

## THE USE OF *SCAVENGER HUNT* GAME TO PROMOTE AN ENGLISH LEARNING ATMOSPHERE FOR YOUNG LEARNERS

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### Abstract

The learning atmosphere is one aspect that can support success in the learning process. However, to create a good and enjoyable learning atmosphere, teachers must use a technique or strategy that is suitable, one of which is the use of the *Scavenger Hunt* game. This research aimed to describe the use of a *Scavenger Hunt* game in promoting the English learning atmosphere which is conducted at MIS Mambaul Islam Soko Tuban. To explain the extent of the *Scavenger Hunt* game in promoting the English learning atmosphere, the researcher employed a case-study research approach to get more information in detail. The data were collected through the observation and questionnaire. The population of this research was the fifth-grade students of MIS Mambaul Islam Soko Tuban in the academic year 2023/2024 which consisted of 24 students. The result showed that the use of the *Scavenger Hunt* game was effective in promoting the English learning atmosphere evidenced by the fulfillment of good and positive Atmosphere learning criteria after the implementation of the *Scavenger Hunt* game.

**Keywords:** *Scavenger Hunt* Game; Learning Atmosphere; Young Learners

### INTRODUCTION

The inclusion of Teaching English to Young Learners (TEYL) has become a part of the English as a Foreign Language (EFL) curriculum in numerous nations (Ratminingsih et al., 2018). Indonesia is one of the countries that implement TEYL as a curriculum subject. Teaching English to young learners is very important because the optimal time for acquiring proficiency in a foreign language is during childhood (Rohmah, 2015). But, instructing English to young learners poses a challenging task and it requires a lot of preparation and work. Teachers must have high creativity, innovation, and good skills to create a pleasant classroom atmosphere.

The learning atmosphere in a classroom refers to the environment where the teaching and learning process unfolds, formed by learners' perceptions of their teachers, peers, and the interactions within the class (Jumiansyah et al., 2019). The insufficient skills of learners and a disrupted learning process contribute to poor learning outcomes (Hasanudin et al., 2022). Therefore, to create a good learning atmosphere for learners, teachers need to introduce new things to the learners that can attract learners learning motivation. One of the efforts that teachers can make is to apply games in the classroom. Games allow learners to take an active role than the teacher. This not only captures their attention but also makes the learning process

more enjoyable. As we know young learners still like playing. The application of games in the learning process can help learners to be able to learn and play at the same time.

In the modern era, numerous games have been integrated integral to the English teaching and learning process. Within the context of this research, the researcher has identified a game that is well-suited for teaching young learners, known as the "*Scavenger Hunt*" game. A *Scavenger Hunt* is an activity where coordinators design a series of things that participants must find or complete to win. A *Scavenger Hunt* serves as a dual exercise, engaging both the mind and the body. It challenges participants by enhancing problem-solving skills and encouraging physical activity during the hunt (Rasyidi et al., 2023). This game is suitable for young learners because it requires the learners to move around. As a fact of the matter, young learners are active. They cannot just sit down and listen to the teacher for a long time. They need an activity that makes them move and do something. So, they can enjoy the learning process. Besides they can play, without realizing it, and they also learn something.

The *Scavenger Hunt* game was popularized by Elsa Maxwell in the United States starting in the early 1930s. According to Wikipedia, the *Scavenger Hunt* is an entertaining activity where the planners create a list outlining particular items that participants aim to find or accomplish, typically without buying them. The objective of this game is to either be the first person to finish the entire list or to complete the highest number of items on the list. A *Scavenger Hunt* is an activity where coordinators create a series of things that players must actively explore and collect, to complete all the items on the list. A *Scavenger Hunt* can also be defined as an educational and interactive activity that involves learners working in groups to search for hidden items and perform tasks based on provided clues, fostering fact-finding and information-processing skills (Amelia & Prystiananta, 2020). It means that the *Scavenger Hunt* game is a strategy to train learners to find clear pieces of information based on the clues by hunting. Meanwhile, in another definition, the *Scavenger Hunt* is a game that can be played by individuals or teams, challenging participants to gather as much information as possible within a limited timeframe (Shaleha et al., 2017).

From those definitions, it can be concluded that a *Scavenger Hunt* is an instructional game that is also created to help learners read more actively and has the goal of increasing learner engagement, this *Scavenger Hunt* combines game elements by inviting learners to think of instructional clues as a search for a specific item, information, or feature that learners should find and then indicate that they have found.

The primary benefit is that learners are motivated and stimulated to enhance their learning (Wulan, 2015). This is because the learners gain educational experiences through both indoor and outdoor activities. Furthermore, the *Scavenger Hunt* game incorporates physical movement as participants search for items on the list. As a result, learners find learning more engaging and challenging, prompting them

to acquire knowledge without even realizing it. From what has been explained above, it can be concluded that the objectives of this research are: 1) to find out the procedure of the implementation of the *Scavenger Hunt* game. 2) to describe the learning atmosphere during the implementation of the *Scavenger Hunt* game. 3) to measure the extent of the use of *Scavenger Hunt* games in promoting the English learning atmosphere.

## **METHOD**

In this research, the researchers used a case-study research design with a qualitative approach because the researchers aimed to obtain a deeper understanding and detailed information about the phenomenon that happened in the fifth grade of MIS Mambaul Islam Soko Tuban, specifically related to the use of *Scavenger Hunt* game in the classroom. In this case, the researcher seeks to explore the extent to which the utilization of *Scavenger Hunt* games influences the student's English learning atmosphere.

The data used in this research were collected by observation and questionnaire. The observation used to find out how was the implementation of the *Scavenger Hunt* game and the students' learning atmosphere during the implementation of the *Scavenger Hunt* game. The questionnaire was given to the students to measure the extent of the use of the *Scavenger Hunt* game. The procedures employed for analyzing collected data were retaining data, explaining data, and categorizing data.

## **FINDINGS AND DISCUSSION**

### **The Procedures of the Implementation of *Scavenger Hunt* Game**

The first research problem is about the procedures for playing *Scavenger Hunt* games. The steps employed by the teacher in applying the *Scavenger Hunt* game are as follows: (1) The teacher selects a secure location with ample hiding spots, suitable for either indoor or outdoor settings; (2) The teacher explained about the *Scavenger Hunt* game; (3) The teacher divides the learners into several groups; (4) The teacher assembles clues or identifies specific categories of items; (5) Clues are written on cards or pieces of paper, which are then distributed to each group for use during the game; (6) A specific amount of time is allocated for the activity; (7) Players commence the hunt, creating a list of items based on the provided clues. The group that successfully finds the most items within the given time frame is declared the winner.

The procedure applied by the teacher aligns with the stages of playing the *Scavenger Hunt* game as mentioned by Cami (2017). However, there are some differences, such as: in this research, the game starts with the selection of a safe playing area, and the items to be found are pieces of paper with answers written on them based on the provided clues. In contrast, in the procedure stated by Cami (2017),

the items to be found are real objects or materials. The *Scavenger Hunt* game can be played with flexible rules set by the coordinator, depending on the conditions and the playing location. The flexibility of rules allows the game to be adapted to specific environments and objectives. This may involve adjusting rules related to the selection of the location, the type of items to be sought, or the way clues are resolved. With a more flexible approach, the game can be tailored to meet the needs and characteristics of participants, as well as the specific situation at hand.

### The Students' Learning Atmosphere

Based on the criteria of a positive learning atmosphere stated by Alperin (2022), the use of a *Scavenger Hunt* game was effective in promoting the students' learning atmosphere as can be seen in the observation sheet below:

Table 1: Observation Checklist

No	Criteria of a Positive Learning Atmosphere	Yes	No
1.	Students experience a sense of physical and emotional security within the classroom, perceiving it as a space where they can authentically be themselves and articulate their thoughts without facing judgment.	√	-
2.	Students are aware that they are esteemed and treated with respect, irrespective of factors like ability, gender, sexuality, race, ethnicity, or religion.	√	-
3.	Students actively participate in shaping the class structure and expectations, whether it involves creating designated spaces for student use or engaging in class discussions to collectively establish norms and expectations.	√	-
4.	Every student is encouraged to meet elevated expectations, and they all receive the necessary support to attain those standards successfully	√	-
5.	Clear standards of behavior are set, and they are consistently and fairly enforced for all students.	√	-
6.	The teacher takes the time to familiarize themselves with each student, utilizing this knowledge to craft meaningful and personalized learning experiences.	√	-
7.	A positive rapport exists between the teacher and students, as well as among the students within the class.	√	-

Based on the observations conducted by the researchers, the learning atmosphere in the 5th grade of MIS Mambaul Islam Soko Tuban, after implementing the *Scavenger Hunt* game, has become positive according to the criteria of a positive learning atmosphere outlined by Alperin (2022). That students feel safe both physically and emotionally in the classroom, they also feel respected and treated equally, all students can participate in the game, students have the same expectations and standard values, some rules apply to all students without discrimination, the

teacher knows the students more deeply, and there is a good relationship between the teacher and the students as well as among the students.

### The Extent of Scavenger Game to Promote English Learning Atmosphere

To measure the extent of the *Scavenger Hunt* game, the researchers gather the data by using questionnaire guidance to the students. The result of the questionnaire can be seen below:

Table 2: Questionnaire guidance

No	Questions	% of Yes	% of No	% of Don't Know
1.	Playing the <i>Scavenger Hunt</i> Game is fun.	100	-	-
2.	<i>Scavenger Hunt</i> Game helps to learn English easily.	100	-	-
3.	Playing the <i>Scavenger Hunt</i> Game increases students' learning motivation and willingness.	91.7	-	8.3
4.	Playing the <i>Scavenger Hunt</i> Game makes the interaction among the class more active.	100	-	-
5.	Playing the <i>Scavenger Hunt</i> Game engages students' physical health.	75.03	8.3	16.67
6.	Playing the <i>Scavenger Hunt</i> Game engages students' problem-solving skills	83.34	4.16	12.5
7.	<i>Scavenger Hunt</i> Game increase students' English scores.	100	-	-
8.	The learning atmosphere becomes more enjoyable during the implementation of the <i>Scavenger Hunt</i> Game.	100	-	-

Based on the questionnaire given to the 24 students of the fifth grade of MIS Mambaul Islam Soko Tuban, it shows clearly that the majority of the students agree that the use of *Scavenger Hunt* games can effectively promote the English learning atmosphere. This can be evidenced by the majority of students' opinions, stating that the *Scavenger Hunt* game is fun, makes learning English much easier, enhances students' motivation and interest in learning, improves student interactions, engages physical health, engages problem-solving abilities, raises students' English scores, and makes the classroom atmosphere more enjoyable as presented in the table above.

### CONCLUSION

Based on the findings and discussion above, it can be concluded that the implementation of a *Scavenger Hunt* game is effective in promoting the English learning atmosphere. The learning atmosphere in the classroom became more enjoyable during the implementation of the *Scavenger Hunt* game. It made the students' learning motivation and willingness increase as well. But still, the

implementation of the *Scavenger Hunt* game required a lot of preparation because this game is played both indoors and outdoors. Therefore, teachers must be aware and be careful in monitoring the students.

Besides the *Scavenger Hunt* game can promote the learning atmosphere, the students also get a lot of benefits from this game. Firstly, the students can improve their problem-solving skills by understanding the clues, developing students' guessing and searching skills, cultivating teamwork among the players, and engaging both the body and mind because this game requires the students to do physical movements to find the object based on the clues.

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