

## **THE EFFECTIVENESS OF MYSTERY BOX MEDIA ON STUDENT WRITING DESCRIPTIVE TEXT**

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### ***Abstract***

*This research tried to implement the use of mystery Box media in learning to write descriptive text, the purpose of the research was to indentify the effect of Mystery Box media in learning to write descriptive text.. The type of research used is pre-experimental one-group pretest-posttest design. With a total of 21 students. Observation, test, questionnaire and documentation are the research instruments. Data analysis used normality test and hypothesis test. The results showed that there was an effect of using Mystery Box media in learning to write descriptive texts on students. The average value of pretest results before the application of Mystery Box media was 48.33 while after the application of Mystery Box media, the posttest value reached 78.29. Hypothesis calculation using t-test, namely paired sample T test and obtained at a significant level of 0.05 shows that the probability value (significance) is 0.000. Because the significance value of  $0.011 < \alpha = 0.05$ ,  $H_0$  is rejected. This proves that the use of mystery box media has an effect in learning to write descriptive text for students.*

***Keywords:*** *Writing skill, Mystery Box, Descriptive Text*

### **INTRODUCTION**

English language learning is given to students to develop a positive attitude in language and facilitate students in communicating using the language. There are four main skills that must be mastered in learning English, namely: Listening, Speaking, Reading, and Writing. In the curriculum at vocational high schools, English materials are presented in such a way as to cover these skills. The materials are divided into units consisting of several components, this is supported by a statement from Zaim (2016) in the concept of language learning, there are four language skills that must be mastered. Language skills that must be mastered

by a language learner, namely speaking skills, listening skills, reading skills, and writing skills.

All of these abilities have a relationship with the processes that underlie a person's language skills. The language a person uses shows how he or she thinks. The more proficient a person is in language, the brighter and, in addition, clearer his or her thinking. According to the statement, a person's mind will also be more trained if they want to learn language. Vocational students must master writing skills, which is a skill used to communicate indirectly with others. This skill will not come by itself, but needs to be trained continuously. Henry Guntur Tarigan (2018: 2) emphasizes that writing skills also have an important role in education. Besides being able to facilitate students to think critically, writing can also be used by students to communicate feelings, opinions, and experiences to others.

Actually, writing is producing a text through the activity of one's thoughts or ideas from drafting to revising. Many students say that writing is one of the difficult problems in English skills. Because in writing students try to elaborate their ideas or they have to express their ideas to reach the written form. Many students, especially beginners, do not need much active language production. Due to the consideration that English is a difficult language to learn, there is a lack of confidence from students to do writing. They are afraid of how to apply correct grammar and proper vocabulary.

Determining the topic is one of the simple problems for vocational high school students. What they do with the topic, some students do not know what the definition of the topic itself is. They need stimulation from the teacher to produce their words and it is impossible if the teacher has to guide the students one by one. This is not effective in the teaching and learning process. They find it difficult to express their ideas, they have ideas hidden in their minds. It is well known that there are many ways and media that can be used in teaching writing, one of which is by using mystery box.

In this research, researchers used Mystery Box media, this media is known as a "mystery box", it is a box that contains questions related to the subject matter. The name "magic box" or "mystery" comes from the fact that children do not

know the contents of the box until the lid is opened. (Simamora, Hasibuan, & Lubis, 2019, p. 97). The advantage of the Mystery Box media is that it makes students curious about the subjects presented in it, thus encouraging students to better understand what they are learning. According to Astiani (in Dwiyaniti & Khan, 2020), APE (Educational Game Tools) are media intended to help students learn to read letters and can be used by teachers to assist the learning process. This learning media called "mystery box" is made of reorganized used cardboard boxes that contain several topics about descriptive text material.

The advantage of using real media compared to digital media is that students are free from using cellphones during the learning process. This mystery box media is designed to allow interaction between teachers and students in the classroom, thus making the learning atmosphere active and fun. In addition, this mystery box is also effective in increasing students' desire to learn. In addition to learning media, learning methods are also important in teaching and learning activities. If the learning method is not varied, students feel bored and not interested in absorbing the material presented, so that the learning process is only teacher-centered. The method chosen in this research is the discussion method.

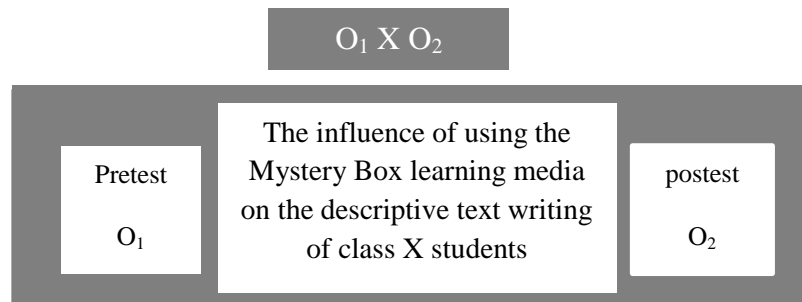
The purpose of this research is to show that the use of mystery box as learning media has an impact on improving the writing skills of grade X students at SMK Hasyim Asy'ari Pucuk-Lamongan. Previous research is also related to this study. For example, research from Arta Dona (2018) found that students of grade IX MTs can improve English comprehension and English translation by using Mystery Box learning media. Then the next research from Uswatun Putri Khasanah (2022) found that 7th grade MTs students could improve their ability to write regional poetry by using Mystery Box media. Students can use this mystery box game to increase English vocabulary, foster curiosity in learning new words, and improve their ability to form words creatively. After that, research by Sholekha, et al. (2023) also found that mystery boxes can also increase students' learning motivation. Looking at the results of previous studies, the researcher concludes that this media can be used to improve the writing skills of grade X vocational students in the ability to write descriptive text material.

Descriptive text is a type of writing that focuses on a detailed description of a person's physical, visual, or sensory characteristics. Descriptive text has the main purpose of helping readers form a clear understanding and imprint it in their minds about the subject being described. In writing, descriptive text is used to describe an object, place, person, or animal based on actual information. According to Anderson and Anderson (2003:26), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text to tell about subject by describing its feature without including personal opinions. By understanding descriptive text itself, students are expected to improve their ability to use easy language and use language variety appropriately and according to the context of daily life. They are also expected to improve their ability to describe objects, such as objects, animals, and other living things. One of the functional texts that are quite difficult for students to learn is descriptive text. Based on the description above, the researcher is interested in raising issues related to descriptive text writing skills by using Mystery Box media to attract students' interest in learning English subjects.

## **RESEARCH METHODOLOGY**

In this research design, researchers used a pre-experimental one-group pre-test and post-test design. Experimental research is research conducted with a scientific approach, in which a set of variables is kept constant while another set of variables is measured as an experimental subject. Experimental research is one of the most basic quantitative research methods (Bhat, 2019, p. 2). Then, according to Creswell (2012), experimental research is used when researchers aim to determine the causal effect between the independent and dependent variables. Research design for researchers is the basis for conducting research. The research design used by researchers is Pre-Experimental Design in the form of One-Group Pretest Post-test Design. The pretest and post-test results were obtained by

researchers using a student learning activity questionnaire sheet. student learning activity questionnaire sheet. The description of the design is as follows:



**Diagram 1. One-Group Pretest-Post-test Design Research Design Description**

- O<sub>1</sub> = Pretest (Before treatment)
- X = Treatment or treatment given
- O<sub>2</sub> = Post-test (After being given treatment)

The population and samples in this research were all students of class XTKI SMKS Hasyim Asy'ari Pucuk, there were 21 students consisting of 15 men and 6 women. The independent variable in this research is the Mistry Box media (X) and the dependent variable in this case is writing descriptive text (Y). dependent variable in this case is writing descriptive text (Y). Data collection technique used in this research are using observation, questionnaires and documentation, tests.

**FINDING AND DISCUSSION**

**A. Implementation of Mystery Box Media in writing descriptive text for student**

In the process of implementing mystery box media in learning to write descriptive text for X TKI class students of SMK Haysim Asy'ari Pucuk, there are certainly steps that need to be considered. Before discussing the steps that can be taken, researchers need to discuss the reasons for using mystery box media in learning. Based on the observations of researchers, the reason for using mystery box media is because students often feel bored every time the teacher explains learning material using only the lecture method.

In the process of implementing mystery box media in learning, it is applied to discuss descriptive text. The first step in the implementation is the introduction at the introduction stage the teacher greets the students. The teacher asks for news then the teacher invites students to pray together before starting the lesson. Then the teacher checks the students' attendance. Next, the teacher explains the objectives and benefits of the learning that is carried out. After that the teacher conveys the theme of learning and informs students that the learning is done using mystery box media.

The next step is the core activity, the teacher conducts a class presentation. In this class presentation, the teacher presents the material about descriptive text with direct teaching using the lecture method. After explaining the material, the teacher prepares a box in which there are several pictures about descriptive text such as pictures of tourist attractions, pictures of objects, and pictures of people accompanied by adjectives behind the picture, the existence of adjectives aims to facilitate students in describing specifically. the next step the teacher explains the rules or instructions for using mystery box media in the classroom. After that the teacher divides the students into five groups, then one of the students from the group representatives comes forward to take the clips in the box, each sheet of paper has 4 different topics.

The teacher gives the opportunity to students from other groups to come forward and take turns pulling the ribbon in the mystery box. The teacher gives instructions to make sentences as many as 3 paragraphs of descriptive text according to the pictures they have gotten individually. After the time is over, the teacher asks all groups to collect the results of the descriptive sentences they have worked on.

#### **B. The results of the effect of using mystery box media in writing descriptive text.**

When learning takes place, the learning system used was by using mystery box media. By using this media, it was expected that students can find ideas and ideas so that they can easily write descriptive text. Learning is also student-centered the teacher is only a facilitator for students in writing descriptive text.

Broadly speaking, the condition of the implementation of the learning process using mystery box media begins with learning the meaning and types of descriptive text. Then students observe the pictures they have gotten, individually students work on student worksheets together. The teacher is only a facilitator when students carry out learning activities in the classroom. At the end of the core learning activities, the teacher provides material reinforcement and direction, and conducts an evaluation.

Learning before using mystery box media in class and the methods used were only lectures, questions and answers and assignments. In the lesson, the teacher explained the material then students were given the opportunity to write descriptive text based on their experiences. Then the teacher provides student worksheets which are done individually. The teacher provides an opportunity to ask questions to students about things that have not been understood. Learning by making students just sit quietly listening to the teacher's explanation so that students become inactive and bored in the learning process. This results in students being less able to accept the material taught, so that it affects the learning outcomes that are less than optimal.

<b>Table.2 Paired Samples Test</b>									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-29.952	5.380	1.174	-32.401	-27.503	-25.511	20	.000

Based on the paired samples test table (hypothesis test) shows that the probability value (significance) is .0.000. Because the significance value is  $0.000 < \alpha = 0.05$ ,  $H_0$  is rejected. This proves that there is an effect of using mystery box media on students' descriptive text writing.

Based on research conducted by researchers with an average pretest score of 48.33 After being given treatment and conducting a posttest that the final class

result was 78.29 higher than the average class score before treatment. By looking at the average value of the pretest and posttest, the results showed an increase in the final value of writing descriptive text on students by using mystery box media. This research proves that there is an influence on students' poetry writing skills by using mystery box media. This research certainly strengthens the previous research, that learning to write using mystery box media can improve learning outcomes and writing skills in students. So that in the implementation of learning to write descriptive text with mystery box media can be used as a reference by teachers in writing descriptive text to students.

## **CONCLUSION**

Based on the results of research and data analysis, it can be concluded that the use of mystery box media has an effect in learning to write descriptive text on students. This can be seen based on the results of the posttest obtained by students that the average value of poetry writing skills in students before using the mystery box media is 48.33. After the action was taken in both classes, the posttest average was 78.29. The amount of increase based on pretest and posttest scores is 14.63%. Hypothesis calculation using the t-test, namely the paired sample T test and obtained at a significant level of 0.05 shows that the probability value (significance) is .000. Because the significance value of  $0.011 < \alpha = 0.05$ ,  $H_0$  is rejected. This proves that the use of mystery box media has an effect in learning to write descriptive text on students.

This finding shows the importance of honing students' descriptive text writing skills by using Mystery Box media. This indicates that the use of Mystery Box has an impact on learning to write descriptive texts in class X TKI students at Hasyim Asy'ari 1 Pucuk High School. In addition, Mystery box can arouse students' learning motivation in writing English texts.



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