

**THE USE OF MYSTERY BOX TO ENRICH  
STUDENTS' VOCABULARY AT EIGHT GRADE SMPN 5 MALUNDA**



**A Thesis**

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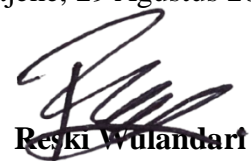
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**Reski Wulandari**

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## ABSTRACT

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The lack of vocabulary students makes it difficult for teachers to achieve learning objectives. This is indicated by the results of an interview conducted by the researcher with one of the English teachers at SMP Negeri 5 Malunda, as well as pre-test data showing that most students have limited vocabulary. As a response to this problem, the researcher applied the mystery box as a learning media to enrich students' vocabulary. This study aims to determine whether the mystery box media can enrich the vocabulary of students at SMP Negeri 5 Malunda. The researcher employed a pre-experimental design to collect data using written tests. The sample for this study consisted of 23 students from grade VIII at SMP Negeri 5 Malunda. Data were analyzed using SPSS version 25. The results of data analysis showed that the average score of students in the pre-test was 11.43. Meanwhile, the average score obtained by students after receiving treatment increased to 41.30. This finding is supported by the paired sample t-test which shows a significance value of less than 0.05, i.e. 0.000, which means  $H_0$  is rejected and  $H_a$  is accepted. Thus, the data showed a significant increase in students' vocabulary after the use of mystery box media. In addition to the improvement in students' learning outcomes at SMPN 5 Malunda, the results of this study also proved that students at the school became more motivated to learn English. Previously, students showed low interest in learning English, but with the application of mystery box media, their interest in this subject increased significantly. This indicates that the mystery box media is not only effective in enriching students' vocabulary, but also in increasing their motivation to learn English.

**Keywords:** Mystery box, teaching media, vocabulary.

## ABSTRACT

**Peneliti** : Reski Wulandari  
**RegNumber** : 10256120039  
**Judul** : **Penggunaan Misteri Box untuk Memperkaya  
Kosa- Kata Siswa Kelas Delapan SMPN 5  
Malunda**

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Kurangnya kosakata yang dimiliki siswa menyulitkan guru untuk mencapai tujuan pembelajaran. Hal ini ditunjukkan dari hasil wawancara yang dilakukan oleh peneliti dengan salah satu guru bahasa Inggris di SMP Negeri 5 Malunda, serta data pre-test yang menunjukkan bahwa sebagian besar siswa memiliki kosakata yang terbatas. Sebagai respon dari permasalahan tersebut, peneliti menerapkan mystery box sebagai media pembelajaran untuk memperkaya kosakata siswa. Penelitian ini bertujuan untuk mengetahui apakah media mystery box dapat memperkaya kosa kata siswa di SMP Negeri 5 Malunda. Peneliti menggunakan pre-eksperimental untuk mengumpulkan data dengan menggunakan tes tertulis. Sampel dalam penelitian ini adalah siswa kelas VIII SMP Negeri 5 Malunda yang terdiri dari 23 siswa. Data dianalisis dengan menggunakan SPSS 25. Hasil analisis data menunjukkan bahwa nilai rata-rata siswa pada pre-test adalah 11,43. Sementara itu, nilai rata-rata yang diperoleh siswa setelah mendapatkan perlakuan meningkat menjadi 41,30. Temuan ini didukung oleh uji-t sampel berpasangan yang menunjukkan nilai signifikansi kurang dari 0,05, yaitu 0,000, yang berarti  $H_0$  ditolak dan  $H_a$  diterima. Dengan demikian, data menunjukkan adanya peningkatan yang signifikan dalam kosakata siswa setelah penggunaan media mystery box. Selain peningkatan hasil belajar siswa di SMPN 5 Malunda, hasil penelitian ini juga membuktikan bahwa siswa di sekolah tersebut menjadi lebih termotivasi untuk belajar bahasa Inggris. Sebelumnya, siswa menunjukkan minat yang rendah terhadap pembelajaran bahasa Inggris, namun dengan penerapan media mystery box, ketertarikan mereka terhadap mata pelajaran ini meningkat secara signifikan. Hal ini mengindikasikan bahwa media mystery box tidak hanya efektif dalam memperkaya kosakata siswa, tetapi juga dalam meningkatkan motivasi mereka untuk belajar bahasa Inggris.

**Kata kunci:** **Mystery box, media pembelajaran, kosakata.**

# CHAPTER I

## INTRODUCTION

### A. Background

The English subject policies of the 2013 curriculum and the *merdeka* curriculum differ significantly. In the 2013 curriculum, english was removed from elementary schools, so students only focus on religious values(Nisa, 2020).This removal has implications for junior and senior high school students who are expected to learn more widely and diversely. Students also face difficulties in learning comprehensive competencies due to the lack of english knowledge from the previous level. This is different from the implementation of the *merdeka* curriculum which restores english subjects at the primary school level (Bisri, 2020).

The *merdeka* curriculum is a government initiative that aims to produce graduates who can compete in the future. This curriculum emphasizes improving english language skills such as speaking, listening, viewing, reading, writing, and presenting, which are integrated in various types of texts (Bisri, 2020). This curriculum also emphasizes students' freedom to learn independently and creatively which is expected to foster students' independent character development. In the *merdekacurriculum*, teachers and students are given the freedom to explore knowledge, including in learning foreign languages such as english (Ningrum & Suryani, 2022).

English is a language taught at all levels of education that can create good learning and fulfill students' needs in learning a foreign language. English language skills can also improve students' ability to compete in various environments. This is in line with Wallin & Cheevakumjorn (2020) who said that

learning english at all levels of education allows individuals to achieve optimal language learning outcomes.

In learning language skills, it is important for students to master vocabulary because vocabulary is the core of english language proficiency(Benjamin & Crow, 2014). Students will not be able to communicate or express their thoughts clearly, both orally and in writing, without an extensive vocabulary. This is in line with the opinion of Wulansari & Kirana (2023) who say that the relationship between vocabulary knowledge and language use is complementary because a wide vocabulary allows increased language understanding. Vocabulary significantly affects all language skills so it is very important to learn vocabulary every day,both inside and outside of school.

Teachers are expected to improve student knowledge by offering innovative learning media. Media can stimulate students to be more enthusiastic in learning which has an impact on improving student learning outcomes. According to Chotimah (2021), media has a significant effect on student learning outcomes because through media students enjoy the learning process more. This is in line with Angraini et al. (2021) who says that the use of interesting media will affect student achievement, both in the learning process and learning outcomes. Media can help teachers convey knowledge to students and facilitate students' understanding of the material presented.

However, this is different from what the researcher encountered when conducting a preliminary study at SMP Negeri 5 Malunda on January 25, 2024. Based on the interview conducted by the researcher with the eighth-grade english teacher, it was found that most of the students lack of vocabulary. According to english teacher,difficulties in achieving learning objectives occur during the classroom teaching process due to students' lack of vocabulary. Therefore, teacher

need to refocus their attention on students' vocabulary acquisition so that the learning objectives can be achieved well. Based on the observation, the researcher found that the method used by the English teacher in eighth grade only used the lecturing method and focused on memorization. This is what causes students to be unenthusiastic and pay less attention to the teacher during the learning process. The researcher also interviewed the eighth-grade students and they said that the teaching method used by the teacher was very boring, thus failing to motivate them to learn. This indicates that the method used by the teacher is not effective in enriching students' vocabulary.

English is a foreign language, particularly for students at that school who are learning it for the first time. Many of these students are not yet proficient in Indonesian due to the strong influence of their regional languages. This lack of proficiency in Indonesian negatively impacts their ability to acquire English, potentially hindering their comprehension of the material presented by their teachers. This finding suggests that if students have not mastered a relatively familiar language like Indonesian, they will face even greater challenges in mastering a foreign language such as English.

In the current era, there are various strategies that teachers can use to improve students' vocabulary. This can be done by providing interactive learning media. There are numerous interactive media that can be used to enrich students' learning outcomes, including media made from recycled materials. According to Hajis (2014) visual media serves as a supporting tool for students in enhancing their learning achievements.

SMP Negeri 5 Malunda is one of the schools located far from the city with inadequate network coverage. The limited internet connectivity at the school is a challenge for teachers to access various types of media, therefore, the researcher

intends to implement the mystery box media at SMP Negeri 5 Malunda because in addition to the easy tools and materials, the mystery box is recognized as a media that can help enrich students' vocabulary. According to Dianti et al (2022), mystery box is an exciting and interactive media that is suitable for use at the secondary school level to improve vocabulary.

Teachers can utilize recycled materials to make mystery box media. Even though the school is not strategically located, teachers will have no difficulty making the mystery box. This media is still visually appealing even though it is made from recycled items because of its uniqueness.

Based on the background of the problems described above, the researcher conducted a study entitled "The Use of Mystery Box To Enrich Students' Vocabulary at Eighth Grade SMP 5 Malunda". The researcher conducted this study due to the lack of vocabulary possessed by eighth-grade students at SMP Negeri 5 Malunda. Through this study, the researcher aims to find out the extent to which the use of mystery box media can enrich students' vocabulary.

### **B. Problem of the Research**

The researcher formulated a research question as follows:

“Can the use of the mystery box enrich students' vocabulary at SMP Negeri 5 Malunda?”

### **C. Objective of the Research**

This research aims to determine whether or not the use of mystery box can enrich the vocabulary of eighth-grade students at SMP Negeri 5 Malunda. Mystery box are anticipated to engage students in an enjoyable yet educational manner, fostering curiosity and active learning in the classroom. Additionally, this research aims to ascertain whether this innovative approach contributes positively to the student's vocabulary development.

#### **D. Significances of the Research**

Based on this research, the researcher provide theoretical and practical significance.

##### 1. Theoretical Significance

The results of this research are expected to contribute theoretically to finding the effectiveness of using mystery box media in improving learning outcomes. This research can also be a consideration for teachers to use mystery box as learning media. Then the principal and the government as implementers of education are expected to carry out the learning process according to what students need.

##### 2. Practical Significance

Prepared as research material for English teachers, students, and other academic researchers.

###### a. For english teachers

From the results of this research, the researcher hopes that can be helpful for teachers who want to enrich students' vocabulary by using mystery box media, especially teachers at SMP Negeri 5 Malunda.

###### b. For students

For students, this research offers a way to increase learning motivation and enrich vocabulary through mystery box.

###### c. For another researcher

As reference material or additional knowledge for future researchers who face similar problems in enriching student vocabulary.

#### **E. Scope of the Research**

The scope of this research only refers to the use of mystery box media to enrich students' vocabulary at SMP Negeri 5 Malunda. The types of vocabulary

that will be used are part of speech, especially nouns, verbs, and adjectives. The researcher will use the vocabulary topics of “ My Bedroom” and “Daily Activities”. The researcher chose the topic because of its relevance to the condition of grade VIII students who have limited vocabulary knowledge, as well as the suitability of the guidebook used by English teachers.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous Related Studies**

Related to the problem above, there are several studies conducted by previous researchers. The first research was conducted by Rohyin et al (2024) titled "The effectiveness of mystery box media on student writing descriptive text: writing skill, mystery box, descriptive text" This research uses quantitative methods with pre-experimental type. This study aims to determine the effect of mystery box media in learning to write descriptive text. The results of this study have proven that there is an effect of using mystery box media in learning to write descriptive text on students.

The second research conducted by Fitriana & Purwati (2024) with the title "Developing Mystery Box Vocabulary (MBV) Media Based on the Problem-Based Learning Model to Increase the Mastery of Vocabulary of Various Objects in Primary School". This study uses a development research approach with a Research and Development model involving eight stages. The purpose of this study is to evaluate the feasibility and effectiveness of mystery box media applied with problem-based learning model. Data collection in this study was through observation, interviews, teacher and student needs questionnaires, pre-test and post-test, media and material validation sheets by experts, and teacher and student response questionnaires related to mystery box vocabulary media. The results showed that the validity of the mystery box media based on the problem-based learning model developed for object vocabulary mastery material proved to be feasible and effective to be used in learning in grade II SDN 3 Jepon, Blora.

The third research conducted by Pertiwi et al (2022) titled "The use of playing learning methods and mystery box media to improve students learning

outcomes in class VI SDN lebakrejo 4 purwodadi” This research is a class action research that aims to find out whether applying the role-playing method and mystery box media can improve the learning outcomes of grade VI students at SDN lebakrejo 4 purwodadi on the science content of the solar system material. The methods used in this research are observation,documentation, and learning outcomes assessment tests. The results of this study have proven that by using the role-playing method and mystery box media there is an increase in student learning outcomes.

The four related research was conducted by Utami et al(2022)with the title " developing mystery box in teaching narrative text for speaking class at junior high school".The main objective of this research is to help students improve their speaking skills gradually during teaching and learning activities in the classroom. This study used Research and Development (R&D). Observation, interview, and questionnaire data for students were used qualitative while expert validator questionnaires and student speaking scores were used quantitative.The results of this study prove that the mystery box is the most effective method for improving students' speaking ability.The mystery box was categorized as very good and most students felt enthusiastic in class by using the media.

The five related research was conducted by Manjilah & Fajrie (2021) titled “The Influence of Mystery Box Media on Psychomotor Abilities in the Mathematics Subject of Class V Students of Primary School 1 Panjang Kudus" This study aims to descriptively evaluate the learning effectiveness of class V students of Primary School 1 Panjang Kudus using mystery box media. The focus of the research was to assess the effect of mystery box media on students' psychomotor abilities in mathematics subject. The results of this study prove that the use of mystery box media in learning mathematics has a significant positive

impact on the psychomotor abilities of fifth-grade students of SD 1 Panjang kudas.this study also proved that mystery box media has the potential to increase students' interest and quality of learning at school.

The last research was conducted byFidyaningrum et al (2021) the title "Improving vocabulary mastery of young learners through Game-based Learning using "Mofin mystery box" This study aims to determine whether Mofin mystery box media can improve students' vocabulary mastery. In this study, a qualitative method was used with a sample size of 10 students and the data collection technique was observation. In contrast, the data analysis technique used identification, clarification, and description. This research has proven that the Mofin mystery box can facilitate and improve students' vocabulary mastery.

Based on the findings of several previous studies, researcher identified differences and similarities. The similarity with previous studies lies in the effectiveness of mystery box media in learning. However, the difference lies in the focus area: previous studies concentrated on improving students' translation ability, psychomotor abilities in mathematics subjects, vocabulary mastery,increasing learning motivation, and improving students' speaking ability, while this research focus on enriching students' vocabulary through the use of mystery box. Another difference between previous studies and this research relates to the object of research and data acquisition methods. The previous studies used qualitative and quantitative methods, while this research used quantitative methods with a pre-experimental design of one group pre-test post-test design, while the previous research used a quasi-experimental design.

## **B. Pertinent Ideas**

### **1. Vocabulary**

#### a. Definition of vocabulary

Vocabulary is the basic unit of language or a collection of words owned by a person. Mastery of vocabulary is very important in human life because vocabulary is a tool of human communication and it cannot be denied that vocabulary has a function as a sentence maker to be able to express thoughts both orally and in writing. Vocabulary is also an aspect of language that has several components such as pronunciation, spelling and meaning, and grammar.

Vocabulary is a collection of words in a language that is very important for those who want to be proficient in language. Paradita (2019) emphasizes that having a broad vocabulary greatly affects the ability to read, listen, write, and speak. This is in line with Wardani (2015) who states that to communicate effectively, one needs to master vocabulary and the meanings contained in these words.

Vocabulary development is a crucial part of language acquisition that needs to be instilled from an early age. Vocabulary plays an important role in facilitating effective communication and interaction in everyday environments. Expertise in vocabulary not only includes the ability to pronounce words correctly, but also to understand and express their meaning. According to Komalasari (2022) Vocabulary reflects a broad knowledge consisting of words used in various contexts by various individuals, groups, and professions. Vocabulary mastery is very important in achieving proficiency in English as a second language, which can be applied from the basic level to the advanced level.

From the above opinions, it can be concluded that vocabulary includes all the words we hear, speak, read and write. Vocabulary is the basic unit of letters used and organized by individuals or groups. Therefore, learning vocabulary is very important.

b. Types of vocabulary

In learning a language, vocabulary has several types of words that can make it easier for students to recognize the type of word and their function in a sentence. The smallest unit that a language has is a word. According to Aeni & Hadiati (2017) that in English, there are several types of words commonly called parts of speech, namely:

- 1) Nouns are a part of speech (sentence elements in English) in the form of people or objects such as objects, places, plants, animals, ideas, and so on. Nouns are the most frequently used sentence elements after verbs. So, we must master how to use nouns according to correct grammatical rules.
- 2) Verb is a linguistic term used to denote words that express actions and states, whether observable or not. Verbs are an important component of language because they express actions (such as "carry", "kick", or "read"), events (such as "happen" or "become"), and states (including "be" or "exist"). ), and attitude (such as "agree", "disagree", or "blame").clearIn many languages, including English, verbs play an important role and receive special attention in the study of grammar. Verbs in English are often confusing, even for native speakers, because some of them deviate from standard forms, requiring memorization.

- 3) Pronouns are part of the sentence. Pronouns are words used to replace people or things. Pronouns generally replace nouns, namely subjects, objects, or complements. It can be concluded that pronouns are words used to replace people, animals, and objects.
- 4) Adjectives are used to describe, explain, or limit pronouns or nouns that are still general. These adjectives are usually placed after nouns. In essence, with adjectives, nouns can be more specific.
- 5) Adverbs are words that explain or provide additional information about adjectives, verbs, sentences, or the adverb itself. However, adverbs never describe nouns.
- 6) Prepositions are words that function to show a spatial or temporal relationship between one thing and another. Prepositions function to connect nouns with pronouns to form phrases that modify other words.
- 7) Conjunctions are words that are used to unite equivalent language units (connecting words with words, phrases with phrases, clauses with clauses, sentences with sentences, and so on). In simple terms, conjunctions function to connect the main clause with the subordinate clause.
- 8) Articles and Determiners. Articles are words that we use to give different meanings to nouns. Technically, by definition. Article is also classified as an adjective that also functions to change or give a different meaning to a noun. However, the difference is that adjectives change the meaning of nouns through their description, while articles are used to mark or refer to nouns. Determiners are words used to identify nouns in detail. Determiners are different

from pronouns because pronouns can stand alone, whereas determiners are always followed by nouns.

- 9) Used to express emotions or inner feelings which usually occur suddenly. For example, feelings of surprise, anger, admiration, annoyance, disappointment, sadness, anxiety, fear, dislike, hatred and pity. The components of an utterance are interjections. Syntactically, interjections are classified as extra-sentential because they are not a direct component of the phrase that precedes them. There are two types of interjections: derivative interjections and regular interjections.

In this research, the researcher will only focus on three parts of speech, namely nouns, verbs, and adjectives. The reason is that these three vocabularies are basic vocabulary for eighth-grade students and are easier to understand because they are in a learning context. So, the researcher adapts to the conditions existing at the research location.

#### c. Importance of vocabulary

Vocabulary is one of the most important aspects to master in language acquisition, both foreign and second languages because vocabulary has an important role in listening, speaking, reading and writing. According to Hasibuan (2022) Vocabulary can help a person to understand the text that is read or heard. By recognizing the words used, one can articulate the meaning contained in the text.

Mastery of vocabulary also supports students' activities in expressing opinions. Vocabulary is a fundamental element that must be mastered by students because without a broad vocabulary, ideas in the mind cannot be conveyed effectively. The better our understanding or

knowledge of words, the better we can choose the words we use when expressing something. It is undeniable that words assist us in communicating with numerous individuals (Sulistiana et al., 2019).

It can be concluded that vocabulary is crucial to learn because it constitutes a primary component of language. Vocabulary serves as a key factor in acquiring listening, speaking, reading, and writing skills. This aids students in communicating to articulating ideas or feelings to their conversational partners.

d. Definition of vocabulary enrichment

Vocabulary enrichment is the process of expanding and improving one's vocabulary through systematic learning and practice by introducing, understanding, and applying new words in various contexts and communication situations (Kurniawati, 2012) This is in line with the opinion of Styles et al (2014), vocabulary enrichment refers to a systematic process of expanding and improving one's vocabulary through structured learning and practice. Vocabulary enrichment is more than just memorizing new words, but also includes understanding their meaning, nuances and proper use in various contexts. This enrichment improves language skills and facilitates more effective communication and understanding. Through a systematic and consistent approach, individuals can significantly expand their vocabulary capacity, resulting in a marked improvement in their communication ability and overall language proficiency.

## 2. Learning Media

### a. Definition of learning media

Learning media is a tool used to convey learning messages to students. The use of learning media aims to improve the quality of student learning and encourage them to be more enthusiastic in acquiring knowledge. Puspitarini & Hanif (2019) explain that learning media are materials, tools, and techniques used in educational activities to facilitate effective interaction and communication between students and teachers.

The use of learning media tends to improve the retention of student learning outcomes, which in turn has the potential to improve the overall quality of education. Effective learning media facilitates better understanding and recall of material, as well as enabling students to apply knowledge in a broader context. Therefore, proper utilization of learning media can have a positive impact on the achievement of learning outcomes and overall improve the quality of education Gunawan et al (2019).

### b. Functions and benefits of learning media

Learning media makes it easier for teachers to explain concepts clearly during the learning process, thus helping students understand the material better. According to Fadilah et al (2023) learning media can attract students' attention to further increase their knowledge. The use of various kinds of media can also affect student learning outcomes. This is in line Mulyanta (2022), which states that learning media can increase students' learning focus by providing interesting and relevant tools and

resources, which helps keep students' attention on teaching materials and deepen their understanding.

The utilization of instructional media in education is highly beneficial for both students and teachers. Teachers can utilize these media as tools to explain teaching materials. According to Karo-Karo & Rohani (2018), the benefits of using media in the classroom include enhancing students' understanding of the material, as media can increase students' enthusiasm and interest in learning. This heightened engagement enables students to focus more effectively on their studies, thereby enhancing the overall teaching and learning outcomes.

The function of learning media according to Sopiany (2017) is to facilitate and enrich the educational process by delivering teaching materials more effectively and interestingly. Learning media serves as a tool that helps explain difficult concepts, clarify information through various formats such as visual, audio, and interactive, and increase student involvement and motivation. In addition, this media can support various learning styles by providing alternatives in the delivery of material, allowing students to learn independently and actively

c. Types of learning media

There are three types of learning media according to Viera Valencia & Garcia Giraldo (2019):

1) Visual Media is a tool or learning resource that contains messages, information, especially subject matter that is presented attractively and creatively and applied using the sense of sight. So, this visual media cannot be used by the general public, more precisely this

media cannot be used by the blind, because this media can only be used with the sense of sight.

- 2) Audio media or hearing media is a type of learning media or learning resource that contains messages or subject matter that are presented interestingly and creatively and applied using the sense of hearing only Because this media is only in the form of sound.
- 3) Audio-visual media is a type of learning media or learning resource that contains messages or subject matter that is made interesting and creative by using the senses of hearing and vision. This media is in the form of sound and images.

It can be concluded that learning media encompass anything that can be used to convey messages or information (subject matter). The use and selection of media in the learning process are crucial because they can determine the success of achieving learning objectives. The function of these three learning media mentioned above is to facilitate and streamline teaching and learning activities so that learning objectives can be achieved as desired and improve the quality of teaching and learning.

### **3. Mystery Box**

#### **a. Definition of mystery box**

The mystery box is one of the APE (Educational Game Tools) that teachers can use to help smooth the learning process, especially in the ability to recognize letters and words. According to Arumsasi (2022) mystery box is an APE that is deliberately designed to help effective and efficient learning activities and can involve children in enjoying the

material. The mystery box media can improve language aspects and improve students' cognitive development.

b. Mystery box function

The mystery box serves as a tool that teachers can utilize to facilitate the delivery of material to students. According to Wahyuningrum et al (2022), the mystery box can enhance students' attention and participation during learning sessions, thereby improving their academic outcomes. Meanwhile, according to Hutagalung et al (2024), the mystery box can reduce students' fear of making mistakes, boost their self-confidence, and encourage them to speak spontaneously and creatively about various topics presented within the mystery box.

Mystery Box functions effectively in the learning process by creating an engaging and enigmatic experience. By presenting a variety of hidden items or information, it stimulates students' curiosity and encourages creative thinking and problem-solving skills. This approach not only enhances students' active engagement in learning, but also contributes to the development of analytical and critical skills through exploration and discussion of the content contained in the box (Deswanda & Satriyani, 2023).

c. Advantages of mystery box media in learning according to Pasya et al (2023) include:

1) Stimulate students' curiosity.

Mystery box is a medium designed to incorporate an element of surprise, evoking curiosity among students about its contents. This curiosity serves to motivate students in learning English vocabulary.

2) Make learning more fun

Employing a mystery box enhances student engagement in learning by integrating its distinctive features, allowing students to simultaneously play and learn.

3) Improve students' memory

The act of unveiling the box and identifying the word corresponding to the picture can aid in enhancing students' memory retention. This activity facilitates easier recall of the English vocabulary they have been taught.

d. The tools and materials required for creating a mystery box media.

1) Tools and materials

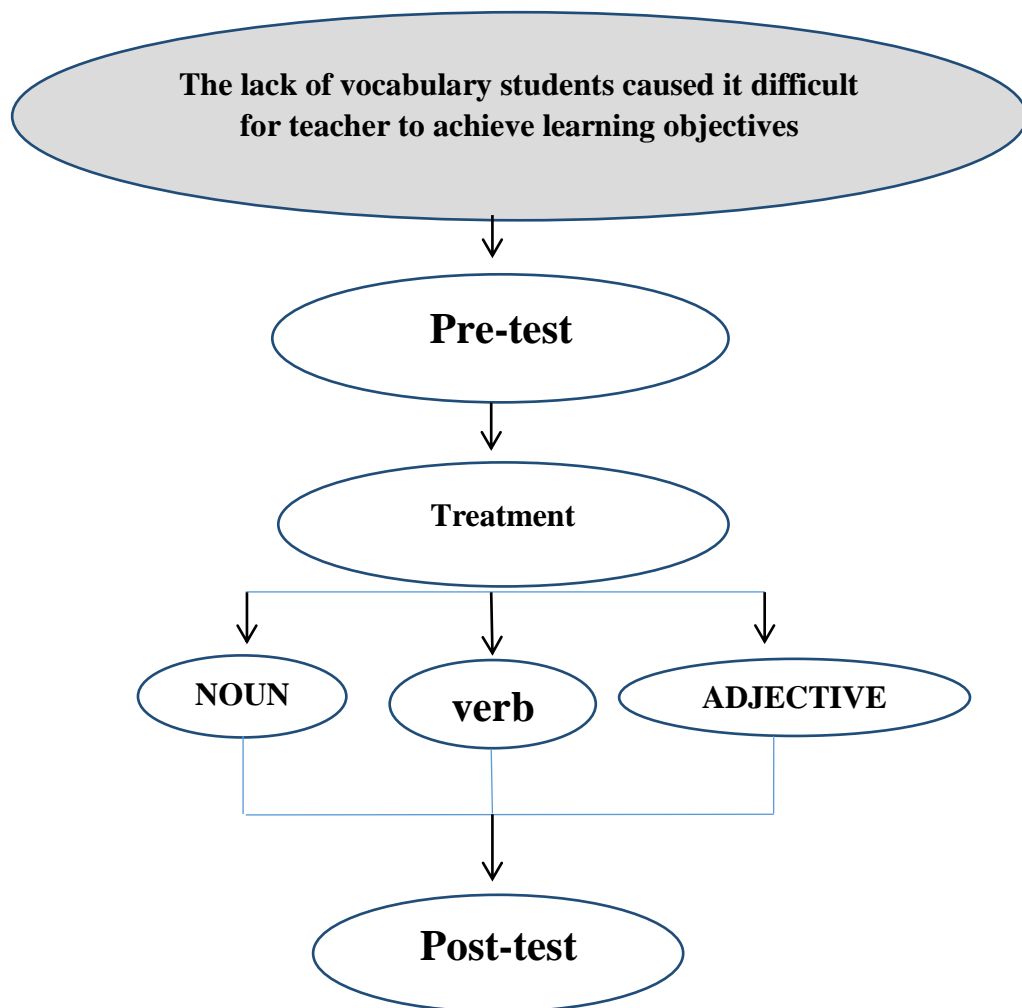
- a) cardboard
- b) colored paper
- c) glue
- d) scissors
- e) markers
- f) wood

2) The steps of make mystery box media

- a) Firstly, cut the cardboard and shape it to the desired dimensions.
- b) Subsequently, employ adhesive tape or glue to affix the pieces together, forming a rectangular structure.
- c) The cardboard, shaped into a rectangle, is then enveloped with colored paper to entirely cover its surface.
- d) Create a circular wooden shape.
- e) Then, attach the finished wooden shape to the cardboard.
- f) Lastly, prepare the instructional material and affix it onto the formed cardboard.

### C. Theoretical Framework

This research discusses the enrichment of students vocabulary by using mystery box media.



**Figure 2.1 Theoretical Framework**

In the first meeting, the researcher administer an initial test to measure students' vocabulary proficiency. meetings two through seven involve implementing the treatment using a mystery box media containing vocabulary items such as nouns, verbs, and adjectives. The rationale behind selecting these three types of vocabulary is that they constitute fundamental vocabulary learned

in secondary school. In the final meeting, the researcher conducted a post-test to assess the improvement in students' vocabulary proficiency after utilizing the mystery box media. This assessment aims to determine the effectiveness of the mystery box media in enhancing students' vocabulary skills at SMP Negeri 5 Malunda.

#### **D. Hypothesis**

The hypothesis is an initial allegation regarding the relationship between two or more variables, and its truth must be tested (Sugiyono ,2017). The researcher used two hypotheses. Namely,  $H_a$  is a working hypothesis, and  $H_0$  is a null hypothesis. Based on this description, the hypothesis that has been developed is:

1.  $H_a$ = The use of mystery box learning media can enrich student learning outcomes on the topic of nouns, verbs, and adjectives.
2.  $H_0$ =The use of mystery box learning media cannot enrich student learning outcomes on the topic of nouns,verbs, and adjectives.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research method used the type of pre-experimental research. The pre-experimental design is research was conducted without a comparison or control class (Sugiyono,2017). The form of research design used is the pre-test and post-test one-group design. This research measured twice. Namely, the pre-test measures students vocabulary skill before using the mystery box, and the post-test measures students vocabulary skill after implementing the mystery box. The following is the design of one group pre-test and post-test:



Symbol Description:

$O_1$  : Pre-test

$X$  : Treatment

$O_2$  : Post-test

#### B. Research Variable

Based on their function and position in the research. This research used two types of variables, namely the independent and dependent variables.

##### 1. Independent Variable

The independent variable (X) is the variable that influences. Researcher used this variable as the primary variable to investigate how the use of mystery box affects students.

##### 2. Dependent variable

The dependent variable (Y) is the variable that is influenced. It is the variable measured and observed by researcher to ascertain the influence of the independent variable, such as the mystery box medium, and the dependent

variables in this study are students' vocabulary. The indicators of this research include nouns, verbs, and adjectives vocabulary.

### **C. Population and Sample**

#### 1. Population

The Population refers to all objects that are relevant to the topic under study. According to Sugiyono (2017), Population is the whole of the objects related to the problem to be studied. The population in this research consists of eighth-grade students of SMP 5 Malunda.

#### 2. Sample

The sample is part of the research which is the source of data from the research. According to Sugiyono (2017), the sample is part of the number and characteristics of the population. In this research, researcher chose eighth-grade as the research sample. The sampling technique in this research was purposive sampling by determining students' vocabulary knowledge and based on the explanation from the eighth grade english teacher that students in the class had limited vocabulary and students who needed to be more active in learning english vocabulary. The sample in this research consists of 23 students.

### **D. Research instrument**

Research instruments are methodologies utilized by researchers to collect data within a study. These tools are crafted to assess the variables under investigation and gather essential information to address research inquiries or test proposed hypotheses. According to Sugiyono (2017), research instruments serve as measuring instruments employed in research to gauge observed natural or social phenomena. In this particular study, the researcher utilizes pre-tests and post-tests. The study incorporates three types of tests: 10 translation items 10 matching items and 10 rearrange scramble letters, totaling 30 items in entirety.

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

In this study, the data collection techniques used were pre-test and post-test. In this study, researchers conducted eight meetings. At the first meeting the researchers conducted a pre-test, then at the second meeting to the seventh meeting the researchers conducted treatment and at the eighth meeting the researchers conducted a post-test.

### **1. Pre-test**

This stage was conducted in the first meeting, where the researcher conducted a pre-test to assess students' vocabulary levels before implementing the mystery box. During this stage, each student was given 80 minutes to complete the test, which included translation, rearrange scramble letters and matching tests.

### **2. Treatment**

Following the pre-test, the researcher proceeded with the treatment phase using a mystery box media made by the researcher. In this research, the treatment was given for six meeting sessions corresponding to specific learning objectives (KD). The process of enhancing students' vocabulary through the use of mystery box media is outlined as follows:

#### **Opening**

- a. The teacher lead the students to pray together before the learning begins
- b. The teacher explains about the learning objectives
- c. The teacher explains about the material that will be discussed

#### **Learning stage**

- a. Explanation of nouns, verbs, and adjectives using mystery box media.
  - 1) In the first to second meetings, the teacher explained the material on nouns

- 2) In the third to fourth meetings, the teacher explained the material on verbs
  - 3) In the fifth to sixth last meetings, the teacher explained the material on adjectives
- b. Explanation of how to learn by using mystery box media
  - c. The teacher divided students into 4 groups
  - d. The teacher directs students to determine and match which words include nouns, adjectives, and verbs
  - e. Teacher and students together observe the vocabulary that has been determined and matched or that has been provided by the researcher
  - f. The teacher makes the learning atmosphere fun.

### **Closing**

After the learning session is over, the teacher invites students to gather and leads them in a collective prayer to conclude the activity. This activity aims to create a calm and reflective atmosphere and to instill important values in the educational process.

### **3. Post Test**

After the treatment, the researcher administered a post-test to the students. The format of the post-test was identical to the questions provided during the pre-test. Each student had 40 minutes to answer the questions. Subsequently, the researcher assessed the students' test results. Following that, the researcher evaluated the extent to which students' vocabulary had improved after receiving the treatment.

## F. Data analysis

After the researcher collects the data, then the researcher analyzes the data to conclude. Then the researcher uses a formula to make it easier to analyze the data.

Some of the formulas used by the researcher are as follows:

1. The formula for assessing students' answers.

$$\text{Score} = \frac{\text{Correct answer}}{\text{Number of items}} \times 100\%$$

2. Student classification rating scale Departement Pendidikan in (Rahayu, 2018).

**Table 3.1 Classification of Student Score**

No	Score	Classification
1	90-100	Very good
2	80-89	Good
3	65-78	Fair
4	55-64	Poor
5	≤54	Very poor

3. The formula calculates the average value of students (Hardani, 2020).

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

Symbol description:

M = Mean Score

$\sum X$  = Total Score

N = Total Sample

4. Normality Test

The normality test is a test used to determine the level of normality of the written test data that has been collected. The data is usually distributed if the P-value or significant number (Sig)  $\geq 0.05$   $H_0$  is accepted and  $H_a$  is rejected. However, if the P-value (Sing)  $< 0.05$ , then  $H_0$  is rejected, and  $H_a$  is accepted. The researcher used the Shapiro-Wilk normality test using SPSS. According to Riadi & Retnawati (2014), the Shapiro-Wilk test is used when the sample amount is less than 30.

## 5. Uji-t

Performed to compare the results of the pre-test and post-test. According to Meiryani, (2021), the criteria for the t-test are:

- a. If the significance value of the t-test  $> 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. It means that there is no influence between the independent variable and the dependent variable.
- b. If the significant value of the t-test  $< 0.05$  then  $H_a$  is accepted and  $H_0$  is rejected. It means that there is an influence between the independent variables and the dependent variable.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

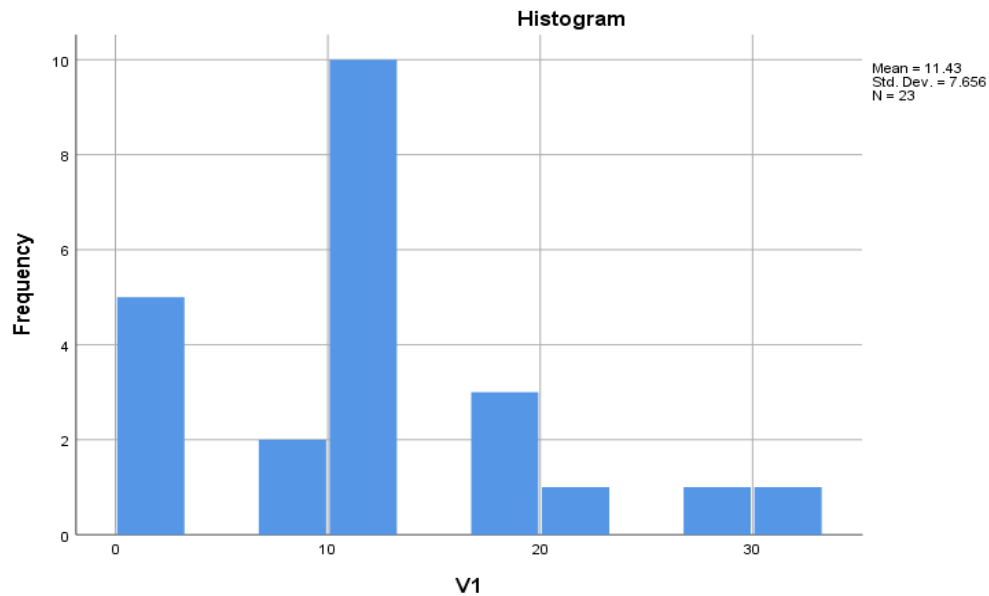
#### **A. Findings**

The findings of this research answered the problem formulated in Chapter I. This research was conducted at SMP Negeri 5 Malunda to determine whether the use of mystery box media could enrich students' vocabulary. To gather data on the two variables, the researcher administered a pre-test and a post-test. The pre-test aimed to collect data on students' vocabulary proficiency before they received any treatment. The post-test was conducted to assess students' final scores after they had undergone the treatment. Once the data were collected, the researcher performed data analysis using the formula outlined in Chapter III. The final results were obtained by comparing students' scores and the average value, which then determined the students' vocabulary achievement. The results of the data processing obtained are as follows:

##### 1. Score of the pre-test

The implementation of the pre-test in this research began on August 7, 2024. The pre test was conducted for 2 hours. The pre-test score data of the eighth-grade students of SMP Negeri 5 Malunda, totaling 23 students have been tabulated and calculated individually.

Pre-test is an important evaluation tool conducted before treatment to measure students' initial comprehension condition. It shows students' vocabulary achievement before using mystery box as a vocabulary learning media. Thus, the pre-test provides the basic data needed to assess the effectiveness of using mystery box in improving students' vocabulary comprehension. The data is presented as follows:

**Figure 4.1 Score of Pre-test**

The figure above illustrates the vocabulary of grade eight students at SMPNegeri 5 Malunda before the implementation of the treatment. The explanation of each column is as follows:

- a. The first column indicates that there were 2 students who scored 0 and 3 students who scored 3.
- b. The second column indicates that 2 students scored 7.
- c. The third column shows that 6 students scored 10 and 4 students scored 13.
- d. The fourth column indicates that 3 students scored 17.
- e. The fifth column indicates that 1 student scored 20.
- f. The sixth column shows that 1 student scored 27.
- g. The seventh column indicates that 1 student scored 30.

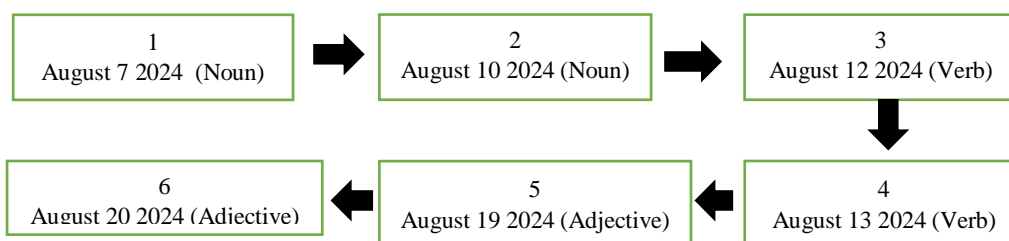
**Table 4.1 Frequency and percentage of students' pre-test score**

NO	Classification	Score	Frequency	Percentage
1	Very Good	90-100	0	0%

<b>2</b>	<b>Good</b>	80-89	<b>0</b>	<b>0%</b>
<b>3</b>	<b>Fair</b>	65-78	<b>0</b>	<b>0%</b>
<b>4</b>	<b>Poor</b>	55-64	<b>0</b>	<b>0%</b>
<b>5</b>	<b>Very Poor</b>	≤54	<b>0</b>	<b>100%</b>
<b>Total</b>			<b>23</b>	<b>100%</b>

Based on table 4.2 above, shows the percentage and frequency of pre-test scores of students before they used the mystery box media. The table indicated that no students received very good, good and fair scores. It was seen that 23 students (100%) were in the low scores. Based on the description of the frequency and percentage of student scores on the pre-test, it can be concluded that the students' vocabulary was very poor. Therefore, the researcher implemented the use of mystery box media as a strategy to enrich students' vocabulary.

## 2. Treatment



**Figure 4.2 Diagram treatment**

In this research, the researcher acted as the teacher. The research was conducted for six meetings, from August 7, 2024 to August 20, 2024 at SMP Negeri 5 Malunda. The pre-test results revealed that all students had very low vocabulary, making them difficult to understand the English language material. After administering the pre-test, the researcher proceeded with the treatment

Before starting the first treatment on August 7, 2024, the teacher gave an explanation of the topic to be discussed. Next, the teacher introduced and demonstrated the use of a mystery box designed to support students in memorizing vocabulary. In this meeting, the teacher explained the concept of nouns and collaborated with students in translating vocabulary from the mystery box. The meeting lasted for 80 minutes, with 10 minutes allocated for preliminary activities which included checking students' attendance and coordination to ensure students' readiness for learning through ice breaking activities. The learning activity lasted for 60 minutes, of which 40 minutes were used for vocabulary teaching through the mystery box. The teacher introduced 10 nouns: bulletin, dustbin, car, table, comb, pillow, flagpole, fan, wardrobe, and chair. The next 20 minutes are focused on evaluating students' understanding of the vocabulary that has been taught. In the evaluation, students are divided into groups and each group is given the opportunity to answer the questions that have been prepared. Points were given to the group that gave the correct answer, while other groups were allowed to give answers if the first group could not answer. In the remaining 10 minutes, the teacher asked students to ask questions about the material that had been explained before closing the first meeting.

The second meeting was held on August 10, 2024 and lasted for 80 minutes. The activities of this meeting were divided into two main parts: 10 minutes for introductory activities and 60 minutes for learning activities. In the introduction, checking the attendance of students, reviewing the material from the previous meeting, and providing ice breaking to prepare students before starting

learning. In the learning activities, 40 minutes are allocated for vocabulary teaching using the mystery box media. In this meeting, the teacher taught ten nouns, namely motorcycle, wallet, key, hat, blanket, toothbrush, whiteboard, hanger, bottle, and pail. After explaining the material, students were given the opportunity to ask questions about the vocabulary that had been taught. Then, students were asked to analyze the nouns using the mystery box. Furthermore, for 20 minutes, an evaluation of students' understanding of the vocabulary that had been taught was carried out by randomly selecting students to answer questions related to the vocabulary. At the end of the meeting, the teacher summarizes the noun material that has been taught and provides information about the material to be learned at the next meeting within 10 minutes.

The third meeting was held on August 12, 2024 and lasted for 80 minutes. The activities of this meeting were divided into two main parts: 10 minutes for introductory activities and 60 minutes for learning activities. During the 60 minutes of learning activities, the teacher allocates 40 minutes for teaching vocabulary consisting of ten verbs using the mystery box media, namely: The verbs are: walk, play, draw, teach, sleep, cook, clean, laugh, cry, and eat. After explaining the material, students are given the opportunity to ask questions about the vocabulary that has been taught. In the last 20 minutes, the focus of the activity shifted to evaluating students' understanding of the vocabulary that had been taught. In this evaluation, the teacher applies the singing method to determine which students will answer questions related to the vocabulary in the mystery box. At the end of the meeting, the teacher asks students to ask questions

about the material that has not been understood, introduces the topic for the next meeting and closes the learning activity.

The fourth meeting was held on August 13, 2024 with a focus on teaching verbs using mystery box media. This meeting lasted for 80 minutes, consisting of 10 minutes for introductory activities and 60 minutes for learning activities. In the introductory stage, checking the attendance of students, reviewing the previous lesson material, and preparing students through providing ice breaking. In learning activities that lasted for 60 minutes, 40 minutes of which were used for teaching vocabulary in the form of ten verbs through mystery box media, namely: jump, swimming, learn, speaking, writing, reading, watching, singing, dancing, and drinking. After explaining the material, the next 20 minutes were allocated for evaluating students' understanding through group discussions. During the evaluation, the teacher conducts a game to determine which group gets to answer the questions. Each group is given three questions orally without using the mystery box, with an elimination system; groups that fail to answer the first question are disqualified from the opportunity to answer the next question. In the last 10 minutes, the teacher asks students to ask questions regarding the material that has not been understood, summarizes the verbs that have been taught, and closes the learning activity.

The fifth meeting was held on August 19, 2024 with the focus on teaching adjective vocabulary using mystery box media. This meeting lasted for 80 minutes, consisting of 10 minutes for introduction activities and 60 minutes for learning activities. In the introduction part, checking the attendance of students, announcing

the topic to be studied, and providing ice breaking to prepare students before starting learning. In learning activities which lasted for 60 minutes, 40 minutes were allocated for teaching vocabulary in the form of ten adjectives through the mystery box method, namely: dissident, hot, small, smooth, cruel, ugly, stupid, polite, big, and handsome. After explaining the material, students are given the opportunity to ask questions about things that have not been understood. Furthermore, 20 minutes are used to evaluate students' understanding of the vocabulary that has been taught. The evaluation is carried out by randomly pointing at students; students who successfully answer the question are given the opportunity to point at other students to answer the next question. In the last 10 minutes, the teacher asks students to ask questions about material that has not been understood and introduces the topic for the next meeting

Then, on August 20, 2024, the teacher held the last meeting which lasted for 80 minutes. This meeting started with 10 minutes for preliminary activities, which included checking learners' attendance, introducing the learning topic, and preparing students through ice-breaking activities. Next, the teacher allocated 60 minutes for learning activities. In this meeting, 40 minutes were used for vocabulary teaching using the mystery box media, where the teacher taught ten adjectives, namely: wrinkles, cold, bitter, high, stingy, strong, smart, short, beautiful, and slow. Then, 20 minutes are used to evaluate students' understanding of the vocabulary that has been taught through singing activities, which aims to determine students who will come forward to answer questions in the mystery box. In the last 10 minutes, the teacher asks students to ask questions about the

material that has not been understood, summarizes the vocabulary that has been learned and closes the learning activity.

Based on the above, it can be concluded that from the six meetings that have been conducted, there is consistency in the teaching structure and methods across meetings. Each meeting began with preliminary activities that included checking attendance, introducing the topic, and ice-breaking. During the learning process, the method applied remained consistent, focusing on teaching vocabulary using the mystery box media. Although the vocabulary taught varies according to the topic of the meeting, the overall teaching approach remains uniform. The main difference between the meetings lies in the method of evaluating students' understanding. Each meeting applies different evaluation methods, such as group discussions, games, or singing to assess the extent to which students understand the vocabulary that has been taught.

In the first meeting, the teacher faced challenges in organizing the students due to their high enthusiasm for the use of media and the arrangement of words in the mystery box. Although their vocabulary was still limited, the students still showed great enthusiasm for learning by using the mystery box. The teacher taught vocabulary for six meetings, giving ten vocabulary words at each meeting. In the second to last meeting, there was an increase in students' vocabulary which could be observed directly through their progress in continuing the learning using the mystery box.

### 3. Score of post-test

The post-test implementation in this research began on August 21 2024. The post-test was carried out for 2 hours. The score data obtained from the post-test of eighth-grade students at SMP Negeri 5 Malunda, consisting of 23 students, has been calculated for each student's individual score.

Post-test is an evaluation conducted after the implementation of treatment to assess the extent of improvement that has been achieved. By comparing the post-test results with the pre-test results, the effectiveness of the intervention in achieving the desired goals can be evaluated. The data obtained from the post-test serves to measure the progress of students' understanding of the material taught. The data is presented as follows:

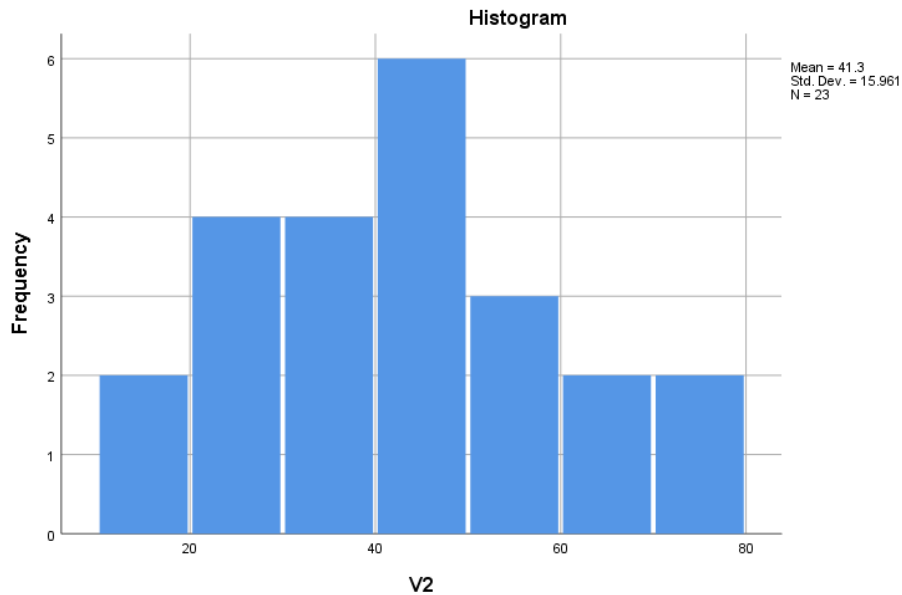
**Figure 4.1 Score of post-test**

Figure 4.3 above shows the level of vocabulary knowledge obtained by students after receiving the treatment, as well as detailing the scores obtained during the post-test. From the figure, it appears that the vocabulary knowledge of grade eight students at SMP Negeri 5 Malunda improved compared to their pre-test scores. The following is a detailed explanation of the distribution of scores obtained by students in the post-test:

- a. The first column shows that two students obtained a score of 17.
- b. The second column illustrates that one student obtained a score of 20, two students obtained a score of 23, and one student obtained a score of 27.
- c. The third column shows that one student obtained a score of 30, two students obtained a score of 37, and one student obtained a score of 33.

- d. The fourth column illustrates that three students scored 43 and three students scored 47.
- e. The fifth column shows that two students scored 50 and one student scored 53.
- f. The sixth column illustrates that one student scored 60 and one student scored 63.
- g. The seventh column shows that two students obtained the highest score, which was 70.

**Table 4.2 Frequency and percentage of students' post-test score**

<b>NO</b>	<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
<b>1</b>	<b>Very Good</b>	90-100	<b>0</b>	<b>0%</b>
<b>2</b>	<b>Good</b>	80-89	<b>0</b>	<b>0%</b>
<b>3</b>	<b>Fair</b>	65-78	<b>2</b>	<b>9%</b>
<b>4</b>	<b>Poor</b>	55-64	<b>2</b>	<b>9%</b>
<b>5</b>	<b>Very Poor</b>	≤54	<b>19</b>	<b>82%</b>
<b>Total</b>			<b>23</b>	<b>100%</b>

Table 4.4 shows that the vocabulary test scores in the post-test have increased compared to the pre-test scores. Of the 23 students who took the test, no students (0%) scored excellent or good, while 2 students (9%) scored fair, 2 students (9%) scored poor, and 19 students (82%) scored very low. Based on this description, it can be concluded that there is an increase in students' vocabulary scores by using mystery box media. To strengthen this analysis, the researcher also attached the students' mean and standard deviation scores.

**Table 4.3 Descriptive Statistics**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	23	0	30	11.43	7.656
Post-test	23	17	70	41.30	15.961

The table 4.5 above presents the mean, minimum, maximum, and standard deviation values for the pre-test and post-test. The table shows that the minimum score on the pre-test was 0 and the maximum score was 30, while the minimum score on the post-test was 17 and the maximum score was 70. The mean score on the pre-test was 11.43, while the mean score on the post-test was 41.30. This finding indicates that the average post-test score is higher than the average pre-test score. Furthermore, researchers conducted a normality test to determine whether the data were normally distributed. This normality test was conducted on the pre-test and post-test scores using SPSS version 25, specifically through the One-Sample Shapiro-Wilk Test.

**Table 4.4 Tests of Normality**

	Shapiro-Wilk		
	Statistic	Df	Sig.
Pretest	.937	23	.156
Posttest	.957	23	.401

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

The significance level for the normality test is 0.05. Based on the Shapiro-Wilk normality test results presented, it can be concluded that both the pre-test and post-test data are normally distributed. The significance value (Sig) for the pre-test is greater than 0.05, specifically 0.156, while the significance value (Sig)

for the post-test is also greater than 0.05, specifically 0.401. Since the normality test indicates that the pre-test and post-test data are normally distributed, the next analysis will be conducted using the paired samples t-test

**Table 4.5 Paired Samples Test**

Pair 1Pre test-Post Test	T	Df	Sig. (2-tailed)
	-10.628	22	.000

Based on the table 4.7 above, the Sig (2-tailed) value is 0.000. With a probability value less than 0.05, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. This indicates that there is a significant difference between test scores before and after using the mystery box media. Therefore, it can be concluded that the use of mystery box media can enhance the vocabulary of students at SMP Negeri 5 Malunda.

## **B. Discussion**

Learning media are commonly used in the learning process to help students understand the material. The function is to serve as a teaching aids that can influence the teaching process. Learning media also facilitate the learning process for both teachers and students, making it more enjoyable and engaging for students. Moreover, learning media can enhance the quality of the learning experience. According to Gunawan et al (2019) students who use learning media tend to retain their learning outcomes better, thereby improving the overall quality of education.

In this research , the researcher utilized a visual medium called a "mystery box." The mystery box is an instructional tool made of cardboard, shaped as a box

with four sides, each inscribed with different vocabulary words. When the mystery box is opened, its uniqueness becomes apparent. The varying inscriptions on the sides of the box, with their distinct features, are designed to capture students' attention and enhance their enthusiasm for learning vocabulary.

The advantages of using the mystery box in education are that it is relatively easy to create, as it is made from cardboard assembled into a cube. This medium aids students in expanding their vocabulary. Additionally, it is memorable for students because it captures their attention, thereby stimulating their cognitive processes to retain the vocabulary presented through this medium (Deswanda & Satriyani, 2023).

The mystery box media is a concrete tool that can be applied directly by students. This research aims to evaluate the effectiveness of using mystery box in enriching students' vocabulary and was conducted over eight meetings, from August 6 to 21, 2024 at SMP Negeri 5 Malunda. The pre-test results of 23 grade VIII students at SMP Negeri 5 Malunda showed that no students scored in the very good, good, fair, or poor categories; all students (100%) were in the "very poor" category. The findings indicated that students' vocabulary levels are currently in the low category.

Based on the descriptive analysis of the post-test, the results show that of the 23 students who took the test, no students (0%) scored very good, 0 students (0%) scored good, 2 students (9%) scored fair, 2 students (9%) scored poor, and 19 students (82%) were classified in the low category. Although most students are

still in the low category, the post-test results show an increase in student learning outcomes through the use of mystery box media.

The researcher conducted a normality test to determine whether the data obtained followed a normal distribution. The test results show that both the pre-test and post-test data have adequate significance levels. Therefore, it can be concluded that the pre-test and post-test data are normally distributed because the significance value is greater than 0.05.

Furthermore, the researcher conducted a paired sample t-test to assess the difference between the pre-test and post-test. The value obtained showed a Sig (2-tailed) value of 0.000. The probability value is smaller than 0.05, so  $H_0$  is rejected and  $H_a$  is accepted. It was found that there was a difference between the pre-test and post-test results before using the mystery box media and after using the mystery box media. The results of this research showed that students' vocabulary can be enriched by using the mystery box media. This is evidenced by the average value of the students' post-test which is higher than the average pre-test value.

The results of the T-test analysis showed a significant improvement, indicating a clear and statistically relevant difference in the analyzed data. However, from a categorization perspective, the observed changes were not strikingly significant. Changes within categories were relatively limited, with only four categories improving from the status of "very poor."

This research shows that the use of mystery box media is effective in enriching students' vocabulary at SMP Negeri 5 Malunda. Although the mystery box was shown to improve the results statistically, the changes that occurred in

the score categories or scores were not significant. Thus, although there was a statistical improvement, the impact on the score category was limited.

Based on the conditions at SMP Negeri 5 Malunda, students' interest in English tends to be low due to various factors, one of which is the perception that English is a difficult subject. In addition, many students only start learning English when they enter junior high school, which can have a negative impact on their motivation and understanding of the subject.

Based on these findings, the government's policy of introducing English lessons from the primary level can be considered an appropriate and relevant step. Students who have started learning English early generally show ease in dealing with English materials at the junior high school level. This is due to the strong foundation they have built since the beginning.

The results of this research are in line with the findings of Fidyningrum et al. (2021), which showed that students' vocabulary increased through the use of mystery box media. This increase is reflected in the average post-test score which is higher than the average pre-test score. In addition, research by Pertiwi et al. (2022), in a study entitled "The use of playing learning methods and mystery box media to improve students learning outcomes in class VI SDN lebakrejo 4 purwodadi" also found that the use of mystery box media was effective in improving the learning outcomes of grade VI students of SDN 4 Lebakrejo. In conclusion, the increase in student learning outcomes can be caused by the use of effective learning media.

In addition, researcher also found that this learning media can make students more confident in their English skills. It also helps make learning more fun and interesting ( Sopiany,2017). This is in line with Mulyanti (2022) which states that learning media can increase students' focus on learning and understanding lessons well, so that it can improve student learning outcomes.

In the learning process conducted by the researcher using the mystery box at SMP 5 Malunda, all eighth-grade students seemed involved and united. Students enjoy the learning process without experiencing boredom. It can be concluded that the use of mystery box media is very effective in enriching the vocabulary of eighth-grade students at SMP Negeri 5 Malunda.

According to Fitriana et al. (2024) in their research entitled "Developing Mystery Box Vocabulary (MBV) Media Based on the Problem-Based Learning Model to Increase the Mastery of Vocabulary of Various Objects in Primary School" The results showed that the use of mystery box can improve students' vocabulary acquisition. In conclusion, the improvement in students' learning outcomes is due to the effective use of learning media, which has a significant impact on the learning process.

Learning media are tools designed to aid students in understanding lessons. They also help make learning more enjoyable and engaging (Puspitarini & Hanif (2019). This view aligns with Fadilah et al (2023) perspective that learning media can enhance students' focus on learning, thereby improving their learning outcomes.

During the learning process conducted by the researcher using the mystery box at SMP 5 Malunda, all eighth-grade students seemed engaged and cohesive. Students enjoy the learning process without experiencing boredom. This is in line with Arumsasi (2022) mystery box media can improve students' memory and make vocabulary easier to remember. It can be concluded that the use of mystery box media is very effective for enriching students' vocabulary.

The researcher found interesting findings regarding students' interest in english during the treatment process. Students who previously showed no interest and felt afraid to learn english experienced significant changes thanks to the use of mystery box during the treatment. After the treatment was over, students even asked the researcher to teach english again.

Based on the explanation above, the mystery box can be used as a learning media that can help teachers in teaching vocabulary in the classroom. By using the media, students not only memorize vocabulary but also can recognize objects or activities directly without having to imagine the shape of the word. Thus, the mystery box is proven to be very effective as a learning media that can help teachers in the learning process to enrich students' vocabulary.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the implementation of mystery box media in vocabulary instruction for eighth-grade students at SMP Negeri 5 Malunda, the researcher concludes that this method has a significant positive impact on students' vocabulary skills. This conclusion is supported by the observed difference in average scores between the pre-test and post-test, with the post-test average substantially higher than the pre-test average. Specifically, the average pre-test score was 11.43, while the average post-test score increased to 41.30. The statistical analysis using a Paired t-test further validates this result, with a significance value (2-tailed) of 0.000, which is less than the 0.05 threshold. This indicates that the null hypothesis (H<sub>0</sub>) is rejected, and the alternative hypothesis (H<sub>a</sub>) is accepted, confirming that the use of mystery box media has a significant effect. These findings suggest that incorporating this interactive and engaging media not only enhances students' vocabulary acquisition but also provides an effective and innovative approach to vocabulary learning for eighth-grade students at SMP Negeri 5 Malunda.

In addition, the positive impact of this method goes beyond just improving vocabulary skills. It has been observed that students become more motivated and actively involved in the learning process when mystery box media is used. The element of surprise and interactivity engages students' attention and fosters a sense of excitement and curiosity, which encourages them to participate more in class activities. As a result, this method not only enhances language proficiency but also contributes to a more dynamic and enjoyable classroom environment.

Therefore, mystery box media stands as a promising pedagogical tool that can be applied to enhance language learning in various educational settings.

### **B. Suggestions**

During the data collection process, researcher only conducted treatment six times, with two treatments conducted in one day. This may be a contributing factor as to why students did not experience significant changes in grades in the assessment classification categories. Although mystery box was proven to be effective in SMPN 5 Malunda, more significant results might have been achieved if it was applied under conditions of students with low levels of understanding and with a longer treatment duration. The research shows that the use of mystery box can provide more optimal results if applied sustainably, so the researcher considered a longer implementation to increase its effectiveness.

The researcher suggests to future researchers to use this media in dealing with similar problems, taking into account some important aspects, such as the condition of students who have a poor understanding of english. Therefore, the use of this media should be done for a longer period of time. This is due to the possible obstacles faced by grade VIII students if given intensive lessons, such as two treatments in a day, which can be considered excessive and ineffective for junior high school students.

Based on the conclusions drawn from the research results, the researcher offers several recommendations for teachers, students, and other researchers interested in using mystery box media to enrich students' vocabulary:

1. Teachers may utilize the mystery box as a teaching tool to enhance students' vocabulary, particularly nouns, verbs, and adjectives, in secondary schools.

2. Teachers can create an engaging and enjoyable learning environment and maintain students' focus during lessons by employing the mystery box media.
3. The mystery box media can facilitate students' ability to memorize vocabulary more easily.
4. The use of the mystery box media can also help students improve their self-confidence.
5. For other researchers, it is recommended to conduct further studies in the field of vocabulary development to explore and expand knowledge about the mystery box media.
6. For academic institutions, this research can serve as a reference for refining future research in this area.

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**APPENDICES**  
**score of pre-test**

**Pre-test**

A. Translate the words below into Indonesian!

1. Bulletin
2. Pail
3. Play
4. Walk
5. Slow
6. Beautiful
7. Short
8. Smart
9. Strong
10. Stingy

B. Rearrange the following scramble letters into the correct words

U-S-B-T-I-N-D :

R-A-C :

A-E-B-T-L :

W-A-R-D-N-G-I :

T-C-E-A-H-I-G-N :

L-E-S-E-P :











G-H-H-I :

B-I-E-R-T-T :

D-L-O-C :

K-L-E-S-W-R-I-N :

C. Match the vocabulary with the correct picture below by drawing a line!

Comb		
Pillow		
Flagpole		
Fan		
Cook		
Cleaning		
Laugh		
Cry		
Eat		
Wardrobe		

Post-test

A. Translate the words below into Indonesian!

1. Chair
2. Motorcycle
3. Wallet
4. Jump
5. Swimming
6. Learn
7. Handsome
8. Big
9. Polite
10. Stupid

B. Rearrange the following scramble letters into the correct words!

Y-E-K :

A-T-H :

S-E-P-A-K-N-I-G :

R-I-W-T-N-I-G :

U-L-G-Y :

C-U-E-R-L:











S-O-O-M-T-H:

M-S-A-L-L:

H-T-O:

D-I-S-D-E-N-S-T-I:

C. Match the vocabulary with the correct picture below by drawing a line!

Watching		
Read		
Sing		
Dance		
Drink		
Blanket		
Toothbrush		
Whiteboard		
Hanger		
Bottle		



**PEMERINTAH KABUPATEN MAJENE**  
**DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU**  
 (DPM-PTSP)  
*Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar*



**IZIN PENELITIAN**

Nomor : 500.16.7.2/799/IP/VIII/2024

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/451/VIII/2024 Tanggal 01 Agustus 2024 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a	: RESKI WULANDARI
Pekerjaan	: Mahasiswi
N I M	: 10256120039
Program Study/Jurusan	: S1 Tarbiyah dan Keguruan
Universitas	: STAIN Majene
Alamat	: Liba Desa Salutambung Kec. Ulumanda Kab. Majene

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"THE USE OF MYSTERY BOX TO ENRICH STUDENTS' VOCABULARY AT EIGHT GRADE SMP 5 MALUNDA"** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar cofy hasil Penelitian kepada Bupati Majene Cq.Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab.Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene  
 Pada Tanggal : 06-08-2024  
 Kepala Dinas

**Hi. LIES HIRAWATI THAHIR, S.Sos, M.Adm.Pemb**  
 Pangkat: Pembina Utama Muda  
 Nip. 196809281992032011

**MODUL AJAR BAHASA INGGRIS**

**FASE D**

***NOUN***

NO	KOMPONEN	DESK RIPSI
<b>INFORMASI UMUM</b>		
A.	Identitas Sekolah	
	Penyusun	RESKI WULANDARI
	Sekolah	<b>SMP Negeri 5 Malunda</b>
	Alokasi Waktu	1 kali pertemuan (2x40 menit)
B.	Kompetensi Awal	Peserta didik telah mengetahui: 1. Meaning dari noun yang diajarkan 2. Mampu menyebutkan ulang kosa kata dengan melihat gambar
C.	Profil Pelajar Pancasila	<input checked="" type="checkbox"/> Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia.- prayer  <input checked="" type="checkbox"/> Berkebinekaan Global - English  <input checked="" type="checkbox"/> Mandiri - individual task  <input checked="" type="checkbox"/> Bergotong Royong - group work  <input checked="" type="checkbox"/> Bernalar Kritis - comprehension, Q&A  <input checked="" type="checkbox"/> Kreatif - demonstration
D.	Sarana dan Prasarana	<input checked="" type="checkbox"/> Ruang kelas  <input checked="" type="checkbox"/> Papan tulis  <input checked="" type="checkbox"/> Media mystery box  <input checked="" type="checkbox"/> Kertas berwarna  <input checked="" type="checkbox"/> Spidol
E.	Target Peserta Didik	<input checked="" type="checkbox"/> Peserta didik reguler
F.	Model Pembelajaran	<i>Game based learning</i> <i>Discussion n groupwork</i>

KOMPONEN INTI		
A.	Capaian Pembelajaran	Pada akhir Fase D, peserta didik dapat mengenal dan mengidentifikasi berbagai kosa kata melalui gambar. Dengan capaian pembelajaran ini, diharapkan siswa tidak hanya menambah jumlah kata yang mereka ketahui, tetapi juga dapat memahami arti kata tersebut dalam berbagai situasi dan menggunakannya dengan benar.
B.	Elemen	<ul style="list-style-type: none"> <li>• Membaca –Memirsa</li> <li>• Mengidentifikasi</li> <li>• Berbicara dan mempresentasikan</li> </ul>
C.	Elemen CP	Pada akhir fase D, peserta didik membaca dan merespon vocabulary familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi kata-kata yang diajarkan, baik dalam bentuk teks cetak atau digital, termasuk teks visual, multimodal, atau interaktif. Mereka juga dapat mengidentifikasi kata-kata tersebut dan mulai mencoba menebak arti kata yang belum diketahui.
D	Tujuan Pembelajaran	<ol style="list-style-type: none"> <li>1. Peserta didik dapat mengidentifikasi, memahami dan menggunakan kosa kata yang telah diajarkan.</li> <li>2. Peserta didik dapat menggunakan kosa kata baru dengan percaya diri dalam percakapan sehari-hari.</li> </ol>
E	Pemahaman Bermakna	<ul style="list-style-type: none"> <li>• Peserta didik dapat menggunakan strategi metakognitif untuk belajar dan mengingat kosa kata baru seperti membuat catatan atau menggunakan kosa kata tersebut dalam berbagai situasi untuk membantu mereka belajar dan mengingat kosa kata yang sudah diajarkan.</li> </ul>
F	Persiapan Pembelajaran	Alat bantu : mystery box, lembar kerja, white board & marker
G	<b>Pendahuluan (10 menit)</b>	<p>Guru :</p> <ul style="list-style-type: none"> <li>• menyapa peserta didik dan memberi salam</li> <li>• mempersilakan peserta didik untuk berdoa sebelum pelajaran dimulai</li> <li>• mengecek kehadiran peserta didik</li> <li>• mengkondisikan suasana belajar yang menyenangkan</li> <li>• memperkenalkan media mystery box yang akan digunakan selama proses pembelajaran berlangsung.</li> </ul>
		<p><i>Pertanyaan pemantik</i></p> <p><i>Ada yang tahu apa itu noun?</i></p>

H	Kegiatan Pembelajaran <b>(60 menit)</b>	Kegiatan inti <ul style="list-style-type: none"> <li>• Guru memberi tahu peserta didik terkait topik yang akan dipelajari.</li> <li>• Guru menjelaskan apa itu noun</li> <li>• Guru mengajar vocabulary dengan menggunakan media mystery box yang berisi materi nouns seperti: bulletin,dustbin,car,table,comb,pillow,flagpole,fan,wardrobe and chair</li> <li>• Guru meminta peserta didik untuk menanyakan materi yang belum dipahami</li> <li>• Guru membagi peserta didik menjadi 4 kelompok</li> <li>• Guru mengevaluasi pemahaman peserta didik terkait materi yang sudah dijelaskan</li> <li>• Guru memilih salah satu perwakilan setiap kelompok untuk menjawab pertanyaan yang sudah disediakan dalam mystery box</li> <li>• Guru memberikan kesempatan kelompok lain untuk menjawab pertanyaan yang tidak bisa dijawab oleh kelompok utama yang sudah dipilih oleh guru.</li> </ul>
	<b>Penutup (10 menit)</b>	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan peserta didik untuk menanyakan hal yang masih sulit/belum dipahami</li> <li>• Guru menyampaikan materi yang akan dipelajari pada Pertemuan selanjutnya</li> <li>• Menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ul>

**MODUL AJAR BAHASA INGGRIS**

**FASE D**

**NOUN**

NO	KOMPONEN	DESKRIPSI
<b>INFORMASI UMUM</b>		
A.	Identitas Sekolah	
	Penyusun	RESKI WULANDARI
	Sekolah	<b>SMP Negeri 5 Malunda</b>
	Alokasi Waktu	1 kali pertemuan (2x40 menit)
B.	Kompetensi Awal	Peserta didik telah mengetahui: 3. Meaning dari noun yang diajarkan 4. Mampu menyebutkan ulang kosa kata dengan melihat gambar
C.	Profil Pelajar Pancasila	<input checked="" type="checkbox"/> Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia.- prayer  <input checked="" type="checkbox"/> Berkebinekaan Global - English  <input checked="" type="checkbox"/> Mandiri - individual task  <input checked="" type="checkbox"/> Bergotong Royong - group work  <input checked="" type="checkbox"/> Bernalar Kritis - comprehension, Q&A  <input checked="" type="checkbox"/> Kreatif - demonstration
D.	Sarana dan Prasarana	<input checked="" type="checkbox"/> Ruang kelas  <input checked="" type="checkbox"/> Papan tulis  <input checked="" type="checkbox"/> Media mystery box  <input checked="" type="checkbox"/> Kertas berwarna  <input checked="" type="checkbox"/> Spidol
E.	Target Peserta Didik	<input checked="" type="checkbox"/> Peserta didik reguler
F.	Model Pembelajaran	<i>Game based learning</i> <i>Discussion n groupwork</i>

KOMPONEN INTI		
A.	Capaian Pembelajaran	Pada akhir Fase D, peserta didik dapat mengenal dan mengidentifikasi berbagai kosa kata melalui gambar. Dengan capaian pembelajaran ini, diharapkan siswa tidak hanya menambah jumlah kata yang mereka ketahui, tetapi juga dapat memahami arti kata tersebut dalam berbagai situasi dan menggunakannya dengan benar.
B.	Elemen	<ul style="list-style-type: none"> <li>• Membaca –Memirsa</li> <li>• Mengidentifikasi</li> <li>• Berbicara dan mempresentasikan</li> </ul>
C.	Elemen CP	Pada akhir fase D, peserta didik membaca dan merespon vocabulary familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi kata-kata yang diajarkan, baik dalam bentuk teks cetak atau digital, termasuk teks visual, multimodal, atau interaktif. Mereka juga dapat mengidentifikasi kata-kata tersebut dan mulai mencoba menebak arti kata yang belum diketahui.
D	Tujuan Pembelajaran	<p>&gt;Peserta didik dapat mengidentifikasi, memahami dan menggunakan kosa kata yang telah diajarkan .</p> <p>&gt;Peserta didik dapat menggunakan kosa kata baru dengan percaya diri dalam percakapan sehari-hari.</p>
E	Pemahaman Bermakna	<ul style="list-style-type: none"> <li>• Peserta didik dapat menggunakan strategi metakognitif untuk belajar dan mengingat kosa kata baru seperti membuat catatan atau menggunakan kosa kata tersebut dalam berbagai situasi untuk membantu mereka belajar dan mengingat kosa kata yang sudah diajarkan.</li> </ul>
F	Persiapan Pembelajaran	Alat bantu : mystery box, lembar kerja, white board & marker
G	<b>Pendahuluan</b> <b>(10 menit)</b>	<p>Guru :</p> <ul style="list-style-type: none"> <li>• menyapa peserta didik dan memberi salam</li> <li>• mempersilakan peserta didik untuk berdoa sebelum pelajaran dimulai</li> <li>• mengecek kehadiran peserta didik</li> <li>• mengkondisikan suasana belajar yang menyenangkan</li> </ul>
		<p><i>Pertanyaan pemantik</i></p> <p><i>Ada yang masih ingat apa itu noun?</i></p>

H	Kegiatan Pembelajaran <b>(60 menit)</b>	Kegiatan inti <ul style="list-style-type: none"> <li>• Guru memberi tahu peserta didik terkait topik yang akan dipelajari.</li> <li>• Guru menjelaskan apa itu noun</li> <li>• Guru mengajar vocabulary dengan menggunakan media mystery box yang berisi materi nouns seperti: motorcycle, wallet, key, hat, blanket, toothbrush, whiteboard, hanger, bottle and pail</li> <li>• Guru meminta peserta didik untuk menanyakan materi yang belum dipahami</li> <li>• Guru memberikan waktu pada peserta didik untuk menganalisis kata benda yang ada dalam mystery box</li> <li>• Guru mengevaluasi pemahaman peserta didik terkait materi yang sudah dijelaskan</li> <li>• Guru memilih peserta didik secara acak untuk menjawab pertanyaan tentang kosa kata yang telah diajarkan dalam mystery box</li> </ul>
	<b>Penutup (10 menit)</b>	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan peserta didik untuk menanyakan hal yang masih sulit/belum dipahami</li> <li>• Guru menyampaikan materi yang akan dipelajari pada Pertemuan selanjutnya</li> <li>• Menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ul>

**MODUL AJAR BAHASA INGGRIS**

**FASE D**

**VERB**

NO	KOMPONEN	DESKRIPSI
<b>INFORMASI UMUM</b>		
A.	Identitas Sekolah	
	Penyusun	RESKI WULANDARI
	Sekolah	<b>SMP Negeri 5 Malunda</b>
	Alokasi Waktu	1 kali pertemuan (2x40 menit)
B.	Kompetensi Awal	Peserta didik telah mengetahui: 5. Meaning dari verb yang diajarkan 6. Mampu menyebutkan ulang kosa kata dengan melihat gambar
C.	Profil Pelajar Pancasila	<input checked="" type="checkbox"/> Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia.- prayer  <input checked="" type="checkbox"/> Berkebinekaan Global - English  <input checked="" type="checkbox"/> Mandiri - individual task  <input checked="" type="checkbox"/> Bergotong Royong - group work  <input checked="" type="checkbox"/> Bernalar Kritis - comprehension, Q&A  <input checked="" type="checkbox"/> Kreatif - demonstration
D.	Sarana dan Prasarana	<input checked="" type="checkbox"/> Ruang kelas  <input checked="" type="checkbox"/> Papan tulis  <input checked="" type="checkbox"/> Media mystery box  <input checked="" type="checkbox"/> Kertas berwarna  <input checked="" type="checkbox"/> Spidol
E.	Target Peserta Didik	<input checked="" type="checkbox"/> Peserta didik reguler
F.	Model Pembelajaran	<i>Game based learning</i> <i>Discussion n groupwork</i>

KOMPONEN INTI		
A.	Capaian Pembelajaran	Pada akhir Fase D, peserta didik dapat mengenal dan mengidentifikasi berbagai kosa kata melalui gambar. Dengan capaian pembelajaran ini, diharapkan siswa tidak hanya menambah jumlah kata yang mereka ketahui, tetapi juga dapat memahami arti kata tersebut dalam berbagai situasi dan menggunakannya dengan benar.
B.	Elemen	<ul style="list-style-type: none"> <li>• Membaca –Memirsa</li> <li>• Mengidentifikasi</li> <li>• Berbicara dan mempresentasikan</li> </ul>
C.	Elemen CP	Pada akhir fase D, peserta didik membaca dan merespon vocabulary familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi kata-kata yang diajarkan, baik dalam bentuk teks cetak atau digital, termasuk teks visual, multimodal, atau interaktif. Mereka juga dapat mengidentifikasi kata-kata tersebut dan mulai mencoba menebak arti kata yang belum diketahui.
D	Tujuan Pembelajaran	<p>&gt;Peserta didik dapat mengidentifikasi, memahami dan menggunakan kosa kata yang telah diajarkan .</p> <p>&gt;Peserta didik dapat menggunakan kosa kata baru dengan percaya diri dalam percakapan sehari-hari.</p>
E	Pemahaman Bermakna	<ul style="list-style-type: none"> <li>• Peserta didik dapat menggunakan strategi metakognitif untuk belajar dan mengingat kosa kata baru seperti membuat catatan atau menggunakan kosa kata tersebut dalam berbagai situasi untuk membantu mereka belajar dan mengingat kosa kata yang sudah diajarkan.</li> </ul>
F	Persiapan Pembelajaran	Alat bantu : mystery box, lembar kerja, white board & marker
G	<b>Pendahuluan (10 menit)</b>	<p>Guru :</p> <ul style="list-style-type: none"> <li>• menyapa peserta didik dan memberi salam</li> <li>• mempersilakan peserta didik untuk berdoa sebelum pelajaran dimulai</li> <li>• mengecek kehadiran peserta didik</li> <li>• mengkondisikan suasana belajar yang menyenangkan</li> </ul>
		<p><i>Pertanyaan pemantik</i></p> <p><i>Ada yang tahu apa itu verb?</i></p>

H	Kegiatan Pembelajaran <b>(60 menit)</b>	Kegiatan inti <ul style="list-style-type: none"> <li>• Guru memberi tahu peserta didik terkait topik yang akan dipelajari.</li> <li>• Guru menjelaskan apa itu verb</li> <li>• Guru mengajar vocabulary dengan menggunakan media mystery box yang berisi materi verbs seperti: walk,play,drawing,teaching,sleep,cook,cleaning,laugh,cry,eat</li> <li>• Guru meminta peserta didik untuk menanyakan materi yang belum dipahami</li> <li>• Guru memberikan waktu pada peserta didik untuk menganalisis kata benda yang ada dalam mystery box</li> <li>• Guru mengevaluasi pemahaman peserta didik terkait materi yang sudah dijelaskan</li> <li>• Guru dan siswa bernyanyi bersama untuk menentukan siswa yang akan menjawab pertanyaan yang ada dalam mystery box</li> </ul>
	<b>Penutup (10 menit)</b>	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan peserta didik untuk menanyakan hal yang masih sulit/belum dipahami</li> <li>• Guru menyampaikan materi yang akan dipelajari pada Pertemuan selanjutnya</li> <li>• Menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ul>

**MODUL AJAR BAHASA INGGRIS**

**FASE D**

**VERB**

NO	KOMPONEN	DESKRIPSI
<b>INFORMASI UMUM</b>		
A.	Identitas Sekolah	
	Penyusun	RESKI WULANDARI
	Sekolah	<b>SMP Negeri 5 Malunda</b>
	Alokasi Waktu	1 kali pertemuan (2x40 menit)
B.	Kompetensi Awal	Peserta didik telah mengetahui: 7. Meaning dari verb yang diajarkan 8. Mampu menyebutkan ulang kosa kata dengan melihat gambar
C.	Profil Pelajar Pancasila	<input checked="" type="checkbox"/> Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia.- prayer  <input checked="" type="checkbox"/> Berkebinekaan Global - English  <input checked="" type="checkbox"/> Mandiri - individual task  <input checked="" type="checkbox"/> Bergotong Royong - group work  <input checked="" type="checkbox"/> Bernalar Kritis - comprehension, Q&A  <input checked="" type="checkbox"/> Kreatif - demonstration
D.	Sarana dan Prasarana	<input checked="" type="checkbox"/> Ruang kelas  <input checked="" type="checkbox"/> Papan tulis  <input checked="" type="checkbox"/> Media mystery box  <input checked="" type="checkbox"/> Kertas berwarna  <input checked="" type="checkbox"/> Spidol
E.	Target Peserta Didik	<input checked="" type="checkbox"/> Peserta didik reguler
F.	Model Pembelajaran	<i>Game based learning</i> <i>Discussion n groupwork</i>

KOMPONEN INTI		
A.	Capaian Pembelajaran	Pada akhir Fase D, peserta didik dapat mengenal dan mengidentifikasi berbagai kosa kata melalui gambar. Dengan capaian pembelajaran ini, diharapkan siswa tidak hanya menambah jumlah kata yang mereka ketahui, tetapi juga dapat memahami arti kata tersebut dalam berbagai situasi dan menggunakannya dengan benar.
B.	Elemen	<ul style="list-style-type: none"> <li>• Membaca –Memirsa</li> <li>• Mengidentifikasi</li> <li>• Berbicara dan mempresentasikan</li> </ul>
C.	Elemen CP	Pada akhir fase D, peserta didik membaca dan merespon vocabulary familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi kata-kata yang diajarkan, baik dalam bentuk teks cetak atau digital, termasuk teks visual, multimodal, atau interaktif. Mereka juga dapat mengidentifikasi kata-kata tersebut dan mulai mencoba menebak arti kata yang belum diketahui.
D	Tujuan Pembelajaran	<p>&gt;Peserta didik dapat mengidentifikasi, memahami dan menggunakan kosa kata yang telah diajarkan .</p> <p>&gt;Peserta didik dapat menggunakan kosa kata baru dengan percaya diri dalam percakapan sehari-hari.</p>
E	Pemahaman Bermakna	<ul style="list-style-type: none"> <li>• Peserta didik dapat menggunakan strategi metakognitif untuk belajar dan mengingat kosa kata baru seperti membuat catatan atau menggunakan kosa kata tersebut dalam berbagai situasi untuk membantu mereka belajar dan mengingat kosa kata yang sudah diajarkan.</li> </ul>
F	Persiapan Pembelajaran	Alat bantu : mystery box, lembar kerja, white board & marker
G	<b>Pendahuluan (10 menit)</b>	<p>Guru :</p> <ul style="list-style-type: none"> <li>• menyapa peserta didik dan memberi salam</li> <li>• mempersilakan peserta didik untuk berdoa sebelum pelajaran dimulai</li> <li>• mengecek kehadiran peserta didik</li> <li>• mengkondisikan suasana belajar yang menyenangkan</li> </ul>
		<p><i>Pertanyaan pemantik</i></p> <p><i>Ada yang masih ingat apa itu verb?</i></p>

H	Kegiatan Pembelajaran <b>(60 menit)</b>	Kegiatan inti <ul style="list-style-type: none"> <li>• Guru memberi tahu peserta didik terkait topik yang akan dipelajari.</li> <li>• Guru menjelaskan apa itu verb</li> <li>• Guru mengajar vocabulary dengan menggunakan media mystery box yang berisi materi verbs seperti: jump, swimming, learn, speaking, writing, read, watching, sing, dance, drink</li> <li>• Guru meminta peserta didik untuk menanyakan materi yang belum dipahami</li> <li>• Guru meminta peserta didik duduk bersama teman kelompok masing-masing</li> <li>• Guru mengevaluasi pemahaman peserta didik melalui diskusi kelompok</li> <li>• Guru mengadakan permainan untuk menentukan kelompok yang akan menjawab pertanyaan</li> <li>• Kelompok yang tidak bisa menjawab pertanyaan pertama akan didiskualifikasi dari kesempatan untuk menjawab pertanyaan selanjutnya</li> </ul>
	<b>Penutup (10 menit)</b>	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan peserta didik untuk menanyakan hal yang masih sulit/belum dipahami</li> <li>• Guru menyampaikan materi yang akan dipelajari pada Pertemuan selanjutnya</li> <li>• Menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ul>

**MODUL AJAR BAHASA INGGRIS**

**FASE D**

**ADJECTIVE**

NO	KOMPONEN	DESKRIPSI
<b>INFORMASI UMUM</b>		
A.	Identitas Sekolah	
	Penyusun	RESKI WULANDARI
	Sekolah	<b>SMP Negeri 5 Malunda</b>
	Alokasi Waktu	1 kali pertemuan (2x40 menit)
B.	Kompetensi Awal	Peserta didik telah mengetahui: 9. Meaning dari adjective yang diajarkan 10. Mampu menyebutkan ulang kosa kata dengan melihat gambar
C.	Profil Pelajar Pancasila	<input checked="" type="checkbox"/> Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia.- prayer  <input checked="" type="checkbox"/> Berkebinekaan Global - English  <input checked="" type="checkbox"/> Mandiri - individual task  <input checked="" type="checkbox"/> Bergotong Royong - group work  <input checked="" type="checkbox"/> Bernalar Kritis - comprehension, Q&A  <input checked="" type="checkbox"/> Kreatif - demonstration
D.	Sarana dan Prasarana	<input checked="" type="checkbox"/> Ruang kelas  <input checked="" type="checkbox"/> Papan tulis  <input checked="" type="checkbox"/> Media mystery box  <input checked="" type="checkbox"/> Kertas berwarna  <input checked="" type="checkbox"/> Spidol
E.	Target Peserta Didik	<input checked="" type="checkbox"/> Peserta didik reguler
F.	Model Pembelajaran	<i>Game based learning</i> <i>Discussion n groupwork</i>

KOMPONEN INTI		
A.	Capaian Pembelajaran	Pada akhir Fase D, peserta didik dapat mengenal dan mengidentifikasi berbagai kosa kata melalui gambar. Dengan capaian pembelajaran ini, diharapkan siswa tidak hanya menambah jumlah kata yang mereka ketahui, tetapi juga dapat memahami arti kata tersebut dalam berbagai situasi dan menggunakannya dengan benar.
B.	Elemen	<ul style="list-style-type: none"> <li>• Membaca –Memirsa</li> <li>• Mengidentifikasi</li> <li>• Berbicara dan mempresentasikan</li> </ul>
C.	Elemen CP	Pada akhir fase D, peserta didik membaca dan merespon vocabulary familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi kata-kata yang diajarkan, baik dalam bentuk teks cetak atau digital, termasuk teks visual, multimodal, atau interaktif. Mereka juga dapat mengidentifikasi kata-kata tersebut dan mulai mencoba menebak arti kata yang belum diketahui.
D	Tujuan Pembelajaran	<p>&gt;Peserta didik dapat mengidentifikasi, memahami dan menggunakan kosa kata yang telah diajarkan .</p> <p>&gt;Peserta didik dapat menggunakan kosa kata baru dengan percaya diri dalam percakapan sehari-hari.</p>
E	Pemahaman Bermakna	<ul style="list-style-type: none"> <li>• Peserta didik dapat menggunakan strategi metakognitif untuk belajar dan mengingat kosa kata baru seperti membuat catatan atau menggunakan kosa kata tersebut dalam berbagai situasi untuk membantu mereka belajar dan mengingat kosa kata yang sudah diajarkan.</li> </ul>
F	Persiapan Pembelajaran	Alat bantu : mystery box, lembar kerja, white board & marker
G	<b>Pendahuluan (10 menit)</b>	<p>Guru :</p> <ul style="list-style-type: none"> <li>• menyapa peserta didik dan memberi salam</li> <li>• mempersilakan peserta didik untuk berdoa sebelum pelajaran dimulai</li> <li>• mengecek kehadiran peserta didik</li> <li>• mengkondisikan suasana belajar yang menyenangkan</li> </ul>
		<p><i>Pertanyaan pemantik</i></p> <p><i>Ada yang tahu apa itu adjective?</i></p>
H	Kegiatan	Kegiatan inti

	<p>Pembelajaran <b>(60 menit)</b></p>	<ul style="list-style-type: none"> <li>• Guru memberi tahu peserta didik terkait topik yang akan dipelajari.</li> <li>• Guru menjelaskan apa itu adjective</li> <li>• Guru mengajar vocabulary dengan menggunakan media mystery box yang berisi materi adjective seperti: dissident, hot, small, smooth, cruel, ugly, stupid, polite, big, handsome</li> <li>• Guru meminta peserta didik untuk menanyakan materi yang belum dipahami</li> <li>• Guru mengevaluasi pemahaman peserta didik dengan menunjuk secara acak</li> <li>• Peserta didik yang berhasil menjawab pertanyaan maka akan diberikan kesempatan untuk menunjuk siswa lain untuk menjawab pertanyaan selanjutnya</li> </ul>
	<p><b>Penutup (10 menit)</b></p>	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan peserta didik untuk menanyakan hal yang masih sulit/belum dipahami</li> <li>• Guru menyampaikan materi yang akan dipelajari pada Pertemuan selanjutnya</li> <li>• Menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ul>

**MODUL AJAR BAHASA INGGRIS**

**FASE D**

**ADJECTIVE**

NO	KOMPONEN	DESKRIPSI
<b>INFORMASI UMUM</b>		
A.	Identitas Sekolah	
	Penyusun	RESKI WULANDARI
	Sekolah	<b>SMP Negeri 5 Malunda</b>
	Alokasi Waktu	1 kali pertemuan (2x40 menit)
B.	Kompetensi Awal	Peserta didik telah mengetahui: 11. Meaning dari adjective yang diajarkan 12. Mampu menyebutkan ulang kosa kata dengan melihat gambar
C.	Profil Pelajar Pancasila	<input checked="" type="checkbox"/> Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia.- prayer <input checked="" type="checkbox"/> Berkebinekaan Global - English <input checked="" type="checkbox"/> Mandiri - individual task <input checked="" type="checkbox"/> Bergotong Royong - group work <input checked="" type="checkbox"/> Bernalar Kritis - comprehension, Q&A <input checked="" type="checkbox"/> Kreatif - demonstration
D.	Sarana dan Prasarana	<input checked="" type="checkbox"/> Ruang kelas <input checked="" type="checkbox"/> Papan tulis <input checked="" type="checkbox"/> Media mystery box <input checked="" type="checkbox"/> Kertas berwarna <input checked="" type="checkbox"/> Spidol
E.	Target Peserta Didik	<input checked="" type="checkbox"/> Peserta didik reguler
F.	Model Pembelajaran	<i>Game based learning</i> <i>Discussion n groupwork</i>

KOMPONEN INTI		
A.	Capaian Pembelajaran	Pada akhir Fase D, peserta didik dapat mengenal dan mengidentifikasi berbagai kosa kata melalui gambar. Dengan capaian pembelajaran ini, diharapkan siswa tidak hanya menambah jumlah kata yang mereka ketahui, tetapi juga dapat memahami arti kata tersebut dalam berbagai situasi dan menggunakannya dengan benar.
B.	Elemen	<ul style="list-style-type: none"> <li>• Membaca –Memirsa</li> <li>• Mengidentifikasi</li> <li>• Berbicara dan mempresentasikan</li> </ul>
C.	Elemen CP	Pada akhir fase D, peserta didik membaca dan merespon vocabulary familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi kata-kata yang diajarkan, baik dalam bentuk teks cetak atau digital, termasuk teks visual, multimodal, atau interaktif. Mereka juga dapat mengidentifikasi kata-kata tersebut dan mulai mencoba menebak arti kata yang belum diketahui.
D	Tujuan Pembelajaran	<p>&gt;Peserta didik dapat mengidentifikasi, memahami dan menggunakan kosa kata yang telah diajarkan .</p> <p>&gt;Peserta didik dapat menggunakan kosa kata baru dengan percaya diri dalam percakapan sehari-hari.</p>
E	Pemahaman Bermakna	<ul style="list-style-type: none"> <li>• Peserta didik dapat menggunakan strategi metakognitif untuk belajar dan mengingat kosa kata baru seperti membuat catatan atau menggunakan kosa kata tersebut dalam berbagai situasi untuk membantu mereka belajar dan mengingat kosa kata yang sudah diajarkan.</li> </ul>
F	Persiapan Pembelajaran	Alat bantu : mystery box, lembar kerja, white board & marker
G	<b>Pendahuluan (10 menit)</b>	<p>Guru :</p> <ul style="list-style-type: none"> <li>• menyapa peserta didik dan memberi salam</li> <li>• mempersilakan peserta didik untuk berdoa sebelum pelajaran dimulai</li> <li>• mengecek kehadiran peserta didik</li> <li>• mengkondisikan suasana belajar yang menyenangkan</li> </ul>
		<p><i>Pertanyaan pemantik</i></p> <p><i>Ada yang masih ingat apa itu adjective?</i></p>
H	Kegiatan	Kegiatan inti

	<p>Pembelajaran <b>(60 menit)</b></p>	<ul style="list-style-type: none"> <li>• Guru memberi tahu peserta didik terkait topik yang akan dipelajari.</li> <li>• Guru menjelaskan apa itu adjective</li> <li>• Guru mengajar vocabulary dengan menggunakan media mystery box yang berisi materi adjective seperti: wrinkles, cold, bitter, high, stingy, strong, smart, short, beautiful, slow</li> <li>• Guru meminta peserta didik untuk menanyakan materi yang belum dipahami</li> <li>• Guru mengevaluasi pemahaman peserta didik</li> <li>• Guru dan peserta didik bernyanyi untuk menentukan siapa yang akan maju ke depan untuk menjawab pertanyaan yang ada dalam mystery box</li> </ul>
	<p><b>Penutup (10 menit)</b></p>	<ul style="list-style-type: none"> <li>• Guru memberikan kesempatan peserta didik untuk menanyakan hal yang masih sulit/belum dipahami</li> <li>• Guru menyampaikan materi yang akan dipelajari pada Pertemuan selanjutnya</li> <li>• Menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ul>

## List Vocabulary

No	Treatment 1	Treatment 2	Treatment 3	Treatment 4	Treatment 5	Treatment 6
1.	bulletin	motorcycle	walk	jump	dissident	wrinkles
2.	dustbin	wallet	play	swimming	hot	cold
3.	car	key	drawing	learn	small	bitter
4.	table	hat	teaching	speaking	smooth	high
5.	comb	blanket	sleep	writing	cruel	stingy
6.	pillow	toothbrush	cook	read	ugly	strong
7.	flagpole	whiteboard	cleaning	watching	stupid	smart
8.	fan	hanger	laugh	sing	polite	short
9.	wardrobe	bottle	cry	dance	big	beautiful
10.	chair	pail	eat	drink	handsome	slow

## Students score

## Pre-test

NO	Name Students	Total item	Correct answer	Score
1	Student 1	30	0	0
2	Student 2	30	1	3
3	Student 3	30	3	10
4	Student 4	30	5	17
5	Student 5	30	6	20
6	Student 6	30	4	13
7	Student 7	30	8	27
8	Student 8	30	3	10
9	Student 9	30	1	3
10	Student 10	30	9	30
11	Student 11	30	5	17
12	Student 12	30	3	10
13	Student 13	30	2	7
14	Student 14	30	5	17
15	Student 15	30	1	3
16	Student 16	30	0	0
17	Student 17	30	3	10
18	Student 18	30	3	10
19	Student 19	30	4	13
20	Student 20	30	4	13
21	Student 21	30	2	7
22	Student 22	30	3	10
23	Student 23	30	4	13
	Total	690	79	263

## Post-test

NO	Name Students	Total item	Correct answer	Score
1	Student 1	30	5	17
2	Student 2	30	14	47
3	Student 3	30	14	47
4	Student 4	30	13	43
5	Student 5	30	13	43
6	Student 6	30	8	27
7	Student 7	30	21	70
8	Student 8	30	14	47
9	Student 9	30	15	50
10	Student 10	30	21	70
11	Student 11	30	9	30
12	Student 12	30	7	23
13	Student 13	30	11	37
14	Student 14	30	16	53
15	Student 15	30	6	20
16	Student 16	30	15	50
17	Student 17	30	13	43
18	Student 18	30	10	33
19	Student 19	30	18	60
20	Student 20	30	19	63
21	Student 21	30	5	17
22	Student 22	30	7	23
23	Student 23	30	11	37
	Total	690	285	950

## Documentations

### a. SMP Negeri 5 Malunda



### b. Pre-test



### Treatment



**c. Post-Test**

**e. Students Worksheet**

**SOAL PRE-TEST**











A. Translate the words below into Indonesian!

- Bulletin = ?
- Pail =
- Play = ~~main~~ **MULai**
- Walk =
- Slow = **lambat**
- Beautiful = **cantik**
- Short =
- Smart =
- Strong =
- Stingy =

B. Rearrange the following scramble letters into the correct words

U-S-B-T-I-N-D :  
 R-A-C : **car**  
 A-E-B-T-L :  
 W-A-R-D-N-G-I :  
 T-C-E-A-H-I-G-N :  
 L-E-S-E-P :  
 G-H-H-I :  
 B-I-E-R-T-T :  
 D-L-O-C :  
 K-L-E-S-W-R-I-N :

**C. Match the vocabulary with the correct picture below by drawing a line!**

Comb	
Pillow	
Flagpole	
Fan	
Cook	
Cleaning	
Laugh	
Cry	
Eat	
Wardrobe	

**SOAL PRE-TEST**











A. Translate the words below into Indonesian!

- Bulletin : **balat**
- Pail :
- Play : **mulai**
- Walk :
- Slow : **santai**
- Beautiful : **indah / bagus / cantik**
- Short : **padang**
- Smart :
- Strong : **kuat**
- Stingy :

B. Rearrange the following scramble letters into the correct words

U-S-B-T-I-N-D : **Dirt-Bus-**  
 R-A-C : **CAR**  
 A-E-B-T-L : **BATHT**  
 W-A-R-D-N-G-I : **W-A-R-din-g-**  
 T-C-E-A-H-I-G-N : **Three ang**  
 L-E-S-E-P : **Samp Pias**  
 G-H-H-I : **High**  
 B-I-E-R-T-T : **Biaot**  
 D-L-O-C : **clob**  
 K-L-E-S-W-R-I-N : **K-las-Ritu-1-**

**C. Match the vocabulary with the correct picture below by drawing a line!**

Comb	
Pillow	
Flagpole	
Fan	
Cook	
Cleaning	
Laugh	
Cry	
Eat	
Wardrobe	

SOAL POST-TEST

A. Translate the words below into Indonesian!

- Chair = kursi
- Motorcycle = motor
- Wallet = dompet
- Jump = melompat
- Swimming = berenang
- Learn = belajar
- Handsome = tampan
- Big = besar
- Polite = sopan
- Stupid = bodoh

B. Rearrange the following scramble letters into the correct words!

Y-E-K : key  
 A-T-H : hat  
 S-E-P-A-K-N-I-G : sepatu  
 R-I-W-T-N-I-G : ribun  
 U-L-G-Y : ulangi  
 C-U-E-R-L : curi  
 S-O-O-M-T-H : somah  
 M-S-A-L-L : malas  
 H-T-O : hot  
 D-I-S-D-E-N-S-T-I : dispendis

C. Match the vocabulary with the correct picture below by drawing a line!

Watching	
Read	
Sing	
Dance	
Drink	
Blanket	
Toothbrush	
Whiteboard	
Hanger	
Bottle	

SOAL POST-TEST

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- Motorcycle = motor
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C. Match the vocabulary with the correct picture below by drawing a line!

Watching	
Read	
Sing	
Dance	
Drink	
Blanket	
Toothbrush	
Whiteboard	
Hanger	
Bottle	

SOAL POST-TEST

A. Translate the words below into Indonesian!

- Chair = *kursi*
- Motorcycle = *motor*
- Wallet = *dompet*
- Jump = *lompat*
- Swimming = *berenang*
- Learn =
- Handsome =
- Big = *besar*
- Polite =
- Stupid =

B. Rearrange the following scramble letters into the correct words!

Y-E-K: *kek*  
 A-T-H:   
 S-E-P-A-K-N-I-G:   
 R-I-W-T-N-I-G:   
 U-L-G-Y:   
 C-U-E-R-L:   
 S-O-O-M-T-H:   
 M-S-A-L-L:   
 H-T-O:   
 D-I-S-D-E-N-S-T-I:

C. Match the vocabulary with the correct picture below by drawing a line!

Watching	
Read	
Sing	
Dance	
Drink	
Blanket	
Toothbrush	
Whiteboard	
Hanger	
Bottle	

SOAL POST-TEST

A. Translate the words below into Indonesian!

- Chair = *kursi*
- Motorcycle = *motor*
- Wallet = *dompet*
- Jump = *lompat*
- Swimming = *berenang*
- Learn = *belajar*
- Handsome = *ganteng*
- Big = *besar*
- Polite = *sopan*
- Stupid = *bodoh*

B. Rearrange the following scramble letters into the correct words!

Y-E-K: *kek*  
 A-T-H: *laba*  
 S-E-P-A-K-N-I-G: *speaking*  
 R-I-W-T-N-I-G:   
 U-L-G-Y:   
 C-U-E-R-L:   
 S-O-O-M-T-H:   
 M-S-A-L-L: *small*  
 H-T-O: *hot*  
 D-I-S-D-E-N-S-T-I:

C. Match the vocabulary with the correct picture below by drawing a line!

Watching	
Read	
Sing	
Dance	
Drink	
Blanket	
Toothbrush	
Whiteboard	
Hanger	
Bottle	

SOAL POST-TEST

A. Translate the words below into Indonesian!

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- Motorcycle = motor
- Wallet = dompet
- Jump = lompat
- Swimming = berenang
- Learn = belajar
- Handsome = tampan
- Big = besar
- Polite = sopan
- Stupid = bodoh

B. Rearrange the following scramble letters into the correct words!

Y-E-K: Key  
 A-T-H: Hat  
 S-E-P-A-K-N-I-G: Speaking  
 R-I-W-T-N-I-G: Ring  
 U-L-G-Y: Ugly  
 C-U-E-R-L: Curl  
 S-O-O-M-T-H: Smooth  
 M-S-A-L-L: Small  
 H-T-O: Hot  
 D-I-S-D-E-N-S-I-T-I: Disgusting

C. Match the vocabulary with the correct picture below by drawing a line!

Watching	
Read	
Sing	
Dance	
Drink	
Blanket	
Toothbrush	
Whiteboard	
Hanger	
Bottle	

SOAL POST-TEST

A. Translate the words below into Indonesian!

- Chair = kursi
- Motorcycle = sepeda motor
- Wallet = dompet
- Jump = lompat
- Swimming = berenang
- Learn = belajar
- Handsome = tampan
- Big = besar
- Polite = sopan
- Stupid = bodoh

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Y-E-K: Key  
 A-T-H: Hat  
 S-E-P-A-K-N-I-G: Sepeda Motor  
 R-I-W-T-N-I-G: Ring  
 U-L-G-Y: Ugly  
 C-U-E-R-L: Curl  
 S-O-O-M-T-H: Smooth  
 M-S-A-L-L: Small  
 H-T-O: Hot  
 D-I-S-D-E-N-S-I-T-I: Disgusting

C. Match the vocabulary with the correct picture below by drawing a line!

Watching	
Read	
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Hanger	
Bottle	

**SOAL PRE-TEST**











A. Translate the words below into Indonesian!

- Bulletin
- Pail
- Play
- Walk
- Slow
- Beautiful
- Short
- Smart
- Strong
- Stingy

B. Rearrange the following scramble letters into the correct words

U-S-B-T-I-N-D : **Substansi**  
 R-A-C : **Car**  
 A-E-B-T-L : **Label**  
 W-A-R-D-N-G-I : **Wardagi**  
 T-C-E-A-H-I-G-N : **Teahigan**  
 L-E-S-E-P : **Plese**  
 G-H-H-I : **Hihi**  
 B-I-E-R-T-T : **Biert**  
 D-L-O-C : **Loc**  
 K-L-E-S-W-R-I-N : **Keswerin**

C. Match the vocabulary with the correct picture below by drawing a line!

Comb	
Pillow	
Flagpole	
Fan	
Cook	
Cleaning	
Laugh	
Cry	
Eat	
Wardrobe	

**SOAL PRE-TEST**











A. Translate the words below into Indonesian!

- Bulletin = **tablon**
- Pail = **amail**
- Play = **main**
- Walk = **jalan**
- Slow = **lambat**
- Beautiful = **cantik**
- Short = **pendek**
- Smart = **cerdas**
- Strong = **kuat**
- Stingy = **kecepek**

B. Rearrange the following scramble letters into the correct words

U-S-B-T-I-N-D : **Substansi**  
 R-A-C : **Car**  
 A-E-B-T-L : **Label**  
 W-A-R-D-N-G-I : **Wardagi**  
 T-C-E-A-H-I-G-N : **Teahigan**  
 L-E-S-E-P : **Plese**  
 G-H-H-I : **Hihi**  
 B-I-E-R-T-T : **Biert**  
 D-L-O-C : **Loc**  
 K-L-E-S-W-R-I-N : **Keswerin**

C. Match the vocabulary with the correct picture below by drawing a line!

Comb	
Pillow	
Flagpole	
Fan	
Cook	
Cleaning	
Laugh	
Cry	
Eat	
Wardrobe	

**SOAL PRE-TEST**











A. Translate the words below into Indonesian!

1. Bulletin
2. Pail
3. Play
4. Walk
5. Slow     *sangat*
6. Beautiful     *indah*
7. Short
8. Smart
9. Strong
10. Stingy

B. Rearrange the following scramble letters into the correct words

U-S-B-T-I-N-D : *Bastind*  
 R-A-C : *cat*  
 A-E-B-T-L : *Batal*  
 W-A-R-D-N-G-I : *warning*  
 T-C-E-A-H-I-G-N : *cleaning*  
 L-E-S-E-P : *sepe*  
 G-H-H-I : *ging*  
 B-I-E-R-T-T : *tibet*  
 D-L-O-C : *bold*  
 K-L-E-S-W-R-I-N : *tes wisk*

C. Match the vocabulary with the correct picture below by drawing a line!

Comb	
Pillow	
Flagpole	
Fan	
Cook	
Cleaning	
Laugh	
Cry	
Eat	
Wardrobe	

**SOAL PRE-TEST**











A. Translate the words below into Indonesian!

1. Bulletin
2. Pail
3. Play     *= mulai*
4. Walk
5. Slow
6. Beautiful     *= cantik*
7. Short
8. Smart
9. Strong
10. Stingy

B. Rearrange the following scramble letters into the correct words

U-S-B-T-I-N-D :  
 R-A-C :  
 A-E-B-T-L :  
 W-A-R-D-N-G-I :  
 T-C-E-A-H-I-G-N :  
 L-E-S-E-P :  
 G-H-H-I :  
 B-I-E-R-T-T :  
 D-L-O-C :  
 K-L-E-S-W-R-I-N :

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Pillow	
Flagpole	
Fan	
Cook	
Cleaning	
Laugh	
Cry	
Eat	
Wardrobe	

## CURRICULUM VITAE



Reski Wulandari was born in Makassar on September 5, 2000. I am the fourth child out of ten siblings, and I am the daughter of Saharuddin and Sariwulan. I began my education at SDN 10 Salutambung and graduated in 2013. Afterward, I continued my studies at SMP 4 Malunda and graduated in 2016. I then pursued my education at SMA Negeri 1 Malunda and graduated in 2019. After completing high school, I continued my studies in the English Language Education Program at STAIN Majene, where I successfully completed this research as part of my final project to obtain a Bachelor of Education degree. During my studies, I also actively participated in various training sessions and seminars on writing and teaching methods, which contributed to expanding my knowledge in the field of education.