis. A hypothesis is useful for the researcher as a determinant of the direction of a study and is needed to show the researcher's thinking and expectations about what the outcome of the research will be. The hypothesis in this research is formulated as the following:

**H<sub>0</sub>:** There is no significant effect of using Mystery Box Media on students' learning achievement at MAN 2 Aceh Barat.

**H<sub>a</sub>:** There is a significant effect of using Mystery Box Media on students' learning achievement at MAN 2 Aceh Barat.

## E. Research Significances/benefit

This research was expected to provide benefit contribution both theoretically and practically.

### 1. Theoretical Significances

- a) Benefits for researchers, where this paper is one of the requirements in completing studies and obtaining a bachelor's degree.
- b) The results of this study are also expected to be beneficial for initial guidelines for further research related to the application of Mystery Box as media to impact students' learning achievement and motivation.

### 2. Practical Significances

- a) For the teachers as a materials reflection to apply Mystery Box as media to impact students' learning achievement and motivation.
- b) Make students more able to increase their motivation through Mystery Box as media.

## **F. Terminology**

### **1. Mystery Box Media**

The Mystery Box is a learning media in the form of a box containing various items, tools, ingredients, questions, clues or clues related to a procedural task, such as making food or handicrafts. It used to stimulate students' curiosity, activate prior knowledge and initiate. The Mystery box in this research is a using type of non-digital media that help students explore and understand procedural texts by engaging them in hands-on activities, critical thinking, and collaborative problem-solving. Through the Mystery Box, students are encouraged to identify the purpose, materials, and steps required in a procedure, which enhances their comprehension and application of the text in a real-world context. A three-dimensional interactive learning aid that contains hidden materials, questions, or objects designed to encourage curiosity, engagement, and active learning (Smaldino et al., 2019).

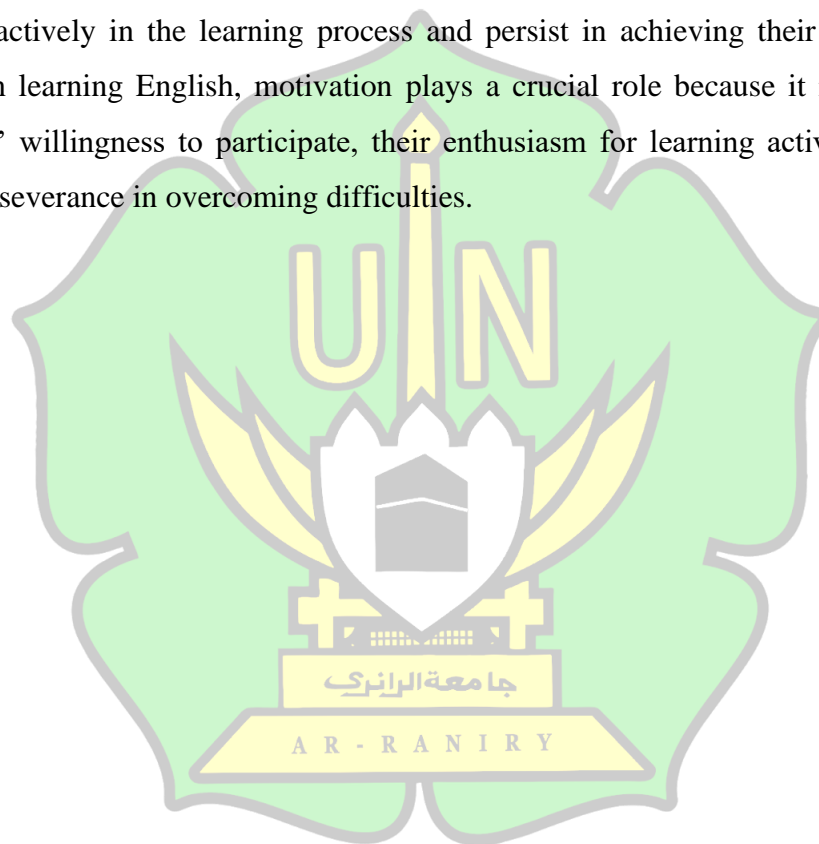
### **2. Student Learning Achievement**

The level of mastery of students' learning outcomes measured through tests or assignments after learning activities (Aflahah, 2024). In this study, learning achievement is measured through test results after the learning process assisted by Mystery Box media. Student learning achievement refers to the results or outcomes obtained by students after participating in the learning process, which reflect their level of understanding, skills, and attitudes toward the subject matter. In English learning, achievement can be measured through students' performance in listening, speaking, reading, and writing skills, as well as their ability to apply language knowledge in real communication contexts.

### **3. Student Motivation**

The internal or external drive that encourages students to participate actively in learning activities. In this study, it is measured using a motivation questionnaire based on the ARCS model (Attention, Relevance, Confidence, Satisfaction). Students' motivation to use the theory of convergence of the development within the individual is determined by factors originating from within and factors that come from outside oneself. Motivation is an internal process that is one of the

main factors that determines the succes rate of student learning. Motivation is important in determining how many students will be learning from a learning activity or how much to absorb the information presented to them. Students are motivated to learn something will use higher cognitive processes in learning the material, so that students will absorb the material better. These motivation levels are determined by the level of meaningfulness of theaching materials and learning activities, which are owned by the students concerned (Djamarah, 2008). Student motivation refers to the internal and external factors that encourage students to engage actively in the learning process and persist in achieving their academic goals. In learning English, motivation plays a crucial role because it influences students' willingness to participate, their enthusiasm for learning activities, and their perseverance in overcoming difficulties.



## CHAPTER II

### LITERATURE REVIEW

#### A. Learning Media

##### 1. Definition of Media

Media can be defined as an intermediary between the sender of information a source or receiver. Some things that are included in media are films, television, diagrams, printed media, computers, and so on. Media is a means that makes it easier to convey messages to students. Derived from the Latin medium between, the term refers to anything that carries information between a source and receiver. The purpose of media is to facilitate communication and learning (Smaldino et al., 2019), which literally means intermediary or messenger. (Khansanah, 2021). Media, the plural of medium, are means of communication, such as newspapers, magazines, radio, television, films, posters, and banners (Sari et al., 2020).

There are six categories of media used in learning: text, audio, visuals, video, manipulatives (objects), and people. Tools that are related to objects and can be seen directly are object media (manipulatives). Instruments that are connected to objects and are directly visible (real) are three-dimensional manipulatives (objects), where questions are delivered through a physical box called a mystery box (Smaldino et al., 2019). The general definition of media is that an intermediary tool functions to channel messages with the aim of making it easier for users to achieve a goal (Paramita et al., 2020). More specifically, the meaning of media in the teaching and learning process is interpreted as graphic, photographic, or electronic tools to capture, process, and re-arrange visual or verbal information.

From the several definitions above, it can be concluded that media is any form of something that can be used to convey messages and can be used as a means of conveying or delivering messages in communication with the aim of making it easier for users to achieve a goal.

## 2. Learning Media

Learning – that is the acquisition, retention and recall of knowledge – within a specific context and related to particular problems is more effective than the acquisition of facts and information simply gleaned by reading a book from cover to cover (Moust et al., 2021). The use of learning media can provide direct experience for students (Handayani & Dahlia, 2022; Abdulrahaman et al., 2020). In addition, the use of learning media is carried out to optimize the process of transferring information between the sender and the recipient of the message (Putra et al., 2023). Thus, learning media can make it easier for students to understand abstract concepts. Efforts that can be made by educators to facilitate student understanding are through learning media Box media.

The use of learning media is a very important tool in supporting student involvement and motivation to learn. According to Niken (2024), learning media is a tool or material that can be used to convey educational messages to make the learning process more effective and engaging. Interactive learning media can make it easier for students to understand abstract material through concrete and enjoyable steps (Niken, 2024). In addition to learning media, learning methods are also important in teaching and learning activities. If the learning method is not varied, student feel bored and not interested in absorbing the material presented, so that the learning process is only teacher-centered. The method chosen in this research is the discussion method.

Another study by Nurulita et al (2024) proved that concrete learning media are effective in improving student learning achievement. Learning media is a tool that can increase learning effectiveness. One of the learning media used to explore critical and creative thinking skills is related to the Mystery Box media (Nuradhisti & Prasetyanigtyas, 2025).

## 3. Mystery Box

### a) Definition of Mystery Box

Mystery Box media, it is a box that contains questions related to the subject matter. The name "magic box" or "mystery box" comes from the fact that children do not know the contents of the box until the lid is opened (Simamora et

al., 2019). The advantage of the Mystery Box media is that it makes students curious about the subjects presented in it, thus encouraging students to better understand what they are learning. According to Astiani (in Dwiyanti & Khan, 2020), APE (*Alat Permainan Edukatif/Educational Game Tools*) are media intended to help students learn to read letters and can be used by teachers to assist the learning process. This learning media called "mystery box" is made of reorganized used cardboard boxes that contain several topics about descriptive text material. Mystery Box is a concrete learning media that can provide a real picture on a small scale. The uniqueness of this Mystery Box media can attract students' attention.

In addition, the box media is in the form of a small 3D display to show real situations (Nuradhisti & Prasetyanigtyas, 2025; Akyun et al., 2024). The Mystery Box is a box with an adjustable size and non-transparent surface. This medium is made of cardboard and functions as a secret tool during the learning process. When the box is closed, students are unable to see or identify the objects inside it. However, after opening the cover, students can recognize the objects or materials contained within the box. Therefore, it is called a Mystery Box.

The Mystery Box, as an instructional medium, is a game that uses a cardboard box containing objects, word cards, or written sentences (Darnis, 2018; Novitasari et al., 2023). The Mystery Box is a tool in the form of a box that serves to convey messages and stimulate students' thinking and interest in achieving learning objectives. To prepare a Mystery Box, a box and its cover can be designed in various shapes and sizes, decorated with colored paper, and made visually appealing to increase students' interest. When students see something attractive, they tend to respond more positively (Carol, 2019, as cited in Novitasari et al., 2023).

Based on several opinions, the Mystery Box has a box shape with three dimensions as a medium that has been modified to suit the learning material (Maryana & Wulandari, 2024). This Mystery Box media is designed to allow interaction between teachers and students in the classroom, thus making the learning atmosphere active and fun. In addition, this Mystery Box is also effective

in increasing students' desire to learn. The games should be enjoyed because this is one of the ways to make the students practice the language while playing the game.



**Picture 2.1**



**Picture 2.2**

*Source: Data Primer, 2026*

#### **b) The Strength of Mystery Box**

The Mystery Box has several advantages and disadvantages (Simamora, 2019).

- 1) It is easy to store because it does not require much space.
- 2) The box is relatively small, making it easy to carry. The game technique is flexible and can be applied either individually or in groups.
- 3) It is simple to present and use in the learning process.
- 4) The contents of the box provide an element of surprise that can attract students' attention.
- 5) More visually attractive for students by seeing the display of images and colors, students can easily understand the material, and simplifies the explanation of learning material by the teacher (Sukaryanti et al., 2023).
- 6) Encouraging memorization, promoting correct pronunciation, and bringing creative use of language.

### c) The weaknesses of Mystery Box

In addition to its advantages, the Mystery Box game also has several disadvantages, as follows:

- 1) If it is used for inappropriate learning materials, its use becomes ineffective and inefficient.
- 2) It may cause noise in the classroom, which can disturb other classes, and it is sometimes difficult to determine which student should answer during the competition round.

### d) The Use of Mystery Box in ELT

The Mystery Box is an interactive learning media that can be effectively used in English Language Teaching (ELT) to create curiosity and active engagement in the learning process. In this method, teachers prepare a box containing various objects, pictures, or written clues related to the learning topic. Students are asked to guess, explore, or discuss the contents of the box as part of the lesson. Students are invited to guess, discuss, and explore the content of the box, which leads them to discover the lesson objectives in a fun and meaningful way. In English Language Teaching (ELT), the use of Mystery Box Media allows teachers to introduce vocabulary, grammar, and speaking activities in a fun and meaningful way. It provides students with real or visual objects that can be described, categorized, or discussed in English, thereby integrating language skills through contextual learning.

Games are effective because they provide motivation, lower the students' stress, and give them the opportunity for real communication. In addition, Richard & Amato (1996) also stated that even though games are often associated with fun, teachers should not lose sight of the pedagogical values, particularly in foreign language teaching. When introducing language games, teachers should first explain the purpose of the games to the students so they can also focus on the goal of learning while they play the game. The rule of the games can be negotiated or modified according to the students' needs and interests. Teachers should also consider and pay attention to the level of difficulty. Part of the appeal of the

games lies in the challenge but if the games are too challenging, it may discourage students (Wijnia et al., 2024).

The Mystery Box game is a fun game that can be used in any lesson, whether teaching online or in the classroom. It is known to encourage students' creativity while also making them more conscious of their thinking (Yanuarto, 2014). The box in this game is the media to help the teacher in the learning process. Media acts as a facilitator in the teaching-learning process (Rao, 2014), meaning that it is used to help the teacher to give information to the students. In the teaching and learning process, the use of media is to make the process run effectively and interesting. The teacher can use unknown items in a Mystery Box to help students improve their abilities to listen to others, recall information, ask purposeful questions, classify items by class, make inferences, synthesize information, and draw conclusions (Rule, 2007). This game process can be performed to assess creativity, responsibility, and student activity in class (Arta, 2018; Erdiana et al., 2023).

That contains images and questions from the learning material (Sukaryanti et al., 2023). The Mystery Box game is an educational game created using box. It is a game that is used as a medium and consists of unknown items that will help the learner learn something (Arta, 2018). Mystery boxes are media that have been modified by adapting learning materials which have several uses to improve student learning outcomes and make learning activities fun (Fauzi et al., 2022). Mystery Box media supports student involvement during the learning process in a direct and real way (Zuhroh et al., 2021). The benefits of Mystery Box media in the learning process improve student learning outcomes, foster a pleasant learning environment, increase creativity, and be more focused on learning (Fauzi et al., 2022; Harnanto, 2016). For this purpose, a teacher should give much practice to improve student's ability in English. They should be a model of English and should be able to choose the materials and methodology in presenting the materials to reach the objective of teaching and learning process.

### **1) The Role of Mystery Box in Improving Learning Achievement**

Learning achievement refers to the measurable outcomes that show how well students understand and apply the knowledge gained during the learning process. The use of Mystery Box media contributes to learning achievement by providing hands-on and student-centered activities. When students interact with the objects inside the box, they not only recall prior knowledge but also construct new understanding through exploration and collaboration.

According to Sari et al (2022), learning media that encourage active participation can significantly improve students' academic performance because students become more focused and motivated to complete the learning tasks. The Mystery Box approach promotes curiosity-driven learning, making students more attentive and eager to achieve the learning goals. Therefore, integrating Mystery Box Media in ELT can help improve students' comprehension, vocabulary mastery, and problem-solving skills, which are indicators of learning achievement in language education.

### **2) The Role of Mystery Box in Enhancing Learning Motivation**

Motivation is a key factor that influences students' willingness to learn and participate in classroom activities. The use of Mystery Box Media can increase students' intrinsic motivation because it introduces elements of surprise and challenge in the learning process. The sense of curiosity and anticipation about what is inside the box makes students more enthusiastic to learn.

As stated by Zuhroh et al (2021), explained that mystery-based or game-like learning increases students' emotional engagement, supporting improved attention, enthusiasm, and persistence throughout the learning process. In addition, the Mystery Box media contributes to a cooperative learning, that allows students to interact, work together to solve problems or discuss the mystery items. This social interaction supports positive attitudes toward learning and reduces anxiety in using English.

By providing enjoyable and engaging learning experiences, the Mystery Box becomes an effective medium to enhance both extrinsic and intrinsic motivation among students in ELT contexts. According to Zuhroh et al., (2021),

the Mystery Box media supports student engagement and motivation because it combines elements of surprise, challenge, and discovery in the learning process. Therefore, integrating this media in ELT not only improves language mastery but also fosters students' enthusiasm and curiosity toward learning English.

## **B. Student Learning Achievement**

### **1. Learning Achievement Definition**

In English language learning, learning outcomes are measured based on student achievement in the cognitive, affective, and psychomotor domain, which includes conceptual understanding, application of knowledge, and analytical and evaluative skills (Aflahah et al., 2023). In this research, the researcher only focused on cognitive and affective domain. The country currently needs to be tuberous on achievements produced by the process of learning activities at academic institutions, because they some countries have a fear that the process of learning, and the demands of school will end with achievement results unsatisfactory. Accordingly, student achievement in formal academic institutions can be observed from the rank-actualization in students' learning activities. Indicators of learning achievement can be seen on the standard value set by each institution and on changes in the level of achievement of each student from year to year in all academic subjects in tests and assessments.

### **2. Learning Achievement Indicators**

According to Aflahah (2024), in his theory on the taxonomy of educational objectives, learning outcomes are categorized into three domains, namely cognitive, affective, and psychomotor. The manifestation of good learning outcomes is in the form of changes in the psychological domain as a result of experience and the learning process. The explanation regarding learning outcome indicators is as follows (Ahmad et al., 2024):

#### **a) Cognitive Domain**

Cognitive domain is a behavioral change that occurs in cognition. The learning process consists of activities ranging from receiving stimuli to storing and processing them in the brain. According to Bloom (2001), the levels of

cognitive learning outcomes range from the lowest and simplest, namely memorization, to the highest and most complex, namely evaluation.

- 1) Creating, is to unite the elements that have been described into a complete form.
- 2) Remembering, is the ability to know the existence of responses, facts and terms without understanding them.
- 3) Understanding, is the ability to understand concepts, situations and truths in the environment.
- 4) Applying, is the ability to do something that is already understood and known in a real situation.
- 5) Analyzing, is the ability to describe what has been obtained according to its constituent elements.
- 6) Evaluating, is to make a conclusion/final assessment of a statement/concept or situation that has been discovered.

#### **b) Affective Domain**

In the affective domain, learning outcomes are arranged hierarchically from the lowest to the highest level. The affective domain refers to aspects related to values, which are subsequently linked to attitudes and behaviors.

- 1) Receiving, which refers to the learner's ability to paying attention to something received or experienced.
- 2) Responding, namely the ability to respond to what has been captured and feel actively participation.
- 3) Valuing, which refers to the ability to assess an event and deliberately respond to follow up on a particular object, phenomenon, or behavior.
- 4) Organization, which refers to the ability to develop a system of values within oneself based on accepted and believes in.
- 5) Characterization, which refers to the ability to consistently demonstrate behavior that reflects internalized values as part of one's character.

### 3. Learning Motivation

According to Woolfolk (2009), motivation is an internal state that arouses, directs, and sustains behavior. Cleopatra (2015) stated that motivation is a factor that stimulates the occurrence of encouragement then responding and behaving. Suprihatin (2015) argues that how strong an individual's motivation would determine the quality of the behavior appeared, whether in the learning context, working or in other context of our lives. Hancock in Tran (2019) stated that motivation is considered as an indispensable element that offers guidance, inspire, and maintains constructive attitude towards a shared goal. The intent of its statement is that motivation is an indispensable element that offers guidance, inspiration, and attitude maintenance constructively for common purposes. According to Daud (2012) learning motivation is the overall driving force of the students who can actively participate in learning activities, ensuring the continuity of the learning activities and giving direction to learning activities in order to achieve the goal. Emda (2018) stated that motivation highly affects the success of the students' learning outcomes. The success of learning will be achieved when there are both willingness and encouragement to learn.

Razak (2016) added that motivation definitely supports in mastering the materials and in consequence, the students' learning outcomes also increase which means that the motivation is very crucial for the students to master the material and cause increased outcome. Ahmadi in Mulyaningsih (2014) also argued that motivation can determine the quality of the goal reached. The higher the motivation, the greater the success of learning acquired. The one who has great motivation will be actively striving, persistent, not easy to yield and he/she will actively indulge in learning resources to increase the achievements in solving problems. Sardiman in Dhitaningrum & Izzati (2013) explained that the aspects of learning motivation are as follows: (a) encouraging someone as a mobilizer to release energy. In this case, the motivation is the activator of every undertaken activity; (b) determining the action direction, which is the objectives direction. Thus, motivation can instruct the direction and activities which need to be done in accordance with the objectives desired; and (c) selecting the deed, for instance,

determining what deeds must be done that are compatible in order to achieve the objectives.

The aspects of Learning Motivation based on (Qudsyi et al., 2011) are as follow: (a) there is a desire, attitude, support, individual need to learn; (b) there is an ongoing state of individuals involvement to finish the task, as an activity form or attitude which is directed towards objective achievement; and (c) there are both commitment and intensity, owned by individuals to keep learning. Istanti (2015) explained that if a child has low motivation, it will cause he/she has difficulty in learning. It will certainly affect the learning success and the child's achievement. Mawarsih et al (2013) in their research revealed that students who have a relatively low motivation seem reluctant to go to school which caused them to have low learning achievements.

Anggraini (2016) believed that there are two factors that make a person motivated, namely: (1) internal factors. This motivation is formed due to self-awareness of understanding about the importance of self-development and provision to live life; and (2) external factors, which is stimulation from other people or surrounding environment that can affect the psychology of the person concerned. Saputra et al (2018) revealed that motivation development can influence many factors of students' goals and aspirations, the ability of the students, physical and spiritual condition of the students, the environmental condition of the students, dynamic elements in learning, and the effort or encouragement of the teacher in motivating. In addition, Sulistyoy (2016) said that one of the factors that can inspire the students' learning motivation is the learning model used.

### **C. Previous Studies**

Supporting research evidence before that, Education is very important for the development of a country. Education is a process to bring about change (Mulyawati & Purnomo, 2021). Education is one form of development. The progress of a society can be measured by the level of progress in the quality education sector (Indriyani et al., 2019). Therefore, education requires high

standards to support the development of human resources (Rahmi et al., 2019). Overall, high level of literacy skills can be a good indicator of high-quality human resources.

There are some previous research findings about the impact of PBL model assisted by Mystery Box media on student learning. Previous studies by Dora, E., et al (2025) This study aims to determine about the effect of the use PBL model on student learning outcomes in English language learning on procedure text material for high school, it can be seen that the ability of student learning outcomes using the PBL model assisted by the Mystery Box media, and the other previous studies by Fitriana et al (2024), this research aims to test the potential and effectiveness of development produced the Mystery Box learning media by using the problem-based learning model in high school.

However, these studies have not discussed much about the effectiveness student learning motivation by using problem-based learning models and Mystery Box as media in a High School environment, such as at MAN 2 Aceh Barat, which has uncommon used English in learning approach. Therefore, this research aims to examine the effectiveness of (PBL) models and Mystery Box as a medium for English language learning for grade XI-C IPS students at MAN 2 Aceh Barat. This study used quantitative research, the type of research media used in this study is quasi-experiment pretest-posttest group design, focusing on students to support language learning programs in the Islamic regular school environment.

## **CHAPTER III RESEARCH METHODOLOGY**

### **A. Research Design**

The approach of this research is quantitative, this research based on the positivist philosophy, which is used to examine specific populations or samples. Data collection is carried out using research instruments, and data analysis is conducted quantitatively or statistically, with the main objective of testing predetermined hypotheses (Sugiyono, 2022:8). The type of research used is experimental research. Experimental research is a method used to determine the effect of a particular treatment on another variable under controlled conditions (Sugiyono, 2022). In conducting the research, the design that the researcher applies is a pre-experimental design with one group pretest-posttest. Research design is a plan or strategy used to answer research problems (Christensen; Seniati et al., 2005:103). Based on the title of this research “The Impact of Using Mystery Box Media on Learning Achievement and Motivation in learning English”. To find out whether this media has an effect or not, test and treatments are needed to find out the results, the researcher used a pre-experimental research design.

With pre-experimental designs, the researcher studies a single group and provides an intervention during the experiment (Creswell, 2014). This design is not considered a true experiment because there are still external variables that may influence the formation of the dependent variable. Therefore, the results of the experiment, represented by the dependent variable, are not solely affected by the independent variable. This situation may occur due to, because this design does not have a control group to compare with the experimental group, and the sample is not selected randomly (Sugiyono, 2022:74). Using a one-group pretest-posttest design in experimental research is more accurate because it can compare conditions before being treated (Sugiyono, 2022). Therefore, the researcher took this design as the research design for this study.

This reserach also utilizes a questionnaire to measure the motivation generated through the use of the Mystery Box media. According to Sugiyono (2022) questionnaire is a data collection technique that involves providing a set of written questions or statements for respondents to answer. It is an efficient data collection method when the researcher clearly knows the variables to be measured and understands what can be expected from the respondents. Additionally, questionnaires are suitable for use when the number of respondents is large and spread across a wide geographic area. In this study, the questionnaire can consist of closed or open-ended questions and will be administered to respondents directly in the classroom after completing the pretest-posttest and treatment. The completion of the questionnaire will take 15-20 minutes. The direct contact between the researcher and the respondents will create a favorable condition, encouraging respondents to voluntarily provide objective and quick data.

### **B. Population and Sample**

Population is a generalization area consisting of an objects/subjects that has certain qualities and characteristics determined by researchers to be studied and then concluded (Sugiyono, 2022). The research population consists of 4 class of grade XI, this research was conducted at MAN 2 Aceh Barat, Samatiga District, and West Aceh Regency. This school was selected as the research location because the findings interviews indicated that the students showed low learning engagement, motivation, and participation during English lessons. This situation was reflected through reduced attention during learning activities, minimal contribution to classroom discussions, and limited responses to the teacher's questions. These conditions demonstrate the need for the implementation of innovative learning media to improve learning motivation and achievement.

Sugiyono (2022) explains the sample is a subset of the population with specific characteristics. Meanwhile, sampling is a procedure or tool uses by researcher to systematically select a number of individuals from predetermined population to be uses as subjects of observation or experiment (Firmansyah,

2022). The sample of this study used purposive sampling a method of determining respondents to be samples based on criteria (Siregar, 2020), a technique where sample members are chosen based on certain criteria rather than randomly (Sugiyono, 2022), because the researcher may understand the required information can be obtained from specific target group (Asrulla, 2023). Therefore, the sample or subjects in this study was made up 19 grade XI-C IPA students as the experimental class, the selection of Class XI-C IPA as the sample in this study was considering specific characteristics relevant to the research objectives.

This class was chosen because, based on preliminary interviews with the English teacher, the students in this class demonstrated low learning motivation and limited participation during English lessons. The students showed low engagement in classroom activities, such as minimal involvement in discussions and lack of attention during the teaching and learning process. The class had relatively lower English learning achievement compared to other classes, which made it suitable for observing improvement after the treatment. In addition, this class was chosen because the students were considered cooperative and accessible during the research process, making it easier for the researcher to conduct the treatment and collect data effectively. The class schedule was also suitable and aligned with the research timeline, which allowed the researcher to carry out the study without significant disruption to the regular learning process.

### **C. Data Collection Technique**

The research instrument is a tool used to measure observed natural or social phenomena (Sugiyono, 2022). Data collection techniques are tools for collecting data to receive information (Taherdoost, 2021). The instrument used in this study is a test sheet. A test consists of a series of questions that require answers and serves as a measurement tool for the evaluation process, playing an important role in assessing learning outcomes. A test is defined as a set of questions, exercises, or other tools used to measure skills, knowledge, intelligence, abilities, or talents possessed by individuals or groups (Arikunto, 2014).

The type of test used in this study is a subjective test or essay test. Subjective tests generally contain question types such as describe, mention, explain, compare, clarify, and state your opinion (Basuki & Hariyanto, 2016). Therefore, it is necessary to conduct validity and reliability tests on the instrument used. In collecting the data, to achieve the objective of the research, the researcher will use the following procedures to collect data: The procedures of the research are as follows:

### 1. Experiment

This research is an experimental type of study. This research method can be defined as a method used to assess the effect of a specific treatment or intervention on the research subject/object in order to test a hypothesis under controlled conditions (Sugiyono, 2022). In this study, the researcher uses an experimental research type in the form of a Pre-Experimental Design. The design used is the one-group pretest-posttest design. In this design, there are both pretest and posttest stages, conducted before and after the treatment is applied. This design can be illustrated as follows:

$O_1 X O_2$

#### Figure 1. One-Group Pretest-Posttest Design Research Design

##### Explanation:

$O_1$  = Pre-test, administered before the treatment.

$O_2$  = Post-test, administered after the treatment.

X = Treatment or intervention.

The independent variable in this study is the Mystery Box media (X), while the dependent variable is the students' ability in writing narrative texts (Y). The data collection technique used in this research is a written test. The data were analyzed using descriptive analysis techniques and inferential statistical analysis techniques.

### 2. Test (Learning Achievement)

In this research, the main instrument of data collection is a learning material/topic understanding test, the test consisting of a pre-test and a post-test where both tests used 10 questions about the meaning of the word. In the Pre-test,

students are given 10 questions to determine how far students understand before the treatment. In the Post-test, students were also given 10 questions to determine the effect of Mystery Box on students' learning achievement and motivation. The material/topic understanding test was given in the form of multiple-choice questions.

#### **a) Pre-test**

The researcher gave a pre-test to the students before giving the treatment. The purpose of the pre-test was to identify problems with the data collection instrument and find possible solutions to tackle those problems. The pre-test was given to the students using a learning material topic (-) to the students' initial knowledge mastery. The pre-test was in the form short questions in a multiple-choice format.

#### **b) Treatment**

After finishing the pre-test, the author gave the treatment by teaching the students to use the Mystery Box as the media. The implementation of the procedures as follows:

- 1) The author introduced himself and tell the purpose of his experiment.
- 2) The author explained about Mystery Box, its features, and the benefits of learning materials using problem-based learning model.
- 3) The author will demonstrated how to learn topic materials using the new learning media, Mystery Box and explained it during the process.

#### **c) Post-test**

After giving treatment, the researcher gave a post-test to evaluate the students' improvement in learning achievement and motivation (to measure their understanding). The post-test used a format similar to the pre-test, which was a set of questions provided in the form of a material/topic understanding test.

### **3. Questionnaire (Motivation)**

The questionnaire was one of the instruments used in this research. The questionnaire in this research was used to determine the students' responses to the implementation of Mystery Box as learning media during the teaching-learning process to increase their learning motivation. The questionnaire consisted of

statements that reflected students' cognitive, affective, and behavioral about Mystery Box media, and consisted of 10 questions. The questionnaire used in this research was adapted from a previous study conducted by Nurhayat Hakim, L (2019), entitled "*The Implementation of YouTube in Teaching Vocabulary for Young Learners.*" Since the original instrument was developed in a different context, the researcher made some adjustments to make it more suitable for this study. In particular, several statements were modified by replacing the learning media (YouTube) with Mystery Box, while still maintaining the original indicators related to students' motivation. This adaptation was done to ensure that the questionnaire remained relevant and appropriate for measuring students' responses in this research context.

The researcher used a questionnaire to obtain additional data for answer the second research question. The researcher used a close-ended questionnaire to collect data about students' responses on the implementation of Mystery Box as a learning media during the teaching-learning process to increase their learning achievement and motivation. The questionnaire used a Guttman scale (yes/no question) from 1 or 0, as 1 (Agree) and 0 (Disagree). The reason for using this method was that the researcher could gather data rapidly from many samples and show reliable and measurable data that accurately indicated students' responses. The Guttman scale was the most common instrument used in quantitative research, so in the Guttman scale there were only two intervals, namely "agree" or "disagree". Research using the Guttman scale was carried out when you want to get a firm answer to a problem that was asked (Sugiyono, 2022). Therefore, in this study, the researcher used the Guttman scale to find out students' responses on the implementation of Mystery Box as learning media during the teaching-learning process to increase their learning achievement and motivation.

#### **D. Technique of Data Analysis**

Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data generally employing statistical techniques (Eldridge, 2024).

## 1. Test

The author analyzed the obtained data by comparing the assessment scores before treatment (pre-test) and after treatment (post-test). The results of data collection on materials, information, and information obtained are processed according to their nature. Before carrying out the t-test, the researcher first determines the mean score of both pre-test and post-test data. The obtained data will be analyzed using the following formula:

$$X = \frac{\sum X}{N}$$

Description:

$X$	=	The average of data
$\sum X$	=	The sum of all data
$N$	=	Number of data

After the mean score was collected, the researcher analyzed the result through T-test testing. The formulas are as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Description:

$T$	=	t-Test
$\bar{X}_1$	=	the mean score of the post-test
$\bar{X}_2$	=	the mean score of the pre-test
$S$	=	standard deviation
$n_1$	=	number of students at the post-test
$n_2$	=	number of students at the pre-test

a) Calculate the  $t_{value}$  using the t-test formula.

The t-test was carried out to measure data (preliminary and final test results) which will be analyzed using the Statistical Product and Service Solutions (SPSS) version. 20 with statistics paired samples test.

b) Determine the degrees of freedom (df), with the formula  $df = n - 1$

c) Hypotheses testing

- 1) **H<sub>a</sub>**: There is a significant effect of using Mystery Box Media on students' learning achievement at MAN 2 Aceh Barat.
- 2) **H<sub>o</sub>**: There is no significant effect of using Mystery Box Media on students' learning achievement at MAN 2 Aceh Barat.

With the terms:

- 1) If  $t_{table} < t_{value}$  or  $t_{value} < t_{table}$ , H<sub>o</sub> is accepted at a 5% confidence level.
- 2) If  $t_{value} \leq t_{table}$  or  $t_{table} \leq t_{value}$ , H<sub>a</sub> is accepted at a 5% confidence level.

## 2. Questionnaire

To analyze the obtained data from the questionnaire, the researcher gave students the questionnaire which consisted of 10 questions. The researcher used Yes/No questionnaire based on Guttman scale, so the scoring for "YES" will be 1 and for "No" answer is 0. The scoring for the questionnaire will used the following formula:

$$S = \frac{Q_y \times 100}{N}$$

Description:

S	=	Student score
Q <sub>y</sub>	=	Total question with yes answer
N	=	Total questionnaire

In order to know the students' respond positive or negative, the researcher used the following formula:

$$FINAL\ SCORE = \frac{Total\ Score}{Total\ student}$$

The criteria of positive or negative response for each student are:

0-50	Negative
51-100	Positive

To calculate the percentage of the questionnaire, the researcher used the following formula:

$$P = \frac{F}{N} \times 100$$

Description:

P = Percentage

F = Frequency

N = Number of samples

100% = Constant value  
(Sudjono, 2017: 40)



## **CHAPTER IV FINDING AND DISCUSSION**

### **A. Research Findings**

This research was an experimental study conducted from January 13th to January 15th. The experiment was carried out in three meetings involving 19 students as the research participants. The purpose of the study was to examine the impact of using Mystery Box media on students' learning achievement and motivation in learning English, particularly in the topic of Asking and Giving Opinion. The first meeting focused on administering a pre-test to the students before they learned the material of asking and giving opinion. The pre-test was conducted to measure the students' initial learning achievement.

In addition, the researcher introduced the Mystery Box media and explained how it would be used during the learning process. This introduction aimed to familiarize the students with the media so that they could actively participate in the subsequent learning activities. In the second meeting, the teaching and learning process of asking and giving opinion was carried out using the Mystery Box media. The students were given tasks based on the LKPD, which included forming groups and presenting their group discussions in front of the class. The third meeting was conducted to administer the post-test in order to measure the students' learning achievement after receiving the treatment.

This section presents a descriptive analysis of the research data obtained from pre-test and post-test scores, as well as questionnaires administered to 19 students. The descriptive analysis includes the minimum and maximum values, mean, and standard deviation for each test item and questionnaire statement. This section answered the research questions described below. Is there a significant effect of using Mystery Box on increasing students' student learning achievement of Grade XI MAN 2 Aceh Barat student's scores. After conducting the research, the researcher collected two kinds of data, the pre-test and post-test scores from second-grade students at MAN 2 Aceh Barat. The results of the pre-test and post-

test were then compared to determine the impact of using Mystery Box media on students' learning achievement and motivation in learning English.

The data is displayed in tables as follows:

No	Name of student	PRE-TEST	POST-TEST
1	AS	3	7
2	PL	3	3
3	NZ	3	2
4	CNH	4	6
5	CDM	4	6
6	AMA	3	5
7	RRP	4	8
8	R	4	9
9	NS	3	6
10	AZ	7	4
11	VW	5	5
12	SQDN	5	3
13	NAS	5	9
14	KF	7	3
15	BD	8	3
16	AM	3	7
17	RH	7	8
18	A	3	9
19	RN	3	9
	<b>TOTAL</b>	84	112
	Mean score	44.21	58.94
	The lowest score	3	2
	The highest score	8	9

*Source: Data Primer, 2026*

The data shows that the students' scores after treatment were higher than the pre-test score. The data indicates that there is an improvement in students' Motivation. Based on the data, the researcher concluded that the Mystery Box is a reliable approach to teaching English as supporting media alongside the main English learning activity in the classroom.

## 1. The Result of Achievement

### a) Pre-Test Score Description

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
P1	19	0	1	.37	.496
P2	19	0	1	.53	.513
P3	19	0	1	.63	.496
P4	19	0	1	.32	.478
P5	19	0	1	.84	.375
P6	19	0	1	.26	.452
P7	19	0	1	.26	.452
P8	19	0	1	.26	.452
P9	19	0	1	.68	.478
P10	19	0	1	.26	.452
Valid N (listwise)	19				

Based on the descriptive statistics of the pre-test scores, all 19 students participated in the pre-test items. The minimum score for each item was 0 and the maximum score was 1, indicating that a dichotomous scoring system was used, where 1 represents a correct answer and 0 represents an incorrect answer. The mean pre-test scores ranged from 0.26 to 0.84. Item P5 had the highest mean score of 0.84, indicating that most students were able to answer this question correctly before the intervention. In contrast, items P6, P7, P8, and P10 had the lowest mean score of 0.26, suggesting that students still faced difficulties in answering these questions at the initial stage of learning. The standard deviation ranged from 0.375 to 0.513, reflecting the variation in students' responses for each item. Overall, the pre-test results indicate that students' initial abilities before the implementation of the Mystery Box media were varied and generally not optimal yet.

### b) Post-Test Score Description

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
PO1	19	0	1	.84	.375
PO2	19	0	1	.53	.513
PO3	19	0	1	.63	.496
PO4	19	0	1	.84	.375
PO5	19	0	1	.63	.496
PO6	19	0	1	.21	.419
PO7	19	0	1	.47	.513
PO8	19	0	1	.53	.513
PO9	19	0	1	.74	.452
PO10	19	0	1	.47	.513
Valid N (listwise)	19				

The descriptive statistics of the post-test scores indicate that all 19 students participated in the test following the intervention. Similar to the pre-test, the minimum score for each item was 0, while the maximum score was 1. The mean post-test scores ranged from 0.21 to 0.84. Items PO1 and PO4 recorded the highest mean score of 0.84, indicating an improvement in students' understanding after using the Mystery Box media. Overall, most of the mean post-test scores were higher than the mean pre-test scores, suggesting that students' learning outcomes improved following the intervention.

However, item PO6 had the lowest mean score of 0.21, showing that some students still experienced difficulties with certain material despite the use of the Mystery Box learning media. The standard deviation of the post-test scores ranged from 0.375 to 0.513, reflecting a moderate level of variation in students' responses. In general, the post-test results demonstrate an increase in students' learning outcomes after implementing the Mystery Box media.

## 2. Instrument Testing

### a) Validity Test

#### 1) Pre-Test Instrument Validity Test



		Correlations										
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	TOTAL
P1	Pearson Correlation	1	.069	.131	-.049	.331	-.456*	.039	-.209	.284	-.456*	.204
	Sig. (2-tailed)		.779	.593	.841	.167	.049	.874	.391	.238	.049	.402
	N	19	19	19	19	19	19	19	19	19	19	19
P2	Pearson Correlation	.069	1	-.506*	.418	.456*	-.151	.088	.328	.489*	-.391	.503*
	Sig. (2-tailed)	.779		.027	.075	.049	.537	.720	.171	.033	.098	.028
	N	19	19	19	19	19	19	19	19	19	19	19
P3	Pearson Correlation	.131	-.506*	1	.284	-.331	.456*	.209	-.287	-.519*	.456*	.264
	Sig. (2-tailed)	.593	.027		.238	.167	.049	.391	.234	.023	.049	.275
	N	19	19	19	19	19	19	19	19	19	19	19
P4	Pearson Correlation	-.049	.418	.284	1	.294	.108	.623**	.365	.218	-.149	.865**
	Sig. (2-tailed)	.841	.075	.238		.222	.659	.004	.124	.370	.543	.000
	N	19	19	19	19	19	19	19	19	19	19	19
P5	Pearson Correlation	.331	.456*	-.331	.294	1	-.725**	.259	.259	.637**	-.725**	.377
	Sig. (2-tailed)	.167	.049	.167	.222		.000	.285	.285	.003	.000	.112
	N	19	19	19	19	19	19	19	19	19	19	19
P6	Pearson Correlation	-.456*	-.151	.456*	.108	-.725**	1	-.086	.186	-.623**	.729**	.139
	Sig. (2-tailed)	.049	.537	.049	.659	.000		.727	.447	.004	.000	.571
	N	19	19	19	19	19	19	19	19	19	19	19
P7	Pearson Correlation	.039	.088	.209	.623	.259	-.086	1	.186	.149	-.086	.651**
	Sig. (2-tailed)	.874	.720	.391	.004	.285	.727		.447	.543	.727	.003
	N	19	19	19	19	19	19	19	19	19	19	19

P8	Pearson Correlation	-.209	.328	-.287	.365	.259	.186	.186	1	.149	-.086	.505*
	Sig. (2-tailed)	.391	.171	.234	.124	.285	.447	.447		.543	.727	.027
	N	19	19	19	19	19	19	19	19	19	19	19
P9	Pearson Correlation	.284	.489*	-.519*	.218	.637**	-.623**	.149	.149	1	-.880**	.245
	Sig. (2-tailed)	.238	.033	.023	.370	.003	.004	.543	.543		.000	.313
	N	19	19	19	19	19	19	19	19	19	19	19
P10	Pearson Correlation	-.456*	-.391	.456*	-.149	-.725**	.729**	-.086	-.086	-.880**	1	-.154
	Sig. (2-tailed)	.049	.098	.049	.543	.000	.000	.727	.727	.000		.529
	N	19	19	19	19	19	19	19	19	19	19	19
TOTAL PRETE ST	Pearson Correlation	.204	.503*	.264	.865*	.377	.139	.651**	.505*	.245	-.154	1
	Sig. (2-tailed)	.402	.028	.275	.000	.112	.571	.003	.027	.313	.529	
	N	19	19	19	19	19	19	19	19	19	19	19

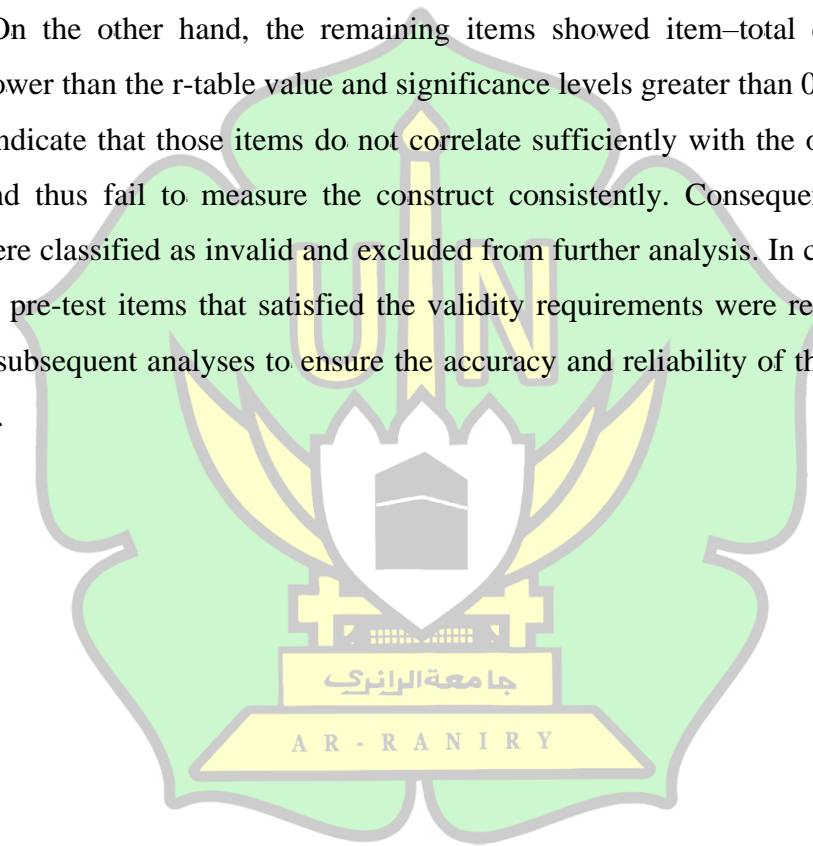
\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).



Based on the results of the validity test conducted on the 10 pre-test items, it was found that not all items met the required validity criteria. The analysis revealed that only several items demonstrated adequate validity, as indicated by an item–total correlation coefficient higher than the r-table value and a significance level (p-value) of less than 0.05. Specifically, items P2, P4, P7, and P8 fulfilled these criteria, which means that they have a statistically significant correlation with the total score and are therefore considered valid instruments for measuring the intended construct.

On the other hand, the remaining items showed item–total correlation values lower than the r-table value and significance levels greater than 0.05. These results indicate that those items do not correlate sufficiently with the overall test score and thus fail to measure the construct consistently. Consequently, these items were classified as invalid and excluded from further analysis. In conclusion, only the pre-test items that satisfied the validity requirements were retained and used in subsequent analyses to ensure the accuracy and reliability of the research findings.



## 2) Post-Test Instrument Validity Test

		Correlations										
		POi1	POi2	POi3	POi4	POi5	POi6	POi7	POi8	POi9	POi10	TOi TAL
PO1	Pearson Correlation	1	-.122	.268	.604**	.268	.224	.411	.167	.069	.122	.536*
	Sig. (2-tailed)		.620	.268	.006	.268	.357	.081	.493	.779	.620	.018
	N	19	19	19	19	19	19	19	19	19	19	19
PO2	Pearson Correlation	-.122	1	.150	-.122	.150	.490*	-.367	.789**	.391	.056	.498*
	Sig. (2-tailed)	.620		.541	.620	.541	.033	.123	.000	.098	.821	.030
	N	19	19	19	19	19	19	19	19	19	19	19
PO3	Pearson Correlation	.268	.150	1	.567*	.095	.394	.288	.368	-.209	.725**	.713**
	Sig. (2-tailed)	.268	.541		.011	.698	.095	.233	.121	.391	.000	.001
	N	19	19	19	19	19	19	19	19	19	19	19
PO4	Pearson Correlation	.604**	-.122	.567*	1	.268	.224	.411	.167	-.259	.411	.598**
	Sig. (2-tailed)	.006	.620	.011		.268	.357	.081	.493	.285	.081	.007
	N	19	19	19	19	19	19	19	19	19	19	19
PO5	Pearson Correlation	.268	.150	.095	.268	1	.394	.069	.150	.039	.288	.526*
	Sig. (2-tailed)	.268	.541	.698	.268		.095	.779	.541	.874	.233	.021
	N	19	19	19	19	19	19	19	19	19	19	19
PO6	Pearson Correlation	.224	.490*	.394	.224	.394	1	-.490*	.490*	.309	.544*	.686**
	Sig. (2-tailed)	.357	.033	.095	.357	.095		.033	.033	.199	.016	.001
	N	19	19	19	19	19	19	19	19	19	19	19
PO7	Pearson Correlation	.411	-.367	.288	.411	.069	-.490*	1	-.156	-.391	-.056	.133
	Sig. (2-tailed)	.081	.123	.233	.081	.779	.033		.525	.098	.821	.587
	N	19	19	19	19	19	19	19	19	19	19	19

PO8	Pearson Correlation	.167	.789**	.368	.167	.150	.490*	-.156	1	.391	.267	.724**
	Sig. (2-tailed)	.493	.000	.121	.493	.541	.033	.525		.098	.270	.000
	N	19	19	19	19	19	19	19	19	19	19	19
PO9	Pearson Correlation	.069	.391	-.209	-.259	.039	.309	-.391	.391	1	-.391	.178
	Sig. (2-tailed)	.779	.098	.391	.285	.874	.199	.098	.098		.098	.467
	N	19	19	19	19	19	19	19	19	19	19	19
PO10	Pearson Correlation	.122	.056	.725**	.411	.288	.544*	-.056	.267	-.391	1	.584**
	Sig. (2-tailed)	.620	.821	.000	.081	.233	.016	.821	.270	.098		.009
	N	19	19	19	19	19	19	19	19	19	19	19
TOTA	Pearson Correlation	.536*	.498*	.713**	.598**	.526*	.686**	.133	.724**	.178	.584**	1
LPOS	Sig. (2-tailed)	.018	.030	.001	.007	.021	.001	.587	.000	.467	.009	
TTEST	N	19	19	19	19	19	19	19	19	19	19	19

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).



The validity test of the post-test instrument showed that most items had Pearson correlation values greater than the critical r-table value and significance levels below 0.05. Items such as PO1, PO2, PO3, PO4, PO5, PO6, PO8, and PO10 demonstrated a significant correlation with the total post-test score and were therefore considered valid. However, some items had correlation values below the r-table and significance levels above 0.05, making them invalid. Overall, the validity test results indicate that the post-test instrument exhibited a higher level of validity compared to the pre-test instrument.

**a) Reability Test**

**1) Reliability Test of Pre-Test**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.254	10

The reliability test of the pre-test instrument yielded a Cronbach's Alpha value of 0.254 for 10 items. This value indicates that the reliability of the pre-test instrument is very low, meaning that it does not yet demonstrate consistent measurement of students' learning outcomes. Therefore, the pre-test instrument is considered unreliable and requires improvement before it can be used effectively in the research.

**2) Reliability Test of Post-Test**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.686	10

The reliability test of the post-test instrument produced a Cronbach's Alpha value of 0.686 for 10 items. This value indicates that the post-test instrument has a moderate level of reliability, approaching the commonly accepted reliability criterion of 0.70. Therefore, the post-test instrument can be considered sufficiently reliable and suitable for further data analysis in this study.

## b) The Result of Motivation

### 1) Questionnaire Data Description

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	19	1	1	1.00	.000
Q2	19	0	1	.95	.229
Q3	19	1	1	1.00	.000
Q4	19	0	1	.68	.478
Q5	19	0	1	.95	.229
Q6	19	0	1	.68	.478
Q7	19	0	1	.32	.478
Q8	19	0	1	.16	.375
Q9	19	0	1	.16	.375
Q10	19	0	1	.05	.229
Valid N (listwise)	19				

The questionnaire data were used to assess students' responses and motivation regarding the use of the Mystery Box media in English language learning. The questionnaire consisted of 10 statements using the Guttman scale, where a score of 1 indicated agreement and a score of 0 indicated disagreement. Based on the descriptive statistics, all questionnaire items were completed by 19 students. Statements Q1 and Q3 obtained a mean score of 1.00, indicating that all students responded positively to these items. This reflects a very high level of acceptance of the Mystery Box media among the students. Other statements, such as Q2 and Q5, also recorded high mean scores of 0.95, showing that the majority of students responded positively. However, statements Q8, Q9, and Q10 had relatively low mean scores of 0.16 and 0.05, indicating that only a small portion of students agreed with these statements. The standard deviation of the questionnaire responses ranged from 0.000 to 0.478, demonstrating varying levels of agreement among students for each statement. Overall, the questionnaire results suggest that students generally gave positive responses and exhibited good motivation toward the use of the Mystery Box media in the learning process.

## 2) Questionnaire Instrument Validity Test

Correlations												
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	TOTAL
Q1	Pearson Correlation	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a
	Sig. (2-tailed)		.	.	.	.	.	.	.	.	.	.
	N	19	19	19	19	19	19	19	19	19	19	19
Q2	Pearson Correlation	.a	1	.a	-.160	-.056	.347	-.347	.102	.102	.056	.271
	Sig. (2-tailed)	.		.	.513	.821	.146	.146	.678	.678	.821	.263
	N	19	19	19	19	19	19	19	19	19	19	19
Q3	Pearson Correlation	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.
	N	19	19	19	19	19	19	19	19	19	19	19
Q4	Pearson Correlation	.a	-.160	.a	1	-.160	.269	-.026	.294	-.327	-.347	.505*
	Sig. (2-tailed)	.	.513	.		.513	.265	.917	.222	.172	.146	.027
	N	19	19	19	19	19	19	19	19	19	19	19
Q5	Pearson Correlation	.a	-.056	.a	-.160	1	.347	-.347	-.544*	-.544*	.056	-.301
	Sig. (2-tailed)	.	.821	.	.513		.146	.146	.016	.016	.821	.211
	N	19	19	19	19	19	19	19	19	19	19	19
Q6	Pearson Correlation	.a	.347	.a	.269	.347	1	-	-.016	-.327	-.347	.231
	Sig. (2-tailed)	.	.146	.	.265	.146		.756**	.000	.947	.172	.146
	N	19	19	19	19	19	19	19	19	19	19	19

Q7	Pearson Correlation	.a	-.347	.a	-.026	-.347	-.756**	1	.016	.327	.347	.180
	Sig. (2-tailed)	.	.146	.	.917	.146	.000		.947	.172	.146	.460
	N	19	19	19	19	19	19	19	19	19	19	19
Q8	Pearson Correlation	.a	.102	.a	.294	-.544*	-.016	.016	1	.208	-.102	.552*
	Sig. (2-tailed)	.	.678	.	.222	.016	.947	.947		.392	.678	.014
	N	19	19	19	19	19	19	19	19	19	19	19
Q9	Pearson Correlation	.a	.102	.a	-.327	-.544*	-.327	.327	.208	1	.544*	.377
	Sig. (2-tailed)	.	.678	.	.172	.016	.172	.172	.392		.016	.111
	N	19	19	19	19	19	19	19	19	19	19	19
Q10	Pearson Correlation	.a	.056	.a	-.347	.056	-.347	.347	-.102	.544*	1	.301
	Sig. (2-tailed)	.	.821	.	.146	.821	.146	.146	.678	.016		.211
	N	19	19	19	19	19	19	19	19	19	19	19
TOTAL	Pearson Correlation	.a	.271	.a	.505*	-.301	.231	.180	.552*	.377	.301	1
KUESI	Sig. (2-tailed)	.	.263	.	.027	.211	.341	.460	.014	.111	.211	
ONER	N	19	19	19	19	19	19	19	19	19	19	19
*. Correlation is significant at the 0.05 level (2-tailed).												
**. Correlation is significant at the 0.01 level (2-tailed).												
a. Cannot be computed because at least one of the variables is constant.												

The validity test of the questionnaire was conducted on 10 statements designed to measure students' learning motivation regarding the use of the Mystery Box media. Based on the Pearson correlation analysis, several questionnaire items, such as Q4 and Q8, had item-total correlation values exceeding the critical r-table value and significance levels below 0.05, indicating that these items were valid. However, some other questionnaire items did not meet the validity criteria due to low correlation values or the inability to calculate the correlation because the data were constant, as in items Q1 and Q3. This suggests that all respondents provided the same answer for these items, making it impossible for SPSS to compute a correlation. Overall, the validity test results indicate that several questionnaire items met the validity requirements and can be used to measure students' learning motivation.

### 3) Reliability Test of Questionnaire

#### Reliability Statistics

Cronbach's Alpha	N of Items
-.623	10

The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

The reliability test of the questionnaire instrument yielded a Cronbach's Alpha value of -0.623 for 10 items. A negative alpha value indicates that the questionnaire is not reliable, reflecting the presence of negative covariance among the items. This suggests that some statements in the questionnaire may have been improperly scored or do not measure the same construct of motivation. Therefore, the questionnaire instrument needs to be reviewed, particularly regarding score coding and the alignment of each item with the intended indicators.

**c) Test of Normality**

	<b>Tests of Normality</b>					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
TOTAL PRE-TEST	.231	19	.009	.802	19	.001
TOTAL POST-TEST	.149	19	.200*	.909	19	.071

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**Descriptives**

		Statistic	Std. Error	
TOTAL PRE-TEST	Mean	4.42	.385	
	95% Confidence Interval for Mean	Lower Bound	3.61	
		Upper Bound	5.23	
	5% Trimmed Mean	4.30		
	Median	4.00		
	Variance	2.813		
	Std. Deviation	1.677		
	Minimum	3		
	Maximum	8		
	Range	5		
	Interquartile Range	2		
	Skewness	.982	.524	
	Kurtosis	-.338	1.014	
TOTAL POST-TEST	Mean	5.89	.551	
	95% Confidence Interval for Mean	Lower Bound	4.74	
		Upper Bound	7.05	
	5% Trimmed Mean	5.94		
	Median	6.00		
	Variance	5.766		
	Std. Deviation	2.401		
	Minimum	2		
	Maximum	9		
	Range	7		
	Interquartile Range	5		
	Skewness	-.104	.524	
	Kurtosis	-1.381	1.014	

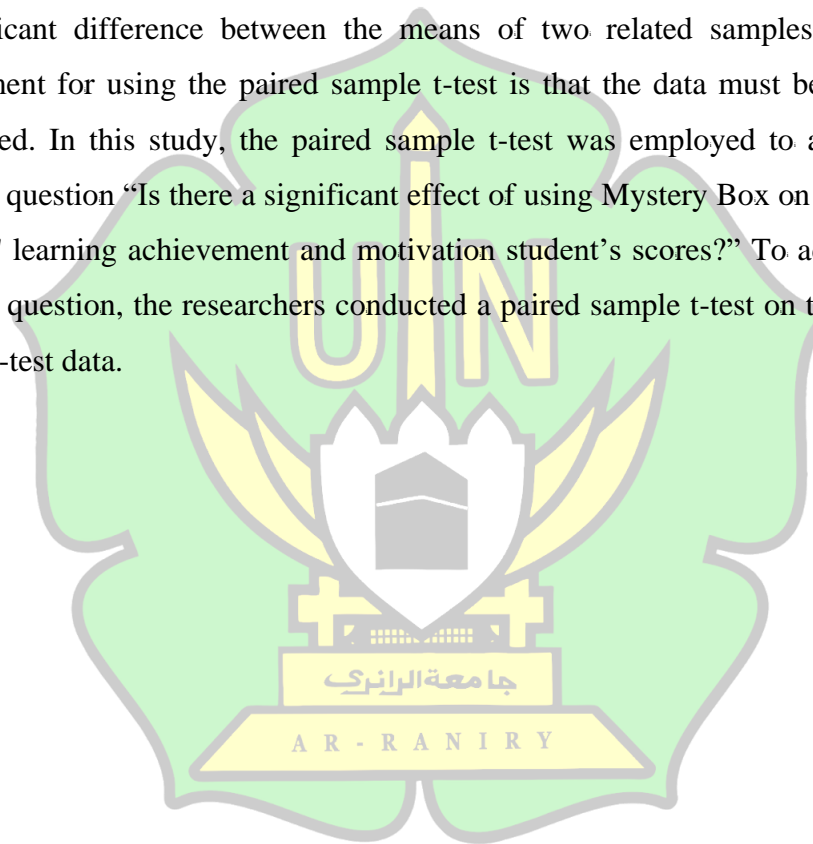
The normality test of the pre-test data showed a Shapiro–Wilk significance value of 0.001, which is less than 0.05, indicating that the pre-test data are not normally distributed. This condition suggests that the distribution of students' pre-test scores does not meet the normality assumption. In contrast, the normality test of the post-test data revealed a Shapiro–Wilk significance value of 0.071, which is

greater than 0.05. Therefore, the post-test data are considered normally distributed and meet the normality assumption.

Although the pre-test data are not normally distributed, the Paired Sample T-Test can still be applied because the sample size is relatively small (19 respondents), and the differences between pre-test and post-test scores can still be reasonably tolerated in educational research.

#### **d) Hypothesis Testing**

The paired sample t-test is a statistical method used to determine if there is a significant difference between the means of two related samples. The key requirement for using the paired sample t-test is that the data must be normally distributed. In this study, the paired sample t-test was employed to answer the research question “Is there a significant effect of using Mystery Box on increasing students' learning achievement and motivation student's scores?” To address this research question, the researchers conducted a paired sample t-test on the pre-test and post-test data.



### 1) Paired Sample T-Test

#### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	TOTALPRETEST	4.42	19	1.677	.385
	TOTALPOSTTEST	5.89	19	2.401	.551

#### Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	TOTALPRETEST & TOTALPOSTTEST	19	-.126	.606

#### Paired Samples Test

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	TOTAL PRETEST – TOTAL POSTTEST	-1.474	3.098	.711	-2.967	.019	-2.074	18	.053

Based on the results of SPSS testing on Paired Samples Statistics, the average value (mean) before using Mystery Box was 4,42, and after using Mystery Box the average value increased to 5,89. This shows an increase in the average score on the post-test after students were given about opinion learning treatment through Mystery Box. From the Paired Samples Correlations table, there is a correlation of 1,47 between pre-test and post-test with a significance level (Sig.), after using Mystery Box in learning.

The results of the paired sample *t*-test indicate a two-tailed significance value of 0.053, with a *t* statistic of  $-2.074$  and 18 degrees of freedom. Since the significance value exceeds the 0.05 threshold, it can be concluded that there is no statistically significant difference between the pretest and posttest scores. Accordingly, Thus, the null hypothesis (Ho) is accepted, while the alternative hypothesis is rejected. Nevertheless, namely the use of Mystery Box as learning media from a practical perspective, an improvement in students' learning outcomes can still be observed.

#### e) Finding Questionnaire

##### 1) Questionnaire Analysis

###### Statistics

#### TOTAL QUESTIONNAIRE

N	Valid	19
	Missing	0

#### TOTAL QUESTIONNAIRE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 4	1	5.3	5.3	5.3
5	4	21.1	21.1	26.3
6	9	47.4	47.4	73.7
7	5	26.3	26.3	100.0
Total	19	100.0	100.0	

To investigate how Mystery Box is used in English teaching, the researcher collected information from a questionnaire. This questionnaire served two purposes - not only to verify the extent of the findings regarding students' perceptions regarding the use of Mystery Box, but also to enrich the findings of this study. The questionnaire was designed to answer the second research

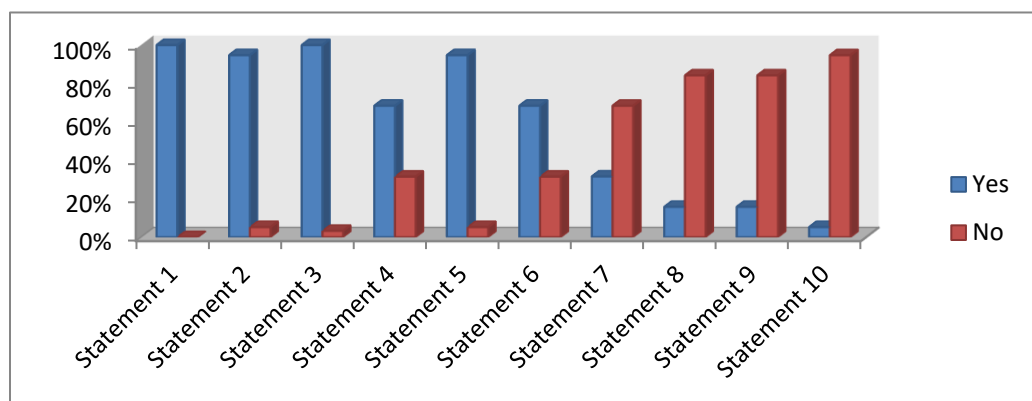
question, which asked “What are students’ responses to the use of Mystery Box as media to enrich their motivation?” To answer this question, the data obtained illustrates students' perspectives on using Mystery Box for English learning is found in the data describe as follows:

No	STATEMENT	Frequency		Responses	
		Yes	No	Yes	No
1	Saya senang belajar koisakata menggunakan Mystery Boix.	19	0	100%	0%
2	Jika guru saya menggunakan Mystery Boix dalam mengajar bahasa Inggris, saya merasa lebih termotivasi untuk belajar bahasa Inggris.	18	1	94,74%	5,26%
3	Saya bisa mengerti materi yang diajarkan oleh guru menggunakan Media Mystery Boix.	19	0	100%	3,3%
4	Mystery Boix membuat saya tertarik untuk mengikuti pelajaran dari awal hingga akhir pelajaran	13	6	68,42%	31,5%
5	Gambar-gambar dan pertanyaan yang tertera di dalam Mystery Boix membantu saya untuk memperoleh koisakata baru.	18	1	94,74%	5,26%
6	Suara yang dihasilkan oleh Mystery Boix membantu saya untuk melafalkan kata.	13	6	68,42%	31,5%
7	Saya tidak bisa memahami pelajaran ketika menggunakan Mystery Boix dalam belajar bahasa Inggris.	6	13	31,58%	68,4%
8	Saya merasa sulit untuk belajar koisakata bahasa Inggris menggunakan Mystery Boix.	3	16	15,79%	84,2%
9	Saya tidak bisa mengerti materi yang diajarkan oleh guru menggunakan Mystery Boix.	3	16	15,79%	84,2%
10	Menurut saya belajar koisa kata bahasa inggris menggunakan Mystery Boix sangat tidak menarik.	1	18	5,26%	94,7%

*Source: by Lystina Nurhayat Hakim (2019) Journal*

Based on the data from the table above, regarding students' response when using Mystery Box in learning motivation in general, it shows that most participants seem to have a positive attitude. This means that they do not experience difficulties and problems when the teacher teaches using Mystery Box as a medium. Based on the above findings, the author also wants to explain some potential factors that influence the success of Mystery Box Media in teaching. First, Mystery Box is a new material for students. The use of Mystery Box Media in English teaching is also new for students. Therefore, students are very enthusiastic in participating in learning by using Mystery Box. Second, the unique

question and picture are quite good although there are problems with the unique question and picture. Third, some students became frustrated when the teacher answer the question in front of their friend. Good preparation in presenting the material is necessary to elaborate on students' frustrations. Finally, some students think that game longer than four or five minutes make them afraid while looking for answers. To solve this problem, the author gave them encourage or applause when their presentation.



## B. Discussion

This chapter discusses the findings of the present study by comparing them with previous studies related to the use of Mystery Box as a learning medium. The discussion focuses on students' learning motivation and learning achievement after the implementation of Mystery Box media. Based on the results of this study, the use of Mystery Box media was proven to enhance students' learning motivation. The questionnaire results showed that most students felt more interested, motivated, and enthusiastic when learning English using Mystery Box. This finding is in line with several previous studies that emphasized the role of Mystery Box in increasing students' motivation and engagement in the learning process. Zuhroh., et al (2021) stated that Mystery Box media supports student engagement by stimulating curiosity and active participation. Similarly, Dwiyanti and Khan (2020) found that educational games and interactive media significantly

increase students' learning motivation because they create a fun and enjoyable learning atmosphere.

Furthermore, Aflahah et al. (2023) and Meilyana et al. (2022) reported that the use of Mystery Box media increased students' enthusiasm and motivation in classroom activities. These findings support the results of the present study, which indicate that Mystery Box media is effective in improving students' learning motivation. However, different results were found in terms of students' learning achievement. Although there was an increase in the average post-test score after the implementation of Mystery Box, the statistical analysis showed that the improvement was not significant. This result is different from several previous studies that reported a significant improvement in students' learning achievement. Fauzi., et al (2022) found that the development and use of Mystery Box media significantly improved students' learning outcomes. In addition, Fitriana., et al (2024) reported that the use of Problem-Based Learning assisted by Mystery Box media was effective in improving students' academic achievement. Dora, E., et al (2025) also concluded that Mystery Box media had a significant effect on students' learning outcomes.

The difference between the results of this study and previous studies may be influenced by several factors. One possible factor is the teaching strategy applied during the implementation of Mystery Box. In previous studies, Mystery Box was often combined with specific learning models such as Problem-Based Learning, which may have contributed to higher achievement. In contrast, the present study focused mainly on the use of Mystery Box as a learning medium, without intensive integration with other instructional models. Another possible factor is the content inside the Mystery Box. If the tasks, questions, or materials inside the box are not fully aligned with the learning objectives or students' proficiency levels, the improvement in achievement may not be optimal. In addition, students' learning achievement is influenced not only by motivation but also by other factors such as prior knowledge, teaching methods, learning time, and classroom environment (Datu et al., 2022; Sari et al., 2021).

Moreover, the school context and students' characteristics at MAN 2 Aceh Barat may also affect the results. Students who are rarely exposed to English in daily life may need a longer adaptation period before showing significant improvement in achievement. Class XI-A IPA was considered an appropriate sample to examine the effectiveness of Mystery Box media, as it allowed the researcher to implement an innovative learning strategy in a group that clearly needed improvement in motivation and learning achievement. Additionally, this class was accessible and permitted by the school to be involved in the research, making it feasible for conducting the experimental study.

Therefore, although Mystery Box media successfully increased students' motivation, it did not significantly improve their learning achievement in this study. In conclusion, the findings of this study confirm that Mystery Box media is effective in enhancing students' learning motivation, which is consistent with previous studies. However, unlike some earlier research that reported significant improvement in learning achievement, this study found a different result. This difference indicates that Mystery Box media alone may not be sufficient to significantly improve students' achievement and should be supported by appropriate teaching strategies, well-designed learning content, and suitable classroom conditions.

This study has several limitations that should be considered when interpreting the results. Because used a pre-experimental design without a control group, which may allow external factors to influence the results, which limits the ability to establish a strong causal relationship between the use of Mystery Box media and students' learning achievement. The sample size was small and limited to one class, so the findings cannot be widely generalized. The treatment duration was relatively short was conducted in only a few meetings, which may not be enough to show significant improvement.

Additionally, the limited frequency of face-to-face meetings between the researcher and the students also became a constraint in this study. The lack of intensive direct interaction reduced the effectiveness of the learning process and may have contributed to the non-significant improvement in students' learning

achievement. Lastly, this study focused only on Mystery Box media, without comparing it to other teaching methods or media. Therefore, it is difficult to determine whether other instructional strategies might yield better results.



## CHAPTER V CONCLUSIONS AND RECOMMENDATION

### A. Conclusions

Based on the findings and discussion presented in the previous chapter, it can be concluded that the use of Mystery Box media has a positive effect on students' learning motivation. The questionnaire results showed that most students felt more interested, enthusiastic, and motivated during the learning process when Mystery Box was implemented. This indicates that Mystery Box media is effective in creating a fun and engaging learning atmosphere that encourages students to participate actively in English learning. However, in terms of students' achievement, the results showed that the improvement was not significant. Although there was an increase in the average post-test score compared to the pre-test score, the statistical analysis indicated that the difference did not reach the level of significance. Therefore, the null hypothesis ( $H_0$ ) was accepted, and the alternative hypothesis ( $H_a$ ) was rejected.

These findings suggest that while Mystery Box media is effective in increasing students' motivation, motivation alone does not automatically lead to significant improvement in learning achievement. Students' achievement may also be influenced by other factors such as teaching strategies, the quality of learning materials, students' prior knowledge, and the learning environment. Thus, the use of Mystery Box media should not be viewed as a single solution to improve learning achievement, but rather as a supporting tool that needs to be integrated with appropriate teaching methods and well-prepared instructional content.

This study has several limitations that should be considered when interpreting the findings. The study used a pre-experimental design without a control group may allow external factors to influence the results, making it difficult to establish a strong causal relationship. The sample size was small and limited to one class, so the findings cannot be widely generalized. The treatment was conducted in a short period, which may not be sufficient to show significant improvement in students' learning achievement. The limited face-to-face

interaction during the research process may have reduced the effectiveness of the learning activities. This study also focused only on the use of Mystery Box media without comparing it to other teaching methods, so it is not possible to determine whether other approaches might produce better results.

## **B. Recommendation**

Based on the conclusions above, several recommendations are proposed as follows:

### **1. For Teachers**

Mystery Box media is recommended to be used in the teaching-learning process because it has been proven to increase students' learning motivation. Although the improvement in achievement was not significant, the media can still be effectively applied with several improvements. Teachers are advised to strengthen the content inside the Mystery Box by ensuring that the materials, questions, and tasks are closely aligned with the learning objectives and students' proficiency levels. In addition, teachers should improve their instructional skills in managing activities using Mystery Box so that students not only enjoy the learning process but also gain deeper understanding of the material.

### **2. For Schools**

Schools are encouraged to support teachers in using innovative learning media such as Mystery Box by providing training or workshops. Strengthening teachers' pedagogical skills and creativity in designing learning media can help maximize the potential of Mystery Box in improving both students' motivation and achievement, and can impact students' ability to succeed in school and their future careers and reflect the education system's effectiveness. Learning outcomes are measured by the quality of students' cognitive, affective, and psychomotor skills after exposure to lesson contents and experiences in the short- or long-term (Ekpenyong et al., 2022; Owan et al., 2022).

### **3. For Future Researchers**

Future researchers are recommended to conduct further studies on the use of Mystery Box media by combining it with specific learning models, such as

Problem-Based Learning or cooperative learning, to examine its effectiveness in improving students' learning achievement. Future studies may also involve a larger sample size, longer treatment duration, or different educational contexts to obtain more comprehensive results

Overall, although Mystery Box media did not significantly improve students' learning achievement in this study, it remains a useful and effective learning medium for increasing students' motivation. With proper reinforcement in the content of the Mystery Box and the teaching skills of educators, this media can still be applied and further developed to support better learning outcomes.



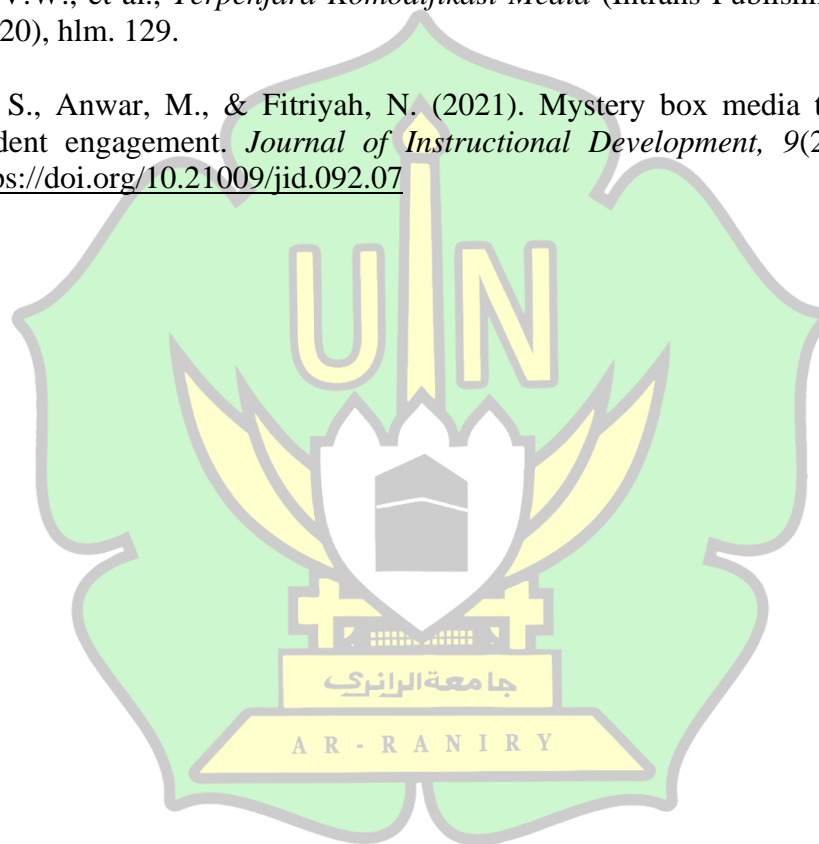
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## LIST OF APPENDICES

### Appendix 1. Modul Ajar

#### I. INFORMASI UMUM

##### A. Identitas Modul

Nama	: Sarah Raihan
Institusi	: MAN 2 Aceh Barat
Tahun Ajaran	: 2025/2026
Mata Pelajaran	: Bahasa Inggris
Jenjang Sekolah	: MAN
Fase/Kelas	: F/XI-C IPA (Eksperimen)
Alokasi Waktu	: 2 x 45 Menit

##### B. Kompetensi Awal

Peserta didik telah memiliki kemampuan awal peserta didik mampu mengidentifikasi dan memahami conversational sederhana, serta siswa telah memahami cara bertanya dan merespon dalam percakapan.

##### C. Profil Pelajar Pancasila

Pada kegiatan pembelajaran ini akan dilatihkan dimensi profil pelajar Pancasila tentang:

1. Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia dengan cara melatih siswa berdoa sebelum dan sesudah belajar.
2. Mandiri dengan cara berusaha mencari sendiri informasi lain yang terkait dengan materi pelajaran.
3. Keterampilan Observasi dan Pengamatan Kompetensi ini melibatkan kemampuan peserta didik untuk mengamati dan memperhatikan fenomena alam yang terjadi di sekitar mereka.
4. Keterampilan Analisis Data, Peserta didik perlu memiliki kemampuan untuk menganalisis Asking and Giving Opinion, seperti spoken transactional

conversation, memahami struktur bahasa, vocabulary, pronunciation dan menginterpretasikan text type.

5. Kemampuan berpikir kritis untuk mengidentifikasi permasalahan dan pemecahan masalah.
6. Kemampuan Berpikir Kritis Penting bagi peserta didik untuk dapat mempertanyakan dan mengevaluasi informasi tentang Asking and Giving Opinion yang di terima. Ini melibatkan kemampuan untuk mengidentifikasi asumsi, membandingkan data dari berbagai sumber, dan membuat kesimpulan berdasarkan bukti yang ada.
7. Kemampuan Berkomunikasi Ilmiah, Peserta didik perlu dapat menyampaikan pemahaman mereka tentang Asking and Giving Opinion secara jelas dan terstruktur.

#### **D. Sarana dan Prasarana**

1. Bahan : Buku siswa Bahasa Inggris kelas XI, LKPD, Instrumen Penilaian
2. Media : Mystery Box

#### **E. Target Peserta Didik**

Siswa kelas XI-C IPA: Mengevaluasi capaian hasil belajar peserta didik di akhir pembelajaran yang terstruktur dalam konteks materi Asking and Giving Opinion.

#### **F. Model Pembelajaran**

1. Pendekatan : Genre Based Approach (GBA)
2. Model Pembelajaran : *Discovery Learning*
3. Metode Pembelajaran : Diskusi, tanya Jawab

## II. KOMPETENSI INTI

### A. Tujuan Pembelajaran:

Dengan menggunakan model *problem based learning* siswa dapat: Menganalisis dan menangkap makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta pendapat (Asking & Giving Opinion) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal. (Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan untuk mempengaruhi makna, penggunaan thinking verbs serta strategi inisiasi dan pemertahanan pertuturan).

### B. Pemahaman Bermakna

Setelah pembelajaran, peserta didik mengetahui:

1. Penggunaan ungkapan Asking and Giving Opinion.
2. Pentingnya membagun dialog dalam teks transaksional dengan ungkapan Asking and Giving Opinion.

### C. Pertanyaan Pematik

1. What do you think about the pictures (Healthy Life/Exercise)?
2. Do you think that Healthy Life is a good phenomenon? Why?

### D. Persiapan Pembelajaran

Persiapan yang dilakukan pada model pembelajaran tatap muka melalui model *problem based learning* sebagai berikut:

1. Menyiapkan materi pembelajaran tentang Asking and Giving Opinion dan aturan yang berlaku di lingkungan sekitar.
2. Menyiapkan media pembelajaran yaitu media Mystery Box
3. Menyiapkan LKPD y/ang akan digunakan peserta didik dalam proses pembelajaran.
4. Menyusun kisi-kisi penilaian, instrumen.
5. Menyiapkan bahan remedial dan pengayaan sebagai proses tindak lanjut.

## E. Kegiatan Pembelajaran

### 1. Pertemuan Pertama (2 X 45 Menit)

<b>Orientasi</b>	<ol style="list-style-type: none"> <li>1. Guru Mengawali kegiatan dengan salam pembuka dan berdoa.</li> <li>2. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> </ol>
<b>Motivasi</b>	Guru menyampaikan motivasi tentang manfaat Asking and Giving Opinion bagi kehidupan.
<b>Apersepsi</b>	Guru menjelaskan hal-hal yang akan dipelajari, tujuan pembelajaran dan kompetensi yang akan dicapai.
Guru memberikan <i>Pretest</i> untuk mengetahui kemampuan awal siswa (10 Menit)	
<b>Stimulation</b>	<ol style="list-style-type: none"> <li>1. Peserta didik diberi penjelasan konsep dasar Asking and Giving Opinion</li> <li>2. Guru memberikan arahan kepada peserta didik untuk melakukan identifikasi dan analisis terhadap materi pembelajaran yang diberikan.</li> </ol>
<b>Problem Statement</b>	<ol style="list-style-type: none"> <li>1. Peserta didik diberikan stimulan berupa media Mystery Box yang sudah disiapkan oleh guru tentang Asking and Giving Opinion dan Dampaknya terhadap Kehidupan.</li> <li>2. Peserta didik diberikan beberapa tampilan gambar tentang fenomena healthy life yang terjadi disekolah.</li> <li>3. Peserta didik diminta untuk menganalisis gambar-gambar tersebut dan memberikan pendapatnya.</li> <li>4. Peserta didik diminta untuk menyampaikan pendapat secara lisan</li> <li>5. berdasarkan pertanyaan sebagai berikut:             <ol style="list-style-type: none"> <li>a. Menurut anda apa saja yang harus kita lakukan agar hidup sehat terjadi disekolah?</li> <li>b. Apabila anda seorang kepala sekolah menurut anda langkah apa yang akan dilakukan apabila siswa disekolah tidak hidup sehat seperti membuang sampah sembarangan, jajan tidak sehat dan lainnya?</li> </ol> </li> <li>6. Peserta didik di bagi dalam beberapa kelompok untuk mendiskusikan ungkapan-ungkapan yang digunakan dalam Asking and Giving opinion dalam kehidupan sehari-hari.</li> </ol>
<b>Data Collection</b>	<ol style="list-style-type: none"> <li>1. Peserta didik dibimbing oleh guru untuk membentuk kelompok</li> <li>2. Setelah peserta didik dibagi dalam kelompok, setiap kelompok diminta membuat percakapan sederhana menggunakan ungkapan asking and giving opinion.</li> <li>3. Peserta didik berdiskusi dan mencatat hasil diskusi terkait</li> </ol>

<b>Data processing</b>	Peserta didik melakukan diskusi bersama teman sebangku mengenai hasil analisis klasifikasi asking and giving opinion.
<b>Verification</b>	Peserta didik mengemukakan pendapat mengenai hasil analisis klasifikasi asking and giving opinion.
<b>Generalization</b>	<ol style="list-style-type: none"> <li>1. Setiap kelompok mempresentasikan hasil diskusi dan ditanggapi kelompok lainnya.</li> <li>2. Setiap kelompok menyimpulkan hasil diskusi dan guru memberi penguatan tentang hasil diskusi peserta didik.</li> <li>3. Peserta didik melakukan evaluasi akhir.</li> </ol>
Guru dan peserta didik membuat rangkuman/simpulan pelajaran yang telah dilakukan.	
Guru menyampaikan kegiatan pembelajaran pada pertemuan berikutnya	
Kegiatan ditutup dengan doa dan salam	

## 2. Pertemuan Kedua (2 X 45 Menit)

<b>Orientasi</b>	<ol style="list-style-type: none"> <li>1. Guru Mengawali kegiatan dengan salam pembuka dan berdoa.</li> <li>2. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> </ol>
<b>Motivasi</b>	Guru menyampaikan motivasi tentang manfaat Asking and Giving Opinion bagi kehidupan.
<b>Apersepsi</b>	Guru menjelaskan hal-hal yang akan dipelajari, tujuan pembelajaran dan kompetensi yang akan dicapai.
Guru memberikan <i>Pretest</i> untuk mengetahui kemampuan awal siswa (10 Menit)	
<b>Stimulation</b>	<ol style="list-style-type: none"> <li>1. Peserta didik diberi penjelasan konsep dasar Asking and Giving Opinion</li> <li>2. Guru memberikan arahan kepada peserta didik untuk melakukan identifikasi dan analisis terhadap materi pembelajaran yang diberikan.</li> </ol>
<b>Statement</b>	<ol style="list-style-type: none"> <li>1. Peserta didik telah diberikan stimulan berupa media Mystery Box yang sudah disiapkan oleh guru tentang Asking and Giving Opinion dan dampaknya terhadap kehidupan.</li> <li>2. Peserta didik diberikan beberapa tampilan gambar tentang fenomena healthy life yang terjadi disekolah.</li> <li>3. Peserta didik diminta untuk menganalisis gambar-gambar tersebut dan memberikan pendapatnya.</li> <li>4. Peserta didik diminta untuk menyampaikan pendapat</li> </ol>

	<p>secara lisan.</p> <p>5. Berdasarkan pertanyaan sebagai berikut:</p> <ol style="list-style-type: none"> <li>Menurut anda apa saja yang harus kita lakukan agar hidup sehat terjadi disekolah?</li> <li>Apabila anda seorang kepala sekolah menurut anda langkah apa yang akan dilakukan apabila siswa disekolah tidak hidup sehat seperti membuang sampah sembarangan, jajan tidak sehat dan lainnya?</li> </ol> <p>6. Peserta didik di bagi dalam beberapa kelompok untuk mendiskusikan ungkapan-ungkapan yang digunakan dalam asking and giving opinion dalam kehidupan sehari-hari.</p>
<b>Data Collection</b>	<ol style="list-style-type: none"> <li>Peserta didik dibimbing oleh guru untuk membentuk kelompok</li> <li>Setelah peserta didik dibagi dalam kelompok, setiap kelompok diminta membuat percakapan sederhana menggunakan ungkapan asking and giving opinion.</li> <li>Peserta didik berdiskusi dan mencatat hasil diskusi terkait</li> </ol>
<b>Data Processing</b>	<p>Peserta didik melakukan diskusi bersama teman sebangku mengenai hasil analisis klasifikasi asking and giving opinion.</p>
<b>Verification</b>	<p>Peserta didik mengemukakan pendapat mengenai hasil analisis klasifikasi asking and giving opinion.</p>
<b>Generalization</b>	<ol style="list-style-type: none"> <li>Setiap kelompok mempresentasikan hasil diskusi dan ditanggapi kelompok lainnya.</li> <li>Setiap kelompok menyimpulkan hasil diskusi dan guru memberi penguatan tentang hasil diskusi peserta didik.</li> <li>Peserta didik melakukan evaluasi akhir.</li> </ol>
<p>Guru dan peserta didik membuat rangkuman/simpulan pelajaran yang telah dilakukan.</p>	
<p>Guru menyampaikan kegiatan pembelajaran pada pertemuan berikutnya</p>	
<p>Kegiatan ditutup dengan doa dan salam</p>	

## F. Asesmen

### 1. Asesmen Diagnostik

#### a) Asesmen Non-Kognitif

- 1) Apa yang sedang kamu rasakan saat ini?
- 2) Bagaimana perasaanmu saat belajar sendiri di rumah?
- 3) Hal apa yang paling menyenangkan dan tidak menyenangkan?
- 4) Apa yang kamu inginkan dalam pembelajaran hari ini?

## b) Asesmen Kognitif

- 1) Apa yang kamu ketahui tentang materi yang akan dipelajari hari ini?
- 2) Apa perbedaan antara konsep A dan konsep B dalam materi ini?
- 3) Bisakah kamu menarik kesimpulan dari informasi yang diberikan?

## 2. Asesmen Formatif

- a) Unjuk Kerja
- b) Penilaian Harian

## 3. Asesmen Sumatif

- a) Penilaian Akhir
- b) Presentasi

**G. Pengayaan dan Remedial**

## Remedial dan Pengayaan

1. **Pengayaan**, diberikan kepada peserta didik yang menguasai materi ini dengan sangat baik, yaitu dengan cara memberikan ragam soal yang tingkatannya lebih tinggi.
2. **Remedial**, Penugasan berupa pembuatan resume tentang materi Asking and Giving Opinion dan menjelaskan tentang healthy life dengan lengkap dan menggunakan Bahasa yang mudah di pahami.

**H. Refleksi Peserta Didik dan Guru**

1. Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik?
2. Apakah semua peserta didik nyaman belajar dalam kelompoknya?
3. Pada bagian mana dari materi ini peserta didik mudah memahami?
4. Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?



## ACTIVITY 2

Menganalisis dan menangkap makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta pendapat (asking & giving opinion).

Choose the best answer!

<p><b>1.</b> Read the dialogue below: A: What do you think about eating vegetables every day? B: _____. They are good for our health.</p> <p>a. I'm not sure b. I don't think so c. I think it's a great habit d. I'm sorry to hear that</p>	<p><b>2.</b> A: In my opinion, sleeping enough helps us stay healthy. B: _____. I also go to bed early every night.</p> <p>a. I disagree b. I can't believe it c. I completely agree with you d. That's not true</p>
<p><b>3.</b> Which of the following is an expression of <b>asking for an opinion</b>?</p> <p>a. I think it's good. b. What is your opinion about junk food? c. In my opinion, junk food is delicious. d. I totally agree with you.</p>	<p><b>4.</b> A: What do you think about drinking soda every day? B: _____. It's not good for our body.</p> <p>a. I agree b. I love it c. I don't care d. I don't know</p>
<p><b>5.</b> Which sentence shows <b>giving an opinion</b>?</p> <p>a. Do you think exercising is important? b. Let's go to the gym. c. I think exercising makes our body stronger. d. Can you help me exercise?</p>	<p><b>6.</b> A: Do you agree that breakfast is the most important meal of the day? B: _____. It gives us energy for learning.</p> <p>a. I don't think so b. I agree with that c. I don't care d. Not really</p>
<p><b>7.</b> Choose the correct response: A: What's your opinion about smoking? B: _____. It is very dangerous for our health.</p> <p>a. I'm not sure b. I think it's a bad habit c. I don't know d. I like it</p>	<p><b>8.</b> A: I think drinking enough water is important. B: _____. Our body needs it every day.</p> <p>a. I disagree b. That's not true c. I totally agree with you d. I'm not sure</p>
<p><b>9.</b> Which of the following is <b>NOT</b> an expression of asking for opinion?</p> <p>a. What do you think about this? b. Do you have any idea about it? c. How do you feel about that? d. I completely agree with you.</p>	<p><b>10.</b> A: What do you think about eating fast food? B: _____. It's okay if we don't eat it too often.</p> <p>a. I'm not sure b. In my opinion, it's fine sometimes c. I disagree with you d. I have no idea</p>

## Answer Key

1. c	2. c	3. b	4. a	5. c
6. b	7. b	8. c	9. d	10. b

**B. Bahan Ajar****Materi Pembelajaran****1. Pengertian**

Asking (Menanyakan), Giving (Menjawab), Opinion (Pendapat/Opini)  
 Asking and Giving Opinion ialah salah satu ungkapan yang digunakan untuk menanyakan maupun menjawab/ menanggapi suatu pendapat.

**2. Ungkapan Asking and Giving Opinion**

## a) Asking Opinion

What do you think about...?	How do you feel about...?
What are your thought son...?	What's youropinion about...?

## b) Giving Opinion

I think...	I believe...	In my view...
I feel...	In my opinion...	I strongly believe...
I would say...	I really think...	I truly feel...
From my perspective...	It seems to methat...	In my honest opinion...

## c) Agreeing with an Opinion

Of course.	I agree with this opinion.	That's a good point.
This is absolutely right.	I agree, I never thought of that.	Neither do I.
I agree with what you are saying.	I couldn't agree more.	I think so too.

## d) Disagreeing with an opinion

I am sorry, I don't agree with you.	I am not sure I agree with you.
I am afraid I have to disagree with you.	That's not the same thing at all.
It is not justified to say so.	I am not convinced that.....
I don't agree with you.	I do not believe that.
I disagree with you.	I think you are wrong.
I can't say I agree with this, and here's why.....	

Source by: <https://www.jagoanbahasainggris.com/2017/03/materi-expressing-of-asking-and-giving-opinion-kelas-xi.html>

### C. Contoh Percakapan Asking & Giving Opinion

Vic : Hi Kev, have you heard about the new bakery store?
Kev : Yes, I have
Vic : What do you think about it?
Kev : Personally, I think the flavor is little bit too sweet
Vic : Hmm, I disagree with you.
Kev : Then, what is your point of view?
Vic : In my opinion the cake and bread is delicious.
Kev : Fair enough, As far as I am concerned they're still new so they can still develop.
Vic : Yes, I totally agree with you.

Source by: <https://www.ef.co.id/englishfirst/kids/blog/penjelasan-asking-and-giving-opinion-dalam-bahasa-inggris/>

### D. Penilaian Hasil Pembelajaran

#### 1. Penilaian Sikap

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Keterangan
1.	Observasi	Jurnal	<ul style="list-style-type: none"> <li>Guru dan siswa saling memberi dan menjawab salam dan bertegur sapa.</li> <li>Siswa menyimak penjelasan guru dengan seksama</li> </ul>	Saat pembelajaran berlangsung	Penilaian untuk sikap spiritual dan sosial

#### 2. Penilaian Pengetahuan

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Keterangan
1.	Test	Pilihan ganda ( <i>Pre-test</i> )	Soal tes	Sebelum pembelajaran di mulai	Pengujian di lakukan untuk melihat pemahaman awal pada siswa.
2.	Test	Pilihan ganda kompleks ( <i>post-test</i> )	Soal tes	Setelah pembelajaran selesai	Penilaian di lakukan untuk mengetahui pengetahuan siswa setelah diberikan materi pembelajaran.

### 3. Penilaian ketrampilan

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Keterangan
1.	Lembar Kerja Peserta Didik	Isian singkat	Kesesuaian jawaban dengan keterangan gambar dan kelengkapan jawaban	Saat pembelajaran berlangsung	Penilaian di lakukan untuk mengetahui pemahaman siswa terhadap materi yang di berikan

### 4. Penilaian ketrampilan

No	Nama Siswa	Aspek Penilaian												Rerata Nilai
		Kemampuan presentasi				Kemampuan bertanya				Kemampuan menjawab				
		4	3	2	1	4	3	2	1	4	3	2	1	
1.														
2.														
3.														
4.														
5.														
6.														

Skor rentang antara 1 – 4

1 = Kurang;

3 = Baik

2 = Cukup

4 = Amat Baik

### DAFTAR PUSTAKA

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Oktober 2025

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Oktober 2025

Lande, Shyla. 2017. Forward English for Vocational School. Jakarta: Penerbit Erlangga.

Frank, Marcella. 2013. Modern English. Jakarta: Stamford Heile

## Appendix 2. The Documentation during the Research

### 1. Observasion with English Teacher



### 2. Pre-Test Situation



### 3. Treatments Situation (Explaining the Material using Mystery Box)



(Distributing the LKPD to the students)



(Group presentations and ask question between groups)



Treatments Situation (Second meeting - Continuation)



4. Post-Test Situation



5. Questionnaire Situation



## Appendix 3. SK Penetapan Pembimbing Skripsi



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH  
NOMOR: 1717 TAHUN 2025

TENTANG:  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA  
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
  - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
  - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
  - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
  - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
  - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
  - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
  - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
  - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
  - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
  - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
  - Keputusan Menteri Keuangan Nomor 293/KmK.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
  - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN
- Menetapkan :
- Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU
- Menunjuk Saudara :
- Siti Khasinah, S.Ag., M.Pd.**
- Untuk membimbing Skripsi
- Nama : Sarah Raihan
- NIM : 200203105
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Impact of using Mystery Box on Students Learning Achievement and Motivation in Learning English
- KEDUA
- Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA
- Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;
- KEEMPAT
- Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA
- Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh  
Pada tanggal : 22 Desember 2025  
Dekan

  
Safrol Juluki

Tembusan

- Sekjen Kementerian Agama RI di Jakarta;
- Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Yang bersangkutan;
- Arsip.



#### Appendix 4. Surat Keterangan Izin Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
**FAKULTAS TARBİYAH DAN KEGURUAN**  
**PRODI PENDIDIKAN BAHASA INGGRIS**

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email : [pbi.ftk@ar-raniry.ac.id](mailto:pbi.ftk@ar-raniry.ac.id). Website : <https://ar-raniry.ac.id>

#### SURAT KETERANGAN

Nomor: B-057/Un.08/PBI/Kp.01.2/1/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Sarah Raihan  
NIM : 200203105  
Prodi : Pendidikan Bahasa Inggris  
Alamat : Jln. Imam Bonjol, Lr. Perdana, Desa Seuneubok, Dusun Mesjid,  
Kec. Johan Pahlawan, Aceh Barat

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

***"The Impact of Using Mystery Box on Student Achievement and Motivation in Learning English"***

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 29 Januari 2026

Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

