The Implementation of Scavenger Hunt Game in Teaching Reading Comprehension of Descriptive Text

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Abstract: One of the English skills, namely reading, should be mastered by students so they can understand and comprehend the text they read. However, many students have lack of ability in reading especially in reading descriptive text. This research was aimed to find the effectiveness of implementing Scavenger Hunt game in teaching reading comprehension of descriptive text. This research used the one group of pre-test and post-test design without control group with the research sample is tenth graders of SMA Negeri 1 Palangka Raya in the academic year 2021/2022 with the number of sample was 39 students. The data were obtained by using pre-test and post-test in multiple choice test items in relation to descriptive texts to measure the students' reading comprehension. The data were analysed using Wilcoxon Signed Rank test since the data was not normally distributed. The result showed that there was significant effect of implementing Scavenger Hunt game ($p<0.01$) in teaching reading of descriptive text at the secondary school.

Keywords: reading comprehension, descriptive text, scavenger hunt game, pre-experimental research

INTRODUCTION

Teaching reading comprehension really needs to be applied and strengthened at all levels of literacy development because reading comprehension skills for novice readers and advanced or skilled readers are equally important (Moore, et al., 2016). Teaching reading skills is not an easy thing, especially to bring students to touch their understanding and comprehending abilities. Therefore, teachers are required to have the ability to apply techniques that can make students able to provide interpretations or understand the ideas and ideas of the text as a whole. Implementing the right technique in the classroom will be a tactic or determinant that brings students to achieve the goal of reading skills in English directly (Kurniawan, 2018); (Wahyuni, 2022); (Fauzi, 2018).

Reading comprehension is about ways and strategies to develop efficient understanding. Strategies that can be implemented when teaching reading skills in FL classes are: (1) identifying the purpose of reading, (2) using graphemic rules and patterns to aid in bottom-up decoding; (3) using efficient silent reading techniques for relatively rapid comprehension; (4) skimming the text for main idea; (5) scan the text for specific information; and (6) guessing when you are not certain (Brown, 2001); (Murdi, 2017); (Fauzi, 2022). To teach reading texts, descriptive text is one of text genres is taught to the secondary school students of tenth graders. To define in short, descriptive text is a text that writes about what a person, thing, or place appearance which can also describe a situation, condition, something, and others (Asrifan, et al., 2018). Also, descriptive text is a type of

text that provides information about someone or something so that readers can imagine and feel how the appearance, scenery, phenomena, and stature of a person or object in the text (Nurlaila, 2013); (Sudana, et al., 2021).

In order to teach this kind of text genre effectively and understandably to the students, the researcher facilitated them with a game technique in teaching reading of the text. A game named Scavenger Hunt was used in this research to teach reading describe texts. The Scavenger Hunt game strategy in reading descriptive texts can be used by students to find hidden objects using printed hints containing several clues related with the objects. The list clues of these objects have been prepared by a teacher that plays a role as an instructor and the students who win are determined from who finds the most hidden items (Isnaini, 2019). Therefore, if applied in the classroom, the descriptive text is suitable to be packaged with the game to find the clue fragments.

The advantages of Scavenger Hunt game as asserted by Houtz (2011) in Dwiana (2020:20) are as follows.

1. Scavenger Hunt strategy game strengthens students' confidence level in exploring more available resources around them and existing technology.

2. The activity of lreading skill with the Scavenger Hunt game technique provides students with a place to develop and expand their guessing and searching skill.

3. The learning exercises given to students do not feel like a burden but rather refers to the creation of an active atmosphere where students are given space to discuss because it is not only for hunting clues about descriptions but also includes material in the form of generic structures and language features from descriptive texts.

4. From the Scavenger Hunt game technique, there is a moral message that can be learned by students, namely nothing impossible to find the way of answering difficult things.

5. Scavenger Hunt game technique tests the extent to which students' ingenuity in finding creative ways or innovations beyond the teacher's instruction where the experience of learning to comprehend texts is very valuable.

In addition, La Chance (2016) states that the Scavenger Hunt game offers several benefits such as building problem-solving skills, being easy to customize, exercising both body and mind, and teaching teamwork for the players.

In this regard, the reason why of choosing this game for teaching reading is that researcher found that at the school where she took this research there is still used conventional teaching methods to teach reading comprehension. By monotonous methods used by the teacher, he should take quite a long time and enough extra time to achieve the learning goals. In addition, the limited duration of learning activities results less maximum delivery of material while teaching, so that students became less optimal in comprehending reading texts taught. Furthermore, in her observation she found that students experienced several difficulties in reading descriptive text such as difficult to find the topic of a text because they have no strategy to cope such difficulties, and hard to find the exact meaning of words because their vocabulary is very limited. Also, they have lack ability to find specific information from

the object described in the text so that they need a long time to read a text even for short functional texts. Considering this fact, the researcher was interested in implementing new technique using a language game, namely Scavenger Hunt game in teaching reading.

In relation to the characteristics of the Scavenger Hunt game, it can be used to describe an object or thing where this game is very suitable to be used as a strategy in reading practice during teaching and learning the descriptive text. In addition, by using the Scavenger Hunt game, students can also identify language features easily on the text so that reading information from descriptive texts can be simply understandable from the clues given through the game. Therefore, this research aims at finding out the effect of Scavenger Hunt game in teaching reading comprehension of the descriptive text.

METHOD

This research used one group of pre-test and post-test design by comparing the students' score before and after being taught the Scavenger Hunt game strategy in reading descriptive text. The tenth grade of SMA Negeri 1 Palangka Raya was taken as the research sample. There were 39 students to fill the data where 27 females and 12 males.

In collecting the data, the researcher gave students pre-test and post-test consisting of 20 multiple choice test items about descriptive text by finding the topic of the text and exact meaning of certain words, finding specific information, and making short conclusion the main point related to text given. The purpose of pre-test was to measure their competence in reading descriptive skills before treatment given while the post-test is to find out the result after the treatment given.

The procedure of giving the treatment, the researcher did the following which was adapted from Lee (1979) in Wulansari (2016:31).

1. She firstly introduced the topic of reading about descriptive text which were learnt by a technique of an interesting game, namely Scavenger Hunt game.

2. Then, students were divided into groups where each has 7 or 8 players while she explained the rules of Scavenger Hunt game and how to play it.

3. When students already understood how to play the game, she gave the first clue as an opening where the clue must be found out for other following clues next. The clue belonged to the characteristics of an animal. As an example, the selected descriptive text entitled *"My Favourite Pet, Timmy"*, then the instruction was made to describe the characteristics of *Timmy*, started from the shape of his eyes, nose, legs and other physical characteristics of the pet's body.

4. Each group was given a different "colour" of clues so they would not be confused with each other. Behind the clues they found questions that must be answered according to the contents of the descriptive text that had been given. The time allocation in finding clues and answering questions was around 30 minutes.

5. Each group collected their answers which were then checked together.

6. After practicing the game, she gave a feed-back and her students were allowed to practice other descriptive texts (if time available).

To confirm the test instrument is reliable, the researcher tried-out the test to different sample of other 33 students to ascertain its reliability, and the Cronbach computation was used for the computation (referring to Fauzi, 2020). The Cronbach's Alpha analysis showed the consistency value of instrument 0.711 where this value is sufficiently high reliable. In analysing the data, the researcher used a non-parametric statistical test, namely Wilcoxon Signed Rank for testing the hypothesis because the sig-values for the pre-test and the post-test scores were not normally distributed ($p>0.05$).

RESULT

The following table is the result of the students' scores in pre-test and post-test.

Table 1. The students' scores in pre-test and post-test

No.	Students' Code	Pre-test Scores	Post-test Scores
1	R1	45	80
2	R2	30	95
3	R3	35	90
4	R4	40	85
5	R5	40	85
6	R6	45	90
7	R7	30	90
8	R8	75	95
9	R9	30	95
10	R10	95	85
11	R11	30	90
12	R12	30	90
13	R13	30	95
14	R14	30	90
15	R15	65	85
16	R16	40	95
17	R17	35	95
18	R18	45	85
19	R19	40	80
20	R20	45	85
21	R21	35	95

22	R22	35	95
23	R23	60	70
24	R24	40	90
25	R25	35	95
26	R26	35	95
27	R27	40	95
28	R28	95	95
29	R29	35	95
30	R30	35	90
31	R31	35	95
32	R32	35	85
33	R33	30	100
34	R34	95	95
25	R35	65	95
36	R36	60	95
37	R37	100	100
38	R38	70	100
39	R39	80	100

Then, the scores of pre-test and pos-ttest on Table 1 are statistically calculated using non-parametric Wilcoxon test to find out the significance difference of both test scores, and the result is shown in Table 2 below.

Table 2. Wilcoxon Signed Rank Result

		N	Mean rank	Sum of rank	Z	Asyimp. sig. (2-tailed)
Score pretest and posttest	Negative Ranks	1[a]	1.50	1.50	**-5.228[b]**	**0.000**
	Positive Ranks	35[b]	18.99	664.50		
	Ties	3[c]				
	Total	39				

Table 2 shows that there is a significant difference on students' reading comprehension who taught by implementing Scavenger Hunt game after three times of treatment given. Hence the treatments given to the subjects succeed to improve students' ability in comprehending descriptive texts. This is specified by statistical test values where $Z = -5.228$ and $p < 0.001$.

DISCUSSION

Based on the result finding, it can be summarized that the student's achievement score when learning reading comprehension by implementing the Scavenger Hunt game is better than the student's achievement score before implementing the game.

The finding of this study supports Amelia & Prystiananta's (2020) study that Scavenger Hunt game strategy can improve students' reading comprehension skills significantly since it creates a fun learning process and enlivens the classroom atmosphere. From their study, the game also proves that students are more free to express ideas, give opinions, or share opinions so the game may open up space for intense discussion and interaction during teaching and learning activities for the reading skill. Furthermore, Dwiana's (2020) study also proves that Scavenger Hunt game strategy successfully improve students' reading skills at the secondary school where in her study she uses the Scavenger Hunt game strategy by emphasizing the way students manage their ideas in comprehending texts so that the explanation given by the teacher about the text is understandable and not difficult to comprehend.

What things can be drawn from the result of this study; first, Scavenger Hunt game is not only for hunting clues about descriptions but also includes material in the form of generic structures and language features of descriptive texts. It helps the students to remember where the part of the topic in a text, and students are easy finding topic on the text correctly. Second, Scavenger Hunt game strategy strengthens students' confidence level in exploring more available resources around them and existing technology. Students may improve their vocabulary since they learn more about words in English while they play the game. This is the way for students to be more easily finding the exact meaning of word through the text they read. Third, the game provides students with a place to develop and expand their guessing and searching skills. Through the game the students also know how to find specific information from the object or the thing described on the text. Last yet not least important is that Scavenger Hunt game tests the extent to which students' ingenuity in finding creative ways or innovations beyond the teacher's instruction where the experience of learning in comprehending reading texts appears and is very valuable. Hence, the students are also more easily to make a short conclusion or short summary of idea based on the text that they read.

CONCLUSION

Scavenger Hunt game is effective to implement in teaching reading comprehension. It can be implied that the use of Scavenger Hunt game as a technique in teaching reading especially in comprehending descriptive texts. As the previous studies shown, the implementation of Scavenger Hunt game can help students rapidly grow their reading comprehension ability because when teaching reading using the game technique, students become more relaxed, not bored, and easy to absorb information from the text of reading materials. Therefore, Scavenger Hunt game can facilitate students find quickly general information and detail information from the text. Consequently, exploring textual meaning through the game can match the contents of the text learned so that students can comprehend the text with more confident.

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