

THE EFFICACY OF TREASURE HUNT GAME WITH LUWU LOCAL CULTURE BASED IN TEACHING ENGLISH VOCABULARY AND INTRODUCING CULTURES HERITAGES OF LUWU AT SMPIT AL HAFIDZ KOTA PALOPO

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ABSTRACT

The aim of the research was to find out the efficacy of Treasure Hunt game with Luwu local culture content based for teaching vocabulary and introducing the cultures heritages of Luwu to the students at SMPIT Al Hafidz Kota Palopo. The method of the research was pre experiment. The subject of this research was the students of class 7th SMPIT Al Hafidz Kota Palopo consisting of 20 students. Test was used to collect the data. To analyze the data the researcher utilized t-test through SPSS 20. After the analysis, this research showed a significant improvement in the students' vocabulary in English and students can enrich their knowledge on Luwu Culture. It is supported by the t-test result with the P value was 0.00. In conclusion, teaching vocabulary using Treasure Hunt game with Luwu Local culture content-based is effective both in English vocabulary development and Luwu culture knowledge of students.

Keywords: *Treasure Hunt Game, Local Culture, Vocabulary*

INTRODUCTION

Vocabulary is an important aspect in learning a new language. It can support the students' ability in mastering other language skills such as speaking, writing and reading (Philips, 1993 in Mustisari, 2007: 2). One of the ways in teaching vocabulary is through *Treasure Hunt Games*. It can increase students' motivation in learning. They can easily understand the new vocabulary since they are in a fun situation during playing the game. Then, the use of games in improving vocabulary not only changes the dynamic of the class but also it facilitates and helps the brain to learn more effectively. Games also allow students to: work co-operatively, compete with each other, strategize, think in a different way, compare and share knowledge, learn from others, learn from mistakes, work in less stressful and more productive ways and allow students to have fun. In addition, various researchers have proven that games are effective in teaching vocabulary. Such benefits include the cognitive aspect of language learning to the more cooperative group dynamic. The game encourages creative spontaneous language use, and supports the communicative potential. Games can make the students more focused in learning, because they do not feel that they are forced to learn. Games can lower anxiety, thus making the acquisition of input more likely (Richard-Amato, 1988: 147). They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinion and feelings (Hansen, 1994: 118).

Some studies related to the Treasure hunt game in teaching vocabulary such as Rani Neng Aan Anengsih (2017) found that the Implementation of Treasure Hunt Games in Learning English Vocabulary is temporarily successful. Sumiati (2005), she found that the students enjoy doing the activities and they are more interested in joining the teaching-learning process; the students are encouraged and motivated to learn more, and the students also have learning experience through indoor activities and outdoor activities. Then, Rina Wulansari (2016) found that Treasure hunt game greatly impacts and influences reading comprehension. Those previous studies are different with this current research since this research is focused on finding out the efficacy of Treasure Hunt game with Luwu local culture content based for teaching vocabulary and introducing the cultures heritages of Luwu to the students. In addition, it is still rare to find a study on the use of games which focuses on inserting local culture knowledge in the teaching of vocabulary.

Introducing local culture to the students is important in the education process included in English classes. By knowing their local culture, a student can understand the heritage from their ancestors. There are so many lessons and values that can be reached by the students through knowing the heritages of their

local culture. In addition, as residents who live in areas that have historical tourist destinations, young people in Luwu are required to have competency in English. This is because as a tourist destination, everyone is expected to be able to provide correct information to foreigners about everything about the Luwu Culture, so that they do not lose the opportunity to get a job in the world of tourism, public service agencies and government agencies related to tourism. In order to be able to provide this information, it requires English language skills and knowledge of Luwu culture which should be done as early as possible, including at the junior high school level (SMP).

Therefore, the aim of the research was to find out the efficacy of Treasure Hunt game with Luwu local culture content based for teaching vocabulary and introducing the cultures heritages of Luwu to the students at SMPIT Al Hafidz Kota Palopo.

REVIEW OF LITERATURE

Etymologically, the word "treasure" means treasure and the word "hunt" means looking for or hunting, so treasure hunt is defined as looking for treasure (Echols & Hasan, 2003, p. 307-602). According to Sani (2013, p. 164), treasure hunt is a method of playing in the form of simulating a certain task or topic that involves students actively in the game. The Treasure Hunt method is a learning method that requires students to work together in groups to look for clues about the subject matter in order to find treasures so they can beat other groups (Jamil, 2009, p. 177).

The method of playing Treasure Hunt is based on the constructivism theory proposed by Jean Piaget. Constructivism theory will guide students to develop their own knowledge or concepts that they actively understand based on their existing knowledge and experience (Isjoni 2011, p.30). Based on this, playing Treasure Hunt will make students adjust the knowledge they already have with the knowledge they have just acquired so that appropriate knowledge is created, thus the Treasure Hunt learning method is very suitable to be used in learning the concept of cardinal directions because the students themselves will active in reconstructing his understanding of the concept through learning while playing.

Treasure hunt games like other types of games rely heavily on observation in the game procedure as a condition for being able to play or win the game. New observation activities can occur when students are able to know or understand the clue given. This opinion was also expressed by Ibrahim and Sukartiningsih (2014, p. 5), that 75% of the learning process is carried out through observation.

The essence of the learning method is that there is no single learning method that is good for all conditions or lessons, thus the treasure hunt method of playing has several advantages along with drawbacks in its implementation. The advantages of playing treasure hunt method are that it can (a) foster students' social attitudes because it trains students to help each other and cooperate in their groups as well as compete with other groups; (b) provide motivation to learn because every student wants to be a winner; (c) foster high curiosity because students want to know the contents of hidden treasures; (d) unite students with nature so that they can take advantage of positively the natural resources that exist in their environment if it is done outside of school.

According to Piaget, one of the basic mental processes in a person's intellectual growth is the play method, because the feeling of pleasure is very dominant which makes students not experience problems even though there are difficult challenges inside. According to Inawati (2011, p. 5), games will make the learning environment fun, happy, relaxed, but still in a conducive situation because it fosters a positive mentality such as being independent, sincere, confident, and never giving up. Based on this, playing can (a) make abstract concepts concrete; (b) understand the lesson in a fun way; (c) attract students' attention; (d) provide good motivation to learn; and (e) make students remember the lessons given.

Students will learn actively if the activities carried out provide many opportunities for teachers and students to get closer, because this way can remove some obstacles in learning, especially how to involve students in learning activities that will change their positive outlook as students (Riley, Weinstock, Tarrant, & Hallmond, p. 2006). This opinion is in accordance with the nature of games in learning which will bring closer emotional relationships between teachers and students, so that the treasure hunt game will make the classroom atmosphere cheerful so that the enthusiasm for learning emerges from students and the understanding that they must obtain knowledge by finding it themselves.

Using the Treasure Hunt game as a learning method, according to Patty (2006, p. 166-167), it is necessary to prepare (a) some of the equipment needed, such as colored paper / cardboard, markers, envelopes containing written messages in the form of instructions or subject matter, double tip, compass, and maps; (b) game time adjusted to the amount of available lesson time; (c) the players involved, such as involving all students in a class which is divided into several groups, where each student has a task to find clues.

METHODOLOGY

The method of the research was pre-experiment. The subject of this research was the students of class 7th SMPIT Al Hafidz Kota Palopo consisting of 20 students. Pre-test and post-test on vocabulary and Luwu Culture Knowledge were used to collect the data. In Experiment, there were four phases that have been applying in the treasure hunt game method, namely (a) the presentation phase where the teacher asks students questions about the Luwu Cultures in English as instruction to be studied in order to make it easier for students to understand the objectives of the game; (b) the memory phase in which students explore each place using the given clues by understanding the related Luwu Culture in order to answer the questions correctly at the final stage; (c) the development phase in which students are asked questions related to a predetermined topic and are allowed to get help when experiencing difficulties in order to develop their ideas; (d) the evaluation phase where students answer all the questions received in the previous phase to find out whether the student gets a point or not so that the winner is the student or team with the highest number of correct answers. Then, to analyze the data the researcher utilized t-test through SPSS 20.

Result

The data analysis result shows that the vocabulary ability of the students was improved. There was an improvement of students' ability in vocabulary after conducting the 5 meetings treatments by Treasure Hunt game with Luwu local culture content based. The scores of the students' vocabulary test in the pretest and in the posttest is shown as follows:

Table 1. Students' Mean Score of Vocabulary Test in Pretest and Posttest

Pre-test	30.60
Post-test	68.73

Table 2. Students' Mean Score of Luwu Local Culture Knowledge in Pretest and Posttest

Pre-test	20.00
Post-test	70.50

Table 1 shows that competence of the students in vocabulary was improved after the treatment by applying Treasure Hunt game with Luwu local culture content based. Then Table 2 shows the students' knowledge on Luwu Culture was improved after the treatment. The students can reduce their weaknesses of their vocabulary mastery in the post-test. Then, they also can enrich their knowledge on Luwu Culture. Furthermore, the hypothesis testing by using SPSS 20 shows that P value was 0.00. This indicates that the treatment by using Treasure Hunt game with Luwu local culture content based is effective in improving the students' vocabulary ability.

After the analysis, this research showed a significant improvement in the students' vocabulary in English and students can enrich their knowledge on Luwu Culture. It is supported by the t-test result the P value was 0.00. for both the students' vocabulary in English and students can enrich their knowledge on Luwu Culture.

DISCUSSION

In relation to the data analysis result, the researcher found out that using Treasure Hunt game with Luwu local culture content based can be an effective way in developing both students' vocabulary and their knowledge on Luwu Culture at the junior high school in Indonesia. The result of the statistical test supports the power of the Treasure Hunt game with Luwu local culture content based as the P value was 0.00. The researcher then recommends the use of Treasure Hunt game with Luwu local culture content based on developing the vocabulary of Indonesian EFL students.

The result of this study shows the similarity with the previous researchers' findings such as Neng Aan Anengsih (2017), Rani Sumiati (2005), and Yani Ratnasari (2005) who have proven that Treasure Hunt game had an important effect in developing the vocabulary of the students. In addition, the application of Treasure Hunt game with Luwu local culture content based can enrich the students' vocabulary and also students' knowledge on Luwu culture and it can create an enjoyable atmosphere in process of the learning. Furthermore, Treasure Hunt game with Luwu local culture content based develops the vocabulary of students since it can facilitate the students to be easier in remembering, repeating and understanding the meaning of the words all at once.

In this research, the Treasure Hunt game with Luwu local culture content based was beneficial since through the competitive system and collaboration among the students could develop their spirit in findings and understanding the vocabulary given during the Treasure Hunt game with Luwu local culture content-based application. The students compete in the groups. They tried to be the winner for each section of competition. This research is in line with Astuti (2019) findings that collaborative game can give positive contribution to the development of students' character building included in the learning process. Furthermore, it is reported by Nguyen and Nga (2003) that a game can facilitate learners to enjoy the fun atmosphere, the spirit of competition, the great increase of motivation. In addition, they could grasp the material quickly in a very supportive environment. The students liked all the activities with games and it is a really motivated program in the teaching process.

CONCLUSION

The Treasure Hunt game with Luwu local culture content based is an effective game in developing both the vocabulary and the Luwu local culture knowledge of students. The result of the significance test supports the effective P value namely 0.00. Therefore, the researcher recommends the use of the Treasure Hunt game with Luwu local culture content based on developing vocabulary and local culture knowledge of Indonesian EFL students.

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