The Implementation of Scavenger Hunt Game to Improve Students Reading Comprehension Skill of Descriptive Text

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah pengajaran pemahaman membaca teks deskriptif melalui permainan Scavenger Hunt efektif untuk siswa kelas sepuluh TKP 1 di SMKN 7 Semarang pada tahun ajaran 2023/2024. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang melibatkan 36 siswa. Peneliti melaksanakan penelitian dalam dua siklus dengan empat langkah dalam setiap siklusnya. Data yang digunakan adalah nilai pre-test dan post-test siswa untuk mengetahui apakah ada peningkatan pada siswa sebelum dan sesudah perlakuan. Selanjutnya, peneliti menggunakan lembar observasi untuk mendapatkan data keaktifan siswa selama proses mengajar. Hasil dari penelitian ini adalah setelah mencoba dua siklus tersebut, peneliti menemukan bahwa nilai siswa dari pre-test dan post-test meningkat. Terbukti rata-rata nilai siswa pada pre-test adalah 61 kemudian nilai meningkat pada Post-test I dengan nilai rata-rata 71, dan terakhir pada post-test II nilai meningkat menjadi 85. Begitu pula pada lembar observasi, bahwa aktivitas siswa meningkat. Pada siklus I siswa yang tergolong tidak aktif mengalami penurunan dari 28% menjadi 0%, terjadi pula penurunan siswa kurang aktif dari 53% menjadi 19%. Namun terjadi peningkatan pada siswa yang aktif dari 19% menjadi 44%, begitu pula pada siswa yang sangat aktif terjadi peningkatan dari 0% menjadi 36%.

Kata kunci: Scavenger Hunt Game, Reading Comprehension, Descriptive Text

ABSTRACT

The aim of this research is to find out if teaching reading comprehension of descriptive text through Scavenger Hunt game is effective for tenth grade of TKP 1 students at SMKN 7 Semarang in the academic year of 2023/2024. This research employed Classroom Action Research (CAR) which involved 36 students. The researcher conducted the research in two cycles with four steps in each cycle. The data were the students' pre-test and post-test score to find out whether any improvement of the students before and after treatment. Furthermore, the researcher used an observation sheet to get the data of students' activeness while teaching. The result of this research is that after attempting those two cycles, the researcher finds out that the students' scores from pre-test and post-test were increased. Proven by the average student score in the pre-test was 61 then the score was increased in Post-test I with average score was 71, and finally in post-test II the score was increased into 85. Likewise on the observation sheet, that the students that student activity was increased. In the cycle I for students that belong to not active were decreased from 28% to 0%, there was also a decline in less active students from 53% to 19%. However, there was an increase in active students from 19% into 44%, and also for the very active students, there was an improvement from 0% into 36%.

Keywords: Scavenger Hunt Game, Reading Comprehension, Descriptive Text

1. INTRODUCTION

One of the main objectives of education is to help students develop good reading comprehension skills. Reading comprehension is not only understanding the content of the text, but also inferring, analysing and synthesizing information to capture the deeper meanings contained in the text. As Elleman (2019) states that reading comprehension can help students practice these skills and track their progress over time. This ability is crucial when dealing with descriptive writings since it requires students to imagine and analyse the specifics given in the text in order to create a coherent mental image.

However, there are many problems that make the students have low reading skill. The problems were caused by some factors such as limited vocabulary mastery, poor grammar mastery, and feeling difficult in determining the main ideas of the text. Moreover, low reading motivation can be the factor of poor reading skill. This problem also happened in SMKN 7 Semarang, especially the students of tenth grade of TKP 1. They lacked vocabulary and it was hard to analyse the main idea of the text.

Related to those problems, the researcher conducted a study to solve them by using an interesting learning method named scavenger hunt game. In recent years, educational researchers and practitioners have found innovative and engaging methods to improve reading comprehension. One of the interesting approaches is the integration of gamification elements into educational activities. Using a scavenger hunt game in teaching reading comprehension can increase students' motivation and engagement.

The goal of the study is to determine whether scavenger hunt games can enhance students' reading comprehension skill in understanding descriptive text. The major goal is to make reading into a fun game where students actively look for particular elements, hints, and information in the text to do tasks or solve puzzles. This method challenges students to recall and digest material at a deeper level, which improves their comprehension skills while also encouraging students to read actively. Hauschild et.al. (2012) Scavenger Hunt is such a game in which the students can work in a team or individually to find as much information as possible in a short amount of time. With an emphasis on descriptive text in particular, the study sought to determine the effect of incorporating tracing activities on teaching reading comprehension. The aim of the study is to investigate how students' motivation, engagement, and general comprehension of descriptive content are impacted by an applied approach.

In summary, this study aspires to bridge the gap between traditional teaching methods and modern, engaging pedagogy by investigating the effectiveness of fetch games to improve reading comprehension skills, especially when it's descriptive text. Through this exploration, educators and researchers can gain valuable insights into how to leverage gamification to create rich and productive learning experiences that, in turn, equip students with skills needed to understand and interpret descriptions.

a. Reading comprehension

Reading comprehension is a multi-layered cognitive process that plays a key role in our ability to decipher and process information from written language. As Oakhill (2015) explains that reading comprehension is a complex thing, which needs the orchestration of many different cognitive skills and abilities. It involves both extracting information from text and constructing meaning through the dynamic interaction between the reader and the written word.

This interaction creates a symbiotic relationship in which the reader`s cognitive processes merge with the words on the page, resulting in a rich web of understanding.

Basically, the essence of reading comprehension is the ability to discover ideas in sentences and skillfully make connections between words and sentences. It is a skill that allows us to go beyond our understanding at a mere superficial level and discover hidden treasures of information within the written word. True reading comprehension embodies the ability to decipher, digest and synthesize all the complex information contained in the text.

It is the ability that allows us to explore the depths of the written word and discover hidden treasures within it.

Ultimately, mastering reading comprehension means being able to decipher the entire story and ideas of a text, creating a symphony of understanding between the reader and the written word.

b. scavenger hunt game
Scavenger Hunt lesson strategies provide an engaging and fun way for students to learn about the various features of informational texts.

Essentially, the learning process turns into a fascinating adventure as students go in search of hidden treasures of knowledge within the text.

Fundamentally, in an educational context, treasure hunts are skin to exercises that hone a student's ability to extract clear and meaningful information from pages of text.

This strategy teaches students the art of research by actively searching for specific features in the text.

Through this active engagement, students not only become familiar with the building blocks of informational texts, but also learn how to effectively extract relevant information.

Furthermore, scavenger hunt strategies serve a unique purpose in the educational setting by drawing the student's attention to features of the text that may not typically be emphasized in the literature.

In summary, the scavenger hunt strategy is a powerful teaching tool that simplifies the process of gathering information in texts.

Engaging students in structured knowledge quests promotes their ability to manipulate and comprehend various text features.

Ultimately, it provides students with invaluable skills to extract information efficiently, making learning engaging and interactive.

2. METHOD

This research implemented Classroom Action Research that has four stages, those are: planning, action, observation, dan reflection.

Cycle 1

1. Planning

Planning is the first step in CAR activity. In this research, the researcher conducted some plans as follows:
   a. Made lesson plans and arranged material based on scavenger hunt games in descriptive text learning.
   b. Made a test instrument to measure students' ability before and after applying the learning method.
   c. Made the observation guideline to observe the condition of the learning process.

2. Action

Action step is the implementation of the lesson plan that has already been made. This is

where the researcher conducts the research and gives the treatment to the students. The researcher carried out the plan through the following steps:

a. The researcher explains a general overview related to the topics of descriptive text.
b. The researcher confirms the students' comprehension about the text.
c. The researcher introduced the use of Scavenger hunt in learning reading comprehension of descriptive text.
d. The researcher created a group consisting of 4 students.
e. The researcher gave the text with some clues
f. The researcher asked the students to answer the question based on the clues given in the text.
g. The researcher discussed the scavenger hunt game with the students.
h. The researcher gave a reading comprehension test to the students.
i. The researcher gave feedback and conclusions of the material.
j. The researcher closed the class.

3. Observation
   In this phase, the researcher was conducted some activities as follows:
   a. Identifies the students' achievement in learning reading comprehension by giving the test after CAR in cycle 1.
   b. The researcher calculates students' improvement scores from tests before CAR to test after CAR in cycle 1 whether improving or not.

4. Reflection
   In this phase, the researcher and teacher have some activities as follows:
   a. The teacher and the researcher discuss not only the result of the implementation of CAR, but also students' achievement and the media.
   b. The teacher and the researcher prepare the lesson plan for the next cycle and for the test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem that is still unfinished yet.

Cycle 2
1. Planning
   In this phase, when the researcher finds a problem in the first cycle, it will be corrected in the next cycle. It was be explained as a following:
   a. The researcher studied the results of reflection in cycle 1 to get a problem solving.
   b. The researcher revised the learning plan, media and material based on existing problems to be applied in the next cycle.
   c. The researcher rearranges the format of the observation and reforms the evaluation format to improve the planned indicators that will be achieved in the next cycle.

2. Action
   In this phase, the researcher applies the same steps in the previous cycle, but the author applies revised plans such as lesson plans, materials, and instruments for evaluation. Their activities are:
   a. The researcher explains a general overview related to the topics of descriptive text.
   b. The researcher confirms the students' comprehension about the text.
   c. The researcher introduced the use of Scavenger hunt in learning reading

comprehension of descriptive text.

d. The researcher created a group consisting of 4 students.
e. The researcher gave the text with some clues
f. The researcher asked the students to answer the question based on the clues given in the text.
g. The researcher discussed the scavenger hunt game with the students.
h. The researcher gave a reading comprehension test to the students.
i. The researcher gave feedback and conclusions of the material.
j. The researcher closed the class.

3. Observation
a. The real teacher observes teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.
b. Students are given the test after CAR in cycle 2.
c. The researcher calculates students' improvement scores from tests before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

4. Reflection
a. The researcher and the teacher discuss the result of the implementation of CAR by modifying a new strategy in action, about students' response with the media, about improving students' score in reading and about analysing the result from test after CAR in cycle 1 to test after CAR in cycle 2.
b. Then, the researcher and the teacher make an agreement, if the target is not achieved, the action will be continued to cycle 3, but if the target is achieved, the action will be stopped.

Figure 1
Conceptual Framework of Research
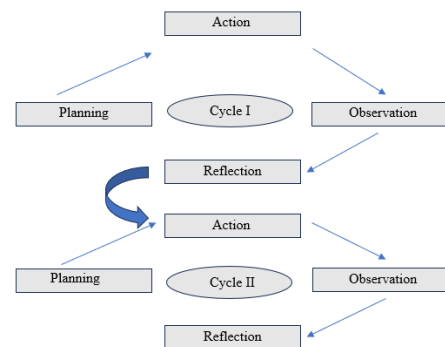
In this research, the researcher used data analysis by taking the average of the pre-test and post-test. To find out the final result, the researcher compared the value of the pre-test and post-test. To determine the level of achievement of students' score, the researcher matched the score with the minimum mastery criteria (MMC) as the minimum standard score in the school.

The pre-test and post-test score was counted by using the formula, as follow:

$$\text{Score} = \frac{(Total\ correct\ answer)}{(Total\ test\ items)} \times 100$$

Calculating the mean score of the students' reading test was by using the following formula:

$$x = \frac{\sum x}{N}$$

Notes:

X   = Mean

$\sum x$ = Total of students' score

N   = Total of students

Techniques used to collect the data in this research are:
1. Test
    The researcher conducted a Pre-test in order to find out

students' reading ability in understanding descriptive text before applying the Scavenger Hunt game. After getting the Pre-test score, the researcher gave the Post-test to the student to measure the extent to which students reading ability in understanding descriptive text through the Scavenger Hunt game. Both Pre-test and Post-test were in the form of multiple choice with 20 questions in each test.

2. Observation

Observation was carried out by observers in order to find out student's participation during the learning process.

To identify the students' reading comprehension skill, the researcher would apply a reading test. The test was used to measure student ability in understanding the topic of the text. The test consists of pre-test and post-test with the same type of questions. Both tests were in the form of multiple choices and contain some description of tools and equipment related to construction major.

Another instrument for collecting the data, the researcher also used observation sheets from the observer. It was used to find out the student participation during the learning process.

3. FINDING AND DISCUSSION

The researcher got the data by attempting tests and observation. All of the data were used to measure whether the research goal was achieved or not. The data that the researcher got, such as the pre-test score, post-test I score, post-test II score, and observation sheet After compiling all of the data, the researcher analyzed it. Following are the data and the results after analysis.

1. Pre-test score

Pre-test was conducted to determine the level of students' ability to understand and comprehend descriptive text. A Pre-test was attempted at the very beginning of cycle I. The result of the test is stated below:

Table 1
The Percentage of the Result of Pre-Test

No	Grade	Frequency	Percentage	Criteria
1	<76	29	81%	failed
2	>76	7	19%	passed
Total		36	100,00%	

Figure 2
The Percentage of Pre-test
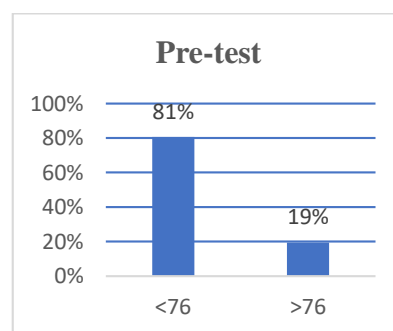
Based on the data stated above, it showed that 29 students (81%) did not pass the test, and there were only 7 students (19%) who did. The number of students who passed the test was lower than that of the failed students. Therefore, the researcher used the Scavenger Hunt game strategy to improve students ability to understand and comprehend descriptive text

2. Post-test I score

Post-test I was conducted to measure students' understanding after learning reading comprehension of descriptive text through the Scavenger Hunt game. The result of Post-Test I is stated below:

Table 3

The Percentage of the Result of Post-test I

No	Grade	Frequency	Percentage	Criteria
1	<76	21	58%	Failed
2	>76	15	42%	Passed
Total		36	100,00%	

Figure 3
The Percentage of Post-test I

Post-Test I chart showing 58% for <76 and 42% for >76.
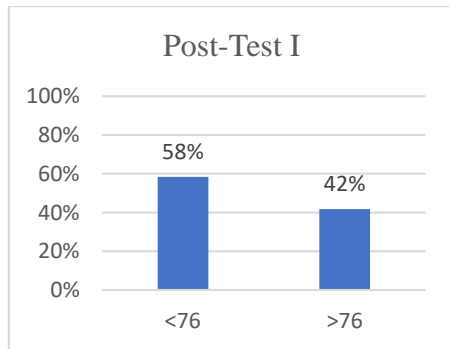
Based on the results above, it can be seen that 15 students (42%) get a grade up to standard, and 21 students (58%) get a grade less than standard. It was higher than the result of the pre-test. The criteria for students who were successful in mastering the material should get a minimum mastery criteria, at least 76. A learning process was said to be successful when 75% of students got a grade ≥76.

3. Post-test II score

Table 5
The Percentage of the Result of Post-test II

No	Grade	Frequency	Percentage	Criteria
1	<76	0	0%	Failed
2	>76	36	100%	Passed
Total		36	100,00%	

Figure 4
The Percentage of Post-test II

Post-test II chart showing 0% for <76 and 100% for >76.
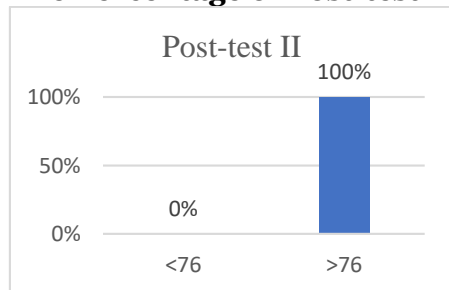
Based on the result above, it could be inferred that all of the students (100%) were successful. All of the students got a score more than 76 as the minimum mastery score (MMC). There was no

student who got a low score. It means the research was successful.

4. Comparison of Pre-test, Post-test I, and Post test II score

Table 7
Comparison of the Result of Pre-test, Post-test I, Post-test II Score

NO.	Grade	<76	>76
1	Pre-test	81%	19%
2	Post-test I	58%	42%
3	Post test II	0%	100%

Figure 5
Comparison of Percentage the Result of Pre-test, Post-test I, Post-test II Score

Comparison Result chart showing Pre-test 81%/19%, Post-test I 58%/42%, Post-test II 0%/100%.
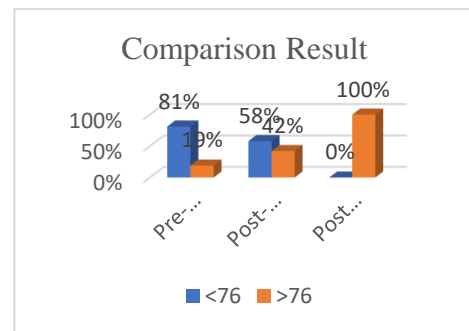
From the comparison above, it showed that the number of students that got scores more than 76 increased and students that got scores less than 76 decreased. In fact, there was no student that got a score less than 76 in the Post-test II. It can be concluded that the research was successful.

5. Observation sheet
Table 8
The Frequency of Students' Activity in Cycle I

No.	Students Activities	Frequency	Percentage
1	Not Active	10	28%
2	Less Active	19	53%
3	Active	7	19%
4	Very Active	0	0%

Figure 6
**The Percentage of Students' Activities in Cycle I**
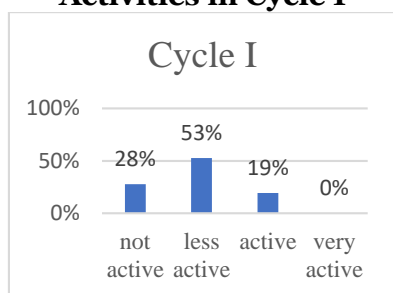
The table and diagram showed that not all the students were active in the learning process. In fact, there was no student who was very active. There were 28% students not active in class, 53% less active, and 19% belong to active.

Table 10
The Frequency of Students' Activity in Cycle II

No.	Students Activities	Frequency	Percentage
1	Not Active	0	0%
2	Less Active	7	19%
3	Active	16	44%
4	Very Active	13	36%

Figure 7
The Percentage of Students' Activities in Cycle II
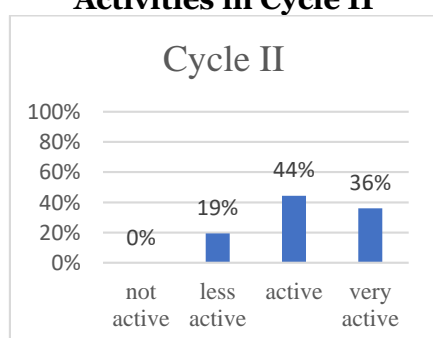
In cycle II, there can be seen an increase in student activity in class. According to the chart, 0% of students are not active, 19% are less active, 44% are active, and 36% are extremely active.

Discussion

In teaching reading comprehension to students at SMKN 7 Semarang, especially to students of tenth grade of TKP 1, based on the pre-survey there are some problems with lack of grammar mastery. Researcher choose the Scavenger Hunt strategy to improve students' reading comprehension.

The researcher used this strategy to organize students' idea and made students more active in reading comprehension in learning English. Therefore, it is proved that the implementation of the scavenger hunt strategy improves the students' learning activities. Therefore, the Scavenger Hunt strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be shown that the use of scavenger hunt strategy could improve the students' reading comprehension. There is progress from the students getting grades >76 from pre-test 9% or 7 students, post-test I 42% or 15 students and post-test II becoming 100% or 36 students. It is inferred that there is improvement on the students' complete grade and total grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade>76 were reached.

The result of the student's activities in cycle I and cycle II are increased. Students that were not active decreased from 28% to 0%, there was also a decline in less active students from 53% become 19%. However, there was an increase in active students from 19% into 44%, and also for the very active students, there are improvement from 0% into 36%.

Based on the explanation above, the answer for this research problem statement are Scavenger Hunt game can improve students reading comprehension skill of descriptive text especially for the tenth grade of TKP 1

students at SMKN 7 Semarang in academic year of 2023/2024 and the proof of the improvement is explained above.

4. CONCLUSION

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the reading comprehension could be increased through scavenger hunt strategy, as follows:

1. Scavenger hunt strategy can improve the reading comprehension among the tenth grade students of SMKN 7 Semarang. It can be seen on the progress from pre-test to cycle I and cycle II.
2. Scavenger hunt strategy can improve learning activity among the tenth grade students of SMKN 7 Semarang. The student's activity in the implementation of cycle I and II is very active. It means that the Scavenger hunt strategy can improve the student's activeness. The student's activity in cycle I and cycle II improves significantly.

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