

**THE EFFECTIVENESS OF THE MYSTERY BAG GAME IN ENHANCING
STUDENTS' ENGLISH VOCABULARY
THESIS**



**Submitted by
VALENTINA SAGISOLO
NIM. 148820324051**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGE, SOCIAL AND SPORT EDUCATION
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH SORONG**

2026

**THE EFFECTIVENESS OF THE MYSTERY BAG GAME IN ENHANCING
STUDENTS' ENGLISH VOCABULARY**

RESEARCH

**Presented to English Education Departement
Faculty of Language, Sport and Social Education
Education University of Muhammadiyah Sorong
In Partial to fulfillment of requirement for the
Degree of Sarjana Education (S1)**

Defended in Research Examination

On 2nd April 2026

by:

Valentina Sagisolo

Born:

On Sorong

LEGITIMATION SHEET

The thesis was approved by the examiners team and the dean of Faculty of Language, Social and Sport Education, Education University of Muhammadiyah Sorong, on April 16th 2026.

The Dean,



Dr. Roni Andri Pramita, M.Pd.
NIDN. 1411129001

Team of Thesis Examiners

1. **Agus Setiawan, M.Pd.**
NIDN. 1407029201
2. **Rizqi Claudia Wardani.H, M.Pd.**
NIDN. 1404029501
3. **Nurteteng, M.Pd.**
NIDN. 1418039201



DECLARATION AUTHENTICITY

Name : Valentina Sagisolo

NIM : 148820324051

Title : The Effectiveness of the Mystery Bag Game in Enhancing Students' English Vocabulary

I hereby declare that the thesis there is no work ever submitted for a degree in a college, and as long as my knowledge also does not have works of literature ever written or published by others, except as in writing referenced in this text is mentioned in the bibliography.

Sorong, March 30th 2026

My researchers




Valentina Sagisolo
NIM. 148820324051

ACKNOWLEDGEMENT

Bissmillahirrahmannirrahim, the Most Gracious, the Most Merciful. The researcher expresses gratitude to Allah SWT for the abundance of His blessings, guidance, and grace bestowed upon the researcher, enabling the completion of this thesis. This thesis, titled “The Effectiveness of the Mystery Bag Game in Enhancing

Students’ English Vocabulary” is submitted as one of the requirements for obtaining a bachelor's degree from the Muhammadiyah University of Education in Sorong.

The researcher realizes that this thesis would not have been possible to complete without the support, assistance, guidance, and advice from various parties during the writing of this thesis. On this occasion, the researcher would like to express sincere gratitude to:

1. Dr. Rustamadji, M.Si., as Rector of the Muhammadiyah University of Education in Sorong.
2. Roni Andri Pramita, M.Pd., as Dean of the Faculty of Language, Social, and Sports Education.
3. Nurteteng, M.Pd., as Head of the English Language Study Program at the Muhammadiyah University of Education in Sorong and as the first Supervisor and Academic Advisor, who has generously shared knowledge, time, advice, and encouragement, and provided guidance to the researcher in the preparation of this thesis.
4. Agus Setiawan, M.Pd., as the Head Examiner who has dedicated time, provided critiques, and offered suggestions to the researcher throughout the thesis process.

5. Rizqi Claudia Wardani. H.M.Pd. ., as the second Supervisor who has generously shared knowledge and encouragement with the researcher in the preparation of this thesis.
6. All Faculty Staff and Employes of the Faculty of Language, Social, and Sports Education, especially the English Language Education Lecturers and Employes of the Muhammadiyah University of Sorong, who have assisted in the smooth completion of the researcher's studies and provided the best service during the course of the study.
7. My beloved parents, I would like to express my sincere gratitude for all the sacrifices and dedication you have given me. Thank you for always giving your best, for tirelessly praying and working hard, for always providing moral and financial support, and for always prioritizing your children's education and happiness. Our life journey as a complete family was indeed not easy, but everything we have been thru has given the researcher very valuable lessons about the meaning of being a strong, responsible, always striving, and independent daughter. Hopefully, with this thesis.

Sorong, March 30th 2026

My researchers



[Signature]
Valentina Sagisolo
NIM. 148820324051

ABSTRACT

Valentina Sagisolo/148820324051, 2026. The Effectiveness of the Mystery Bag Game in Enhancing Students' English Vocabulary. Thesis, English Education Department, Faculty of Education, Language, Social and Sport, Universitas Pendidikan Muhammadiyah Sorong. March 2026.

This quantitative research, conducted at SD Ipres 16 Sorong Regency, aims to investigate the effectiveness of the Mystery Bag Game in enhancing students' English vocabulary. The research employed a pre-experimental design using one group pre-test and post-test. The sample consisted of 19 students, and the data were collected through vocabulary tests administered before and after the treatment. The findings showed that the students' mean score increased from 20.21 in the pre-test to 44 in the post-test, indicating an improvement in students' vocabulary mastery. In addition, the distribution of students' scores shifted toward higher categories after the implementation of the Mystery Bag Game. However, the N-gain score was 0.29, which falls into the low category. Based on the decision rule, the null hypothesis (H_0) is accepted, indicating that the Mystery Bag Game has little effect in significantly enhancing students' vocabulary. These findings suggest that although the Mystery Bag Game can improve students' engagement and vocabulary achievement, its effectiveness is still limited when used as a single method within a short duration. **Keywords:** Vocabulary Mastery, Mystery Bag Game, English Learning.

LIST OF CONTENTS

COVER	i
DECLARATION AUTHENTICITY	iv
ACKNOWLEDGEMENT	v
LEGITIMATION SHEET	iii
ABSTRACT	vii
LIST OF CONTENTS	viii
CHAPTER I INTRODUCTION	1
1.1 Background	1
1.2 Problem Statement	1
1.3 Objective of Research	5
1.4 Hypothesis of Research	5
1.5 Significance of the Research	5
1.6 Operational Definition	6
CHAPTER II REVIEW OF RELATED LITERATURE	8
2.1 Vocabulary	8
2.1.1 Definition of Vocabulary	8
2.1.2 Kinds of Vocabulary	9
2.1.3 Aspect of Vocabulary	9
2.2 The Mystery Bag Game	11
2.2.1 Definition of Mystery Bag Game	12
2.2.2 Teaching Procedures of Mystery Bag Game	12
2.2.3 Advantages of Mystery Bag Game	14
CHAPTER III RESEARCH METHOD	17
3.1 Design of Research	23
3.2 Population and Sample	24
3.2.1 Population	24
3.2.2 Sample	25
3.3 Research Background	24
3.3.1 Research Location	25
3.3.2 Research Time	25
3.4 Location and Time of the Research	25
3.4.1 Location of the Research	24

3.4.2 Time of the Research	25
3.5 Instruments of the Research	25
3.6 Technique of Collecting Data	25
3.6.1 Pre-test	26
3.6.2 Post-test	26
3.7 Technique of Data Analysis	26
3.7.1 Assesment of Students Reading Comprehension	26
3.7.2 Normality Test	26
3.7.3 N-Gain Test	27
CHAPTER IV FINDINGS AND DISCUSSION	28
4.1 Research findings	28
4.1.1 The Description of Treatment	28
4.1.2 Scoring The Students Reading Comprehension	28
4.1.3 The Student Mean Score	29
4.1.4 Normality Test	28
4.1.5 N-Gain Test	30
4.2 Discusion	31
CHAPTER V CONCLUSION AND SUGGESTION	34
5.1 Conclusion	34
5.2 Suggestion	34
REFERENCES	36
TABLE LIST	38
Appendix 1. Lesson Plan	42
Appendix 2. Students Score and Mean Score	43
Appendix 3. The Students Vocabulary Test Result	45
Appendix 4. Foto Documentation	46

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. It consists of the background of the research, formulation of the problem, the objective of the research, significance of the research, and operational definition.

1.1 Research Background

English is a crucial subject in the modern educational landscape, not only as a school subject but also as a global language of communication. Among the four essential English language skills listening, speaking, reading, and writing—vocabulary is the foundation that supports all of them. Without adequate vocabulary, students struggle to comprehend instructions, read texts, and express themselves effectively. According to Nation (2017), vocabulary knowledge is central to language proficiency and directly affects learners' ability to use language fluently and meaningfully. Therefore, vocabulary mastery should be given top priority, especially in elementary schools, where students begin forming their language learning habits.

Despite its importance, vocabulary remains a major challenge for many young learners in Indonesia, especially those living in rural and remote regions. In schools with limited resources and minimal English exposure, students often perceive English as difficult, foreign, and irrelevant to their everyday lives. A recent observation at SD Inpres 62 Kabupaten Sorong revealed that most fourth-grade students demonstrated poor vocabulary mastery, with average scores ranging between 4 and 6 out of 10. This score indicates that students lack the basic vocabulary necessary to participate in class activities or comprehend simple instructions.

Three core issues emerged from the observation at fourth grade of SD Inpres 62 Sorong

Regency. First, students perceive English as a difficult and uninteresting subject. They often express frustration and boredom when dealing with vocabulary tasks. This finding echoes the results of research by Suryati (2019), who stated that lack of interest in English is often due to unengaging teaching methods that rely heavily on textbooks and memorization. In such environments, vocabulary learning becomes a mechanical and unrewarding task, rather than an exciting journey of discovery.

Second, when asked to complete vocabulary exercises from the students' worksheet many students hesitated or avoided completing the tasks altogether. They lacked the confidence to answer, worried about making mistakes, and preferred to stay passive. This behavior reflects not only low vocabulary competence but also anxiety and low self-efficacy in language learning. Nurhidayati (2020) found similar results in her study, where students' vocabulary learning was hindered by fear of failure and lack of classroom support.

Third, the students' responses to homework assignments further underscored the vocabulary problem. Most students submitted incomplete or incorrect answers, and many admitted they were unsure of how to complete the tasks independently. This indicates that students are not equipped with strategies for learning vocabulary outside the classroom, and the current instructional methods fail to build learner autonomy. According to Rahmawati (2021), effective vocabulary teaching must go beyond rote memorization and foster both independence and confidence in students.

These problems highlight an urgent need for vocabulary instruction that is not only effective but also engaging and suitable for the specific context of low-resource schools. In response to this need, many educators and researchers have turned to game-based learning as a promising solution. Game-based approaches are known to improve vocabulary retention by making learning interactive, fun, and contextual. As highlighted by Wang (2020), games

enhance motivation and allow students to practice vocabulary without the pressure of formal assessment.

One particular strategy that has gained attention is the Mystery Bag Game. In this activity, objects or vocabulary cards are hidden inside a bag, and students take turns pulling an item, describing it, guessing its name, or matching it to a word. This tactile and sensory-based game is ideal for young learners, as it encourages active participation, critical thinking, and contextual vocabulary use. Fitriani & Amelia (2020) demonstrated that the use of physical games in vocabulary instruction significantly improved students' word retention and engagement, especially among elementary school learners.

The Mystery Bag Game is particularly well-suited to rural classrooms, as it does not require technology or expensive materials. All it takes is a simple bag and relevant vocabulary items making it ideal for schools like SD Inpres 62 Sorong Regency that lack digital resources. Furthermore, the game allows students to learn through play, interaction, and discovery, which aligns with the developmental needs of young learners. According to Supriadi (2022), incorporating hands-on activities and play-based methods into vocabulary teaching can enhance student focus, participation, and comprehension.

Despite these benefits, academic studies on the Mystery Bag Game are still limited, especially in Indonesia. Most available research focuses on digital games or commercial vocabulary board games used in urban or well-equipped classrooms. For example, Astuti (2021) investigated online vocabulary games in Jakarta-based schools but did not explore offline alternatives. There remains a lack of visible and localized studies that assess the impact of low-tech vocabulary games like the Mystery Bag in under-resourced school environments.

Furthermore, previous studies that mention the Mystery Bag Game (e.g., Lestari, 2018; Kamaluddin, 2019) tend to describe it anecdotally without evaluating its effectiveness

through empirical classroom research. They often reference it as part of a list of vocabulary games, rather than the focus of a structured and measured intervention. This lack of in-depth analysis creates a research gap, especially in the context of rural education where innovative and practical solutions are urgently needed.

Considering these issues, this study intends to fill the gap by focusing specifically on the effectiveness of the Mystery Bag Game in enhancing vocabulary mastery among fourthgrade students at SD Inpres 62 Sorong Regency. The novelty of this study lies not only in the choice of method but also in its contextual focus on students with limited exposure to English and minimal learning resources. Unlike studies that focus on urban, digitally equipped classrooms, this research highlights the adaptability and impact of the Mystery Bag Game in a low-resource, high-need educational setting.

By using the Mystery Bag Game as the main intervention, this study aimed to determine whether this game can significantly enhance vocabulary achievement, learner confidence, and classroom participation. The findings could provide teachers in similar schools with an alternative instructional method that is both engaging and effective. In turn, this may contribute to reducing the vocabulary gap between urban and rural learners in Indonesia.

Based on the vocabulary problems discussed above, the researcher intended to know the effectiveness of Mystery Bag Game as a strategy to enhance students' English vocabulary. The Mystery Bag Game is a tactile and interactive vocabulary learning method that involves guessing, describing, and identifying vocabulary items hidden inside a bag. This approach is designed to increase student engagement, confidence, and interest in learning new words through hands-on experiences. In this study, the game implemented to support fourth-grade students at SD Inpres 62 Kabupaten Sorong, aiming to help them expand their vocabulary and use it more effectively in classroom interactions. Therefore, the researcher was interested in conducting this study under the title: "The Effectiveness of the Mystery Bag

Game in Enhancing Students' English Vocabulary.”

1.2 Research Problem

Based on the background above, the formulation of the problem in this research as follow:

“Is the Mystery Bag Game effective in enhancing students' English vocabulary?”

1.3 Objective of the Research

The objective of the research was to find out the effectiveness of Mystery Bag Game in enhancing the students' English vocabulary.

1.4 Hypothesis of the Research

The hypothesis of this research were as follows:

- a. Null Hypothesis (H0): Mastery Bag game is not effective in enhancing the students' English vocabulary.
- b. Alternative Hypothesis (H1): Mastery Bag game is effective in enhancing the students' English vocabulary

1.5 Significance of the Research

This research is expected to provide meaningful contributions to the enhancement of vocabulary teaching and learning, particularly in elementary schools with limited resources.

The significance of this study is outlined as follows:

1. For Students

This study is expected to help fourth-grade students at SD Inpres 62 Kabupaten Sorong enhance their English vocabulary mastery in a fun, interactive, and stress-free way. Through the Mystery Bag Game, students will have opportunities to engage in hands-on learning, which can reduce anxiety, build confidence, and stimulate curiosity. The game is designed to increase motivation, participation, and retention of new vocabulary, which are often lacking in traditional textbook-based methods. As a result,

students may show improved performance not only in vocabulary assessments but also in other language skills that depend on vocabulary knowledge.

2. For Teachers

This research provided teachers with an alternative teaching strategy that is low-cost, easy to implement, and well-suited to schools with limited technological infrastructure. The Mystery Bag Game can serve as a practical tool to make vocabulary lessons more engaging and effective. Teachers gain insight into how to incorporate active learning strategies into their classrooms to better support students with low English proficiency. The study also aims to encourage educators to move away from conventional and monotonous approaches, such as rote memorization and worksheet drills, and instead adopt more student-centered methods.

3. For Future Researchers

This research offered a reference point for future studies related to vocabulary development through game-based learning, especially in rural or low-resource educational settings. It highlighted the need for context-sensitive teaching methods and opens new avenues for exploring the impact of other hands-on, offline games on language acquisition. Furthermore, it contributed to the academic literature by filling a gap in the empirical evaluation of the Mystery Bag Game, which has been previously under-researched. Future researchers may build on this study by applying similar methods to different grade levels, language skills, or cultural contexts.

1.6 Operational Definition

1.6.1 Mystery Bag Game

The Mystery Bag Game is a tactile, interactive learning method designed to enhance students' English vocabulary through active engagement and sensory

exploration. This method involves placing various objects or word cards related to specific vocabulary themes inside a bag. The activity includes three phases: preparation, activity, and post-activity. In the preparation phase, the teacher selects or creates thematic vocabulary items and places them inside a mystery bag. During the activity phase, students take turns reaching into the bag without looking, describing what they feel, guessing the object, and identifying the vocabulary word associated with it. This phase encourages the use of descriptive language, critical thinking, and collaborative learning. In the post-activity phase, students reinforce vocabulary by matching, categorizing, or using the words in oral or written tasks such as storytelling, sentence making, or drawing. The Mystery Bag Game promotes contextual vocabulary learning, active participation, and motivation in an offline classroom environment, especially in schools with limited access to technology.

1.6.2 Students Vocabulary

Vocabulary in this study specifically refers to English nouns that fourth-grade students at SD Inpres 62 Kabupaten Sorong are expected to recognize, understand, and use in simple communication. These nouns include concrete objects commonly found in students' everyday lives, such as classroom items, animals, fruits, body parts, and household objects. The focus on nouns and adjective aims to build a strong foundation in vocabulary learning by introducing words that are tangible and easily visualized.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Vocabulary

2.1.1 Definition of Vocabulary

Vocabulary refers to a collection of words within a language that carry meaning and facilitate communication between individuals. It is one of the most essential components of learning a foreign language. The first step in acquiring a new language is to build vocabulary, as it enables individuals to express ideas, emotions, motivations, and information effectively.

According to Nappu (2017), vocabulary consists of a group of words that form the foundation of a language. It plays a crucial role in communication, as individuals would struggle to convey their thoughts without a sufficient vocabulary. Similarly, Triariani (2020) states that vocabulary acquisition primarily involves memorization, unlike grammar, which is based on rules. Effective vocabulary instruction requires an understanding of how words are stored in memory and how long-term memory is organized.

Karamoy (2018) defines vocabulary as the words used in a particular language. In the context of foreign language learning, vocabulary is commonly understood as the set of words taught and utilized in language courses. In general terms, vocabulary can be described as a list of words along with their meanings. It is fundamentally linked to word knowledge and dictionary usage. As a person learns and practices a language, their vocabulary expands and evolves, serving as a fundamental tool for communication and knowledge acquisition.

Vocabulary is also a key linguistic component that significantly influences various aspects of language acquisition, including grammar development, sentence structure formation, reading comprehension, and effective communication. Without an adequate vocabulary base, students often struggle to express their ideas clearly and interpret messages accurately, leading to a breakdown in both written and spoken communication. Recent studies

emphasize that vocabulary development plays a crucial role in foreign language learning, particularly at the elementary school level, where foundational language skills are being established (Nguyen & Nation, 2020; Zahroh & Pratiwi, 2022).

Building a rich and functional vocabulary allows young learners to construct meaningful and grammatically correct sentences, engage more confidently in classroom interactions, and develop better reading and writing skills. In line with this, researchers argue that vocabulary acquisition is not merely a supplementary aspect of language learning but a core component that directly affects learners' overall language proficiency and academic success (Putra & Wahyuni, 2023; Yuliani & Saputra, 2021). Therefore, vocabulary learning should be treated as a strategic and intentional process within language instruction to ensure effective language development from the early stages of education.

Based on the explanations above, it can be concluded that vocabulary is the most critical factor in language learning. Without adequate vocabulary, communication, comprehension, and overall language use become challenging. As a result, mastering vocabulary should be prioritized before developing other language skills.

2.1.2 Kinds of Vocabulary

According to Aisyah & Nugroho (2021) the distinction between productive and receptive vocabulary is crucial for teachers to consider when designing vocabulary exercises.

The way vocabulary is used highlights the contrast between these two types.

a. Productive Vocabulary

Productive vocabulary, often referred to as active vocabulary, consists of words that are used in speaking and writing. Learning productive vocabulary is more challenging than learning receptive vocabulary because learners must be able to select the appropriate words based on the context. Therefore, acquiring an active or productive vocabulary requires extra effort from the learner.

b. Receptive Vocabulary

Receptive vocabulary, also known as passive vocabulary, includes words encountered in reading and listening. A strong receptive vocabulary helps students understand what they read and hear. If students have a large receptive vocabulary, they can comprehend texts more easily. However, words from a student's receptive vocabulary may not necessarily be part of their productive vocabulary. They can recognize and understand these words when reading or listening but may struggle to use them accurately in speaking or writing.

In conclusion, a learner's vocabulary consists of both productive and receptive words those they understand, can pronounce correctly, and can effectively use in communication.

Vocabulary plays a fundamental role in language learning and communication. According to recent linguistic studies, vocabulary can be categorized into several functional groups that support sentence structure and meaning making (Yuliana & Hartono, 2021; Azmi, 2023).

a. Noun

Nouns are words that identify people, places, or things. They are commonly found in sentences, and most sentences contain multiple nouns.

b. Pronoun

Pronouns replace nouns that have already been mentioned or that the speaker/writer assumes the listener/reader understands. For example, in the sentence "I want you to read this again," the words I, you, and this are pronouns. Pronouns are classified into eight categories based on their meaning and function in a sentence.

c. Verb

Verbs are one of the main components of a sentence. A sentence cannot exist without at least one verb. Verbs typically describe actions and are often found in the middle of sentences.

d. Adjective

Adjectives provide additional information about nouns and pronouns. They modify or describe these words by adding details. Adjectives usually come before the nouns or pronouns they modify. In a sentence, adjectives help characterize nouns by providing more specific descriptions.

e. Adverb

Adverbs modify verbs, adjectives, or other adverbs to clarify meaning. They help express how, when, where, or to what extent an action occurs. By modifying words, adverbs enhance the clarity of a sentence.

f. Preposition

Prepositions are small words that show relationships between nouns/pronouns and other words in a sentence. They indicate time, place, direction, or ownership. For example, prepositions such as in, on, under, beside, and between help establish these relationships.

f. Conjunction

Conjunctions, like prepositions, are linking words used to connect words, phrases, or sentences. They can appear anywhere in a sentence except at the very end. There are different types of conjunctions, including subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.

2.1.3 Aspect of Vocabulary

According to Ur (as cited in Dewi Nur H, 2017, p. 24), students should develop proficiency in the following aspects of vocabulary:

a. Pronunciation and Spelling

Students must learn to spell words correctly and recognize their pronunciation.

Acquiring pronunciation can be challenging since it is not always directly related to spelling. However, mastering spelling is essential for vocabulary development, as it enhances reading skills.

b. Grammar

When learning new words, students should also understand their grammatical usage. This includes knowing how words function in sentences and how they change based on grammatical rules.

c. Meaning

The meaning of a word consists of two aspects:

1. Denotation – The literal or dictionary definition of a word.
2. Connotation – The emotional or associative meaning a word carries, which may not always be explicitly stated in a dictionary. Words can evoke positive, negative, or neutral feelings depending on their connotation.

In conclusion, mastering vocabulary requires students to develop skills in pronunciation and spelling, grammar, and meaning. These aspects are essential for effective communication in speaking, listening, reading, and writing.

2.2 The Mystery Bag Game

2.2.1 Definition of Mystery Bag Game

The Mystery Bag Game is a vocabulary learning activity designed to enhance students' word mastery through physical interaction, observation, and exploration. In this game, the teacher places various objects, flashcards, or word cards into a closed or opaque bag—often referred to as the “mystery bag.” The contents of the bag are unknown to the students, creating an element of surprise and curiosity. One by one, students are invited to reach into

the bag, feel the item without looking, and describe its texture, shape, or size. Based on these descriptions, they guess the name of the object or match it to an English word they have learned or are learning (Supriadi, 2022; Lestari, 2018).

The primary learning focus of the Mystery Bag Game is to build and reinforce vocabulary, particularly nouns, by encouraging students to recall and apply words in context. As students engage with the mystery objects, they are prompted to use descriptive language, make connections with prior knowledge, and actively guess or identify the vocabulary items. This process strengthens their understanding of word meanings and promotes retention. It also supports the development of speaking and listening skills in a low-anxiety, enjoyable classroom environment (Fitriani & Amelia, 2020; Suryati, 2019).

This game is grounded in hands-on and tactile learning, where students physically manipulate learning materials to make meaning. It reflects a student-centered approach, in which learners actively construct knowledge through experience rather than passively receive information. The activity allows students to engage with language in a concrete and meaningful way, especially helpful for young learners who benefit from movement, touch, and play (Rahmawati, 2021; Wulandari, 2019).

The Mystery Bag Game also aligns with constructivist learning theory, which emphasizes that knowledge is built through active engagement with the environment. According to this theory, learning occurs best when students are involved in real-life tasks that require exploration, communication, and reflection (Nation, 2017). Additionally, the game supports multisensory learning principles, as it combines tactile (touch), auditory (listening and speaking), and sometimes visual (when the object is revealed) modalities. This multisensory integration enhances memory and supports diverse learning styles, making it a particularly effective strategy for vocabulary acquisition in elementary classrooms (Kamaluddin, 2019; Supriadi, 2022).

2.2.2 Teaching Procedures of Mystery Bag Game

The implementation of the Mystery Bag Game in vocabulary instruction can be divided into three structured phases: Preparation, Activity, and Post-Activity. Each phase plays a crucial role in guiding students through a tactile, interactive, and engaging vocabulary learning experience. This procedure is developed by Lestari (2018).

A. Preparation Phase

In this initial stage, the teacher organizes the materials and introduces the vocabulary theme to be explored. The following steps are taken:

1. Select a Vocabulary Theme

Choose a theme relevant to students' daily lives or the current curriculum, such as fruits, animals, classroom objects, or household items. The selection should match students'

proficiency level and provide opportunities for concrete learning.

2. Gather Materials

Collect real objects that represent the vocabulary words. If realia is unavailable, prepare flashcards or small 3D models that are easy to identify by touch. All items are placed inside a closed or opaque "mystery bag" to maintain the surprise element.

3. Pre-teach or Review Vocabulary

Before starting the game, briefly introduce or review key vocabulary words to activate students' prior knowledge. This scaffolding helps build a foundation for recognition during the guessing activity and increases the chance of successful identification.

B. Activity Phase

This is the core of the game, where students engage directly with the mystery items in the bag. The teacher facilitates the following steps:

1. Turn-Taking and Exploration

One by one, students are invited to reach into the bag without looking. They are encouraged to touch, feel, and analyze the item using their senses. They may describe the shape, size, texture, or material to give clues about the object.

2. Describing and Guessing

Students can either describe the item aloud or listen to clues provided by classmates. Based on these descriptions, they try to guess the correct English word. This promotes not only vocabulary recall but also descriptive language use.

3. Class Interaction and Confirmation

The teacher encourages collaborative guessing, prompting other students to participate. Once the object is revealed, the class confirms the correct word. The teacher corrects pronunciation, provides contextual usage, and reinforces meaning as needed.

C. Post-Activity Phase

This phase consolidates learning through reflection, reinforcement, and application.

Activities may include:

1. Follow-Up Exercises

Students are asked to write down the vocabulary words they learned, create simple sentences using the words, or draw the objects with corresponding labels. These tasks support both productive and receptive vocabulary use.

2. Reinforcement through Games or Challenges

The teacher may conduct mini-quizzes, vocabulary bingo, or team competitions to reinforce the target vocabulary. These fun activities keep motivation high and aid long-term retention.

3. Encouraging Real-Life Usage

To deepen vocabulary acquisition, students are encouraged to use the new words in daily classroom routines or spontaneous communication. Teachers can integrate the vocabulary into other lessons, such as storytelling or role-play.

Based on the explanation above, the teaching step of Mystery Bag Game that will be used in this research as follows:

A. Preparation Phase

1. Choose a Topic of Nouns

Pick a theme like fruits, animals, school tools, or kitchen items that includes common nouns students need to learn.

2. Prepare the Mystery Bag.

Put real objects (e.g., a banana, eraser, toy car) or small flashcards with pictures into a nonsee-through bag.

3. Introduce the Vocabulary

Before the game, briefly show or say the vocabulary words to the students so they're familiar with them.

B. Activity Phase

1. Start the Game

One by one, students come to the front and put their hand into the mystery bag without looking.

2. Describe the Object

The student feels the object and gives simple clues (e.g., "*It is round,*" "*It is soft,*" "*It is used in school*").

3. Guess the Noun

Other students listen to the clues and try to guess the object in English.

4. Reveal and Repeat the Word

Once the object is revealed, the teacher says the word clearly, and the whole class repeats it together.

C. Post-Activity Phase

1. Write or Draw the Nouns

After the game, students write the nouns they learned or draw the objects and label them.

2. Make Simple Sentences

Students use the nouns in short sentences (e.g., “I have a pencil.” “The apple is red.”)

3. Review and Use the Words Daily

The teacher uses the new vocabulary often during class activities so students remember them.

2.2.3 Advantages of Mystery Bag Game

The Mystery Bag Game offers a variety of pedagogical advantages that make it an effective vocabulary teaching tool, especially in elementary schools with limited resources. Its hands-on and engaging format helps learners develop vocabulary mastery in a fun, lowpressure environment. Below are several key advantages, supported by relevant educational research:

1. Increases Engagement and Motivation

One of the biggest challenges in teaching vocabulary, particularly in rural areas such as Kabupaten Sorong, is the lack of student interest in English. Many students perceive English as a difficult and boring subject, which reduces their willingness to participate. The Mystery Bag Game addresses this issue by transforming vocabulary lessons into exciting, game-based experiences. The element of surprise involved in discovering what’s inside the bag sparks curiosity and keeps students eager to participate. As noted by Rahmawati (2021), game-based learning strategies significantly enhance student motivation because they introduce novelty and foster enjoyment in the learning process. When students enjoy the activity, they are more likely to stay focused and absorb new vocabulary.

2. Builds Confidence

For young learners, especially those who are shy or unsure of their English skills, speaking in class can be intimidating. The Mystery Bag Game reduces anxiety by providing a playful and supportive environment. As students take turns describing objects and guessing vocabulary words, they practice speaking without the fear of being judged or making mistakes. According to Fitriani and Amelia (2020), interactive vocabulary games like guessing games help increase students' speaking confidence by promoting active involvement and reducing performance pressure. As a result, students who are normally passive or reluctant become more vocal and willing to participate, helping them grow in their language learning journey.

3. Improves Vocabulary Retention

Research shows that physical interaction with objects can enhance memory and understanding. When students touch, describe, and guess the objects in the mystery bag, they connect words with real-life experiences. This multisensory involvement strengthens memory retention. Wulandari (2019) found that students who learned vocabulary through realia performed significantly better in vocabulary recall tests than those who learned through traditional methods. The tactile experience helps anchor new words in long-term memory, making it easier for students to remember and use them in future activities.

4. Suitable for Low-Tech Classrooms

Many rural schools face limitations in terms of access to digital technology or electricity. In such contexts, it is crucial to use teaching strategies that do not rely on techbased resources. The Mystery Bag Game is perfectly suited for these environments because it only requires simple materials like everyday objects, paper, or cloth bags. This makes the method both cost-effective and sustainable. Teachers can

easily adapt the game to different topics or lessons using readily available items. Its simplicity ensures that all students, regardless of background, can participate meaningfully in the activity.

5. Enhances Descriptive Language Skills

In the process of describing the unknown object inside the mystery bag, students naturally practice using adjectives (e.g., hard, soft, round, cold) and prepositions (e.g., inside, next to, under). This allows them to expand their vocabulary beyond basic nouns and apply their words in real communication. According to Suryati (2019), vocabulary games that involve object description help students become more expressive and develop more detailed sentence structures. This not only improves vocabulary acquisition but also supports students in developing speaking fluency and communication skills.

6. Promotes Cooperative Learning

The Mystery Bag Game can be played individually, but it is even more effective when done in pairs or small groups. Students learn from each other by listening to clues, guessing together, and sharing ideas. This cooperative approach builds a sense of teamwork and encourages peer learning. Kamaluddin (2019) emphasizes that cooperative learning strategies improve language acquisition because students are actively engaged in meaningful interactions. Through peer support, students feel more confident and motivated, and they gain a deeper understanding of vocabulary through discussion and repetition.

In summary, the Mystery Bag Game is a powerful, practical, and engaging tool for teaching vocabulary especially nouns to young learners in elementary schools. It increases student motivation, builds confidence, enhances memory retention, and promotes cooperative learning, all while requiring minimal resources. Additionally, it

supports students in developing descriptive and communicative language skills in a fun, meaningful way. Given these advantages, the Mystery Bag Game is particularly well-suited for low-tech, classrooms like SD Inpres 62 Kabupaten Sorong. Its alignment with student-centered and tactile learning approaches makes it an effective alternative to traditional vocabulary instruction and offers a valuable strategy for teachers seeking to enhance students' English vocabulary mastery.

2.4 Previous Related Studies

Rahmawati (2021) conducted a study on the use of object-based vocabulary games in rural elementary schools. Her research implemented a mystery-based guessing game where students identified unknown items inside a bag using tactile descriptions and contextual clues. The findings showed that students' vocabulary mastery, particularly of nouns, improved significantly after using the method. The game increased students' motivation, engagement, and retention of new words. Rahmawati concluded that low-tech, interactive games like the Mystery Bag Game are highly effective in enhancing vocabulary learning, especially in classrooms with limited resources.

Wulandari (2019) explored the impact of using realia in vocabulary instruction for Grade 4 students. The study utilized real objects hidden in a box to prompt students to describe, guess, and name them. The results indicated that the use of tangible items helped students remember vocabulary better than traditional memorization methods. In addition to improved word retention, students also developed better descriptive language and pronunciation skills. Wulandari emphasized that tactile learning supports memory and comprehension, making games like the Mystery Bag ideal for young learners.

Suryani (2022) analyzed the impact of multisensory games, including the Mystery Bag Game, on students' ability to describe and identify nouns in English. Her findings emphasized that combining touch, speech, and contextual guessing helped students form stronger

associations with vocabulary words. The study also highlighted improvements in classroom interaction and student confidence during English sessions. Suryani suggested that such games are aligned with constructivist principles and promote a more active role in student learning.

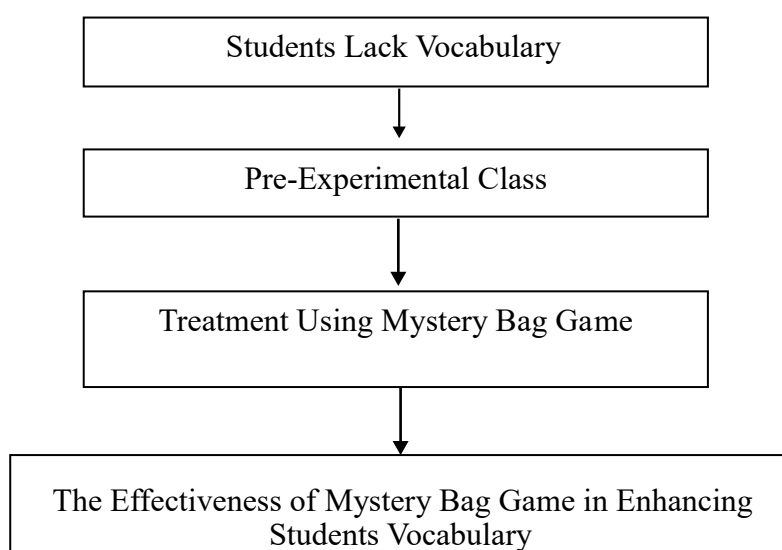
The three previous studies share several similarities with the current research on the use of the Mystery Bag Game to enhance vocabulary mastery among Grade 4 students at SD Inpres 62 Kabupaten Sorong. All four studies focus on vocabulary learning as the primary objective, with a specific emphasis on improving students' mastery of nouns. They also highlight the importance of engaging and interactive strategies for young learners, particularly in rural or low-resource settings. Each study supports the idea that vocabulary acquisition is more effective when students are actively involved in the learning process through games, tactile interaction, and real-life contextual guessing. Furthermore, all the studies underline how these hands-on learning activities enhance student motivation, retention, and classroom participation, making vocabulary lessons more enjoyable and meaningful for elementary school children.

While the studies share a common goal, the current research has distinct differences in terms of focus, context, and novelty. Rahmawati (2021) and Wulandari (2019) explored object-based and realia-enhanced vocabulary learning in general, without specifying the use of a structured game model like the Mystery Bag Game as consistently as in the present study. Suryani (2022), although directly mentioning the Mystery Bag Game, grouped it within a broader category of multisensory games, without isolating its specific impact. In contrast, this current research narrows its focus solely on the Mystery Bag Game as a single strategy, aiming to fill a clear research gap by evaluating its effectiveness in a specific school with limited access to technology. Moreover, while the previous studies explored broader cognitive and linguistic outcomes, this study centers on measurable vocabulary mastery, particularly

nouns, and applies the method within a uniquely challenging context Grade 4 students who show low motivation and confidence in English learning, as observed in SD Inpres 62 Kabupaten Sorong. Therefore, this research offers a more targeted and contextspecific contribution to the literature.

2.5 Conceptual Framework

The conceptual framework underlying this research is given in the following figure:



The research began by identifying the problem that students lack sufficient English vocabulary, particularly nouns, which limited their ability to express themselves and engage with learning materials. To address this issue, a pre-experimental class was conducted with 4th-grade students. In this class, the Mystery Bag Game is introduced as a treatment method. During the game, students interact with hidden objects by describing, guessing, and naming them using English vocabulary. This tactile and interactive approach allows students to actively participate in the learning process through hands-on experience, peer discussion, and guided feedback. The game not only increases their motivation but also enhance memory retention and descriptive language skills. After the implementation of the Mystery Bag Game, the research measures the effectiveness of the treatment by evaluating students' vocabulary mastery before and after the activity.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher described the research method. It consists of research design, research variable, research setting, population and sample, technique of collecting data, research instrument and technique data analysis.

3.1 Research Design

This research employed a pre-experimental design, which has been conducted to examine the effect of an intervention before implementing a true experimental design. Preexperimental research is the simplest form of experimental study, where a single group or multiple groups are observed before and after receiving a specific treatment to determine its impact.

In this study, the researcher used a one-group pre-test and post-test design to examine the effectiveness of the Mystery Bag Game in improving students' vocabulary. The process begins with a pre-test to evaluate students' initial vocabulary knowledge. After that, the students receive treatment through the Mystery Bag Game, where they interact with hidden objects and describe or guess them using English nouns and adjective. Following the treatment, a post-test is given to measure any enhancement in their vocabulary skills. The results of the pre-test and post-test compared to determine whether the Mystery Bag Game effectively enhances students' vocabulary mastery

Table 3.1 One Group Pretest-Posttest Design

Pretest	Independent	Posttest
Y ₁	X	Y ₂

3.2 Research Variables

There are two variables in this research, which are independent variables and dependent variables. Both variables are identified in this study as follows:

a. Independent Variable

The independent variable is the factor that is manipulated or introduced as a treatment in the study. It is the variable that influences the outcome. In this research, the Mystery Bag Game serves as the independent variable, as it is the teaching technique applied to enhance students' vocabulary acquisition.

b. Dependent Variable

The dependent variable is the outcome or response that is measured to determine the effect of the independent variable. It is influenced by the treatment applied in the study. In this research, the students' vocabulary mastery is the dependent variable, as the study aims to evaluate the effectiveness of the Mystery Bag Game in helping students acquire and remember vocabulary, especially nouns and adjectives.

3.3 Setting of the Research

a. Location of This Research

The research has been conducted in SD Inpres 62 Sorong Regency. It is in Jl. Klamono No.KM.24, Aimas, Aimas District, Sorong Regency, South West Papua.

b. Time of Research

This research was conducted in six meetings, starting from April until May 2025.

3.4 Population and Sample Research

a. Population

The researcher needs to decide the population to collect the data in this research.

Creswell (2008) explains population is “a group of individuals who have the same characteristic”. Considering the statement, the population of this research is the fourth grade of SD Inpres 62 Sorong Regency which consists of 24 students. The distribution of population can be seen in the following table:

Table 3.2 Students Population

Levels Class	Gender		Amount of Students
	Male	Female	
Seventh Grade			
Total	14	10	24

b. Sample

The sample of this research is the fourth-grade students of SD Inpres 62 Sorong Regency which consists of 24 students. It is divided into 14 male students and 10 female students. However, during the treatment only 19 students who joined the class. So, the total of the sample used in this research is 19 students.

3.5 Research Instrument

The research instrument used in this study is a vocabulary test, which aims to evaluate students’ mastery of English nouns before and after the implementation of the Mystery Bag Game. The test has been conducted in both the pre-test and post-test stages to measure enhancements in students’ understanding and usage of vocabulary.

Students will be provided with a list of 15 nouns and 10 making sentences. They must correctly match each word with the picture that represents its meaning. This activity is designed to assess students’ ability to recognize and understand nouns, especially those introduced during the Mystery Bag Game. It also helps evaluate visual-word association, which is crucial in early vocabulary development.

3.6 Technique of Collecting Data

In this research the researcher collecting the data which consist of:

a. Pre-test

The pre-test aims to measure students' vocabulary knowledge, specifically their understanding of nouns, before receiving the treatment using the Mystery Bag Game. This activity takes place during the first meeting. In the pre-test, students are given a list of 15 nouns and 10 making sentences. They must correctly match each word to its picture. This task assesses their basic noun recognition.

b. Post-test

The post-test aims to evaluate students' enhancement in vocabulary after being taught using the Mystery Bag Game. The format remains the same as the pre-test to ensure consistent evaluation. Students complete a matching task using a new set of 20 nouns and pictures, still within the same thematic category.

3.7 Technique of Data Analysis

3.7.1 Scoring the Vocabulary Test

The data in this research are analyzed using specific scoring procedures for the two vocabulary tests; the matching test and the sentence making task. In the matching test, students are provided with 10 nouns and 10 corresponding pictures or definitions. They must correctly match each word to its picture or meaning. Each correct match is worth 10 points, with a total maximum score of 100. The final score is calculated by dividing the number of correct matches by the total number of items and multiplying the result by 100 to get the percentage score.

3.7.2 Normality Test

This normality test aims to determine if the data are netted from each variable with normal distribution. This normality test uses the Kolmogorov - Smirnov method (test K-S). Decision-making of normality test results using Kolmogorov Smirnov (Test K-S) method is if

the significance value > 0.05 can be concluded that the data is derived from the normal distribution population and if the significance of the < 0.05 can be concluded that the data comes from a population that is not normal distribution.

3.7.3 N-Gain Test

To determine the effectiveness of the Mystery Bag Game in enhancing vocabulary, this research uses the N-Gain Test (Normalized Gain). The N-Gain Test measures the enhancement in students' vocabulary scores from the pre-test to the post-test and evaluates how much learning has occurred as a result of the treatment.

The formula for calculating N-Gain is:

$$\text{N-Gain} = \frac{\text{Post-test score} - \text{Pre-test score}}{\text{Maximum score} - \text{Pre-test score}}$$

According to Hake (1999), the N-Gain value is classified as follows:

N-Gain Score	Interpretation
> 0.7	High Improvement
$0.3 - 0.7$	Moderate Improvement
< 0.3	Low Improvement

The decision rule is as follows:

- If the N-Gain score is greater than 0.3, H_0 is rejected, meaning the Mystery Bag Game is effective in enhancing students' vocabulary.
- If the N-Gain score is less than or equal to 0.3, H_0 is accepted, meaning the Mystery Bag Game has little to no effect in enhancing students' vocabulary.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of this research based on data analysis of the research findings and discussions.

4.1. Research findings

This section describes the results of students' vocabulary scores after the implementation of the Mystery Bag Game as the treatment. The findings are presented and discussed in more detail in the following section.

a. The Students Vocabulary between Pretest and Posttest

After being taught using Mystery Bag Game, the students were given the vocabulary test as post-test. The result of the students score between pretest and posttest can be seen in the following table:

Table 4.1 The Students Vocabulary Score in Pretest and Posttest

Category	Score Range	Pretest		Posttest	
		F	P	F	P
Excellent	90 – 100	0	0	0	0
Very Good	75 – 89	0	0	0	0
Good	60 – 74	0	0	5	26
Fair	41 – 59	2	11	4	21
Poor	21 – 40	4	21	9	47
Very Poor	0 – 20	13	68	1	5
Total		19	100	19	100

Table 4.1 shows the classification of students' vocabulary scores in the pre-test and post-test. In the pre-test, students' vocabulary mastery was generally low. The majority of students were in the Very Poor (0–20) category, with 13 students (68%). This was followed by 4 students (21%) in the Poor (21–40) category, and only 2 students (11%) reached the Fair

(41–59) level. No students were categorized as Good, Very Good, or Excellent, indicating that most students had very limited vocabulary knowledge before the treatment.

After the implementation of the Mystery Bag Game, the post-test results show a noticeable shift in score distribution. The number of students in the Very Poor category decreased significantly to 1 student (5%), showing improvement at the lowest level. However, the Poor (21–40) category increased to 9 students (47%), suggesting that many students moved up from Very Poor to Poor. In addition, the number of students in the Fair (41–59) category increased to 4 students (21%). Importantly, a new higher category emerged, where 5 students (26%) reached the Good (60–74) level, which was not achieved at all in the pre-test.

Despite these improvements, no students reached the Very Good or Excellent categories in the post-test. Overall, the shift from Very Poor to higher categories such as Poor, Fair, and Good indicates that the Mystery Bag Game contributed positively to improving students' vocabulary, although most students are still at the lower to middle levels of achievement.

b. The Students Mean Score

After classifying the students score, the research analyzed the mean score of the student's vocabulary. The result of students mean score in vocabulary mean score can be seen on the following table

Table 4.2. The Students Vocabulary Mean Score

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	20.21	19	13.7	3.14
Posttest	44	19	16.2	3.72

Table 4.2 presents the descriptive statistics of students' vocabulary scores in the pre-test and post-test after the implementation of the Mystery Bag Game. In the pre-test, the mean score was 20.21, with a standard deviation of 13.7 and a standard error of the mean of 3.14. This indicates that students' initial vocabulary mastery was low, and the scores showed a considerable spread, meaning that students' abilities varied quite widely.

In the post-test, the mean score increased to 44, with a standard deviation of 16.2 and a standard error of the mean of 3.72. This shows a clear improvement in students' vocabulary achievement after the treatment. However, unlike the previous statement, the standard deviation and standard error actually increased, indicating that the scores became more varied and less consistent compared to the pre-test. This suggests that while many students improved, the level of improvement differed among students.

The difference between the pre-test and post-test mean scores is 23.79 points (44 – 20.21), which indicates a substantial improvement in students' vocabulary performance. Overall, these results suggest that the Mystery Bag Game had a positive effect on students' vocabulary learning, even though the variation among students' scores increased after the treatment.

c. N-Gain Test Result

To know the effectiveness of Mystery Bag Game on the student's vocabulary as statically, the data were analyzed using N-Gain test formula. The result of N-Gain test can be seen on the following table:

$$\begin{aligned} \text{N Gain} &= \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Maximum Score} - \text{Pretest Score}} \\ \text{N Gain} &= \frac{44 - 20.21}{100 - 20.21} \\ \text{N Gain} &= \underline{23.79} \end{aligned}$$

79.79

N Gain = 0.29

The N-Gain score was calculated to determine the effectiveness of the Mystery Bag Game in improving students' vocabulary mastery. Based on the calculation, the N-Gain score is 0.29, obtained from the difference between the post-test mean score (44) and the pre-test mean score (20.21), divided by the maximum possible improvement. The result of 0.29 falls into the low category, indicating that the improvement in students' vocabulary achievement is still limited. Although there is an increase in the mean score, the level of effectiveness of the treatment cannot be considered substantial.

Referring to the decision rule, if the N-Gain score is greater than 0.3, the null hypothesis (H_0) is rejected, meaning the Mystery Bag Game is effective. However, if the N-Gain score is less than or equal to 0.3, the null hypothesis (H_0) is accepted, meaning the method has little to no effect. Since the obtained N-Gain score (0.29) is less than 0.3, H_0 is accepted. This means that the implementation of the Mystery Bag Game has little effect in enhancing students' vocabulary.

4.2 Discussion

The result of this study shows that the Mystery Bag Game was able to improve students' vocabulary, but the level of effectiveness was still low. This means that even though students' scores increased, the improvement was not strong enough to be categorized as effective. This situation is quite common in vocabulary learning, especially when students start with a limited vocabulary base. Learners who have low prior knowledge usually need more time and repeated exposure to new words before they can fully understand and use them. As explained by Nation (2017), vocabulary learning is a gradual process that requires continuous practice and repetition. In this study, the students may have only reached the stage of recognizing new words, but not yet fully mastering them.

Another possible reason is the duration of the treatment. Vocabulary cannot be learned effectively in a short time. Students need to meet the same words many times in different contexts. Research by Stuart Webb (2020) explains that repeated exposure is very important for vocabulary retention. If the Mystery Bag Game was only used in a few meetings, then the students did not get enough chances to practice and remember the words. As a result, the improvement exists, but it is still limited.

The nature of the Mystery Bag Game itself may also influence the result. The game is interesting and can increase students' motivation, but it may not provide deep learning if it is not combined with clear explanation and follow-up activities. According to Juho Hamari (2016), game-based learning can improve engagement, but it does not always lead to strong learning outcomes if the focus is only on playing. In this study, students were likely more focused on guessing and enjoying the activity rather than fully understanding and using the vocabulary. This can explain why the scores improved, but not significantly.

In addition, the activity may have been quite challenging for students with low proficiency. The Mystery Bag Game requires students to think, guess, and speak at the same time. For beginners, this can be difficult and may reduce their ability to process new vocabulary. Based on cognitive load theory discussed in recent studies (Leppink, 2017), when students face too many tasks at once, their learning can become less effective. In this case, students may remember some words, but not deeply enough to show strong improvement in the test.

Another important point is that the Mystery Bag Game was used as the main method without strong support from other strategies. Vocabulary learning is usually more effective when it combines several approaches, such as explanation, repetition, and practice. Study by Alqahtani (2015), show that vocabulary teaching works better when teachers use multiple

techniques, not just one activity. This means that the Mystery Bag Game alone may not be enough to produce high effectiveness, even though it helps students become more active.

Even though the N-gain result is low, the game still has a positive role in the learning process. It creates a more interactive and enjoyable classroom atmosphere. Students become more involved and willing to participate. This is important because motivation is a key factor in language learning. When students are interested and active, they are more open to learning new words. The increase in students' scores and the shift to higher categories show that the game helped students move forward, even if the progress was not very high.

There are also some limitations in this study that may affect the result. First, the study used a pre-experimental design without a control group, so it is difficult to compare the effectiveness with other methods. Second, the number of students was relatively small, which may limit the generalization of the findings. Third, the duration of the treatment was short, so it may not fully show the real potential of the Mystery Bag Game. In addition, the test only focused on vocabulary scores and did not measure how well students can use the words in real communication. Because of this, the result may not reflect the full development of students' vocabulary ability.

From these findings, some implications can be drawn. For teachers, the Mystery Bag Game is still useful, especially to make the class more active and interesting. However, it should not be used alone. Teachers should combine it with other techniques, such as explaining the meaning of words, giving examples, and asking students to use the words in sentences. It is also important to repeat the words in different meetings so that students can remember them better. For future research, it is suggested to use a longer treatment time, involve more participants, and combine the game with other learning strategies. This may help produce better results and show stronger effectiveness.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research conducted at SD Inpres 16 Sorong Regency shows that the implementation of the Mystery Bag Game was able to improve students' vocabulary mastery. This can be seen from the increase in students' mean scores from pre-test to post-test, as well as the shift of students into higher score categories. These findings indicate that the Mystery Bag Game contributed positively to students' vocabulary learning. However, based on the NGain analysis, the score obtained was 0.29, which falls into the low category. This means that although there was an improvement, the level of effectiveness of the Mystery Bag Game in enhancing students' vocabulary was still limited. Referring to the decision rule, H_0 is accepted, indicating that the Mystery Bag Game has little effect in significantly improving students' vocabulary mastery. In conclusion, the Mystery Bag Game can be considered as a supportive and engaging learning activity that helps students improve their vocabulary to some extent. However, it cannot be categorized as a highly effective method when used alone and within a limited duration.

5.2 Suggestion

Based on the findings and the limitations identified in this study, several suggestions are proposed:

a. For Students

Students are encouraged to be more active in participating during vocabulary learning activities, especially when using interactive methods such as the Mystery Bag Game. Since vocabulary learning requires repetition, students should continue practicing outside the classroom by reviewing new words, using them in simple

sentences, and applying them in daily communication. This can help strengthen their understanding and retention of vocabulary.

b. For Teachers

Teachers are suggested to use the Mystery Bag Game as a complementary activity rather than the main teaching method. Considering that the limited effectiveness may be influenced by short treatment duration and lack of repetition, teachers should combine this game with other strategies such as explicit vocabulary instruction, regular practice, and follow-up exercises. In addition, teachers are encouraged to use the game over a longer period and provide more structured guidance to help students better understand and use new vocabulary.

c. For Future Researchers

Future researchers are recommended to address the limitations of this study by using a more rigorous research design, such as including a control group, to better measure the effectiveness of the method. It is also suggested to involve a larger number of participants to improve the generalizability of the findings. Furthermore, future studies should apply the Mystery Bag Game over a longer duration and combine it with other instructional strategies to examine whether higher effectiveness can be achieved. Researchers may also explore other aspects of vocabulary learning, such as vocabulary use in speaking or writing, to provide a more comprehensive understanding of students' vocabulary development.

REFERENCES

- Astuti, R. (2021). The use of online vocabulary games to improve English vocabulary among elementary students. *Journal of English Language Teaching and Linguistics*, 6(2), 134–145. <https://doi.org/10.21462/jeltl.v6i2.123>
- Biemiller, A. (2003). Vocabulary: Needed if more children are to read well. *Reading Psychology*, 24(3-4), 323–335. <https://doi.org/10.1080/02702710390227297>
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Dewi Nur, H. (2017). *Teaching vocabulary using realia to the seventh grade students of MTsN 2 Palembang* [Undergraduate thesis, UIN Raden Fatah Palembang]. Repository UIN Raden Fatah.
- Fitriani, R., & Amelia, D. (2020). Using guessing games to improve students' speaking confidence in EFL classrooms. *Journal of English Language Teaching and Linguistics*, 5(2), 112–120. <https://doi.org/10.1234/jeltl.v5i2.1120>
- Fitriani, R., & Amelia, N. (2020). The use of guessing games in improving vocabulary mastery of young learners. *Journal of English Language Teaching*, 9(2), 123–131.
- Fitriani, S., & Amelia, R. (2020). The effectiveness of game-based learning in teaching vocabulary for young learners. *Journal of Language Education and Development*, 2(1), 45–52 <https://doi.org/10.31539/joled.v2i1.1329>
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Education Limited. (As cited in Sholikhah, A. [2013])
- Kamaluddin, A. (2019). Enhancing vocabulary acquisition through cooperative learning strategies. *Indonesian Journal of Educational Research*, 7(3), 233–240. <https://doi.org/10.5678/ijer.v7i3.233>
- Kamaluddin, A. (2019). The effectiveness of realia-based games on students' vocabulary achievement. *ELT Journal*, 13(1), 45–52.
- Kamaluddin, M. (2019). Using physical games in teaching English vocabulary to young learners. *Indonesian Journal of Educational Research and Review*, 2(3), 56–64. <https://doi.org/10.23887/ijerr.v2i3.20345>
- Karamoy, A. (2018). Improving students' vocabulary through contextual teaching and learning. *Journal of English Language Studies*, 3(2), 45–52.
- Lestari, N. D. (2018). Games in teaching vocabulary for young learners. *Journal of English Teaching and Learning*, 7(1), 10–17. <https://doi.org/10.33369/jetl.v7i1.6121>

Lestari, S. (2018). Enhancing vocabulary mastery through interactive object-based learning. *Indonesian Journal of English Education*, 5(1), 72–80.

Nappu, H. K. (2017). The importance of vocabulary in language learning and how to be taught. *Jurnal Ilmiah Edu Research*, 6(1), 1–10.

Nation, I. S. P. (2017). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.

Nurhidayati, S. (2020). Students' difficulties in learning English vocabulary at elementary level. *English Language in Focus (ELIF)*, 2(2), 101–109. <https://doi.org/10.24853/elif.2.2.101-109>

Piaget, J. (1971). The theory of stages in cognitive development. In D. R. Green, M. P. Ford, & G. B. Flamer (Eds.), *Measurement and Piaget* (pp. 1–11). McGraw-Hill.

Rahmawati, E. (2021). Improving vocabulary through object-based learning in rural classrooms. *Journal of Language and Education Innovation*, 4(2), 89–97.

Rahmawati, S. (2021). Game-based vocabulary learning to increase student motivation in English classes. *English Education Journal*, 9(1), 45–53. <https://doi.org/10.4321/eej.v9i1.45>

Rahmawati, Y. (2021). Developing vocabulary mastery through student-centered activities in primary school. *International Journal of Language Education*, 5(1), 34–43. <https://doi.org/10.26858/ijole.v5i1.15809>

Sholikhah, A. (2013). *Teaching vocabulary through songs to improve students' vocabulary mastery at the fourth grade students of SDN 01 Gembong Pati* [Undergraduate thesis, IAIN Salatiga]. <http://e-repository.perpus.iainsalatiga.ac.id/713/>

Supriadi, T. (2022). Improving vocabulary acquisition using hands-on games in elementary English classes. *Journal of Basic Education Research*, 4(2), 67–74. <https://doi.org/10.24127/jber.v4i2.3210>

Supriadi, Y. (2022). Using the mystery bag game to enhance elementary students' vocabulary acquisition. *Jurnal Pendidikan Dasar*, 10(3), 145–152.

Suryati, N. (2019). The use of attractive media in teaching English vocabulary to young learners. *Indonesian Journal of Primary Education*, 3(1), 12–19. <https://doi.org/10.17509/ijpe.v3i1.15056>

Suryati, T. (2019). Descriptive language enhancement through vocabulary games in elementary schools. *Language Teaching Journal*, 8(2), 96–104. <https://doi.org/10.5432/ltj.v8i2.96>

Appendix 1. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SD Inpres 62 Kabupaten Sorong

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IV / 2

Materi Pokok : School Stuff

Alokasi Waktu : 2 x 30 menit

Metode : Mystery Bag Game

A. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik diharapkan mampu:

1. Menyebutkan nama-nama benda sekolah dalam bahasa Inggris dengan benar.
2. Mendeskripsikan benda sekolah dengan kalimat sederhana secara lisan.
3. Menyusun kalimat sederhana menggunakan kosakata school stuff.
4. Berpartisipasi aktif dalam permainan Mystery Bag Game untuk meningkatkan keterampilan berbicara dan percaya diri.

B. Kegiatan Pembelajaran

1. Pendahuluan (10 menit)

1. Guru membuka pelajaran dengan salam, doa bersama, dan absensi.
2. Guru mengajukan pertanyaan pemantik seperti:
 - “What do you bring to school every day?”
 - “Do you know the English word for ‘penghapus’?”
3. Guru menyampaikan tujuan pembelajaran hari ini dan mengenalkan kegiatan Mystery Bag Game secara singkat.

4. Guru menyiapkan siswa secara mental untuk bermain dan belajar sambil mengingatkan aturan bermain dengan tertib.

2. Kegiatan Inti (40 menit)

a. Preparation Phase (10 menit)

1. Guru memperkenalkan kosakata benda sekolah (school stuff) dengan menunjukkan gambar atau benda nyata: pencil, eraser, book, ruler, sharpener, bag, dll.
2. Siswa mengulang pelafalan kata bersama-sama.
3. Guru menunjukkan “Mystery Bag” dan menjelaskan cara bermain secara singkat.

b. Activity Phase (20 menit)

1. Siswa dipanggil satu per satu untuk memasukkan tangan ke dalam tas dan meraba benda tanpa melihat.
2. Siswa memberikan deskripsi singkat dalam bahasa Inggris, misalnya:
 - “It is long.”
 - “It is used for writing.”
3. Teman-temannya mencoba menebak benda itu dalam bahasa Inggris, misalnya: “Is it a pencil?”
4. Setelah ditebak, guru menunjukkan benda, mengucapkan kata dalam bahasa Inggris, dan semua siswa mengulang bersama.
5. Permainan dilanjutkan hingga semua benda selesai dimainkan.

c. Post-Activity Phase (10 menit)

1. Siswa menulis atau menggambar 2–3 benda yang dikenali dari Mystery Bag, lalu menuliskan namanya.
2. Siswa menyusun 1–2 kalimat sederhana menggunakan kata tersebut. Contoh:
 - “This is a book.”
 - “I have a ruler.”

3. Penutup (10 menit)

1. Guru mengajak siswa mereview kosakata yang sudah dipelajari hari ini.
2. Guru memberikan pujian kepada siswa yang aktif dan berani mencoba.
3. Guru menanyakan refleksi sederhana:
 - “What did you learn today?”
 - “Which object do you like the most?”
4. Guru memberikan tugas rumah: menggambar benda favorit di sekolah dan menuliskan 1 kalimat dalam bahasa Inggris.
5. Guru menutup pelajaran dengan motivasi dan doa bersama.

C. Penilaian (Assessment)

a. Sikap:

- Keaktifan siswa saat bermain.
- Rasa percaya diri saat berbicara.
- Kerja sama dan sportivitas.

b. Pengetahuan:

- Pemahaman siswa terhadap nama dan fungsi benda sekolah.
- Kesesuaian kata dengan benda yang dideskripsikan.

c. Keterampilan:

- Pelafalan kosakata dengan benar.
- Kemampuan menyusun kalimat sederhana secara lisan dan tulisan.

D. Sumber dan Media Pembelajaran

1. Mystery Bag (tas kain/tas tidak tembus pandang)
2. Benda nyata atau replika benda sekolah : Pencil, Eraser, Book, Etc.
3. Gambar/flashcard jika benda asli tidak tersedia.

4. Lembar kerja gambar dan kalimat.
5. Papan tulis dan spidol.

Sorong, 10 April 2025

**Mengetahui,
Kepala Sekolah**

Guru Mata Pelajaran

Appendix 2. Students Score and Mean Score

Students	Pretest	Posttest
S1	44	64
S2	56	36
S3	24	32
S4	24	60
S5	36	52
S6	32	56
S7	12	32
S8	12	32
S9	4	68
S10	20	32
S11	12	16
S12	12	72
S13	8	76
S14	8	44
S15	8	48
S16	16	28
S17	16	40
S18	20	24
S19	20	24
Mean Score	20.21	44

Appendix 3. The Students Vocabulary Test Result

Q25

ENGLISH TEST

NAME: Ravi

DATE: 31/7/2025

KAMIS

EVERYDAY OBJECTS

Match the words in the box with pictures.

table - drawer - mobile phone - poster
laptop - pen - speaker - coat - bag - chair
notebook - shelf - board - dictionary - clock



mobilePhone ✓



Table ✓



Pen ✓



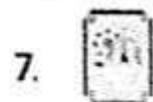
speaker ✓



shelf ✓



chair ✓



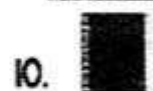
poster ✓



dictionary



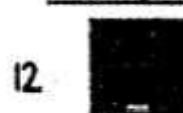
LAPTOP ✓



notebook



bag ✓



board ✓



drawer



clock ✓



clock ✓

B = 8

16/25 : (40)

ENGLISH TEST

NAME: Nymeria DATE: _____

EVERYDAY OBJECTS

Match the words in the box with pictures.

table - drawer - mobile phone - poster
laptop - pen - speaker - coat - bag - chair
notebook - shelf - board - dictionary - clock

- | | | |
|--|---|---|
| 1. 
<u>mobile phone</u> ✓ | 2. 
<u>table</u> ✓ | 3. 
<u>pen</u> ✓ |
| 4. 
<u>speaker</u> ✓ | 5. 
<u>coat</u> ✓ | 6. 
<u>chair</u> ✓ |
| 7. 
<u>poster</u> ✓ | 8. 
<u>drawer</u> ✓ | 9. 
<u>laptop</u> ✓ |
| 10. 
<u>notebook</u> ✓ | 11. 
<u>bag</u> ✓ | 12. 
<u>shelf</u> ✓ |
| 13. 
<u>dictionary</u> ✓ | 14. 
<u>board</u> ✓ | 15. 
<u>clock</u> ✓ |

Draw : 9
Score : 7

19/25 x 10 = (76)

Appendix 4. Foto Documentation



Foto Lembar pengesahan revisi



UNIMUDA
UNIVERSITAS MUHAMMADIYAH SORONG

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS PENDIDIKAN BAHASA, SOSIAL DAN OLIMPIKA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH SORONG



UNGGUL

LEMBAR PENGESAHAN
PERSETUJUAN REVISI SKRIPSI

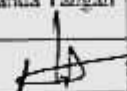
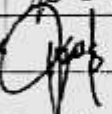
Nama : Valentina Sagisolo

NIM : 148820324051

Program Studi : Pendidikan Bahasa Inggris

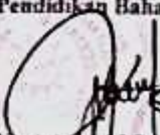
Judul Skripsi : *The Effectiveness of The Mystery Bag Game in Enhancing Students' English Vocabulary.*

Tgl Ujian : 8 April 2026

No	Nama Dosen	Jabatan	Tanggal	Tanda Tangan
1	Agus Setiawan, M.Pd.	Ketua Penguji	16/04/2026	
2	Rizqi Claudia Wardani H., M.Pd.	Penguji 1	15/4/26	
3	Nurteteng, M.Pd.	Penguji 2	16/04/2026	

Sorong 16/04/2026

Ketua Program Studi
 Pendidikan Bahasa Inggris,



Nurteteng, M.Pd.
 NUPTK/5250770671230262



Jln. K.H. Ahmad Dahlan No. 1, Marat Fanta, Amas, Kabupaten Sorong, Papua Barat Daya.
 Email: bahasainggris@unimudasorong.ac.id | Phone: +62 853-4200-7263

Nomor : 255/L3.AU/SPm/FABIO/B/2025

Sorong, 23 Juli 2025

Lamp : -

Perihal : *Permohonan Izin Penelitian*

Kepada Yth.

Kepala SD Inpres 62 Kabupaten Sorong

Di

Tempat

Assalamu'alaikum warohmatullahi wabarokatuh.

Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

Nama : Valentina Sagisola
 NIM : 148820324051
 Semester : XVI (Enam Belas)
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : *"The Effectiveness of The Mystery Bag Game in Enhancing Students' English Vocabulary"*.

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan mulai tanggal 28 Juli - 28 Agustus 2025.

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum warohmatullahi wabarokatuh.

Dekan,



Roni Andri Pramita, M.Pd.
 NIDN. 1411129001

Tersusun disampaikan Kepada:

1. Ketua Program Studi Pendidikan Bahasa Inggris;
2. Dosen Pembimbing Skripsi;
3. Yang bersangkutan;

www.fabio.unimudasorong.ac.id

PROGRAM STUDI:

Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan,
 PGSD, Pendidikan Sastra, dan PG PAUD





**PEMERINTAH KABUPATEN SORONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SD INPRES 62 KABUPATEN SORONG**



SURAT KETERANGAN SELESAI PENELITIAN

No. 421.2 / 072 / 2025

Yang bertanda tangan di bawah ini :

Nama : **YERIUT ARFAKSAT NIFU, S.Pd**
NIP : 19690312 2000012 1 007
Jabatan : Kepala Sekolah
Sekolah : SD Inpres 62 Kabupaten Sorong

Menerangkan dengan sebenarnya bahwa :

Nama : **VALENTINA SAGISOLO**
NIM : 148820324051
Semester : XVI
Status : Mahasiswi
Jurusan : Bahasa dan Sastra Inggris

Yang bersangkutan benar-benar telah melakukan penelitian dengan judul : "The Effectiveness Of The Mystery Bag Game In Enhancing Student's English Vocabulary". Penelitian tersebut dilaksanakan selama 28 Juli - 15 Agustus 2025

Demikian surat ini dibuat untuk dipergunakan seperlunya.

Aimas, 14 Agustus 2025

Kepala SD Inpres 62 Kabupaten Sorong



YERIUT ARFAKSAT NIFU, S.Pd
NIP. 19690312 2000012 1 007