

**THE USE OF TREASURE HUNT GAME IN TEACHING PREPOSITION OF
PLACE IN DESCRIBING THINGS**

AN ARTICLE



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2019**

THE USE OF TREASURE HUNT GAME IN TEACHING PREPOSITION OF PLACE IN DESCRIBING THINGS

(A Pre-Experimental Research on the Seventh Grade Students of SMP Negeri 6 Pontianak in Academic Year 2014/2015)

A RESEARCH ARTICLE

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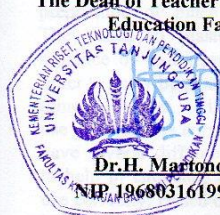

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Abstract

This study aimed to prove whether Treasure hunt game is effective for teaching preposition to the seventh grade students of SMPN 6 in The Academic Year of 2014/2015. The design of this study was pre-experimental design with one group pretest-posttest design. The population of this study was 234 students. The sample was chosen by using cluster random sampling technique. Moreover, the technique to collect the data was measurement technique. Then, the tool of collecting data was written test. It was found that Treasure hunt Game is effective in teaching preposition to the Seventh grade students of SMPN 6. The effectiveness of using Treasure hunt game can be seen based on the researcher finding that the value of t-test was 9.83 which meant bigger than the number of t-table 2.037 in the area of paired sample in 5% of 33 degree of freedom. The researcher concluded that the use of treasure hunt gamewas effective for teaching preposition of place in describing things to the students of SMPN 6 in The Academic Year of 2014/2015. The researcher suggests that the teacher could include treasure hunt game in teaching process as a reference of method that may be used to teach preposition.

Keywords: *Effectiveness, Preposition, Treasure Hunt Game*

INTRODUCTION

As part of the grammatical system, prepositions seem to occur everywhere in speaking and writing. Abdulkarim (2008) has stated that, prepositions are so significant for communication and they play such an important role. Prepositions are grammatical words or function words that mainly contribute to the grammatical structure of the sentence .

One of the learning materials that Year- 7 students need to master how to use preposition of place in decribing thing. They need to master how to make a sentence by using preposition of place in order to describe a person, an animal, and a thing. However, it is difficult tolearn to use prepositions correctly as most of themhave several different functions and rules to help in choosing which prepositions to use correctly. Based on the pre-observation in SMP Negeri 6 Pontianak, the writer found

that students had difficulty in using preposition of place. When the teacher asked them to decribe a position of a thing, they were not able to describe it correctly. Concerning to the students' problems in using preposition, the writer found that the students have difficulty in understanding preposition of place. Prepositions of Place are used to show the position or location of one thing with another.

Teachers need to find interesting and enjoyable ways in order to involve student in successful learning English. One of the interesting and enjoyable ways in teaching young learners is game-like activities. Using games in teaching English is one of recommended tools for learners because games provide an enjoyable and relaxed learning environment for young students and help them to be more creative

and communicative (Yolageldili & Arikan, 2011). As Ersoz (2000) stated that games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They are natural for children and simulate real-life situation; through games vocabulary, grammar and even their speaking ability can be practiced.

The first advantage is that games can increase students' interest and motivation. Students may sometimes be frustrating because of a serious and hard-digesting grammar lesson. However, if teachers know how to use games to teach grammar, learners may actually learn while they are playing and they are willing to learn more. The other advantages that games provide excellent practice for improving pronunciation, vocabulary, grammar, and the four language skills. Through games students will be more willing to ask questions, to discuss and think creatively about how to use English to achieve the goal. Therefore, the competition in games gives student a natural opportunity to work together and communicate in English with each other a lot. Wright, et.al (2006) also stated that games help and encourage many learners interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. Games provide one way of helping the learners to experience language rather than merely study it.

There are a lot of games that can be arranged in a variety of ways. Wright, et.al (2006) stated that, the teacher should be aware of the essential character of a type of game and the way in which it engages the learner can be helpful in the adaptation of games or the creation of new games. The game that the researcher tries to apply in this research is treasure hunt game. Treasure hunt game is the technique that suitable in teaching preposition of place the most than the other kind of game, this game are simulate real-life situation, naturally leads to the development of their

communicative skills, so that they can enjoy and be relaxed in learning, motivating and helping the learners to experience language. They can learn without being aware of it. Anderson (2014) also said that treasure hunt game is a fun way to reinforce vocabulary.

Some previous researches have proved the effectiveness of the use Treasure Hunt Game as a technique to teach students. For instance, Ahirina (2009) has proved that Treasure Hunt Game can improve students' ability in spelling at elementary school Semarang. Wulansari (2016) also prove that using treasure hunt game can improve the seventh grade students' comprehension in reading descriptive text at SMPN 2 Tulungagung. Furthermore, Dong Won Kim (2007) has found that Treasure Hunt Game can improve the learning effectiveness of other learning approaches by stimulating student motivation and providing an interactive student-centered learning environment. However, in this research the writer wanted to investigate how effective Treasure Hunt Game to teach English grammar especially preposition of place in describing thing.

Therefore, it is interesting to conduct a research on the use of Treasure Hunt Game to teach preposition of place in describing things. This research involves Year-7 students of SMP Negeri 06 Pontianak in Academic Year 2014/2015. (A Pre-Experimental Study on the Seventh Grade Students of SMP Negeri 6 Pontianak in Academic Year 2014/2015).

Treasure hunt game is a kind of team games, which focuses to find the hidden objects. To play treasure hunt, an adult prepares a list of hidden objects for children to find. Each team of children receives a duplicate list of the hidden objects. The winner is the team who can find all the hidden items. Anderson (2014) said that treasure hunt game is a fun way to reinforce vocabulary. The teacher helps create a list of what needs to be "found." Finders Keepers builds on comprehension

and encourages players to learn more about their surroundings. Moreover through this game the students learn experimenting, discovering and interacting with their environment.

Scrivener (2000) Treasure hunt was originally an outdoor activity and a game played by children and occasionally by adults. This is a game that can be played by people of all ages, and it is fun to play at the same time.

Treasure hunt game also does not demand hard preparation and it gives a good impact to the language learning process. Anderson (2014) state that the benefits of using treasure hunt games are various they "range from cognitive aspects of language learning. spontaneous use of language," promote "communicative competence." It is essential for the teacher to possess the ability to create a situation in which the students are enthusiastic to play treasure hunt game.

In this research, treasure hunt game is an activity that begins with explaining the material about preposition of place by the teacher before the students play the game. Preposition of place are words which is used to show the position or location of one thing with another. It is one of materials that student should be mastered in seventh grade level. Seventh Grade Students here are the students that are studying in the first year of junior high school. Therefore, it is interesting to conduct a research on the use of Treasure Hunt Game to teach preposition of place in describing things.

METHOD

In this study, the researcher used a quantitative approach and the researcher used pre- experimental design with one group pretest-posttest design. Population in this study is the seventh grade student of SMP Negeri 6 Pontianak and the sample is from A Class consist of 34 students. The technique of data collection used is measurement technique. In this research, the measurement technique aimed to

measure students' ability in using preposition of place by using test. This technique needed in order to determine the result of this research. The researcher used a test as the tool of collecting data.

The test was given twice as pretest and posttest. From the test, the researcher found the student's progress in using preposition of place before and after teaching preposition of place through treasure hunt game. In analyzing the data, the researcher did this steps: (1) Individual score. To analyze of the student individual score of pre-test and post-test, the researcher analyze the test result by using the following scoring rubric (2) Mean score. After the researcher obtained the data, it was calculated to find the mean score by using formula by Khan $M = \frac{\sum X}{N}$. (3) T- test. The researcher used T-test to answer the first research problem. Furthermore, the researcher used SPSS to analyze the t-test. (4) Effect size. The researcher use Effect Size (EF) formula

adopted from Cohen(2007) $ES = \sqrt{\frac{1}{N}}$.

RESULT AND DISCUSSION

Result

The writer provides the data for the sake of research findings and hypothesis testing. The first data is going to show the students' mean score of pretest and posttest the second data is going to show the students' different score, the third data is going to show the standard deviation, the fourth data is going to show the t-test of one group experimental, and the last data is going to see the result of the students' improvement by using treasure hunt game in teaching preposition of place in describing things to get the final conclusion. The researcher counted and analyzed the students' individual score, average, standard deviation, normality test and T-test. (a) Individual score, in calculating the data, the result of the students' individual score of the pre-test and post test were the first calculation done

by the teacher before carrying out the mean score of pretest and posttest. The researcher obtained the students'

individual score by calculating scoring rubric.

Table 1. Individual Score of Pre-test and Post-test.

No	Subject	Pretest O ₁	Posttest O ₂	D (O ₂ - O ₁)	D ²
Σ		2018	2733	614	14845
Mean Score		58,67	80,38		

(b) Paired Samples Statistics. In this research, the researcher analyzed the data in order to find mean score, standard deviation, and standard error mean by using SPSS. It was described by this table,

Table 2. Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	58.67	34	9.542	1.772
	PostTest	80,38	34	8.930	1.658

The output above described the data from Paired Samples Statistics. As shown in the table of paired-sample statistics, the mean score of pre-test was 58.67, the standard deviation of pre-test was 9.542, and standard error mean of pre-test was 1.772 and the mean score of post-test was 80,38.79, the standard deviation of post-test was 8.930 and standard error mean of post-test was 1.658. (d) Based on the result of the data computation, it was obtained that the t-test score (9,83) was higher than the t-table (2.037) with the degree of freedom (df) = N - 1 (34 - 1 = 33). It means that the use of Treasure hunt game in teaching preposition of place to describing thing had different before and after being given treatment.

Discussions

The writer found out that the use of the effectiveness of Treasure hunt game in teaching preposition of place to describing thing was strongly effective to be used in the process of teaching and learning. It can be seen from the result of the computation of the effect size which is categorized as

It proves that the alternative hypothesis (Ha) which stated "The use of Treasure hunt game is effective in teaching preposition of place to describing thing to Year-7 students of SMP Negeri 06 Pontianak in Academic Year 2014/2015" is accepted and the null hypothesis (Ho) Treasure hunt game is not effective is rejected. It was also analyzed that the effect size of the treatment (ES = 1,67) was higher than 1. Therefore, statistical hypothesis Ho, that is, "The effectiveness of Treasure hunt game in teaching preposition of place to describing thing is "strong" was accepted. Other statistical hypotheses are rejected.

"strong". The writer conducted two meetings that focused on the use of Treasure Hunt Game to teach preposition of place in describing things. In treatment, the writer explained about preposition of place in describing position of the things and applied the Treasure Hunt Game. It happened because this teaching technique

was already familiar for them. With the step by step and detail explanation from the writer, They started to understand in applying The Treasure Hunt Game. Students were active during the teaching learning process. They also motivated to learn because the game was amusing and challenging. At the end of the treatment, the writer asked about students' opinion of the use of treasure hunt game to teach preposition of place in describing things. Many of the students said that they can understand the material easier because they learned it in a fun and interesting way. Some students added although the class became very noisy but they could practice their understanding about the material and also it helped them to experience the language directly.

After the treatment, the writer conducted the post-test. It was applied to identify the students' ability after the treatment given. Then, the writer calculated the mean score of post-test by dividing the total score of post-test with the whole number of research sample that is 34 students. The mean score of post-test was 80,38. It showed that the students' mean score had improved from pre-test to post-test, 58,67 to 80,38.

Then, the writer analyzed the significance of students' interval score of pre-test and post-test by using t-test formula. Based on the computation, the result showed that the t-test score (9,83) was higher than the t-table (2.037) at 0.05 with the degree of freedom ($df = N - 1$) (34 - 1). It means that the use of Treasure Hunt Game to teach preposition of place in describing things had different significant result between pre-test and post-test.

Furthermore, the writer computed the effectiveness of the treatment by using the formula of the effect size. As above computation, the effectiveness of the treatment was 1,67 higher than 1.00 and categorized as strongly effective.

Treasure Hunt Game is one of the appropriate teaching techniques that can be used to teach preposition of place

in describing things. It is also effective as they create motivation, lower students' stress, and give language learners the opportunity for real communication. Treasure Hunt Game can be used to introduce the material, to practice recently learnt language items, to introduce or practice certain theme, or to relax and energize a class. Moreover, Wright, et.al (2006:143) stated that one of the interesting games which may improve students' mastery in English grammar is called Treasure Hunt Game. The writer believe that Treasure Hunt Game can help the students to master how to use preposition of place in describing things

Therefore, based on the findings, theoretical, and related studies that the use of Treasure Hunt Game to teach preposition of place in describing things was categorized as strongly effective and significantly increases students' mastery in preposition of place in describing things to Year-7 students of SMP Negeri 6 Pontianak in Academic Year 2014/2015.

CONCLUSION AND SUGGESTIONS

Conclusions

The conclusions of this research can be seen as follows: (a) The use of Treasure hunt game in teaching preposition of place to describing thing contributed increased students' achievement. (b) Treasure hunt game significantly increases students' mastery in preposition of place in describing things. (c) The effect size of the use Treasure hunt game in teaching preposition of place to describing thing to year-7 students of SMP Negeri 06 Pontianak is categorized as strong. It means that the use of Treasure Hunt Game is strongly effective to teach preposition of place in describing things.

Suggestions

There are some suggestions that are proposed by the researcher: (a) The writer recommended that the teacher should use Treasure Hunt Game as an effective teaching technique to teach preposition of place in describing things. Because Treasure Hunt Game is highly

motivating and can stimulate the students' concentration since it is amusing and challenging. (b) The writer recommended that the teacher should apply Treasure Hunt Game to teach preposition of place in

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