

THE EFFECT OF SCAVENGER HUNT GAME TOWARDS STUDENTS' VOCABULARY MASTERY OF THE FOURTH GRADE AT SDN 4 MUARA BELITI

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ABSTRACT

This study aims to assess the completeness of learning outcomes related to the effectiveness of the Scavenger Hunt Game method in enhancing students' vocabulary skills at SDN 4 Muara Beliti. A pre-experimental approach was employed, utilizing a one-group pre-test and post-test design, with a sample of 20 fourth-grade students. The sampling technique adopted was purposive sampling. The analysis technique used a normality test, while the hypothesis was tested with a paired sample t-test. The pre-test showed an average score of 41.50 with a standard deviation of 17.021, with only 2 students reaching the "Mastered" level. After four treatment sessions using the Scavenger Hunt Game, the post-test average increased to 74.75 with a standard deviation of 10.818, and 12 students achieved the "Mastered" qualification. The results of these tests indicated that the paired sample t-test yielded a significant value lower than 0.05 ($0.001 < 0.05$). This means that H_a , which stated that there is a significant difference in students' vocabulary mastery before and after being taught using the scavenger hunt game for the fourth graders at SDN 4 Muara Beliti, was accepted. Meanwhile, H_0 , which stated that there is no significant difference in students' vocabulary mastery before and after being taught using the scavenger hunt game for the fourth graders at SDN 4 Muara Beliti, was rejected. In conclusion, the scavenger hunt game can be used as an alternative method to teach vocabulary to elementary school students.

Keywords: Effectiveness, Scavenger hunt game, Vocabulary mastery

I. INTRODUCTION

Indonesia has low English proficiency, as shown by the EF English Proficiency Index (2023), which ranks Indonesia 79th out of 113 countries. This suggests that Indonesia may face challenges in participating fully in globalization. In contrast, the widespread use of English as a global language in various fields such as education is highly necessary. The facts above indicate that improvements in English skills are essential.

Education is a way that is used as a guideline for handling the problem. Santika (2022) says that Education serves as a means of stimulating human potential in accordance with expectations. At this point, education is the way for human beings to become truly human once these potentials are developed. Education is the foundation for personal growth. Without access to quality education, people and nations struggle to reach their potential. At its core, education is a pathway to empowerment, helping people navigate the world's complexities. It exists at various levels, starting with early young learner education that builds on this base. listening, and writing are the four skills of English, and vocabulary as a component could be used to improve each of these abilities. English should be taught to young learners

Lack of vocabulary was one of the biggest issues students had when learning and mastering English. According to Pinter (2006:1) as cited in Lelawati, Dhiya, and Mailani (2018) young learners find it difficult to know an abstract thing because they have limited knowledge about the word. According to Sardi et al.,(2022) For educators, teaching English to elementary school learners is both an incredible challenge and a major one. They were terrified of learning English, even though they needed to master all the speaking, listening, reading, and writing. Basic vocabulary was necessary for knowing all aspects of English. A collection of user groups created vocabulary, which was a collection of letters that were used to make words. Meanwhile, vocabulary might be

described as words learned in a foreign language. Mastering vocabulary as a challenging task that required a process and is not as simple as it seems now.

The using game and media is the best strategy for learning English. Then, it is one way to increase vocabulary skill. They are able to comprehend, retain, and be interested in learning vocabulary. Media is necessary for instructional materials for teaching or learning English so that students can learn the material with easily. Concesal (2024) Applying the idea of play while learning increases the potential that elementary school students will retain their teachings. Fauziati (2010) asserts that the most effective method of teaching English to kids is to give them the impression that they are merely playing a game in addition to physically involving them in the courses. Additionally, it's a terrific notion to promote classroom engagement rather than individual growth Kalsum et al., (2023). On the other hand, according to data the researcher collected on the research site, pupils are less engaged in their English language studies and less receptive to teacher inquiries regarding word meanings.

Based on teacher and students interview on Saturday, 11th January 2025 at SDN 4 Muara Beliti. the researcher found the several problem. it was found that English language learning at the elementary school still faces several challenges. One of the main issues is the students' low interest and lack of confidence in using English. Many students struggle because they are unfamiliar with certain vocabulary and feel shy or hesitant to pronounce English words. The researcher discovered a number of characteristics at the SDN 4 Muara Beliti study site. There were numerous elements that make it challenging for students to learn English. First, Students challenges with language comprehension and retention. Students were having trouble speaking due of their limited vocabulary. Second, students learning behavior without media, students were not interest to learn English. Third, students English instruction appeared formal or serious, students felt depressed or afraid to increase their vocabulary.

Fourth, there was no control over students' vocabulary. It was easy to forget vocabulary that had been taught or learned.

Without vocabulary students could not improve their ability to communicate with foreign people, read English literature, wrote English literature. speakers, according to Horn (1998:1447). Kasim (2011) in (Fitriana, 2014) the definition that vocabulary mastery were the words the the students used or the words that students using when they spoke. using the language in different contexts, reading, or watching television Games are popular among children, because they like to play. Through games, young learners could interact, discover, and experiment with their surroundings (Bakhsh, 2016: 122). Using games during teaching vocabulary help teacher to create interesting class which will develop students' motivation and provide stimulus to use the language. Vernon in Bakhsh (2016: 123) argues that games are an effective tool to teach vocabulary to young learners. They will participate and pay more attention because they enjoy themselves. The classroom atmosphere also feel comfortable and less boring.. According to Fitrianingsih et, al. (2024) there are 7 steps employed by the teacher in applying the Scavenger Hunt Game. The following are the procedures the researcher used when using a scavenger hunt game to teach vocabulary:

1. The Teacher selects a secure location with ample hiding spot suitable for either indoor or outdoor settings.
2. The teacher explained about the Scavenger Hunt Game.
3. The teacher divides the students into several groups.
4. The teacher assembles clues or identifies specific categories of items
5. The clues are written on cards or pieces of paper, which are then distributed to each groups for use during the game .
6. A spesific amount of time is allocated for the activity.
7. After reviewing the students' work, the instructor provides comments

In previous research, Amalia. (2020), in their journal article titled " The Effect of scavengers hunt Game on Students' Reading Comprehension of Descriptive Text," found that the scavenger hunt game had a positive effect on students' reading comprehension. The method used was quasi-experimental research. The differences in this research were in the language skills. Amelia's research using reading skills and Amelia's research using Junior High School for the object of study. This research uses vocabulary skills and elementary school as the object of study. The strategy was effective in teaching reading skills to students.

This game-based learning approach holds strong potential for fostering student engagement and improving English language proficiency across different educational levels. Based on the statement above, the researcher is very interested in conducting research entitled "The Effect of Scavenger Hunt Game Towards Students' Vocabulary Skills of the Fourth Grade at SDN 4 Muara Beliti. Building on the research background related to these problems, the researcher applied the Scavenger hunt game to students' vocabulary mastery. at SDN 4 Muara Beliti.

II. RESEARCH METHODOLOGY

This research uses quantitative techniques. According to Creswell & Fraenkel (2023), this study aims to investigate the effectiveness of using a scavenger hunt game to improve fourth-grade students' vocabulary mastery.

Instead, this research uses a pre-experimental research design that involves only one group of individuals. The researcher only takes one class to do the pre-test, treatment, and post-test. A pre-test is conducted before giving a treatment, while a post-test is conducted after giving the treatment. Those tests are given to assess the students' achievement before and after being taught by using the Scavenger Hunt Game. This study uses pre-experimental research design that takes only one group pre-test and post-test. The research consists of pre-test, treatment, and post-test. The pre-test and post-test are given to take the students' score before and after being taught by using Scavenger Hunt Game. The both of the score are analyzed by using paired sample test to find out the significant difference scores of students' vocabulary mastery before and after taught by using Scavenger Hunt Game. The experiment is a quantitative

research method for establishing cause and effect relationships between two or more variables. Experimental research can be further divided into True Experimental, Quasy Experimental, and Pre Experimental while the Non-experimental is Ex Post Facto (comparative), survey, and correlation (Creswell, 2023; Fraenkel et al. 2023). The pre-experimental design is single-group and provides intervention in the experiment. This design does not have a control group to compare with the experimental group (Creswell, 2023). Pre-experimental with one group pre-test and post-test can find out the results of the treatment more accurately because it can compare the results before and after being given the treatment (Fraenkel et al. 2023). Therefore, this research used a pre-experimental design with one group pre-test and post-test. This research uses a one-group pretest-posttest type, which is carried out without the presence of a comparison group or class. The research design data is described as follows:

Table 1 The One-Group Pretest-Posttest Design

<i>O</i>	<i>X</i>	<i>O</i>
Pre-test	Treatment	Post-test

The population is the larger group of all people that aims to which one hopes to make inferences about and to apply the results (Cresswell, 2023; Fraenkel et al., 2023). In this research, the population will be all of the fourth-grade students of SDN 4 Muara Beliti.

Table 3.2
The Population of the Research

No	CLASS	TOTAL
1	IV.A	21
2	IV. B	20
3	IV.C	21

(Source: SDN 4 Muara Beliti)

The process in selecting a sample for a study used to represent a population. In this study, the researcher uses non probability sampling with purposive sampling technique to obtain the sample. Purposive sampling technique is sampling technique which is the researcher does not consider strata, or random when choosing a subject. However, the researcher considers the certain purpose.

Table 3.3
Sample of the Research

No	Class	Number of Students
1	IV.B	20

(Source: SDN 4 Muara Beliti)

Based on the description of the research sample, it can be concluded that the sample in this study were all students of class IV.B with a total of 20 students including 11 males and 9 females, which consisted of only one class that would be given the Scavenger Hunt Game treatment.

The data collection technique used in this research is a test. The test in this study will be carried out twice, namely, pretest and posttest. This test is used to assess ability and determine learning outcomes before and after being given treatment using the Scavengers Hunt Game. The instrument of this research is test. The test had given to measure the students vocabulary mastery. Kind of test namely pre-test and post-test. The pre-test was intended to see the students' vocabulary mastery before being given treatment.

III. RESULTS AND DISCUSSION

The results.

This research was conducted in class IV.B at SDN 4 Muara Beliti in the 2025 academic year, starting from May 14, 2025 to May 31, 2025. The total number of students in class IV is 20 students. In this research, learning used the Scavenger Hunt game Technique with the material used in English Language Education learning, namely the material Types of Transportation and Simple Present. The

author carried out this research which was carried out directly with the research schedule that had been approved by the principal and the home room teacher of class IV with a total of six meetings. With details of 1 time giving a pre-test, 4 times the learning process by applying the Scavenger Hunt Game Technique, and 1 time for the post-test. The test is given by using Multiple choice which is the result of the validity test that has been carried out with experts. The implementation of this research begins by conducting a pre-test, this is done with the aim of knowing the initial ability of students in learning English Language Education material Asking and Giving Opinion. Based on the results of the calculation on the pre-test students can be seen in the table below.

Table 3 Descriptive of *Pre-Test* Data

	Statistics	
Pre_test		
N	Valid	20
	Missing	0
Mean		41.50
Std. Deviation		17.021
Minimum		10
Maximum		75
Sum		830.00

Based on the table, it can be seen that there are 20 students as subjects of the research. The mean of students' scores in the pre-test is 41.50. It means that the average of score from the total number of students is under the passing grade, which is under 60. The next is standard deviation. The standard deviation is the deviation of total scores, which shows how the scores are spread. The value of the standard deviation of the pre-test is 17.021. Then, the range score or distance between the minimum and maximum scores of Pre pre-test is 65.

Table 4 Recapitulation of *Post-test* Result Data

Statistics		
Post Test		
N	Valid	20
	Missing	0
Mean		74.7500
Std. Deviation		10.81848
Minimum		60.00
Maximum		100.00
Sum		1495.00

Based on table 4 it can be seen that the central tendency of students' scores in the post-test. Based on the table, it can be seen that there are 20 students as subject of the research. Then, the mean of students' scores in the post-test is 74.75. It means that the average of score from total amount students is above passing grade, which is above 70. The score of standard deviation of the post-test is 10.81848. Then, the range between the minimum and the maximum of this test is 40. With the sums in post test is 1495.00. Based on the descriptive statistics of the pre-test and post-test results, it can be concluded that the scores on the post-test are increasing. This means the students' vocabulary achievement is better after treatment. It can be seen from the increasing mean of the pre-test and post-test

A. The Result of Normality Testing

Normality test is used to determine whether the test distribution is normal or not. The result of normality testing using the Shapiro-Wilk test through IBM SPSS Statistics 31 can be seen on the table as follows:

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE TEST	.199	20	.037	.951	20	.381

POST TEST	.241	20	.004	.924	20	.118
a. Lilliefors Significance Correction						

Based on the output of Normality Testing. The researcher used the Shapiro-Wilk test because the number of respondents involved was 20 students; therefore, the Shapiro-Wilk test was chosen as the basis for the normality test. Shapiro-Wilk Test with IBM SPSS Statistics 31 shows that the significance value from the pre-test is 0.381 and the post-test is 0.118. According to the rules of normality testing, if the significance value > 0.05 , then the data has a normal distribution. Meanwhile, if the significance value < 0.05 , the data does not have normal distribution. from significance value of the pre-test and post-test test higher than 0.05 so it can be interpreted in a normal distribution.

Hypothesis Testing

The hypothesis of this study is as follow:

1. If sig. (2-tailed) is lower than the level significance (sig. < 0.05), the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. It means that there is significant difference score of the vocabulary mastery before and after being taught by using Scavenger Hunt Game for the fourth grade students at SDN 4 Muara Beliti.
2. If sig. (2-tailed) is higher than the level significance (sig. > 0.05), the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It means that there is no significant difference score of the students' vocabulary mastery before and after being taught by using the Scavenger Hunt Game for the fourth-grade students at SDN 4 Muara Beliti.

To prove whether the use of Scavenger Hunt Game is effective to increase students' vocabulary achievement and also to know whether the significance value (sig. 2-tailed) is lower than the level significance ($\alpha=0.05$), the researcher analyzes the data by using Paired Sample Test in IBM SPSS Statistics 31. Then, the result shows in the following table

Table 4.3 The Result of Paired Sample Test

Paired Samples Test									
	Paired Differences					t	df	Significance	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				1-Sided p	2-Sided p
				Lower	Upper				
PRE TEST - POST TEST	-33.25000	9.0720	2.02858	-37.495	-29.004	-16.391	19	<,001	<,001

Based on the statistical calculation using IBM SPSS Statistics 31 on Table 4.3, the significance value (sig. 2-tailed) of the scores is 0.001, and it is lower than 0.05 ($0.001 < 0.05$). It can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means there is a significant difference scores of the students' vocabulary mastery before and after being taught by using the Scavenger Hunt Game for the fourth-grade students at SDN 4 Muara Beliti is accepted. In other words, using the Scavenger Hunt Game is effective in improving students' vocabulary mastery.

B. Discussion

The research's findings are intended to answer the research question. The objectives of this research are to identify whether there are significant differences in students' vocabulary mastery scores before and after being taught

using a scavenger hunt game for the fourth grade students at SDN 4 Muara Beliti in the academic year 2024/2025.

The researcher conducted some steps. The first step was making the test instrument to obtain the data. Then, the test was tried out on different class to determine the reliability of the test. The steps to collect the data are administering pre-test, giving treatment for three times, and administering post-test in the last meeting.

After the researcher got the result of pre-test and post-test, then the data was analyzed by using paired sample test on IBM SPSS Statistics 31. The output of paired sample statistics showed that the mean of pre-test score was that the students' vocabulary mastery had increased after getting the treatment by using Scavenger Hunt Game.

To find out whether the null hypothesis can be rejected or not is by seeing the result of paired sample test. The output of paired sample test showed that the significant value (sig. 2-tailed) was 0.001. Based on the result of the data, the significant value (sig. 2-tailed) is lower than the level of significance 0.05 ($0.001 < 0.05$). It means that the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. It can be concluded that there is significant difference score of students' vocabulary mastery before and after being taught by using scavenger hunt game for fourth grade students at SDN 4 Muara Beliti.

Based on the finding of the research, Scavenger Hunt Game can be the effective technique to teach vocabulary. It is caused scavenger hunt game is one of the techniques that effective in helping the students achieve enjoyment teaching and learning process, especially for fourth grade students.

It's supported that applying the Scavenger Hunt Game in teaching vocabulary can improve the students' vocabulary mastery. This result agreed with Widya and Nurani (2016) and Nurhayati (2017) journal. By applying this technique, the students can find out the concrete form of the word, so it helps them to understanding the vocabulary easily. By using scavenger hunt, the students are motivated to learn more and they also have learning experience

through physical activities when they look for the things around them. It's supported by Bakhsh (2016: 123) who argues that games are an effective tool to teach vocabulary to young learners. They will participate and pay more attention because they enjoy themselves.

Based on explanation above, it can be concluded that Scavenger Hunt Game can improve the students' vocabulary mastery. Using the Scavenger Hunt Game is suitable for teaching vocabulary where this method can make the students enjoy the teaching and learning process, so they can understand and use the vocabulary easily. From statistical calculation, it also said that there is no significant difference scores of students' vocabulary mastery before and after being taught by using the Scavenger Hunt Game. It proved that the Scavenger Hunt Game is effective on the fourth-grade students' vocabulary mastery at SDN 4 Muara Beliti.

IV. CONCLUSION

The implementation of the Scavenger Hunt Game in the fourth-grade students of SDN 4 Muara Beliti is effective in improving the students' vocabulary scores. After they got the treatment, they easily understood the meaning of the vocabulary. It can be seen from the results of the pre-test and post-test.

The students' vocabulary mastery before being taught by using the Scavenger Hunt Game is low. It can be seen from the mean of the pre-test score, that is 41.50. Then, the result of students' vocabulary mastery after being taught by using the Scavenger Hunt Game is better than before. It is proved by the mean score of the post-test, which is higher than the pre-test, that is 74.75.

Based on the results of the t-test analysis, the significance (2-tailed) value score is 0,001, which is lower than 0,05. Therefore, it can be concluded that H_0 is rejected and H_a is accepted; the hypothesis proposed by this study can be accepted as true. Consequently, it can be concluded that there was a significant difference in

vocabulary mastery scores before and after being taught using The Scavenger Hunt Game for the fourth grade at SDN 4 Muara Beliti.

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