TEACHING VOCABULARY USING SCAVENGER HUNT TO THE FIRST GRADE STUDENTS AT MI NEGERI SURAKARTA IN 2014/2015 ACADEMIC YEAR

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ABSTRACT

The objectives of the study are to describe the procedure of teaching vocabulary using Scavenger Hunt to the first grade students at MI Negeri Surakarta in 2014/2015 academic year and to know the students’ responses to the teaching-learning activity of the use of Scavenger Hunt in teaching vocabulary. This study is a descriptive qualitative research. The data are taken from observation, interview, and document. In collecting the data, the writer employs observation and interview. The technique for analyzing data is data reduction, data display, and conclusion and verification. The results of this study are: (1) the teaching-learning process consists of indoor activities and outdoor activities involving the stage of learning, namely engaging, studying, activating, and closing; (2) the students enjoy doing the activities and they are more interested in joining the teaching-learning process; (3) the students are encouraged and motivated to learn more, and (4) the students also have learning experience through indoor activities and outdoor activities.

Keywords: Scavenger Hunt, Teaching Vocabulary, Young Learners

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan prosedur Scavenger Hunt dalam pengajaran kosakata bahasa Inggris untuk siswa kelas satu di MI Negeri Surakarta tahun ajaran 2014/2015 dan untuk mengetahui tanggapan siswa terhadap aktivitas belajar mengajar menggunakan Scavenger Hunt dalam pengajaran kosakata bahasa Inggris. Penelitian ini merupakan penelitian deskriptif kualitatif. Data diambil dari observasi, wawancara, dan dokumen. Penulis menggunakan observasi dan wawancara dalam pengumpulan data. Teknik analisis data yang digunakan meliputi reduksi data, penyajian data, dan penarikan kesimpulan dan verifikasi. Hasil dari penelitian ini adalah: (1) kegiatan belajar mengajar terdiri dari aktivitas di dalam maupun di luar kelas yang terdiri dari urutan pembelajaran yang meliputi engaging, studying, activating, and closing; (2) siswa menikmati dan lebih tertarik untuk melakukan aktivitas dalam kegiatan belajar mengajar; (3) siswa ter dorong dan termotivasi untuk belajar; (4) siswa juga mempunyai pengalaman belajar melalui aktivitas di dalam dan di luar kelas.

Kata kunci: Scavenger Hunt, Pengajaran kosakata, Pembelajar Pemula
A. Introduction

Teaching English as foreign language to young learners is an extraordinary challenge to the teacher, so that the teacher should use appropriate technique and strategy to get student’s interest and motivation in learning. In learning English, vocabulary is being the main priority to be taught to the learners from the early stage. Vocabulary is an important component in second/foreign language learning because it is needed for producing utterances to express ideas or feelings in order to communicate effectively. Having adequate vocabulary will ease learners to be able to communicate in expressing and conveying their ideas or feelings in both oral and written form. Considering the importance of mastering vocabulary, it is very essential to begin learning vocabulary as early as possible.

As stated by Fauziati (2010: 91), children in primary or elementary school are at the concrete operational stage of cognitive development and classroom activities should create and offer opportunities to learners for learning. Learners need to be actively involved in the learning process and they have to take responsibility to expand their vocabulary by themselves. Consequently, the teacher should use appropriate technique in teaching vocabulary which is relevant and motivating the learners.

Basically, children like playing and learn things while playing. So, games are effective ways for teaching language (Fauziati, 2010: 92). Furthermore, Fauziati (2010: 91) states that they learn through hands or experience and through manipulation of object in the environment as well as they primarily learn by doing activities. So, in teaching vocabulary, words are not enough and the teacher will need to have plenty of objects and pictures to work with (Scott and Ytreberg, 2004: 5).

One of interesting games which can be used to teach vocabulary is *Scavenger Hunt*. Wise (2003: 158) in Wikipedia (2014: 1) states that:

*Scavenger Hunt* is a game in which the organizers prepare a list defining specific items, which the participants – individual or teams – seek to gather all items on the list –
usually without purchasing them or perform tasks or take
photographs of the items, as specified.

In MI Negeri Surakarta, the students of class IB taking part in
extracurricular of English every Saturday at 10.15 a.m have limited
vocabulary. When they are just given or provided a list of words to be written
in their book, they tend to be lazy and finally for a short time they have forgot
the words because they do not want to learn again at home. So, it is needed an
interesting technique in teaching vocabulary to them and the technique is
Scavenger Hunt. It is due to some reasons, such as: (1) the students have
limited vocabulary; (2) in order to make the learning situation more enjoyable
with various activities; (3) in order to give learning experience to the students
through indoor activities and outdoor activities.

The objectives of this study are to describe the procedure of teaching
vocabulary using Scavenger Hunt to the first grade students at MI Negeri
Surakarta in 2014/2015 academic year and to know the students’ responses to
the teaching-learning activity of the use of Scavenger Hunt in teaching
vocabulary. This study has theoretical significance and practical significance.
Theoretically, the result of this study can enrich the technique of teaching
English vocabulary. Practically, the result of this study can be applied by
teacher in teaching vocabulary so that the students are motivated and
interested to learn more and can be used as a reference for other researchers in
conducting other research, especially research on teaching vocabulary.

Regarding to research on teaching vocabulary, Sani (UMS, 2011)
conducted a research on A Descriptive Study on Teaching Vocabulary Using
Multimedia at the Fourth Year of SD N 12 Purwodadi Grobogan. The study
shows that the students are not bored and more enthusiastic to follow the
teaching-learning process but sometimes they have unstable motivation in
learning.

Secondly, Yuwanita (UMS, 2012) conducted a research on Teaching
English Vocabulary by Using Games to the Fourth Year Students of SD
Negeri 2 Bogor Cawas Klaten in 2011/2012 Academic Year. The study shows that by using games, the students are easier to absorb new vocabulary and absolutely enjoy the learning material.

Thirdly, Nugraha (UMS, 2013) conducted a research on Teaching Vocabulary Using Drink Package for the Fourth Grade Students of SD Negeri 1 Krebet Masaran Sragen in 2012/2013 Academic Year. The study confirms that using drink package is more effective than just using handbook because the students can achieve the target vocabulary well.

Fourthly, Ozen and Mohammadzadeh (2012: 58-72) conducted a research on Teaching Vocabulary Through Poetry in An EFL Classroom. The study shows that it is possible to use poetry-based vocabulary teaching activities instead of vocabulary activities in the coursebooks used in the EFL classrooms.

Lastly, Balci and Cakir (2012: 21-32) conducted a research on Teaching Vocabulary Through Collocations in EFL Classes: The Case of Turkey. The study proves that teaching vocabulary through collocations results in a better learning of the words than presenting them using classical techniques and enhances retention of new vocabulary items. Teaching vocabulary through collocations can be an effective factor in helping students remember and use the new words easily in primary school EFL classes.

Based on the researches above, the writer wants to observe the teaching-learning process in teaching vocabulary with different technique by using Scavenger Hunt. Hopefully, this technique can encourage the learners to try more in learning and find out what they learn as well as give them more challenges in learning vocabulary. Also, the technique can give learning experience to the students through indoor activities and outdoor activities. From the reasons above, the writer is interested in conducting a research entitled TEACHING VOCABULARY USING SCAVENGER HUNT TO THE FIRST GRADE STUDENTS AT MI NEGERI SURAKARTA IN 2014/2015 ACADEMIC YEAR.
B. Research Method

This study is a descriptive qualitative research. The writer describes the procedure of teaching vocabulary using *Scavenger Hunt* to the first grade students at MI Negeri Surakarta in 2014/2015 academic year and the students’ responses to the teaching-learning activity of the use of *Scavenger Hunt* in teaching vocabulary. The subject of this study is the first grade students of MI Negeri Surakarta. The writer takes the students of class IB which consists of 16 students, including seven male students and nine female students. They are the students taking part in extracurricular of English every Saturday at 11.15 a.m. The writer uses non-random sampling, specifically purposive sampling. In getting sample of this research, the writer has some criteria and purposes why the writer chooses the first grade students of class IB at MI Negeri Surakarta. The criteria are as follows:

1. They are still in early stage of learning so they needs to learn some vocabularies to support their English skills;
2. They have limited vocabulary and they have tendency to forget new list of vocabulary which has been learned before;
3. They need an interesting technique in order to make the teaching-learning process fun and enjoyable so that they will have interest and motivation in learning.

The writer focuses on teaching vocabulary using *Scavenger Hunt* to the first grade students of class IB taking part in extracurricular of English at MI Negeri Surakarta in 2014/2015 academic year. The data are taken from observation, interview, and document. The data consist of the activity of teaching-learning processes, the result of interview with the students about their responses to the teaching-learning activity, and the material used in teaching vocabulary both indoor activities and outdoor activities. In collecting the data, the writer employs observation and interview. The technique for analyzing data is data reduction, data display, and conclusion and verification.
C. Research Finding and Discussion

From the observation that has been conducted, the procedure of teaching vocabulary using *Scavenger Hunt*, resulted in two kinds of activities in teaching-learning process namely outdoor activity and indoor activity. Each stage of learning consists of engaging, studying, activating, and closing. In the teaching-learning process, the students as individual or team are encouraged to seek in gathering all items on the list. Students not only learn in classroom but also they have learning experience in their environment or natural world. They have more challenges in learning vocabulary through the technique of *Scavenger Hunt* because they are actively involved in teaching-learning process. They get a fun learning activity which makes them understand more in learning both the form and the meaning of words being learned.

In the teaching-learning process, the teacher teaches the words and their meanings directly and indirectly. In direct teaching, the teacher lets the students know the words and their meanings directly, while in indirect teaching, the teacher tries to use the appropriate strategy to make them figure out the meaning of words on their own. The teacher also provides the words and its pictures to make them relate the words and the real objects. By using *Scavenger Hunt*, the vocabulary learning is easier to learn for the students in enriching their vocabulary and also they have more interest in learning.

From the result of interview, the students give some good responses to the teaching-learning activity of the use of *Scavenger Hunt* in teaching vocabulary. They are more excited and joyful in learning and they have more challenges to learn as much as they can. Most students enjoy the teaching-learning process and excited to learn more and more without being aware that they are learning because the learning situation has been changed to fun learning with the various activities. The students learn a lot of words while they are playing through their activities and working on meaningful tasks also use the words being learned to accomplish their tasks.

Teaching vocabulary using *Scavenger Hunt* can make the students excited and enjoy so that they can be active in learning. The students are
encouraged and motivated to learn more, they also have learning experience through indoor activities and outdoor activities, because they learn not only in the classroom but also in their environment or natural world. By doing various activities, they have opportunity to learn more from their learning to use the words (listening to the words, speaking the words, and writing the words). It is important to provide the teaching-learning activity in which the students can learn and do more than they can on their own also in which they can enjoy the activity without being aware that they are learning. So, in teaching vocabulary, words are not enough and the students will need to have plenty of objects and pictures to work with so that they know both abstract word and its concrete form as well as the written and spoken form.

D. Conclusion

*Scavenger Hunt* is a game in which the teacher prepares a list defining specific items, which the participants – individual or teams – seek to gather all items on the list. The goal is usually to be the first to complete the list, although in a variation on the game players can also be challenged to complete the tasks on the list in the most creative manner. There are two kinds of activities in teaching learning process namely outdoor activities and indoor activities. Each stage of learning consists of engaging, studying, activating, and closing. In the teaching-learning process, the students as individual or team are encouraged to seek in gathering all items on the list.

The teacher teaches the words and their meanings directly and indirectly. In direct teaching, the teacher lets the students know the words and their meanings directly, while in indirect teaching, the teacher tries to use the appropriate strategy to make them figure out the meaning of words on their own. The teacher also provides the words and its pictures to make them relate the words and the real objects.

Most of students give good responses to the teaching-learning activity of the use of *Scavenger Hunt* in teaching vocabulary. Most of them enjoy the teaching-learning process and they are excited to learn more and more without
being aware that they are learning because the learning situation has been changed to fun learning with the various activities.

By using Scavenger Hunt, the students are encouraged and motivated to learn more, the students also have learning experience through indoor activities and outdoor activities. Scavenger Hunt is relevant to the teaching vocabulary, because in teaching vocabulary, words are not enough and the students will need to have plenty of objects and pictures to work with so that they know both abstract word and its concrete form as well as the written and spoken form.

**BIBLIOGRAPHY**


**VIRTUAL REFERENCES**
