

**THE EFFECTIVENESS OF MYSTERY BOX AS A LEARNING MEDIA
ON VOCABULARY MASTERY OF GRADE FIVE STUDENTS**

AT SDN 1 BUKIT SAWIT

THESIS

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UNIVERSITAS PALANGKA RAYA

FACULTY OF TEACHER TRAINING AND EDUCATION

DEPARTMENT OF LANGUAGES AND ARTS EDUCATION

STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION

2026

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THESIS

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Faculty of Teacher Training and Education
Universitas Palangka Raya
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Sarjana Pendidikan

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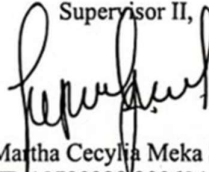
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ABSTRACT

Hartanty, Shilva Fitria 2026. *The Effectiveness of Mystery Box as a Learning Media on Vocabulary Mastery of Grade Five Students at SD Negeri 1 Bukit Sawit.* appThesis. English Language Education Study Program. Department of Language and Art Education, Faculty of Teacher Training and Education, University of Palangka Raya. Supervisor I: Sulamit Syeba, Supervisor II: Lesly Martha Cecylia Meka.

Keywords: Mystery Box, Vocabulary Mastery, Learning Media, Young Learners.

Vocabulary mastery is an important component of English language learning, particularly for young learners. Therefore, interactive learning media are needed to provide meaningful and engaging vocabulary learning experiences. One of the media that can be used is *Mystery Box*, which incorporates vocabulary cards and real objects into classroom activities. This research aimed to investigate the effectiveness of using *Mystery Box* as a learning media on the vocabulary mastery of Grade Five students at SD Negeri 1 Bukit Sawit.

This study employed a quantitative approach with a pre-experimental one-group pre-test-treatment-post-test design. The participants were 22 Grade Five students who participated in the pre-test, two treatment sessions, and the post-test. The data were collected through a 20-item vocabulary test consisting of 10 matching items and 10 multiple-choice questions. The instrument was validated through expert judgment and tested for reliability using Cronbach's Alpha, which produced a coefficient of 0.862. The data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, and the Wilcoxon Signed-Rank Test.

The results showed that the students' mean score increased from 72.73 in the pre-test to 91.36 in the post-test, with an improvement of 18.63 points. The Wilcoxon Signed-Rank Test produced a Z value of -4.128 and an Asymp. Sig. (2-tailed) value of 0.000 (< 0.05). All 22 students obtained positive ranks, indicating that their post-test scores were higher than their pre-test scores. Therefore, H_0 was rejected and H_a was accepted, indicating a statistically significant improvement in students' vocabulary mastery after the implementation of *Mystery Box*. The findings showed that *Mystery Box* can be used as an interactive, simple, and easy-to-apply learning media and instructional aid for vocabulary learning. Therefore, English teachers are recommended to consider *Mystery Box* as an alternative medium for teaching daily-items vocabulary.

ABSTRAK

Hartanty, Shilva Fitria 2026. *Efektivitas Mystery Box sebagai Media Pembelajaran terhadap Penguasaan Kosakata Siswa Kelas V di SD Negeri 1 Bukit Sawit*. Skripsi. Program Studi Pendidikan Bahasa Inggris. Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Palangka Raya. Pembimbing I: Sulamit Syeba, Pembimbing II: Lesly Martha Cecylia Meka.

Kata kunci: Mystery Box, Penguasaan Kosakata, Media Pembelajaran, Pembelajar Muda.

Penguasaan kosakata merupakan salah satu komponen penting dalam pembelajaran bahasa Inggris, khususnya bagi pembelajar muda. Oleh karena itu, diperlukan media pembelajaran interaktif yang dapat memberikan pengalaman belajar kosakata yang bermakna dan menarik. Salah satu media yang dapat digunakan adalah *Mystery Box*, yang memadukan kartu kosakata dan benda nyata dalam kegiatan pembelajaran di kelas. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan *Mystery Box* sebagai media pembelajaran terhadap penguasaan kosakata siswa kelas V SD Negeri 1 Bukit Sawit.

Penelitian ini menggunakan pendekatan kuantitatif dengan metode pre-eksperimental dan desain *one-group pre-test-treatment-post-test*. Partisipan penelitian terdiri dari 22 siswa kelas V yang mengikuti pre-test, dua sesi perlakuan, dan post-test. Data dikumpulkan melalui tes kosakata yang terdiri dari 20 butir soal, yaitu 10 soal mencocokkan kata dengan gambar dan 10 soal pilihan ganda. Instrumen divalidasi melalui *expert judgment* dan diuji reliabilitasnya menggunakan Cronbach's Alpha dengan koefisien sebesar 0,862. Data dianalisis menggunakan statistik deskriptif, uji normalitas Shapiro-Wilk, dan *Wilcoxon Signed-Rank Test*.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa meningkat dari 72,73 pada pre-test menjadi 91,36 pada post-test, dengan peningkatan sebesar 18,63 poin. Hasil *Wilcoxon Signed-Rank Test* menunjukkan nilai Z sebesar -4,128 dan *Asymp. Sig. (2-tailed)* sebesar 0,000 ($< 0,05$). Seluruh 22 siswa memperoleh *positive ranks*, yang menunjukkan bahwa nilai post-test lebih tinggi daripada nilai pre-test. Dengan demikian, H_0 ditolak dan H_a diterima, yang menunjukkan adanya peningkatan yang signifikan secara statistik dalam penguasaan kosakata siswa setelah penerapan *Mystery Box*. Hasil penelitian menunjukkan bahwa *Mystery Box* dapat digunakan sebagai media pembelajaran dan alat bantu yang interaktif, sederhana, dan mudah diterapkan dalam pembelajaran kosakata. Oleh karena itu, guru bahasa Inggris disarankan untuk mempertimbangkan *Mystery Box* sebagai media alternatif dalam mengajarkan kosakata benda-benda sehari-hari.

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