

STUDENTS' PERCEPTION OF USING SCAVENGER HUNT GAME IN UNDERSTANDING SOCIAL CONTEXT OF SECOND LANGUAGE ACQUISITION

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ABSTRACT

This research study investigates students' perception of using the Scavenger Hunt game to understand the social context of second language acquisition. The participant of this research was 12 undergraduate students in the 5th semester. The data were collected from questionnaires, documentation, and interview. The data were analyzed using descriptive analysis. This study revealed that Scavenger Hunt is an exciting way to understand the social context of Second Language Acquisition because the students experienced directly and what they did were examples of some issues in learning the social context of Second Language Acquisition (SLA). Teachers and lecturers should consider the integration of Scavenger Hunt and specific topics with some adaptation to make the activity effective in the teaching and learning process.

Keywords: *Students' Perception, Scavenger Hunt game, Second Language Acquisition.*



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LATAR BELAKANG

Second language acquisition (SLA), or second language learning, studies how people acquire a second language. In some contexts, SLA is also called a foreign language. In learning Second Language Acquisition, many essential terms need to be understood, especially in introducing Second Language Acquisition, because it will help learners understand other books or references related to Second Language Acquisition.

Because many terms need to be understood, such as language community, Zone of Proximal Development (ZPD), intrapersonal interaction, interpersonal interaction, macrosocial, microsocioal, and others, they require time to be learned so that the implementation of games or game-like activity in learning SLA is considered necessary for the students.

Games named the "Play-way method" in language learning are usually assumed to teach young learners or are limited to them only. However, adolescent and adult learners may also be interested in participating in it (Singh, 2016). How to make it attractive to a particular level is by adopting the games and adapting based on the students' needs.

Particularly in language teaching, Williyam et al. (2016) stated that a game is played governed by specific rules, and the

rules in language games should be clear for all participants. The participants in this game are learners who play the game. In addition, Margineanu (2003) revealed that a game has objectives. The games must have a beginning and an end. It must be understandable for learners and teachers.

Using games or game-like activities in the teaching and learning process can provide concrete practice for learners and reduce tension and anxiety for some learners. Applying game or game-like activities in the classroom is a way to motivate students and invite them to engage more actively in the learning process.

There are some types of games; cooperative games, competitive games, communication games, and code-control games. (Margineanu, 2003). *Cooperative game* is where the main point is to invite all group members to be active. It is excellent to encourage shy students. Examples of activities in this game are a competition of drawing, grouping things, finding hidden things, and collecting things. *Competitive game* is an overt competition between teams, or sometimes of an individual, against the rest of the class. The competition may also be of individuals against other individuals. The goal is reaching the end before the other competitors, making more points, surviving elimination, or avoiding penalties.

Communication game is a game in which the main objective is getting the message over to the other players and reacting appropriately to their messages. For example, when giving instructions, the player giving them must be clear, and the player following them must do what he is required. The tasks are usually practical, like following instructions, drawing, and persuading other players. It means that players will concentrate on the task rather than on the language. Besides, students can see the results of their use of language at once, which will help build their confidence.

Code-control games. This game requires that students produce correct language: Structures, spelling, and pronunciation. The production of the correct language will make the players of the team win points.

From the types of games above, this study used a cooperative game named Scavenger Hunt in which all group members were active in playing the game. Scavenger Hunt refers to (Lu et al., 2015) is a popular game where the organizers define a list of objects or tasks for players to find or perform. The players must find or perform a task within a set time limit. When the individual or team participants find objects and perform tasks, they collect the found objects.

According to Barkley (2010), the scavenger hunt is an activity that engages learners in fact-finding and information-processing exercises using instructor-specified clues. This activity challenges learners to locate and think about the location of the items. The learners' knowledge expands by processing the information from the clues and the engaging task. Moreover, Sigurdottir in Amelia & Prystiananta (2020) views a scavenger hunt as a game where the students would have to solve such as puzzles or questions. Also, the clues in the scavenger hunt game were written in the target language, which forces the participants to read and fellow team members to listen and test their understanding. The teacher can apply different steps in the application based on the goal of the lesson itself. In this study, the scavenger hunt involves all team members, and they do the clues within a set of time.

There are some benefits in implementing Scavenger Hunt in teaching and learning, according to La Chance (2016); (1) Build problem-solving skills, (2) easily customize, (3) exercise both body and mind of students, (4) teach teamwork. *Build problem-solving skills.* Scavenger hunts allow learners to practice problem-solving in a tangible way. It also recalls students' memory of some vocabulary they seldom use

daily. *Easy to customize*. This game or game-like activity is easy to customize to learners' abilities, interests, and levels. So that not only young learners can do it, but adolescents and adult learners can practice these activities in the classroom by adapting the instruction. *Exercise both body and mind*. Scavenger hunt involves exercising the mind by reinforcing problem-solving skills and inviting body movement during the activities. In the activities, students will think to do the instruction and look for answers from place to place.

Teach teamwork. Group participation helps learners understand the value of teamwork and promoting social interaction. They will have to work together to finish all instructions. It will give valuable experience for learners to remember what they learn.

Shelton & Hedley, n.d.(2002) revealed that incorporating games into learning activities makes learning fun and raises students' motivation and engagement in a given task. McCain (2007) also stated that the scavenger hunt could be socially engaging and cognitively challenging.

Some previous studies implemented the scavenger hunt in learning with a different focus of study. For example, Amelia & Prystiananta (2020) wrote The Effect of Scavenger Hunt Game on Students' Reading Comprehension of Descriptive

Text. This research aimed to determine whether the scavenger hunt technique positively affected students' reading comprehension of descriptive text. The scavenger hunt activity is a fact-finding and information-processing activity where the students work in a group to search for hidden items and perform the task by using some clues. The result of this research showed that there was a positive effect of the implementation scavenger hunt technique.

Another study was written by Lijek & Fankhauser (2016), Using Scavenger Hunts to Familiarize Students with Scientific Journal Articles. The authors used the scavenger hunt as a learning tool to help familiarize students of all ages with the structure of a scientific article. The result was that the scavenger hunt helped various audiences feel more comfortable with science and more confident in their ability to engage directly with scientific literature.

Moreover, using the scavenger hunt in this research study was started by dividing the class into three groups. After that, they wrote ten numbers of different statements about what students should do, and these statements were written in the target language (English). The lecturer then instructed the students to do what they wrote. They may ask other people or access their phone or team to solve what they need help

understanding. Once they have done this, they have to tick the numbers. How they do the instructions must be written to help them solve their problem. After all, the team finished within a specific time allotment. The lecturer then explained what they had done and the meaning of these activities related to the social context of Second Language Acquisition. In these activities, the lecturer did not decide on the winner but explained the meaning of the students' activities while they played the game.

In the scavenger hunt, all learners in each group impose to be active, whether as individual who learns or as a part of the group. Through such activities, learners build their knowledge through their experience. In the primary education theory about construction learning theory, Vygotsky (1978) revealed that learners acquire knowledge or cognitive development occurs when learners engage actively in the learning process as a person and as part of the community.

Furthermore, this study collects the student's perception of the implementation of the scavenger hunt in understanding some terms of the social context of SLA. Gibson, Donnelly, & Ivancevich in Sudrajat & Rochsantiningsih, n.d.(2018) stated that perception is a cognitive process used by a person to interpret and understand surround.

People may have different perceptions of one object, or the same object or perception is usually used to express an opinion.

Fieldman (1999) defined perception as a process of sorting out, analysing, and interpreting, and integrating the stimuli in human senses and brains.

In conclusion, the research study analyzed students' perceptions or views of using the scavenger hunt as one of the activities in their learning process, especially in understanding the social context of SLA.

METODE PENELITIAN

This study is a qualitative research study that provides an understanding of activities viewed from the perspective of the research participants. This study applied the scavenger hunt exercise to 12 students in the 5th semester of the English Department of Institut Pendidikan Nusantara Global, Lombok. These students were divided into three groups; each consisted of 4 students.

The information was collected from a questionnaire, interview, and documentation. The documentation was taken during the study, and the questionnaire then sends to all students by using google document. Afterward, the interview was conducted randomly for some students to get more information and clarify some points.

In analyzing data, models from Miles & Huberman (1994) used data reduction, data display, and conclusion drawing.

The data collected from the questionnaire and transcript of the interview were read. After that, they grouped into some themes. Data that did not relate to any information needed were discarded; this step is called data reduction. When all data were ready, the data were reviewed, and finally, the data were concluded.

HASIL DAN PEMBAHASAN

The scavenger hunt game did in one day around the campus area to understand the social context of SLA and some crucial terms in SLA. From the data collected, all students (12 students) stated that they enjoy various activities in the learning process, such as the scavenger hunt. They not only sat in the classroom but explored the surroundings to learn new things. The students also feel enthusiastic about playing the game. They explained that they were like playing, not like learning, because during the process, they took photos with their group, shared, and walked around the campus to finish the instruction. This result is supported by the previous study by Shelton & Hedley (2002), which revealed that connecting games in the learning process made learning more fun.

Some students also answered that they enjoyed learning by playing games in the group. They support each other to finish all instructions they write. This result was supported by La Chance (2016) that participating learners in a group helps them experience the value of teamwork and promotes social interaction because they work together to finish the instruction and help them remember what they learned. Also, this finding supported the theory proposed by Barkley (2010) that the scavenger hunt demonstrates the key elements of performing in an effective team by utilizing teamwork, communication, creative thinking, and instilling a spirit of cooperation and trust among team members.

In addition, many students agree that the scavenger hunt helped them recognize essential terms in SLA and gave them real examples of what they did in the game while playing. They can learn not only from reading books but from their movement with their friends during the game, which is then explained as an example of the social context of SLA. Generally, this result is connected to constructivism theory by Vygotsky (1978) about cognitive development occurring when learners activate themselves as an individual who learns and as part of a group who learn so that they can learn through the process of

learning, or this study is playing Scavenger Hunt.

KESIMPULAN

Based on the findings and discussion above, applying the scavenger hunt can help students learn the social context of SLA because they experience it directly in the campus area. Besides, they enjoy playing with their team and can understand what they should know in the social context of SLA. Thus, the scavenger hunt can be used in teaching and learning with adaptation based on students' and instructors' needs.

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