THE INFLUENCE OF TREASURE HUNT GAME IN IMPROVING YOUNG LEARNERS’ VOCABULARY SKILL

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Abstract

Vocabulary is a basic component of the language because there is no language without vocabulary. It is important to learn vocabulary in learning foreign language. It will be difficult to master the language without knowing and understanding a number of vocabularies. Therefore, this research is aimed to find out whether treasure hunt game is effective to be implemented in teaching young learners’ vocabulary skill. In addition, it is also aimed to know the students’ responses to the implementation of treasure hunt game in teaching vocabulary. This research utilized the quantitative method by using control group pre-test-post-test as a type of true experimental design. Meanwhile, data collection techniques used in this research were test instrument and non-test instrument. In test instrument, it used pre-test and post-test. Furthermore, in non-test instrument, it used questionnaire to support the test instrument by measuring affective scale of young learners so it could give the high level of validity of this research. Based on the finding by using Independent Sample T-test, it was obtained ½ sig (2-tailed) 0.001 and it was less than 0.05. It means the improvement of experimental class in vocabulary skill is better than control class. In addition, the finding of students’ responses showed that the range of all statements’ percentage was from 84% to 95% and it was in the area of positive category. So, it can be concluded the implementation of treasure hunt game is effective to be implemented in teaching young learners’ vocabulary skill.

Keywords: Vocabulary, Young Learners, Treasure Hunt Game

PENGARUH PERMAINAN BERBURU HARTA KARUN DALAM MENINGKATKAN KEMAMPUAN KOSAKATA ANAK-ANAK

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Abstrak

Kosakata merupakan komponen dasar suatu bahasa karena tidak ada bahasa tanpa kosakata. Oleh karena itu, kosakata sangat penting untuk dipelajari dalam belajar bahasa asing. Akan sulit untuk menguasai suatu bahasa tanpa mengetahui dan memahami sejumlah kosakata. Penelitian ini bertujuan untuk menemukan apakah permainan berburu harta karun efektif untuk diterapkan dalam pengajaran kosakata pada anak-anak atau tidak. Selain itu, penelitian ini juga bertujuan untuk mengetahui respon siswa terhadap penerapan permainan berburu harta karun dalam mengajajar kosakata. Adapun, metode yang digunakan dalam penelitian ini merupakan metode kuantitatif dengan menggunakan desain control group pre-test post-test sebagai sebuah jenis dari desain eksperimen murni. Teknik pengumpulan data yang digunakan
dalam penelitian ini adalah instrumen test dan instrumen non-test. Dalam Instrumen test, data diperoleh dari pre-test dan post-test. Sementara itu dalam instrumen non-test, data diperoleh dengan menggunakan angket untuk mendukung intrumen test sehingga dapat memberikan tingkat validitas yang tinggi dalam penelitian ini. Berdasarkan penemuan dalam penelitian ini, diperoleh $\frac{1}{2}$ sig (2-tailed) 0,001, dan skor tersebut kurang dari 0,05. Itu berarti bahwa peningkatan kemampuan kosakata kelas eksperimen lebih baik dibandingkan kelas kontrol. Selsain itu, hasil respon siswa menunjukkan bahwa rentang persentase dari semua pernyataan siswa berada dalam kategori positif yaitu dari 84% sampai 95 %. Sehingga, dapat disimpulkan bahwa penerapan permainan berburu harta karun efektif untuk diterapkan dalam pengajaran kosakata anak-anak.

Kata Kunci: Kosakata, permainan berburu harta karun, anak-anak.

1 Introduction

It is important to learn English because it is a media for human to do interaction in every activity that is done by people in the world. However, many people consider English as a difficult subject, learning English is frightening. Even, if they have to learn some vocabularies in a foreign language that need a continuous repetition to grasp or to memorize the words.

Knowing this mindset, the teacher is often confused to think about what method is good to be implemented to get the best result of learning. Even if the subject of study is young learners or children, that do not have the ability to concentrate in a long time, it will be quite hard for teacher to teach them.

In this case, teacher needs to choose not only a good method, but also the convenient method. This step aims to give the best treatment for students. Furthermore, it aims to change the students’ mindset that studying English is as not frightening as they think. If the students feel comfortable and feel fun in the classroom during teaching and learning activities, it will influence the result of learning.

So, the researcher chooses to implement game as a convenient method to teach young learner, because games are identically considered as the enjoyable activities. This statement is in line with Haldfield (1990:4) that stated, “Game is an activity designs with rules, goals, and element of fun.” Learning through game not only can make young learners learn something but also it can make young learners feel fun and comfortable during learning process. So, it can make young learners easily to memorize the vocabulary.
However, not all games are convenient to be used in a certain subject, especially in teaching vocabulary that needs the effort to memorize a list of words about certain language. In this subject, it needs a game that involves all sensory nerves, such as sight, kinesthetic Auditory, and verbal. The more sensory nerves are involved the more effective the learning methods that are implemented. So, the more effective learning is experienced by students the more vocabulary is memorized by students. The treasure hunt game is a convenient game to teach vocabulary, especially in memorizing aspect because treasure hunt game involves almost all sensory nerves. In treasure hunt game students see, hear, speak and write about the list of vocabulary.

Furthermore, the use of game has been implemented by Reese and Wells (2007) in Teaching Academic Discussion Skills with a Card game. Then the use of game implemented by Kiryk (2010), regarding The Uses Game in a Foreign Language Classroom. Next, the use of game is also conducted by Koksal, Cekic and Behyan (2014) in Views of Turkish EFL Students. Most of them are successful in conducting their research by using game but they use the different game and the different subject in their research. Because of that, the researcher is also interested in using the other game in this research in order to find new fact and to enrich teaching strategy in learning environment.

Based on the reason above there are two major research questions involved in this study:

1. What is the effect of treasure hunt game in improving young learners’ vocabulary skill?
2. How are young learners’ responses to the implementation of treasure hunt game in teaching vocabulary?

2 Literature Review

There are two points in this part. It is treasure hunt game, vocabulary, young learners and young learners’ vocabulary skill.
2.1 Treasure Hunt Game

According to Hadfield (1990: 4), “game is an activity designed with rules, goals, and the element of fun. Meanwhile, Oxford Advanced Learner’s Pocket Dictionary (2008: 474) defines the word treasure as the collection of silver, gold jewels or others and the word hunt as the term of trying to find somebody or something. So it can be defined that the treasure hunt is a game played by the players by trying to find and to collect something like gold, silver, jewels or others.

2.2 Young Learners

According to Oxford diction-nary children are young human being. Meanwhile according to Brown (2001:87), “Children are persons beyond the age of puberty.” The very young children are four-to six-year-olds, the pre-pubescent children are twelve to thirteen and the whole range of ages in between.

2.3 Vocabulary

Hatch and Brown (1995:1) defines "Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use." Meanwhile Allen (1983:4), states Vocabulary is a fundamental component of second language proficiency, one of the primary goals of language learning is to find out the meanings of the words.

2.4 Young Learners’ Vocabulary Skill

Refering the definition of young learners and vocabulary, it can be concluded that young learners’ vocabulary skill is young human or children’s mastery in the term of a list or a set of words in a certain language.

3 Research Methodology

3.1 Research Design

This study employed the quantitative method. It is used to test particular theories by investigating the relationship between variables (Creswell,2013:5). In this
case, it used to investigate the relationship between the implementation of treasure hunt game and young learners’ vocabulary skill.

Besides that, this research applied the control group pre-test post-test as a type of true experiment. This design has the high internal validity because the subjects are chosen randomly. The research was implemented by using 2 groups in 2 different classes. The first group is experimental group and the second one is control group. The experimental group was treated by using treasure hunt game while the control group was treated by using the different method.

3.2 Subject

The participants of this research were the students of SDN Bojong Herang 2 in Cianjur Regency. The population of this research is all students of SDN Bojong Herang 2. They are the students of grade one until six. In this research, the researcher collected the data by taking the sample which is randomly chosen to represent the population. Sample is part of the population (Sugiyono, 2007:49). So, the participants in this research are the students of grade 5 B as the control group and 5A as the experimental group.

3.3 Data Collection

In this research, the researcher used test and non-test instrument to collect data. Test instrument consists of pre-test and post-test. Meanwhile, non-test instrument involved questionnaire. The test instrument was used to measure young learners’ vocabulary skill before and after the treatment. However, questionnaire was given to the experimental class in order to know young learners’ responses to treasure hunt game.

3.4 Data Analysis

The data obtained from test involving pre-test and post-test was analyzed by using Statistical Product and Service Solutions (SPSS) 20. Meanwhile the data obtained from questionnaire was manually analyzed by following the Likert Scale formula.
1) Test Instrument

The data proceeded from test involving pre-test and post-test was analyzed by using Independent Sample T-Test to compare the mean of two variables. However there were some test previously conducted such as normality test and homogeneity test. The following figure is the procedure of the test:

![Diagram of Test Analysis Procedure]

2) Non-test instrument

The questionnaires were posed to the experimental group students who were treated by using treasure hunt game in order to questionnaire to investigate the answer of the young learners’ responses about the implementation of treasure hunt game. In this study, it was used the close-ended questionnaire in selecting the data so it did not spend much time for some irrelevant answers. Likert Scale was used to analyze the data from questionnaire. it is applied the formula below based on Sugiyono (2012):

\[ \text{Gain} = \frac{\text{Post-test} - \text{Pre-test}}{\text{Pre-test}} \]
\[ p = \frac{f}{n} \times 100\% \]

The following is the criteria of interpretation questionnaire data based on the respondents responses according to Kuntjaraningrat in Munawaroh (2014):

**Table 3.2**
The Interpretation Criteria of Affective Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>No Respondent</td>
</tr>
<tr>
<td>1% - 25%</td>
<td>A Few Respondents</td>
</tr>
<tr>
<td>26% - 49%</td>
<td>Almost Half of Respondents</td>
</tr>
<tr>
<td>50%</td>
<td>A Half of Respondents</td>
</tr>
<tr>
<td>51% - 75%</td>
<td>Most of Respondents</td>
</tr>
<tr>
<td>76% - 99%</td>
<td>Majority of Respondents</td>
</tr>
<tr>
<td>100%</td>
<td>All Respondents</td>
</tr>
</tbody>
</table>

For another way of analyzing questionnaire, it was conducted by multiplying the totality of students who answer the statements that have been provided in the statement with its score. Such as score 1 as strongly disagrees, Score 2 as disagrees, score 3 as neutral, score 4 as agrees, and score 5 as strongly agrees. Then, it was divided by maximum score. Next, it is multiplied by 100 in order to make it into the percentage.

The following table is the criteria of interpretation score of Likert Scale according to Riduwan (2011:41):

**Table 3.3**
Percentage and Interpretation of Affective Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-20%</td>
<td>Very Poor</td>
</tr>
<tr>
<td>21-40%</td>
<td>Poor</td>
</tr>
<tr>
<td>41-60%</td>
<td>Enough</td>
</tr>
<tr>
<td>61-80%</td>
<td>Strong</td>
</tr>
<tr>
<td>81-100%</td>
<td>Very strong</td>
</tr>
</tbody>
</table>
4 Finding and Discussion

This part presents the result of research. It answers two research questions. It is about the effectiveness of treasure hunt game and young learners’ responses to the implementation of treasure hunt game.

4.1 The Effectiveness of Treasure Hunt Game

In the first stage of research, the researcher conducted pre-test to the experimental class and control class in order to know the ability of young learners before the treatment. It was conducted to know whether the experimental class and control class had the equal ability or not.

In order to know whether the two classes had the equal ability or not in English vocabulary in the pre-treatment, the researcher compared the mean value between the experimental class and the control class. It was obtained 4,36 from the mean value of the experimental class and 4,40 from the mean value of control class. It means, the pre-treatment score of the experimental class and control class were almost similar. So, it can be argued that the ability of the experimental class and the control class was equal.

Furthermore, in order to make the obvious result of the test, the result of pre-test score was analyzed by using the equality test. However before the equality test was conducted, the normality test was conducted in order to know whether both samples had the normal distribution or not which would give the influence to the test in the next step.

Based on the normality test it was obtained that both samples did not have the normal distribution. It was only the control class that had the normal distribution because the significance score of experimental class was less than 0,05. Because of that, it could not be continued to the Homogeneity test but it was continued to the Mann-Whitney U test.

In this case, Mann-Whitney U test was to know whether the two classes had the equal ability or not in the pre-treatment. The significance score obtained from the Mann-Whitney U test was 0,984. The significance score of 0,984 was more than 0,05. So, it can be known that the ability of experimental class and control class in the pre-treatment were equal.
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After knowing the pre-treatment ability of the students, the researcher conducted the different treatment to the experimental class and the control class. The treasure hunt game was applied to experimental class and conventional learning to control class. Next, post-test was conducted to know the achievement of young learners after the treatment. In the result of post-test, it is expected that the achievement of experimental class will be better than control class.

In this step, the researcher compared the mean value of the experimental class and the control class in order to know whether the achievement of the experimental class and control class show the different result or not. It was obtained 8.44 from the mean value of post-test of the experimental class and 7.32 from the control class. It means the mean value of post-test score of the experimental class and the control class did not show the similarity. Otherwise, it showed the different value for both of them. So, it can be argued that the achievement of the experimental class and the control class is different.

In order to ensure the statement about the differences in the achievement of the experimental class from the control class, the difference test was conducted by using
Mann-Whitney U test. Based on the difference test, it showed H0 that that stated the achievement of experimental class is not better than control class is rejected because the significance score obtained was less than 0.05. It means H1 stated that the achievement of experimental class in vocabulary skill is better than control class is received.

After the equality test and the difference test were conducted, the researcher utilized the gain test. It was conducted to know the improvement of young learners’ vocabulary after the treatment. This test was analyzed by counting the result of pre-test and post-test. This test was conducted to know the difference between the experimental class and the control class, but the difference test in this test focused on the improvement of young learners’ vocabulary mastery before and after the treatment.

There are two main steps used in the process of analyzing the gain. In the first step, it was analyzed by comparing the mean of control class and experimental class. Then, it compared the gain index interpretation result of the experimental class and the control class. The next step used in analyzing the gain index, it was analyzed by using the difference test of gain.

Based on the result of analyzing by using descriptive statistics of gain index, the mean of experimental class was 0.7080 and control class was 0.5026. However, in the result of the gain index interpretation for the experimental class, there were 15 students or 60% students that had a high index interpretation of gain. Then, there were 9 students or 36% Students that had the medium interpretation index of gain, and it was only 1 student or 4% students that had the low interpretation of gain index.

Meanwhile in control class, there were 7 students or 28% students that had the high interpretation index of gain for control class. There were 12 students or 48% students that had medium interpretation index. Then, there were 6 students or 24% students that had low interpretation of gain.

In conclusion, the interpretation of gain index for experimental class was better than control class because the most number of students that had the high interpretation of gain was in the experimental class. Meanwhile, the most number of students in control class have the medium interpretation of gain. Besides that, control class had more students that had the low interpretation of gain than experimental class.
The other step used in analyzing the gain index was conducted by using the difference test. It was similar to the rule of conducting the difference test in post-test. It was also conducted the normality test before conducted the difference test of gain index. If the result of gain normality test was normal it would be continued to the homogeneity test. Otherwise, if the result of gain normality test of the samples did not show the normal distribution, it could not be continued into the variances homogeneity test.

In gain normality test, it resulted both experimental class and control class had the normal distribution. The significance score obtained of experimental class and control class was 0.200. The score obtained from the gain normality test was more than 0.05, so H0 was received. Next, the test was continued to variance homogeneity test.

In homogeneity test, it resulted from the significance score 0.462. It means that the data obtained from gain was homogeneous because the mean score was more than 0.05. So, it could be continued to Independent Sample T-Test as the last step of the test analysis.

In this case, it was used the Independent Sample T-test to compare the mean score of experimental class and control class. In the test, it was obtained sig. 0.002. Then it was divided by ½ so it became 0.001, and the score of 0.001 was less than 0.05. So, H0 that stated the improvement of the experimental class is not better than the control class is rejected. It means HI is received and it can be said that the improvement of experimental class in vocabulary skill was better than control class.

Based on the explanation above, it can be stated that the use of treasure hunt game is effective to be implemented in improving young learners’ vocabulary. It means the implementation of game is very good to be applied in teaching and learning activities in classroom. The reason was although both the experimental class and the control class had the equal ability in the pre-treatment but after the treatment the experimental class showed a good achievement.

So, it was found that the improvement of the experimental class was better than the control class. Besides that, this finding also can be used as the example of proof about the statement of Hadfield (1990:4) in the part of literature review stated that “games are the best set up by demonstration rather than by lengthy explanation.”
4.2 Students’ Responses to Treasure Hunt Game

In this case, Likert scale was used in analyzing the data obtained from the respondents’ responses to treasure hunt game. Based on the finding, the majority of respondents gave positive responses to the implementation of treasure hunt game.

As it was reported in table 4.14 that based on the responses’ frequency and table 4.15 that focused on the category of the statements. In table 4.15, it can be known that the most respondents strongly agree to the implementation of treasure hunt game in English learning. Meanwhile, in table 4.15, all statements were in the area of the positive category that had very strong interpretation.

The explanation above means, the treasure hunt game is acceptable by the students as learning method in the classroom. It can be seen from the result of affective scale in number 2 stated that the treasure hunt game is fun, it was obtained 72% students choose strongly agree and 12 % choose agree. This finding is in line with Hadfield (1990:4) argued that game is an activity contains the element of fun.

Moreover, the implementation of game can make the students feel enthusiastic during the learning process. It can be known from the result of students’ responses to the statements number 8 stated that the students always feel enthusiastic during the learning by using treasure hunt game, it was obtained 76% students choose strongly agree and 12% students choose agree. So, there were 88% students who agreed to the statements mentioned that they felt enthusiastic during the learning process by using treasure hunt game.

So it can be concluded that treasure hunt game gets very good responses from the respondents or the students of experimental class. It means that the respondents agree to the implementation of treasure hunt game in English learning. The result is also relevant to Paul’s statement (2003:49) stated that game can be used to practice the new language item because the fun part of the lesson is more interesting than the serious parts.

5 Conclusion and Recommendation

5.1 Conclusion

Based on the research finding of the effectiveness of treasure hunt game in improving young learners’ vocabulary skill, it was found that both the experimental
class and the control class had the equal ability in vocabulary skill in the pre-treatment. However in the post-test test result, the experimental class shows significant differences from the control class. The achievement of experimental class is better than control class. In addition, it can be seen from the result of gain that shows the improvement of the from pre-test to post-test. The improvement of the experimental class is better than control class.

Furthermore, in the data obtained from the questionnaire that based on the responses frequency, it was found that the most of respondents chose strongly agree to the implementation of the treasure hunt game in English vocabulary learning. Meanwhile in the data that focused on the category of the statements, it was found that all statements are in the area of the positive category that has the very strong interpretation.

In conclusion, it can be said that this research is successful because the improvement of the students in experimental class is better than the students in control class. In addition, the improvement of the experimental class is very different from control class. Besides that, most of the respondents give positive responses and to the implementation of treasure hunt game and all statements give the positive point of view to the implementation are in positive category that has very strong interpretation. So, this research is very good to be implemented in teaching young learners’ vocabulary skill.

5.2 Recommendation

There are some parties involved in this research such as government, teacher, and researcher. For the government, it is recommended to be more interactive to socialize about the system of arranging lesson plan and instrument of evaluation to the schools. Therefore, the teachers of an institution can follow the development in the educational policy to make the education system better than before.

Besides, it is suggested to teachers in elementary school to use treasure hunt game as an alternative in teaching vocabulary to young learners. It is caused by the implementation of treasure hunt game has been proven effective in the process of teaching and learning activities.
In addition, it is expected for the next researcher to be more creative in choosing the teaching methods, so it can make the students more active and make the teaching and the learning activities successful. Besides, it also suggested to implementing the treasure hunt game in other subjects. So, it can give the benefit for teachers to have more various methods in teaching at the end it will expand the finding in teaching methods.

REFFERENCES


