

ABSTRACT

This study aims to evaluate the utilization of mystery box media in enhancing English speaking skills among eighth-grade students at Mayjend Sutoyo Middle School, Medan. The research method employs Classroom Action Research (CAR) with three cycles: Pre-cycle, Cycle 1, and Cycle 2, to assess the impact of this strategy on student participation and performance. Data were collected through observations, speaking rubric scores, and documentation. Data analysis revealed a significant improvement in speaking skills among students after implementing the Mystery Box strategy. These findings underscore the importance of interactive and game-based learning approaches in enhancing English speaking skills. Further research could explore the long-term implications of using this strategy on students' language proficiency.

Keywords : *Speaking skills, mystery box, utilization*