

## **Development of Mystery Box Media to Teach Speaking Skill at Senior High School Students**

**Umi Kholifatin<sup>1</sup>, Istina Atul Makrifah<sup>2</sup>, Widiarini<sup>3</sup>**

Universitas Nahdlatul Ulama Blitar, Indonesia

<sup>1</sup> kholifatinumi13@gmail.com, <sup>2</sup> istina.atulmakrifah@gmail.com, <sup>3</sup> arini.widi@gmail.com

### **Abstract**

This study focuses into the usefulness of Mystery Box media in helping students improve their English speaking skills, particularly in descriptive writing, at MA Syekh Subakir Nglegok, Grade 10 B. The research takes a Research and Development (R&D) strategy, employing both qualitative and quantitative approaches based on the ADDIE paradigm. Qualitative data were gathered through teacher interviews and expert validation, while quantitative data were gathered from pre-test and post-test scores, as well as Likert scale-based student satisfaction questionnaires. The results show an important rise in pupils' speaking performance, with average scores rising from 64.78% to 81.30%, a 16.52% increase. According to the Likert-scale questionnaire, 85% of students were satisfied with the media, indicating that they considered it engaging and effective. Expert validation demonstrates that the Mystery Box is viable, versatile, and useful for classroom use. However, some problems, such as diverse student involvement and vocabulary limits, were found.

**Keywords:** Mystery Box; Speaking Skill; Descriptive Text; Learning; ADDIE Model

### **INTRODUCTION**

Education in Indonesia is governed by Law No. 20/2003 on the National Education System, which emphasizes that the primary goal of education is to educate the nation's life and develop students' potential to become skillful, knowledgeable, and character-driven individuals. Given the quick pace of global growth and the requirement for increasingly complicated skills, education in Indonesia must continue to evolve to meet the needs of the times (Batubara & Davala, 2023). The Merdeka Curriculum was implemented, which allows educators and students to develop and carry out a more flexible learning process that meets their particular needs (Rika Widianita, 2023). This curriculum emphasizes the development of 21<sup>st</sup> century competencies, such as communication, collaboration and critical thinking skills, which are highly relevant to the challenges faced by today's youth (Hofifi et al., 2023). In this context, speaking skills, particularly in English, are particularly important, as the ability to communicate effectively in this international language is a basic skill that must be mastered (Lia, 2021). English speaking skills are very important, especially in education (Srinivas Parupalli, 2019). It is not just a matter of mastering grammar and vocabulary, but rather how one can convey ideas clearly and effectively. In the context of English learning, many students find it difficult when asked to speak, especially when they are asked to describe something orally, such as when presenting descriptive text (Nabylah, 2023). In descriptive text, students are required to describe objects, places, or events in detail, and this requires speaking skills that are not only fluent, but also well-organized (Malilla & Irwandi, 2022). Thus, mastering speaking skills in the form of descriptive text is important, as it helps students learn to speak systematically and structured, as well as increase their confidence when speaking in public (Nikmah et al., 2022). The same situation also occurs at MA Syekh Subakir Nglegok. On October 8, 2024, the researchers conducted a study and concluded that a significant number of students in MA Syekh Subakir

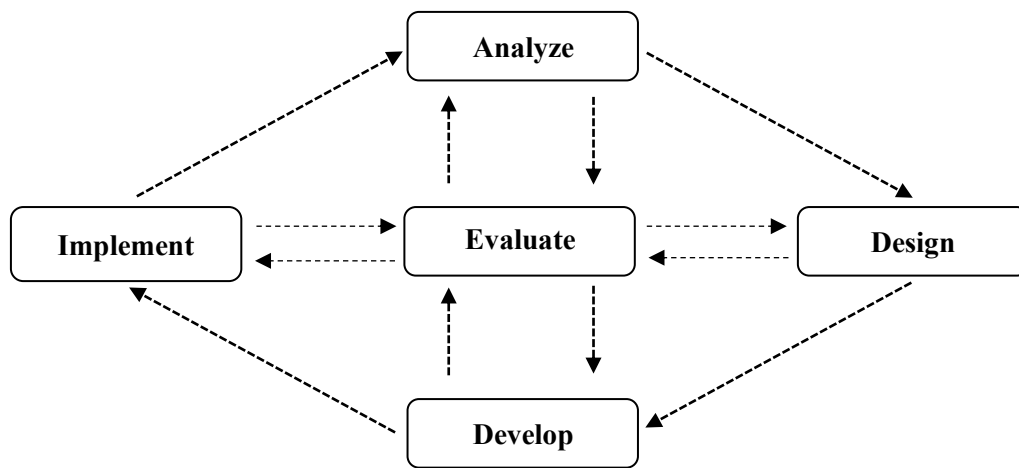
Nglegok and other similar institutions face challenges in learning English, particularly in speaking skills. The findings indicate that 80% of grade 10 B students struggle with English, especially in descriptive text, with only 68% demonstrating confidence in speaking. Additionally, students' interest and motivation to learn English remain relatively low, at 69% and 68%, respectively. Teacher interviews revealed that the restriction on mobile phone use during lessons aims to prevent distractions, as excessive phone usage has led to a decline in students' learning discipline. While this policy helps maintain classroom focus, it may also limit students' access to digital learning tools that could support their English proficiency, particularly in speaking. Therefore, the study suggests the need for a more balanced approach that incorporates interactive teaching strategies and controlled use of technology to enhance students' speaking confidence and overall English competence. Therefore, this study aims to address the identified issues by implementing the Mystery Box as a learning media. Previous research has demonstrated that interactive and game-based learning strategies, such as the Mystery Box, can effectively enhance students' engagement, motivation, and learning outcomes. Based on the findings of Utami (2022), the Mystery Box learning media is deemed feasible for use in speaking classes. The media has been validated by both media and material experts, receiving an average score of 4.9, indicating a high level of approval. Additionally, a student questionnaire revealed that 33.3% of students found it useful for enhancing their English-speaking skills, while 66.7% strongly agreed with its effectiveness. Moreover, the Mystery Box method has been shown to improve students' confidence in verbal expression, expand their vocabulary, and enhance their comprehension of learning materials. The concept of a mystery box refers to a box containing items whose images or contents are not visible to the students (Fitriana et al., 2024). In this activity, students must describe the information on the items they remove from the box. This activity trains students to think quickly, choose the right words, and organize ideas in a structured way (Suharto et al., 2023). In this way, students can practice their speaking skills in a more fun and less stressful atmosphere. Using more engaging and interactive media, like surprise boxes, is one strategy that can help overcome language learning obstacles (Fidyaningrum et al., 2021). To further strengthen the theoretical foundation of this study, it is essential to incorporate a review of existing literature that highlights previous research on interactive learning media for speaking skills. Several studies have demonstrated the effectiveness of hands-on and interactive approaches in language learning. According to Brown (2022), interactive media fosters student engagement and enhances their ability to think critically while communicating in a foreign language. Similarly, research by Williams & Thompson (2021), emphasizes that utilizing tangible objects in classroom activities can significantly improve students' ability to articulate their thoughts and develop fluency in speaking. The findings of this study align with previous research, reinforcing the idea that implementing engaging media, such as the Mystery Box, can create a more conducive learning environment. Prior studies have also emphasized that reducing students' anxiety and increasing their motivation are crucial for improving speaking skills (Johnson & Carter, 2020). The integration of game-based elements in learning, as suggested by García et al. (2023), provides an enjoyable and low-pressure setting, encouraging students to participate actively in speaking exercises. By building upon these findings, this research contributes to the growing body of literature on interactive learning media, demonstrating that the Mystery Box method not only improves students' confidence and speaking ability but also supports a more student-centered and communicative language learning approach. Future research may further explore its long-term impact and adaptability across different educational contexts. Therefore, the researcher chose the Mystery Box learning media as an alternative solution to improve students' speaking skills in English in Grade 10 B at MA Syekh Subakir Nglegok. By implementing the Mystery Box in classroom activities, students in Grade 10 B are encouraged to participate actively, expand their vocabulary, and build confidence in speaking. This study

aims to further examine its effectiveness in creating a more interactive and communicative learning environment for English language learners.

## METHOD

This research adopts a Research and Development (R&D) approach to develop, implement, and evaluate the effectiveness of the Mystery Box media in teaching speaking skills at MA Syekh Subakir Nglegok, specifically in Grade 10 D academic year 2024/2025. R&D is a systematic research method aimed at designing, creating, and testing educational products to improve learning outcomes (Sugiyono, 2013).

This study follows the ADDIE model, which consists of five phases: Analysis, Design, Development, Implementation, and Evaluation (Suratnu, 2023).



**Figure 1.** ADDIE Model (by Sugihartini & Yudiana, 2018)

In the analysis phase, students' speaking difficulties are identified through teacher interviews and a Likert scale-based needs analysis questionnaire. The design phase focuses on developing the Mystery Box media based on expert validation, including input from instrument validator, media validator, and material validator. In the development phase, the Mystery Box is refined to ensure its effectiveness as a learning tool. The implementation phase involves applying the Mystery Box in classroom activities to improve students' speaking skills. Finally, in the evaluation phase, the media's effectiveness is assessed using student satisfaction questionnaires and expert validation feedback (Sahaat et al., 2020). The questionnaire uses a Likert scale to measure individual behavior through a collection of questions in which respondents choose from the following five options: strongly agree, agree, disagree, and strongly disagree (Sugiyono, 2013). In this study, the researcher applies a Likert scale, as follows:

**Table 1.** Scale range (Sugiyono, 2013)

| Scale types       | Score |
|-------------------|-------|
| Strongly agree    | 4     |
| Agree             | 3     |
| Disagree          | 2     |
| Strongly disagree | 1     |

The results of the questionnaire will be calculated using the formula provided by (Arikunto, 2010).

$$\sum \frac{X}{N} \times 100\%$$

Note:

$\sum$  = Percentage result

$X$  = Total Score Obtained

$N$  = Maximum Score

The developed product will be validated by instrument, media, and material experts. This procedure guarantees that the product satisfies the required criteria and is appropriate for its intended application, resulting in reliable and accurate research results.

The validity of the product will be assessed based on the following categories as outlined by (Arikunto, 2010):

**Table 2.** Validity Category (Arikunto, 2010)

| No. | Percentage % | Validity Category |
|-----|--------------|-------------------|
| 1.  | 85% - 100%   | Very valid        |
| 2.  | 70% - 84%    | Valid             |
| 3.  | 55% - 69%    | Less valid        |
| 4.  | 40% - 54%    | Invalid           |

Furthermore, the questionnaire is also used to assess students' reactions to the product being developed. Students' responses are categorized as follows (Arikunto, 2010):

**Table 3.** Eligibility Category (Arikunto, 2010)

| No. | Percentage % | Eligibility Category |
|-----|--------------|----------------------|
| 1.  | 81% - 100%   | Very feasible        |
| 2.  | 61% - 80%    | Feasible             |
| 3.  | 41% - 60%    | Less feasible        |
| 4.  | 0% - 40%     | Unfeasible           |

The product is called valid if it is in the percentage of more than 70% with valid category. The product is called feasible if it is percentage of more than 61% with feasible category. To test the effectiveness of the Mystery Box media, the researcher conducted pre-tests and post-tests on students. These assessments aimed to measure the improvement in students' speaking skills, particularly in descriptive text. A scoring rubric was used to evaluate students' speaking performance before and after the implementation of the media.

**Table 4.** Scoring rubric for speaking

| Aspect               | Score 1 (Poor)                                     | Score 2 (Fair)   | Score 3 (Good)   | Score 4 (Excellent)                                 |
|----------------------|--|--|--|---|
| <b>Pronunciation</b> | Frequent errors that make understanding difficult. | Some pronunciation errors, but meaning is understandable | Few pronunciation errors, mostly clear and understandable. | Clear pronunciation with minimal or no errors.      |
| <b>Fluency</b>       | Hesitant with long pauses, making speech           | Some pauses and hesitation, but speech is fairly         | Good fluency with only minor hesitation.                   | Smooth and natural flow with no significant pauses. |

|                                   |  |   |   |   |
|-----------------------------------|--|---|---|---|
|                                   | difficult to follow.   | understandable .  |   |   |
| <b>Vocabulary</b>                 | Limited vocabulary, making it difficult to describe objects clearly. | Basic vocabulary, but with occasional misuse of words.                  | Good range of vocabulary with appropriate word choices. | Wide and accurate use of vocabulary, enhancing description. |
| <b>Grammar</b>                    | Frequent grammatical errors that affect meaning.                     | Some grammatical mistakes, but message is still understandable .        | Mostly correct grammar with minor errors.               | Excellent grammar with accurate sentence structures.        |
| <b>Content &amp; Organization</b> | The description is unclear and lacks structure.                      | Some key points are missing, but the description is somewhat organized. | Well-structured description with relevant details.      | Excellent description with logical flow and rich details.   |

The final results of the students' tests using the scoring rubric are calculated using the following formula:

$$P = \frac{\sum \text{Total Score From All Aspects}}{\text{Maximum Possible Score}} \times 100$$

## RESULTS AND DISCUSSION

### Results

#### Analysis

In this phase, the researchers conducted a needs analysis through teacher interviews and a Likert scale-based questionnaire to identify students' difficulties in speaking English. The findings revealed that 80% of students struggled with descriptive text, only 68% were confident in speaking, and motivation to learn English remained low at 68%. Additionally, interviews with teacher indicated that the lack of interactive activities and strict policies on mobile phone usage limited students' exposure to English speaking practice. These findings highlighted the need for an engaging and interactive learning tool, leading to the selection of the Mystery Box media.

#### Design

Based on the analysis, the Mystery Box learning media was designed to promote student participation, vocabulary enrichment, and speaking confidence. The instructional materials included mystery items with prompts related to descriptive text and conversation-based activities to encourage spontaneous speech. To ensure its effectiveness, the researchers consulted instrument validator, media validator, and material validator, who reviewed the initial design and provided feedback. This phase also included planning for lesson integration, student engagement strategies, and assessment tools.

#### Development



In this phase, the Mystery Box learning media was created and refined based on expert validation and feedback. The media consisted of a wooden box with a fabric-covered opening on the top, designed so that students could reach inside without seeing the contents. Inside the box were colorful plastic balls, each labeled with a word or phrase related to descriptive text and speaking practice. Students would randomly pick a ball and be required to describe or create a sentence based on the given word, promoting spontaneous speaking and vocabulary expansion.

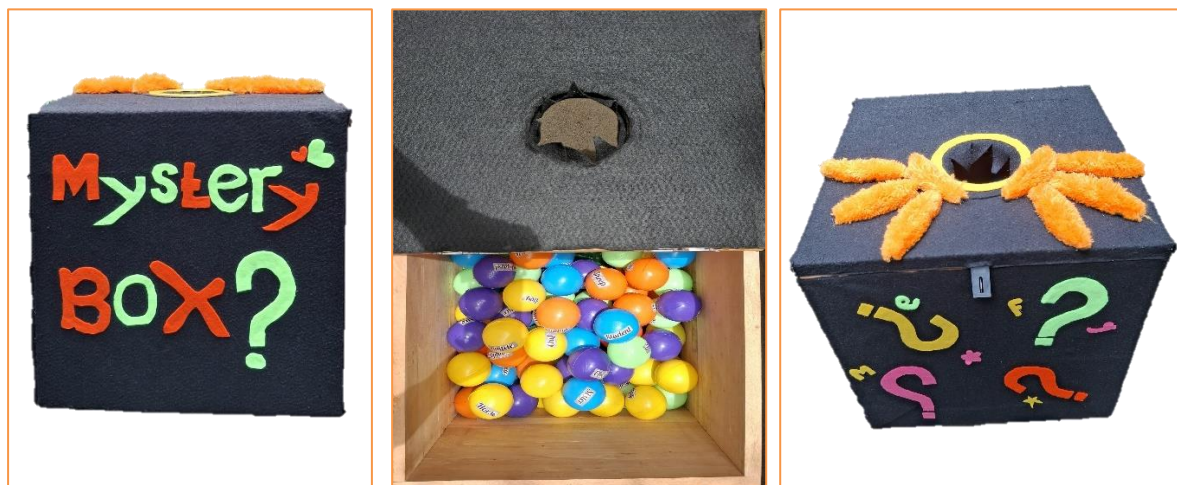


Figure 2. Mystery Box Media



Figure 3. User Guide

The Mystery Box underwent validation by instrument validator, media validator, and material validator, who assessed its design, usability, and effectiveness. Experts provided minor suggestions, such as adjusting the difficulty level of prompts and ensuring that the words were clear and relevant to students' proficiency levels.

Table 5. Instrument validation result

| No. | Indicator                                    | Score | Percentage | Category   |
|-----|--|-------|------------|------------|
| 1.  | Clarity of the questionnaire title.          | 4     | 100%       | Very valid |
| 2.  | Clarity of question items.                   | 3     | 75%        | Valid      |
| 3.  | Clarity of questionnaire instructions.       | 4     | 100%       | Very valid |
| 4.  | Accuracy of questions with expected answers. | 4     | 100%       | Very valid |

|             |   |    |      |            |
|-------------|---|----|------|------------|
| 5.          | The statement relates to the research objectives. | 4  | 100% | Very valid |
| 6.          | Statements disclose true information.             | 4  | 100% | Very valid |
| 7.          | The language used is easy to understand.          | 3  | 75%  | Valid      |
| 8.          | The language used is effective.                   | 4  | 100% | Very valid |
| 9.          | There are no ambiguous or confusing questions.    | 4  | 100% | Very valid |
| 10.         | Writing is in accordance with EYD.                | 4  | 100% | Very valid |
| Total score |   | 38 | 95%  | Very valid |

**Table 6.** Media validation result

| No.         | Indicator  | Score | Percentage | Category   |
|-------------|--|-------|------------|------------|
| 1.          | The media has design elements that attract attention.                                  | 4     | 100%       | Very valid |
| 2.          | The use of colors in the media is contrasting, appropriate, and eye-catching.          | 3     | 75%        | Valid      |
| 3.          | The media uses clear fonts, appropriate font size, and is easy to read.                | 4     | 100%       | Very valid |
| 4.          | Shape and size of the media are easy to use.   | 3     | 75%        | Valid      |
| 5.          | The information displayed on the media is clear and easy to understand.                | 3     | 75%        | Valid      |
| 6.          | The instruction manual is clear.   | 4     | 100%       | Very valid |
| 7.          | Products follow good standards of accessibility, clarity, and technical functionality. | 3     | 75%        | Valid      |
| 8.          | Media materials are strong, durable, and not easily damaged.                           | 4     | 100%       | Very valid |
| 9.          | The content of the media is of good quality and not easily damaged.                    | 3     | 75%        | Valid      |
| 10.         | The media can be operated both inside and outside the classroom.                       | 4     | 100%       | Very valid |
| Total score |  | 35    | 87,5%      | Very valid |

**Table 7.** Material validation result

| No. | Indicator  | Score | Percentage | Category   |
|-----|--|-------|------------|------------|
| 1.  | Speaking descriptive text is relevant to the learning objectives of using mystery box as an interactive media. | 3     | 75%        | Valid      |
| 2.  | Materials and media are designed with eye-catching visual elements.  | 4     | 100%       | Very valid |
| 3.  | The materials support the development of speaking skills such as   | 4     | 100%       | Very valid |

|             |   |    |      |            |
|-------------|---|----|------|------------|
|             | pronunciation, intonation and expression.   |    |      |            |
| 4.          | The materials support the development of speaking skills such as pronunciation, intonation and expression. Mystery boxes provide various categories or descriptive topics to choose from, providing variety in speaking practice. | 4  | 100% | Very valid |
| 5.          | The material is presented clearly and easy to understand.   | 4  | 100% | Very valid |
| 6.          | The presentation of material follows a logical and structured flow.   | 3  | 75%  | Valid      |
| 7.          | The material supports spontaneous and structured speaking practice using mystery box media.   | 4  | 100% | Very valid |
| 8.          | The material is attractively designed.  | 4  | 100% | Very valid |
| 9.          | The media uses innovative approaches that suit current needs.   | 4  | 100% | Very valid |
| 10.         | Media can be operated inside or outside the classroom.  | 4  | 100% | Very valid |
| Total score |   | 38 | 95%  | Very valid |

### Implementation

The implementation phase focuses on integrating the Mystery Box media into classroom activities at MA Syekh Subakir Nglegok, specifically in Grade 10 B, to improve students' speaking skills in descriptive text. This stage involves conducting pre-tests and post-tests, delivering lessons using the Mystery Box media, and observing students' engagement and performance throughout the learning process.

**Table 8.** Pre-test and Post-test result

| No. | Respondent | Pre-test | Post-test |
|-----|------------|----------|-----------|
| 1.  | RB         | 70       | 90        |
| 2.  | IN         | 60       | 80        |
| 3.  | DA         | 80       | 80        |
| 4.  | NK         | 70       | 90        |
| 5.  | VR         | 70       | 70        |
| 6.  | SN         | 70       | 90        |
| 7.  | MM         | 60       | 80        |
| 8.  | KA         | 80       | 90        |
| 9.  | RA         | 60       | 70        |
| 10. | RN         | 60       | 90        |
| 11. | NU         | 60       | 70        |
| 12. | AN         | 70       | 80        |
| 13. | GR         | 60       | 80        |
| 14. | AY         | 70       | 90        |
| 15. | AP         | 80       | 90        |



|            |    |               |               |
|------------|----|---------------|---------------|
| 16.        | NN | 60            | 80            |
| 17.        | HA | 50            | 70            |
| 18.        | MS | 70            | 80            |
| 19.        | RM | 60            | 90            |
| 20.        | ZA | 50            | 70            |
| 21.        | TR | 70            | 90            |
| 22.        | MH | 60            | 80            |
| 23.        | MF | 50            | 70            |
| Total      |    | <b>1490</b>   | <b>1870</b>   |
| Average    |    | <b>64,78%</b> | <b>81,30%</b> |
| Percentage |    | <b>16,52%</b> |               |

The pre-test and post-test scores of 23 students in Grade 10 B at MA Syekh Subakir Nglegok indicate a significant improvement in students' speaking skills after using the Mystery Box media. The total pre-test score was 1,490, with an average score of 64.78%, while the total post-test score increased to 1,870, with an average of 81.30%. This represents a 16.52% improvement in students' overall speaking performance.

**Table 9.** Students satisfaction result

| No.              | Student Name | Statement |   |   |   |   |   |   |   |   |    | Percentage |
|------------------|--------------|-----------|---|---|---|---|---|---|---|---|----|------------|
|                  |              | 1         | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |            |
| 1.               | RB           | 3         | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 3  | 88%        |
| 2.               | IN           | 4         | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 3  | 88%        |
| 3.               | DA           | 3         | 4 | 3 | 2 | 3 | 3 | 4 | 4 | 4 | 3  | 83%        |
| 4.               | NK           | 3         | 4 | 3 | 2 | 4 | 3 | 4 | 4 | 3 | 4  | 85%        |
| 5.               | VR           | 4         | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4  | 95%        |
| 6.               | SN           | 3         | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4  | 93%        |
| 7.               | MM           | 4         | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 3 | 3  | 83%        |
| 8.               | KA           | 3         | 4 | 4 | 3 | 2 | 3 | 4 | 4 | 4 | 3  | 85%        |
| 9.               | RA           | 4         | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 3  | 88%        |
| 10.              | RN           | 4         | 3 | 2 | 4 | 4 | 3 | 4 | 4 | 3 | 4  | 88%        |
| 11.              | NU           | 3         | 4 | 4 | 4 | 3 | 2 | 2 | 4 | 2 | 3  | 78%        |
| 12.              | AN           | 3         | 4 | 3 | 2 | 4 | 2 | 4 | 4 | 3 | 4  | 83%        |
| 13.              | GR           | 4         | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3  | 83%        |
| 14.              | AY           | 3         | 3 | 2 | 4 | 2 | 3 | 2 | 2 | 2 | 4  | 68%        |
| 15.              | AP           | 3         | 3 | 3 | 2 | 3 | 3 | 4 | 4 | 4 | 3  | 80%        |
| 16.              | NN           | 3         | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4  | 93%        |
| 17.              | HA           | 3         | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 3  | 83%        |
| 18.              | MS           | 4         | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4  | 90%        |
| 19.              | RM           | 3         | 4 | 2 | 4 | 2 | 4 | 2 | 4 | 3 | 4  | 80%        |
| 20.              | ZA           | 3         | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 4  | 85%        |
| 21.              | TR           | 4         | 3 | 2 | 4 | 4 | 4 | 4 | 4 | 3 | 4  | 90%        |
| 22.              | MH           | 3         | 3 | 3 | 4 | 3 | 2 | 4 | 3 | 2 | 4  | 78%        |
| 23.              | MF           | 4         | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4  | 100%       |
| Total Percentage |              |           |   |   |   |   |   |   |   |   |    | 85%        |

Additionally, the student response questionnaire reflects a high level of satisfaction, with an overall agreement percentage of 85%. Most students found the media engaging, interactive, and beneficial in boosting their confidence and motivation to speak English. The results also suggest that students who were initially hesitant to speak in class became more confident and expressive after engaging in the Mystery Box activities.

### **Evaluation**

The Mystery Box media has proven to be an effective and engaging tool for enhancing students' English speaking skills, particularly in descriptive text. The pre-test and post-test comparison showed a 16.52% improvement, with students demonstrating better fluency, pronunciation, and vocabulary usage.

The student questionnaire reflected 85% satisfaction, indicating strong engagement and increased confidence in speaking. Expert validation confirmed the media's feasibility and effectiveness, though refinements could enhance its adaptability.

Challenges such as varied student participation, time constraints, and limited vocabulary suggest the need for further adjustments. Overall, the Mystery Box media successfully fosters interactive learning, making it a valuable strategy for improving speaking skills in English language education.

### **Discussion**

In today's interconnected world, mastering English is increasingly important for children, offering them access to better education, diverse learning materials, and wider career prospects. Early exposure to the language enhances cognitive abilities, critical thinking, and confidence in both academic and social settings (Crystal, 2020). Parents play a crucial role by fostering a language-rich environment at home, providing support, and encouraging consistent practice to strengthen their children's communication skills (Baker & Wright, 2021). According to Makrifah et al., (2020), parents must also learn English due to its significant influence on their children's learning. Besides parents, schools hold a significant responsibility in ensuring a comprehensive learning experience by offering well-designed curricula, skilled teachers, and sufficient learning resources. Incorporating interactive activities, technology, and real-world communication exercises can further enhance students' engagement and proficiency. Among all language skills, speaking is particularly vital, as it enables children to express ideas clearly, communicate effectively, and build the confidence needed for academic and professional success in an increasingly globalized society. Recognizing the challenges faced by students in developing their English-speaking skills, a study was conducted at MA Syekh Subakir Nglegok to explore the effectiveness a learning media. Many students, particularly in grade 10, struggled with speaking English due to a lack of confidence and limited exposure to interactive speaking activities. Research has shown that interactive and engaging learning media significantly contribute to improving students' motivation and speaking skills (Ellis, 2020). A similar issue was also found at MAN Kota Blitar, where students exhibited low confidence when speaking English due to a fear of making mistakes and other affective factors (Widiarini & Arini, 2022). This finding further strengthened the researchers motivation to continue the research, as it highlighted the broader relevance of the problem and the urgent need for an effective solution. To address this issue, the researchers aims to find a solution through the use of instructional media that can effectively help overcome the existing challenges. At the beginning of the study, the researchers conducted a needs analysis to identify the specific challenges students faced in learning English speaking skills, particularly in descriptive text. This analysis was carried out using a questionnaire distributed to students in Grade 10 B at MA Syekh Subakir Nglegok. The

questionnaire aimed to measure students' difficulties in speaking English, their confidence levels, their motivation to learn the language, and their overall interest in English lessons. The results revealed that 80% of students struggled to understand and apply descriptive text, especially in aspects such as fluency, pronunciation, vocabulary usage, and sentence structure. Speaking is one of the essential language skills that students must master in learning English (Santuri et al., 2022). Effective communication requires not only grammatical accuracy but also fluency, pronunciation, and confidence (Tauchid et al., 2024). Additionally, only 68% of students felt confident speaking English in class, and their motivation to learn English was recorded at 69%, indicating a low level of enthusiasm and engagement in learning English. To gain deeper insights, the researchers also conducted interviews with English teacher, who highlighted several key issues affecting students' learning outcomes. One of the most notable factors was the restriction on mobile phone use during lessons, as students were not allowed to use mobile phones in class due to concerns about distractions. Teacher reported that when students had access to their phones, many of them lost focus, engaged in unrelated activities, and became less involved in learning. As a result, teachers found it necessary to implement a strict policy prohibiting mobile phone usage during lessons. However, this restriction limited students' access to digital learning resources, making it even more important to introduce a non-digital, interactive learning medium that could effectively engage students, enhance their speaking abilities, and maintain their focus during lessons (Wibowo et al., 2023).

In response to these challenges, the researchers sought to develop an engaging, practical, and student-centered solution. After exploring various teaching strategies and learning media, the researchers selected the Mystery Box as a learning tool due to its ability to promote active participation, encourage spontaneous speaking, and improve vocabulary retention. This method was chosen because it helps students overcome anxiety while speaking, stimulates curiosity, and fosters a fun, game-based learning environment. The Mystery Box involves students selecting random objects from a box and describing them using English, which directly aligns with the learning objectives of descriptive text (Rohyin et al., 2024). The approach was designed to address the lack of student engagement and confidence while providing a structured, enjoyable, and interactive learning experience.

To ensure the effectiveness and reliability of the Mystery Box, the researchers employed a combination of qualitative and quantitative research methods using the Research and Development (R&D) approach. The study was structured based on the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), ensuring a systematic and well-organized research process. The needs analysis conducted through questionnaires and teacher interviews confirmed the low confidence and motivation levels among students and the need for a more engaging, hands-on approach to learning speaking skills. In the design stage, the researchers carefully structured the Mystery Box learning method, ensuring that it met the learning objectives and could be easily implemented in the classroom. The instructional guidelines, assessment rubrics, and learning materials were designed to maximize student engagement and effectiveness.

The Mystery Box media was then developed and validated by three experts: a material validator who ensured that the content aligned with the curriculum and learning objectives, a media validator who evaluated whether the Mystery Box format and structure were feasible and engaging, and an instrument validator who assessed the effectiveness of the questionnaire and scoring rubric to measure students' progress. The validation results confirmed that the Mystery Box was suitable, effective, and engaging for teaching speaking skills. Some minor improvements were suggested, such as enhancing the clarity of the objects used in the box and refining the assessment criteria. The implementation stage involved introducing the Mystery Box to students in Grade 10 B and assessing its effectiveness using pre-tests and post-tests. Before implementing the Mystery Box, students took a pre-test to evaluate their baseline

speaking skills. After the learning sessions using the Mystery Box, students took a post-test to measure their progress. The results showed a significant improvement in students' speaking performance. The average pre-test score was 64.78%, while the post-test score increased to 81.30%, reflecting a 16.52% improvement. Students showed the most noticeable progress in fluency, pronunciation, and vocabulary usage, demonstrating that the Mystery Box effectively enhanced their ability to describe objects in English with greater confidence and accuracy. In the evaluation stage, student responses were collected through a Likert-scale questionnaire, which measured their satisfaction and engagement levels. The results showed an 85% satisfaction rate, indicating that most students found the Mystery Box method fun, engaging, and helpful in improving their speaking confidence. When compared to previous studies, such as study of Utami et al. (2022), which found that 66.7% of students strongly agreed that the Mystery Box was useful for improving speaking skills, this research demonstrated even higher engagement and satisfaction levels. The increased effectiveness observed in this study could be attributed to structured lesson planning, careful selection of objects, and interactive classroom management. The research findings confirm that the Mystery Box is an effective and innovative tool for improving students' English-speaking skills, particularly in descriptive text. The needs analysis identified the key challenges faced by students, including low confidence, limited motivation, and difficulty in fluency and vocabulary usage. The Mystery Box addressed these issues by providing an engaging, structured, and student-centered learning experience (Cuabo et al., 2024). The validation process ensured the feasibility of the media, while the pre-test and post-test results provided strong evidence of its effectiveness. The significant improvement in students' speaking abilities, coupled with their positive responses and high satisfaction rates, demonstrates that the Mystery Box successfully enhanced their speaking fluency, vocabulary development, and overall confidence.

## CONCLUSION

This study demonstrates that the Mystery Box media is an effective and engaging tool for enhancing students' English speaking skills, particularly in descriptive text. The significant 16.52% improvement in students' speaking performance, as indicated by the pre-test and post-test results, confirms that interactive learning methods positively influence language acquisition. Additionally, the 85% student satisfaction rate reflects that most learners found the media enjoyable and beneficial in overcoming speaking anxiety. Expert validation further supports the feasibility of the Mystery Box for classroom implementation, with recommendations for visual enhancements and digital integration to optimize learning outcomes. Despite some challenges, such as varied student participation and vocabulary limitations, these can be addressed through structured lesson planning and additional vocabulary-building activities. In conclusion, the Mystery Box media provides a practical, student-centered approach to speaking instruction. Its success suggests the potential for further development and application in various language learning contexts, such as storytelling, debate, and public speaking. Future research should explore its long-term impact, digital adaptation, and integration into a broader curriculum to maximize its effectiveness in English language education.

## ACKNOWLEDGMENTS

The researchers would like to express their sincere gratitude to MA Syekh Subakir Nglegok, particularly the students of Grade 10 B, for their active participation and enthusiasm throughout this study. Their willingness to engage in the learning process played a crucial role in the success of this research.

Special appreciation is extended to Siti Nur Zazilah, S.Pd., the English teacher, for providing valuable insights and support during the implementation of the Mystery Box media. The researchers also acknowledge the media, material, and instrument validators for their expert feedback, which contributed significantly to refining and validating the research instruments. Furthermore, the researchers are deeply grateful to their academic advisors, colleagues, and family members for their continuous encouragement and constructive suggestions. Their support has been instrumental in the completion of this study. Lastly, heartfelt gratitude is extended to Universitas Nahdlatul Ulama Blitar, especially to the research supervisors Istina Atul Makrifah, M.Pd. and Widiarini, M.Pd., for their invaluable guidance and academic mentorship. Their expertise and insights have greatly contributed to the development and success of this research. This study would not have been possible without the contributions of all individuals and institutions involved. Their support has ensured the validity, reliability, and overall impact of this research.

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