**DEVELOPING STUDENTS’ READING COMPREHENSION THROUGH SCAVENGER HUNT GAME**

Wahda Nur Shaleha1, Jos E. Ohoiwutun2, Mashuri3

*Abstrac*

*The objective of this research is to find out that the use of Scavenger Hunt Game could develop the ability of grade eight students in reading comprehension. The research applies quasi experimental research that requires post test to both groups. The research population is the eight grade students. The sample of this research selected by using purposive sampling technique. The samples of this research are class VIIIB as experimental class that consists of 21 students and class VIIIA as control class that consists of 19 students. In collecting the data, the researcher uses test. The tests consists a pre-test and post-test. The data were analyzed statistically. Having analyzed the data the researcher finds that the t-counted (8) is greater than t-table (0.004) by applying 0.05 level of significance and the degree of freedom (df) 38. The result indicates that the use of Scavenger Hunt Game is effective to develop the students ability in comprehending the text.*

*Keywords: Developing, Reading Comprehension, Scavenger Hunt Game, Treasure Hunt Game*

**INTRODUCTION**

Language cannot be separated from our life. We use language as an instrument of communication in our daily life. Language is a means of communication to express a message of the speaker’s idea to listener, there are many languages in the world but English remains the important foreign language and the compulsory foreign language subject must be learnt by students at school in Indonesia. English is given to the students from elementary school up to university level or the other educational places of informal institutions.

English has four skills, i.e. listening, speaking, reading and writing. They are closely related to each other. Speaking and writing are productive skills while listening and reading are receptive skills. The receptive skills precede the productive ones in a language learning process. In shorts, writing is supported by reading and speaking is supported by listening.

**English Language Education Study Program, Tadulako University**

**Email: Wahdanursha@gmail.com**

Reading is a process to understand the meaning from a written text in relation to the prior knowledge of the reader.People could find any information in many sources such as books, magazine, article, leaflet or newspaper.By reading activities people could develop their capability to get and respons the knowledge or indirectly they are able translate word by word to know the meaning of the passage.

Heilman (1967:8) states that reading is a process of getting meaning of the printed word symbols, it is no merely a process of making conventional noise associated with this symbol. During the process of reading, many things are happening, like the readers looking at printed material, dechipering the marks on the page in some sense, deciding what they mean and related it to each other. The reading process related to the language form and comprehension relates to the language content as the end product. Furthermore, reading is not only getting meaning from word to word or line to line to understand what we read, but also reading is a process of thinking to find the main idea of passage.

Reading also cannot be separated from comprehension. Comprehension is the process of understanding and interpreting the reading passage. In order to know the meaning of the passage, the readers need to be able to translate the passage they read. Thus, it is important to learn how to read and improve reading comprehension. Reading uses thought (mind) to identify the main idea from the key word. Reading has a positive effect on students’ vocabulary knowledge on their spelling, pronunciation or their writing.

In addition, reading comprehension is a process to recognize the text and remember any information in the text. Jain and Patel (2008:113) states “reading is an active process which consists of recognition and comprehension skill. Reading is an important activity which the readers can update his/her knowledge.” Tae (2005:4) states “reading includes intricate processes and skills which differ according to tasks, purposes and language abilities.’’ Based on the statements, it can be known that reading comprehension is the process of reading to understand the meaning of the text includes the vocabulary and the series of words highlighted in the text.

However, reading comprehension is not an easy skill learned by the students **.** Based on the interview to the teacher, she gots the difficulties in teaching reading in the classroom. There were some difficulties faced by the students in reading activities, such as: First, some of the students are still weak in vocabulary mastery so they cannot understand the passage and difficult in pronouncing the words of the passage. During reading activity, the students difficult in comprehending the text, because they still translate the passage word by word.

So, they spent much time to look the meaning of unfamiliar words in their dictionaries and also they still confused to differentiate the meaning of the passage and the questions. Besides, they also did not confident in pronouncing the words of the passage because some of them are ashamed with their friend while pronouncing the passage.

In order to solve this problems, the researcher applied the new technique named Scavenger Hunt Game. Scavenger Hunt/Treasure Hunt Game is an alternative game in which the teacher prepares a list of defining specific items, which the participants, individuals or teams seek to gather all items (treasure hunt) on the list. According to Marlene (2007:5) Treasure Hunt is a game in which can be played as individuals or teams work together to find as much information as possible in a short of time. It can help student to increase their vocabulary by asking the students to read the sentence, it is also helps the student how to pronounce the world correctly.

Second, the teacher did not use effective strategies to teach reading***.*** She taught reading skill without giving directions and strategies to the students. The teacher should have strategies and methods that are suitable with the condition. It makes the students interested in the subject. So, the students get bored in learning process. Based on the preliminary research, the teacher only explained the materials and gave the example based on the text book without looking for many references from another sources. The teacher also seldom gave the warming up before teaching and learning process. So, it makes the students get bored during in learning process. In addition, the condition is influence the students in learning English.

To solve this problem, Scavenger Hunt Game is suitable media which can help the teacher makes students more interested in learning process in the classroom. Scavenger Hunt is a game can be played as individuals or teams to find as much information as possible to answer list of questions was given by the teacher in a short of time. It is supported by Hauschild, Poltavtchenko and Stoller (2012:2) Scavenger Hunt is a game in which teams work together to find as much information as possible in a short of time.

In this game, the researcher assigns the students into several group, each group consists of five up to six students, the students have to understand the instruction given by the teacher, follow the clues written on the piece of paper, until they find as much as possible the answer from list of questions in short of time. At the end of the hunt each groups discuss the vocabulary needed. So, the advantages of this media in comprehending the text are, the students are able to comprehend the written sentence in the clues and able to arrange the text based on direction in the clues.

By this media the students are encouraged to be an active reader, a creative thinker, and also to be a strategic reading while answering questions of the text or passage that given. The use of Scavenger Hunt Game helps the students to analyse and comprehend the text. Than, the researcher offers the use of Scavenger Hunt Game in teaching reading, because it can motivate students to read more and it can bring the students to interact with the text.

**METHOD OF RESEARCH**

This research used intact group design to prove that Scavenger Hunt Game media has an impact on reading comprehension of the students. The sample of this research consisted of two groups: an experimental group and a control group. The experimental group was the group that received the treatment, while the control group did not get the treatment. Both groups were taught by the researcher with different methods. The experimental group was taught by using Scavenger Hunt Game media and the control group was taught with common method. In the final activities both groups were given post-test to measure the impact of Scavenger Hunt Game media in teaching reading.

This research used the formula from Hatch and Farhady (1982:21) as follows:

G1 X T1

G2 T1

Where:

G1 : experimental group

G2 : control group

X : treatment

T1 : post-test

The population of this research was the eight grade students of SMP Negeri 10 Palu. The population specified the eight grade classes which consisted of two groups. There are VIII A and VIII B. The total number of the population was 40. In conducting this research, purposive sampling technique was used. Regarding to the population above, only two classes were chosen by the researcher as the sample in this research. They were VIII B as the experimental group and VIII A as the control one. The researcher took these classes based on the recommendation from the teacher. According to the teacher, these classes were appropriate because the students’ ability in these two classes was relatively similar.

Related in the tittle “Developing Reading Comprehension of Grade VIII Students at SMP Negeri 10 Palu through Scavenger Hunt”, the variable of this research consisted of dependent and independent variable. The independent variable was the use of Scavenger Hunt Game media, and the dependent one was the reading comprehension.

In conducting this research, the researcher used one of instrument which was test instrument. Test is the main instrument used in collecting data. The students were given the test to measure their reading comprehension. To find out students’ comprehension on reading skill, the researcher provided post-test which consisted of true/false and essay test.

The aim of the post-test was to measure the reading comprehension after the treatment to the experimental group and the control group without the treatment. After conducting post-test, the researcher calculated scores of the students’ answer about the text given on post-test. It helps the researcher easily to measure the reading comprehension of the students. The following scoring system for both pre-test and post-test were:

Table 1. Scoring System of the Test

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Criteria of Scoring | Number of Item | Score of each Item | Maximum Score |
| 1 | Matching test | 5 | 1 | 5 |
| 2 | **a.** Complete and correct. | 10 | 3 | 30 |
| **b.** Incomplete and correct | 2 |
| **c.** Incomplete and incorrect. | 1 |
| Total | | 35 | | |

*Adapted from Kurikulum 2013*

Scoring system:

Students score : Number of correct answer X 100

Maximum score

To gain the data, the researcher analyzed the students’ standard score in the post-test. The researcher applied simple statistical analysis. The researcher firstly computed the individual score to analyze the gained. After obtaining the individual score, the researcher counted students’ mean score, by dividing the total of the individual scores and the total of the students. Moreover, after obtaining the mean score, the researcher counted individual deviation of students’ scores either in the experimental group or the control one. Furthermore, the researcher squared the standard deviation of students’ scores either in the experimental group or the control one. To get the value of t-counted, the researcher calculated the standard error firstly. Finally, the researcher computed the t-counted (Hatch and Farhady (1982:112) to know the result of the research.

**FINDINGS**

In collecting the data, the researcher conducted the post-test to the students after the treatment. It was given to both groups, the experimental group and the control group. The treatment was only given to the experimental group before conducting the post-test. It consisted of 15 items; 5 items of matching test, and 10 items of essay test. Each item of the first test type was scored 1 if it was correct and scored 0 if it was incorrect. Each item of the second test type was scored 3 if it was complete and correct, scored 2 if it was incomplete and correct, and scored 1 if it was incomplete and incorrect, and scored 0 if there is no answer.

The researcher conducted pre-test for experimental group on Tuesday, November 11th, 2016 at ten o’clock and for control group also on Wednesday, November 12th, 2016 at ten o’clock.The post-test was administered to find out whether the students’ reading comprehension was develop through Scavenger Hunt Game or not. The researcher conducted the post-test for both experimental group and control group after giving the treatment to experimental group.

The test was given for experimental group on Tuesday, Desember 1st 2016 and for control group on Wednesday, Desember 2nd 2016. The significant difference between the result of post-test of the experimental and the control class is to know how effective the use of Scavenger Hunt Game to develop students’reading comprehension. The result of the post-test is presented in table 4.1 and table 4.2.

Table 4.1. The Result of Post-Test of Experimental Group

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Initials | Obtained Score  (0-35) | Maximum Score (35) | Weighted Score  (0-100) |
| 1. | AFR | 30 | 35 | 85.71 |
| 2. | ADL | 29 | 35 | 82.85 |
| 3. | ASK | 31 | 35 | 88.57 |
| 4. | ATN | 33 | 35 | 94.28 |
| 5. | DDE | 32 | 35 | 91.42 |
| 6. | DMS | 31 | 35 | 88.57 |
| 7. | HDR | 32 | 35 | 91.42 |
| 8. | MDF | 21 | 35 | 60 |
| 9. | NIM | 30 | 35 | 85.71 |
| 10. | NLT | 30 | 35 | 85.71 |
| 11. | NNA | 33 | 35 | 94.28 |
| 12. | NRF | 35 | 35 | 100 |
| 13. | PRD | 22 | 35 | 62.85 |
| 14. | REN | 29 | 35 | 82.85 |
| 15. | RIS | 32 | 35 | 91.42 |
| 16. | RIK | 21 | 35 | 60 |
| 17. | ROK | 32 | 35 | 91.42 |
| 18. | SAR | 31 | 35 | 88.57 |
| 19. | SHL | 33 | 35 | 94.28 |
| 20. | SLW | 33 | 35 | 94.28 |
| 21. | TIO | 32 | 35 | 91.42 |
| Total Score | | |  | 1805.61 |

Based on the table above, the score of the students (the experimental group) in post-test, the researcher computed the weighted score of the students. The result of the experimental group in post-test can be seen that the highest score is 100 and the lowest score is 60. After getting the weighted score of the students, the researcher calculated the mean score on post-test by adding the total weighted score of the students and dividing by the number of the students. From this formula, the researcher got experimental groups’ mean score that is 85.98. Furthermore, the researcher provided the result of post-test in control group. In table 4.2.

Table 4.2. The Result of Post-Test of Control Group

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Initials | Obtained Scores  (0-35) | Maximum Score (35) | Weighted Score  (0-100) |
| 1 | AAR | 29 | 35 | 82.85 |
| 2 | AND | 26 | 35 | 74.28 |
| 3 | ANG | 29 | 35 | 82.85 |
| 4 | ANI | 26 | 35 | 74.28 |
| 5 | ANN | 29 | 35 | 82.85 |
| 6 | ANS | 29 | 35 | 82.85 |
| 7 | ANT | 26 | 35 | 74.28 |
| 8 | APT | 23 | 35 | 65.71 |
| 9 | ARY | 16 | 35 | 45.71 |
| 10 | DLS | 16 | 35 | 45.71 |
| 11 | ERS | 24 | 35 | 68.57 |
| 12 | FDL | 20 | 35 | 57.14 |
| 13 | FTR | 24 | 35 | 68.57 |
| 14 | KFL | 25 | 35 | 71.42 |
| 15 | MRZ | 20 | 35 | 57.14 |
| 16 | MTR | 25 | 35 | 71.42 |
| 17 | RHM | 26 | 35 | 74.28 |
| 18 | SKM | 30 | 35 | 85.71 |
| 19 | WRD | 29 | 35 | 82.85 |
| Total Score | | |  | 1348,47 |

Based on the table above, the score of the students (the control group) in post-test, shows that the highest score is 30 and the lowest score is 16. By looking at the table above, the researcher used the same formula in computing the individual score and the mean score. By adding the total standard score of the students and dividing by the number of the students, the researcher gets the mean score of the students in control group is 70.97.

Based on the computation the researcher notices that there was significance between students mean score of experimental and control group in post-test. The mean score of experimental group in post-test (85.98) was higher than the mean score of control group in post-test (70.97). By looking at both of the groups’ mean scores, it proves that there is a progress of the experimental group after getting the treatment.

After computing the mean score of post-test in the experimental group and the control group, the deviation and square deviation of the students’ score of post-test in the experimental and the control group were calculated. After analysing the individual deviation and the square deviation, the standard deviation of the experimental group and the control group were computed. The result are the standard deviation of the experimental group is 10.76 and the standard deviation of the control group is 0.52.

Having analysed the standard deviation of the groups, the standard error were calculated. The result is 1.28. Furthermore, to find out the significance between the experimental group and the control group, the data are counted and the result of the tcounted is 8.The data analysis shows that the is 8 by applying 0.05 level of significance with the degree of freedom (df) 38, 21-1+19-1= 38. The result of analysing the data that the t –counted was 8. It shows the t-counted is greater than the t-table. The t-counted is 8 while the t-table is 0.004. It means this research hypothesis was accepted.

**DISCUSSION**

This research aims to develop students’ reading comprehension through Scavenger Hunt Game. In this section, the researcher is going to discuss the result of the research finding which has been analyzed. The pre-test was given to both groups because the researcher wanted to measure students’ basic knowledge in comprehending a reading the text. Besides, by giving the pre-test the researcher also obtained the first data that can be used as comparison of students’ development after getting the treatment.

There were 21 students in experimental group and 19 students in control group. The pre-test had two kinds of types item. The fisrt exercise was matching test and the second one was essay test related to descriptive text. When the researcher gave the pre-test to the students’, she found that the students had difficulties in learning English especially reading. They spent much time to look the meaning of unfamiliar words in their dictionaries and also they still confused to differentiate the meaning of each questions.

The result of computation showes that none of students got maximum score. The highest score is 80 and the lowest score is 28.57. The mean score of experimental group in pre-test is 55.23 and the mean sore of control group in pre-test is 69.49. It indicates that the ability of students is quite low before getting the treatment.

After giving the pre-test, in the first meeting the researcher conducted the treatment to the experimental group. The treatment was given eight times. But, before the researcher applied the Scavenger Hunt Game, the researcher explained about the descriptive text and asked the students to do the exercises as usuall.

In the second meeting, the researcher started to use Scavenger Hunt Game. The researcher explained the rules of Scavenger Hunt Game and discussed the vocabulary needed. While doing treatment, the researcher found that at the beginning of the treatment the students interested in playing Scavenger Hunt Game. The researcher devided the students into four groups and each groups consisted of five up to six students. The students were enthusiast during playing the game because the students have to sought the answer of the questions that written in the sticky notes or piece of paper.

In the next meetings, the researcher found that there were differences between teaching reading with and without Scavenger Hunt Game. By using Scavenger Hunt Game in experimental group, the students did not get bored during teaching and learning process and also easier to understand the text. This situation occur because the treatments have already done for several times and the students are able to identify general information, find specific information, recognize the textual meaning and answer the question with the correct sentences based on the information given in the text. Therefore, they could answer the questions of the test confidently.

While in the control group the students should answer the questions as usuall and spent much time to look the meaning of the text and the questions. The researcher provided many kinds of descriptive text and applied into Scavenger Hunt Game in every meeting. The researcher explained briefly about the material first to explore students’ knowledge related to the topic. After playing Scavenger Hunt Game the researcher asked the students to answer the questions to test their ability in comprehending the text.

After getting the treatment, the researcher conducted post-test for both experimental group and control group. The mean score of experimental group is 85.98 than the mean score of control group is 70.94. The difference of both groups had progress, but the progress itself was different. The total score of the students in experimental group was higher than the total score in control group because the teaching and learning process conducted in experimental group is using Scavenger Hunt Game was developed their comprehension of reading text. In addition, the result above reveals that there is a significant development after giving the treatment and it can support the hypothesis of this research.

This result of research in line with the result of the research conducted by Suganda (2012) in teaching English vocabulary mastery using games, used two games; Hangman and Treasure Hunt Game. Her research design is one group pretest-posttest design and quantitative research method.The result of her research showes that the mean score of pre-test is 58.15, mean score of post-test is 78.25 and the t-counted is 7.9. T-tableis 1.685. Based on the data analysis above, thehypothesis of her research is accepted, because the t-counted was higher than t-table.

**CONCLUSION AND SUGGESTION**

Referring to the data result analysis, the researcher finally draws a conclusion for this research. As students’ reading comprehension was developed significantly after applying Scavenger Hunt Game, it can be concluded that Scavenger Hunt Game is one of the effective media that could help the students to develop their reading comprehension. It is supported by seeing the mean scores of pre-test which is **55.23** and post-test **85.98** in experimental class. It indicates that reading comprehension of the students is significantly developed after getting the treatment. In addition, there is a significant difference between mean scores in pre-test and post-test. It is proven by the value of tcounted (**8**) is greater than ttable (**0.004**). In other words, the research hypothesis is accepted.

The researcher provides several suggestions which can be worthwhile contribution to those who are actively involved in English teaching and learning process, such as students, teachers, and other researcher who probably want to take this research as a reference or a source. Firstly, the suggestion is given to the students. They should increase their English ability by memorizing more vocabularies in order to make them easier in learning reading comprehension.

Secondly, the suggestion is to the English teachers. Reading comprehension should be taught based on the interest of the students, the teacher should provide reading text that are closely related to the students’ interest and should choose appropriate media in teaching reading based on the aids of the students and motivate the students prior to teaching and learning process. In order to make the students did not get bored during teaching and learning process and also giving the warming up such as a small game to make them interested in learning English.

The last suggestion is for the next researchers. The researcher expects to other researchers who want to use Scavenger Hunt Game in their research. They should be creative in designing the media and make it interesting and entertain game. Moreover, they should motivate students in learning English.

**REFERENCES**

Hauschild, S. Poltavtchenko, E. Stoller, F. L. (2012). Going Green: Merging Environmental Education and Language Instruction. *English Teaching Forum Journal*, 2 (2), pp. 1-9.

Hatch, E. & Farhady (1982). *Research Design and Statistic for Applied Linguistics*. London: Newbury House Publisher, Inc.

Heilman*,* A*.* (1981). *Principles and Practices of Teaching Reading ( 2nd ed)* Ohio: A Bell and Howel Company.

Jain, M., Praveen & Patel, M. F. (2008). *English Language Teaching (methods, tools & techniques)*. Jaipur: sunrise publishers & distributors.

Marlene, F. (2007). *Treasure Hunt.* America: Celtic Marketing.

Suganda, K, Bunga. (2012). *Teaching English Vocabulary Mastery Using Games at the Third Grade Students of SD Negeri Cieuteureup Mandiri I* (skripsi). Bandung, Sekolah Tinggi Keguruan dan Ilmu Pendidikan.

Tae, U. (2005). *Teaching Reading*. Birmingham. Unpublished Thesis: University

Birmingham