

AN ARTICLE

**TEACHING ENGLISH VOCABULARY TO SD 257 PATAMPANUA
STUDENTS USING SCAVENGER HUNT**



BY:

**NUR ZARIMAH
REG NUM. 2020203888203059**

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PARE-PARE**

2024

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(A Quantitative Research)



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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare

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Abstract

This study aims to explore the effectiveness of teaching English vocabulary through the scavenger hunt game in improving English vocabulary to students. The scavenger hunt game, which involves students in the search for new words in their environment, is thought to increase students' interest and involvement in learning a foreign language. The methodology used in this study is to use quantitative research with experimental design. The participants of this study are grade IV students of SD 257 Patampanua which totals 13 students. Data from this study were collected by pre test and post test. The results indicated that teaching vocabulary to students through Scavenger Hunt, this has a positive effect on students' vocabulary and it is proven by the increase in the average score of students in the pre-test (47.76) and post-test (74.23), while the t-test score (1.87) is greater than the t-table (1,753). Thus, the game of scavenger hunt can be considered an effective and fun alternative in teaching English vocabulary. The study also suggests conducting further research with larger samples and variations of learning contexts to corroborate these findings.

Keywords

Scavenger Hunt, Vocabulary

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INTRODUCTION

English has become a global language that plays an important role in many aspects of modern life, including education, business, and international communication. English acts as a global or world language because English is learned and used as a means of communication in various countries both as a first language, a second language, and as a foreign language (Nanning et al., 2024). English serves as an international language that connects individuals from different cultural and linguistic backgrounds. According to Crystal (Crystal, 1999), about 1.5 billion people worldwide speak or learn English, making it a vital communication tool in the era of globalization. In the context of education, English language proficiency is often considered key to access to a wider range of knowledge and opportunities. Many higher education institutions around the world offer courses in English, and major academic literature is often published in this language. In Indonesia, students of junior high school up to university have studied English as a compulsory subject (Hasanah & Ali, 2021).

According to H C Morrison (M, n.d.) Teaching is an intimate contact between the more mature personality and a less mature one. Another definition of teaching is the process of imparting knowledge, skills, and values to others. Hatch & Brown (He, 2024) state that vocabulary refers to a list or collection of words for a specific language or a list or collection of words that may be used by any language speaker. From this statement, vocabulary can be interpreted as all the words known or used by everyone, and it encompasses all words in a particular language (Sardi et al., 2017). Cameron concludes that vocabulary is one of the areas of knowledge within a language, playing a crucial role for learners in mastering a language. This statement emphasizes the importance of vocabulary in the understanding of a language (Cruz, 2023).

In the process of learning English, mastering vocabulary is essential in the early stages of education. Vocabulary is one of the language components that have an important role in the development of the language skills because for large majority of learners, the ultimate goal of studying is able to communicate (Sunubi & Nurfitri, 2018). Vocabulary includes all the words understood and used by someone in speaking, writing, reading, and understanding the language. When learning need vocabulary, reading need vocabulary, especially learning writing, all need vocabulary (Afrianty, 2019). The more a person has or understands a lot of vocabulary, the better they are able to communicate and express something both orally or in writing. According to Asyiah, a rich vocabulary greatly assists students in mastering English and its four main skills (Wulan, 2015). Another example, research by Graddol shows that English proficiency is an important factor in academic and professional success, especially in the fields of science and technology (McKay, 2016). From the statement above, this shows that by mastering English, a person becomes a superior individual both in the world of education and globally.

Teaching English to elementary school students is both extraordinary and a significant challenge for educators (Sardi et al., 2022). This is due to their lack of interest or interest in English and according to them, English lessons are difficult lessons. There are several factors that the researcher found at the research location, namely SD 257, which is the cause of the lack of English vocabulary of students is (1) monotonous learning (2) teachers do not apply media in English learning. To change the mindset of students that learning English is difficult, the teachers have to creative in teaching, selecting approaches and strategies, so that students would be more active in the learning process of English in the classroom (Sunubi & Nurfitri, 2018).

When teaching or learning English, media is needed for teaching materials so that students can easily understand the subject matter (Concesal, 2024) One of the media that can be used is game media. Game is an English word that means game or match, or it can be interpreted as a structured activity that is usually done for fun (Fatima et al., 2019)At the elementary school level students are more likely to easily remember their lessons when they apply the concept of play while learning .According to Fauziati (Fauziati Endang, 2010),the best way to teach English to children involves not only involving them physically in lessons but also creating the illusion that they are just playing a game. It is also a great idea to encourage interaction in the classroom rather than focusing on individual development (Kalsum et al., 2023). But on the contrary, the facts obtained by the researcher at the research site, students are less active in learning English and less responsive when asked by the teacher about the meaning of a word.

Scavenger Hunt is an instructional game designed to help students read more actively and aims to increase student engagement by combining game elements, inviting students to think about text instructions as they search for specific items, information, or features. The Scavenger Hunt game not only creates a fun learning experience but is also effective in improving students' mastery of vocabulary (Sardi & Mujahidah., 2020). By actively involving students in searching for and understanding words, this method stimulates various cognitive and social aspects of students, creating a dynamic and memorable learning environment. The Scavenger Hunt game allows students not only to learn vocabulary but also to play with vocabulary, influencing a joyful learning atmosphere.

This method not only helps students in remembering new vocabulary but also increases their engagement and motivation in learning (Nation, 2006).In addition to increasing engagement, the use of scavenger hunt in vocabulary teaching can also help in enriching the context of word use. In teaching vocabulary, words are not enough and the teacher will need to have plenty of objects and pictures to work with (Scott & Ytreberg, 1993). By integrating new words in scavenger hunt assignments, students can see and use those words in more real and meaningful situations, thus deepening their understanding.

However, the application of scavenger hunt in vocabulary teaching requires careful planning and management. Teachers need to ensure that the activities are in accordance with the student's ability level and the learning goals to be achieved (Scott & Ytreberg, 1993). Evaluation of the effectiveness of this method is also important to ensure that the scavenger hunt makes a positive contribution to student learning (Sardi, A., 2024). With the right approach, the scavenger hunt can be an effective and enjoyable tool in teaching English vocabulary, providing a meaningful and challenging learning experience for students (He, 2024).

LITERATURE REVIEW

The research conducted by Elvida Risna Wulan (Wulan, 2015), titled "Teaching Vocabulary Using Scavenger Hunt to the First Grade Students at MI Negeri Surakarta in the 2014/2015 Academic Year," employed the Scavenger Hunt method to assess students' responses to the teaching and learning activities involving Scavenger Hunt in English vocabulary instruction. The conclusion drawn from the study indicates that the majority of students responded positively to the teaching and learning activities utilizing Scavenger Hunt for vocabulary instruction. Most of them enjoyed the learning process and were enthusiastic about learning more, unaware that they were engaged in a learning situation, as the learning environment had transformed into an enjoyable experience with various activities. Through the use of Scavenger Hunt, students were encouraged and motivated to engage in learning more actively. Additionally, students gained learning experiences through both indoor and outdoor activities.

The research conducted by Anggre Oktarid (Oktarind, 2022), titled "The Implementation of Scavenger Hunt Game in Teaching Reading Comprehension of Descriptive Text," is based on the results of the Classroom Action Research conducted with the tenth-grade students at SMA Negeri 1 Palangka Raya. From the discussions in their research, it can be concluded that the Scavenger Hunt game is effective when applied in teaching reading comprehension. This may imply that the use of the Scavenger Hunt game as a technique in reading instruction, especially in understanding descriptive texts, is successful. The researcher refers to this study due to its similarity in the implementation of the Scavenger Hunt method.

The research conducted by RismaGayanti and IntanSafitri (Gayanti & Satriani, 2020), titled "Teaching Students Vocabulary Through Total Physical Response (TPR)," concludes that, based on the attached data from their research, students have a better understanding of the material when learning vocabulary through the Total Physical Response (TPR) method. The study suggests that this method is effective in enhancing students' vocabulary mastery skills.

The novelty of this research compared to previous studies lies in the in-depth exploration of the potential of the Scavenger Hunt game, particularly in enhancing students' vocabulary. Previous studies have generally focused more on English

language skills such as reading comprehension, overlooking the crucial relationship between vocabulary mastery and reading comprehension skills (Rahmaniar et al., 2024). It is important to note that there is a significant connection between vocabulary proficiency and reading comprehension. This research recognizes that having a substantial vocabulary is to developing reading comprehension abilities. In addition, this research also aims to explore how the use of scavenger hunt game can be effectively integrated into education or learning beyond the entertainment context.

RESEARCH METHOD

In this research, the technique applied a pre-experimental design with one group pre-test and post-test design. The instrument of this research is a vocabulary test apply in pre-test and post-test. The pre-test will be give before the treatment and the post-test will be give after the treatment. During the treatment, researchers provided vocabulary that was appropriate to their level and that they could use in their daily lives.

Population is a generalization area that consists of: objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then conclusions are drawn (Soegiyono, 2011). The population of this study is students of SD 257 Patampanua Pinrang consists 65 students. To represent the population in a study, it is necessary to take samples from the existing population. A sample is a part of a complete population that will be investigated to serve as a representative sample that can capture every characteristic of the population (Gay, n.d.). The researchers use the total sampling technique for the studies. Based on observations, the researcher selected sample is class IV with 13 samples.

The instrument of this research is a vocabulary test apply in pre-test and post-test. The pre-test will be give before the treatment and the post-test will be give after the treatment. The type of the test is Matching Item 5 numbers, multiple choices 10 numbers and fill in the blank 5 number. So, the total number of this test is 20. The data will collect through the test that has been analysed by using quantitative analysis employ statically calculation to test the hypothesis. The accepted criteria are if $t_{test} > t_{table}$ with 0.05 significance.

FINDINGS AND DISCUSSION

The researcher examined if the students' vocabulary had significantly improved after doing the treatment. Regarding the requirements that must be passed in order to ascertain if there is an increasing or not, the researcher needs to be aware of each students' pre-test and post-test results. The post-test results were used to determine whether or not the use of Scavenger Hunt media could improve the students' vocabulary.

The researcher gave some questions to the students the pre-test and post-test to find out how much vocabulary the students know. Each student received a

paper of questions contained 20 questions, 5 number matching item and 10 numbers multiple choice and 5 number fill in the blank questions. After giving the pre-test and post test to the students, the researcher determined the findings of their vocabulary level.

Table 1. The rate percentage of the frequency of the pre-test

Category	Frequency of Pre-Test	Percentage of Pre-Test
Excellent (86 – 100)	0	0%
Good (71 – 85)	0	0%
Enough (56 – 70)	2	15%
Poor (41 – 55)	9	70%
Very poor (≤ 40)	2	15%
Total	13	100%

Based on the table above, it can be seen that the result of the increase in students' vocabulary before being given treatment using scavenger hunt media which is no students got the excellent and good classification, two students was got enough and very poor classification and nine students was got poor classification. the total of the score was 620, it can be seen that the most of the students of grade IV have low vocabulary which is most of the students received a poor classification.

Table 2. The rate percentage of the frequency of the post-test

Category	Frequency of Post-Test	Percentage of Post-Test
Excellent (86 – 100)	2	15%
Good (71 – 85)	8	62%
Enough (56 – 70)	2	15%
Poor (41 – 55)	1	8%
Very poor (≤ 40)	0	0%
Total	13	100%

Based on the table above, it can be seen that the result of the increase in students' vocabulary after being given treatment using scavenger hunt media which is two students got the excellent and enough classification, eight students was got good classification and only one student got poor classification. This means the using of Scavenger Hunt media to teaching vocabulary can improve students' vocabulary and the total of the score was 965.

Table 3. The mean and standard deviation of the pre-test and the post-test .

Category	Mean Score	Standar Deviation
Pre-Test	47.76	11.65
Post-Test	74.23	13.20

According to table 4.8's data, the pre-test had a mean score of 47.76 (X_1) and a standard deviation of 11.65, but the post-test had a mean score of 74.23 (X_2) and a standard deviation of 13.20. As a result, the post-test mean score increased over the pre-test mean score. It means that the students' vocabulary had improvement after doing the learning process by using Scavenger Hunt Game.

Table 4. The test of significant

Variable	T-Test Value	T-Table Value
Pre-Test and Post-Test	1.81	1.753

For the level significant (α) 5% and $df = 11$, so the value of the T-table is 1.753 while the value of the T-test is 1.81. It indicates that the T-test value is higher than the T-table value ($1.81 > 1.753$). Thus, it can be concluded that the students' vocabulary is significant better after getting the treatments. So, H_0 (Null hypothesis) is rejected and H_a (Alternative hypothesis) is accepted. It can be concluded that there is an improvement in students' vocabulary after the use of Scavenger Hunt Game in learning English Vocabulary.

A discussion of the results from the preceding part is given in this section. An explanation of the students' improvement following the treatment is given in the study's discussion section.

1. The improvement of the student's vocabulary by using Scavenger Hunt game.

According to the research findings, in the pre-test activity, two students achieved enough score (15%), nine students achieved poor score (47%) and eight students achieved very poor score (70%). While the rate percentage of the frequency of the post-test, there were two students achieved excellent score (15%), eight students achieved good score (62%), one student achieved enough score (15%) and one student achieved poor

score (8%). The percentage in the post-test showed that the students achieved good score were higher than the students achieved enough score in the percentage in the pre-test. It indicated that the students were able to improve their vocabulary after treatment by Scavenger Hunt Game. In addition, the T-test and T-table value are displayed on the data analysis display. Thus, based on the previous findings, the use of Scavenger Hunt in learning English vocabulary has a major impact to on students' vocabulary. On the other hand, SDN 257 students discover new ways to learn English vocabulary through new game.

2. The way of the implementation teaching vocabulary through Scavenger Hunt.

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary (Mofareh Alqahtani, 2015). The researcher got six meetings for doing this research, two meetings to do the test and four meetings to do the treatment. At the first meeting on Tuesday 28th May 2024, before the researcher gave the pre-test, the researcher introduces themselves to students and explain the purpose and purpose of the research conducting research in their class and gave a blank piece of paper and asked the students to write down the vocabulary they knew. The purpose of the paper is to be able to support the initial data with the fact that elementary school 257 students lack of vocabulary in English. The researcher gave the students approximately an hour to write down the vocabulary they knew on a blank piece of paper that had been given and the researcher also delivered a relaxing music so that they could focus more on writing.

The pre-test is carried out after an hour later, the researcher first explains the types of questions in the pre-test and how to answer these questions to students and the researcher also gives opportunities to students if anyone wants to ask questions or does not understand about the types of questions in the pre-test. After they understood, the researcher gave them 30 minutes to answer the pre-test questions. After they answered the pre-test questions, the researchers explained a little about the Scavenger Hunt game to the students, and their duties as students when the application of the scavenger hunt was later implemented.

At the second meeting on Wednesday 29th May 2024, where the treatment will be carried out for the first time. Before entering the scavenger hunt, the researcher provided material and simulation first about the basic Verb with the theme "I go to school after having breakfast". The researcher used the book *My Next Word* as a reference in providing them with material and verbs in the theme. After the researcher explained the material, the researcher went on to explain the rules about the Scavenger Hunt that they would do and divided them into 2 groups, where each group had to find 15 new vocabulary words related to the verbs they had learned.

At the end of the game, there is a task that they have to work on in groups that they have to paste the vocabulary they find under the provided image, and the group that first completes correctly will be declared the winner.

Almost the same as the activities carried out at the second meeting, at the third meeting on 31st May 2024, the fourth meeting on 3rd June 2024, the fifth meeting on 7th May 2024 After the researcher explained the material, the researcher went on to explain the rules about the Scavenger Hunt that they would do and divide them into 2 groups, where each group had to find new vocabulary words around them and the vocabulary was related to the theme they had learned. At the end of the game, there is a task that they have to work on in groups and the group that first completes correctly will be declared the winner.

Last meeting, on Saturday 8th May 2024, after the researcher gave treatment to the student, on this meeting the researcher gave the students post-test to find out if there is an increase in students' vocabulary after receiving treatment.

CONCLUSION

According to the findings in the previous chapter, the finding of the result demonstrated better improvement in the students' vocabulary. The Scavenger Hunt game is quite effective at teaching English vocabulary. This can be explained by the fact that using the scavenger hunt game as a technique for teaching vocabulary might be particularly helpful in understanding the meaning of the given word. As previous stated by the researcher, using the scavenger hunt game can help students quickly develop their ability to understand new vocabulary when they learning using this game. Students become more alert, not bored, and more excited at remembering new vocabulary because they can interact with the game without any problems. Because of this, explaining the meaning of word through game can align with lessons taught so that students can understands the meaning of words with more clarity.

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APPENDICES

PAREPARE

9/20

PRE-TEST VOCABULARY

Name : Bilqis

Class : 4

A. Matching The Words Below

- | | | |
|---------------------|---|---------------------|
| ✓ 1. Wake up | • | a. Memakai Baju |
| ✓ 2. Have breakfast | • | b. Bangun tidur |
| ✓ 3. Brush teeth | • | c. Pergi ke sekolah |
| ✓ 4. Go to school | • | d. Sarapan pagi |
| ✓ 5. Get dressed | • | e. Gosok gigi |

B. Choose the best answer

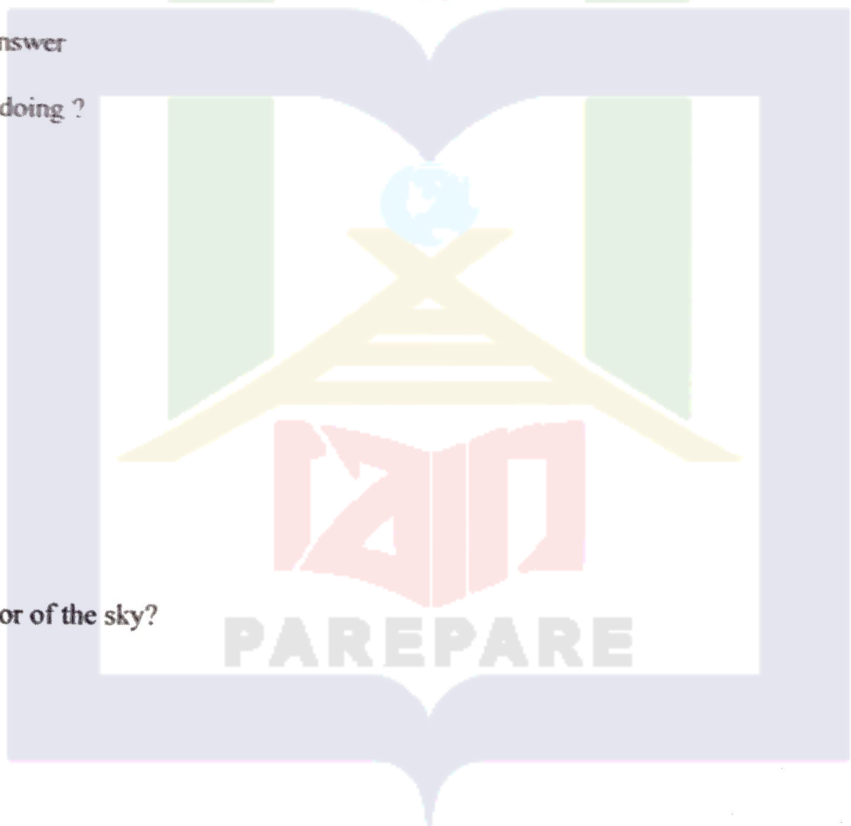
1. What the boy doing ?



- a. Bathing
- ✓ b. Drinking
- c. Swimming
- d. Eating

2. What is the color of the sky?

- a. Red
- ✓ b. Blue
- c. Green
- d. Yellow



3. I....after having breakfast

- a. Get up
- b. Cook noodle
- c. Have lunch
- d. Prepare to school

4. I go to bathroom and _____

- a. Standing
- b. Dancing
- c. Brush my teeth
- d. Sweeping

5. What mom should answer Edo ?



- a. Good morning, Edo
- b. Good bye ,Edo
- c. Good day, Edo
- d. Good night, Edo

6. Ami :.....?

Rosa : My name is Rosa.

- a. What is your name
- b. Where is your name
- c. Who is your name
- d. When is your name ?

7. My Mother is cooking in the

- a. Bathroom
- b. Dining room
- c. Bedroom
- d. Kitchen

8. Bagas(belajar) in the bedroom

- a. Study
- b. Play
- c. Cook
- d. Swimming

9. Chose the correct spelling

G-N-W-I-D-A-R

- a. darwing
- b. rdawing
- c. driwang
- d. Drawing

10. What is that ?



- a. Ship
- b. Jet
- c. Helicopter
- d. Car

PAREPARE

C. Fill in the blank with the correct answer

1. They _____ (pergi) to school everyday
2. My father wear a _____ (jam) in the hand
3. Ship , boat and ferry are _____ (air) transport
4. I'm going to _____ (perpustakaan) to read a book
- ✓ 5. Nina play (bermain) her doll in the living room.



PRE-TEST VOCABULARY

Name : Iman Wahyu Ramadan

Class : 4

A. Matching The Words Below

- | | |
|-----------------------|---------------------|
| ✓ 1. Wake up * | a. Memakai Baju |
| ✓ 2. Have breakfast * | b. Bangun tidur |
| ✓ 3. Brush teeth * | c. Pergi ke sekolah |
| ✓ 4. Go to school * | d. Sarapan pagi |
| ✓ 5. Get dressed * | e. Gosok gigi |

B. Choose the best answer

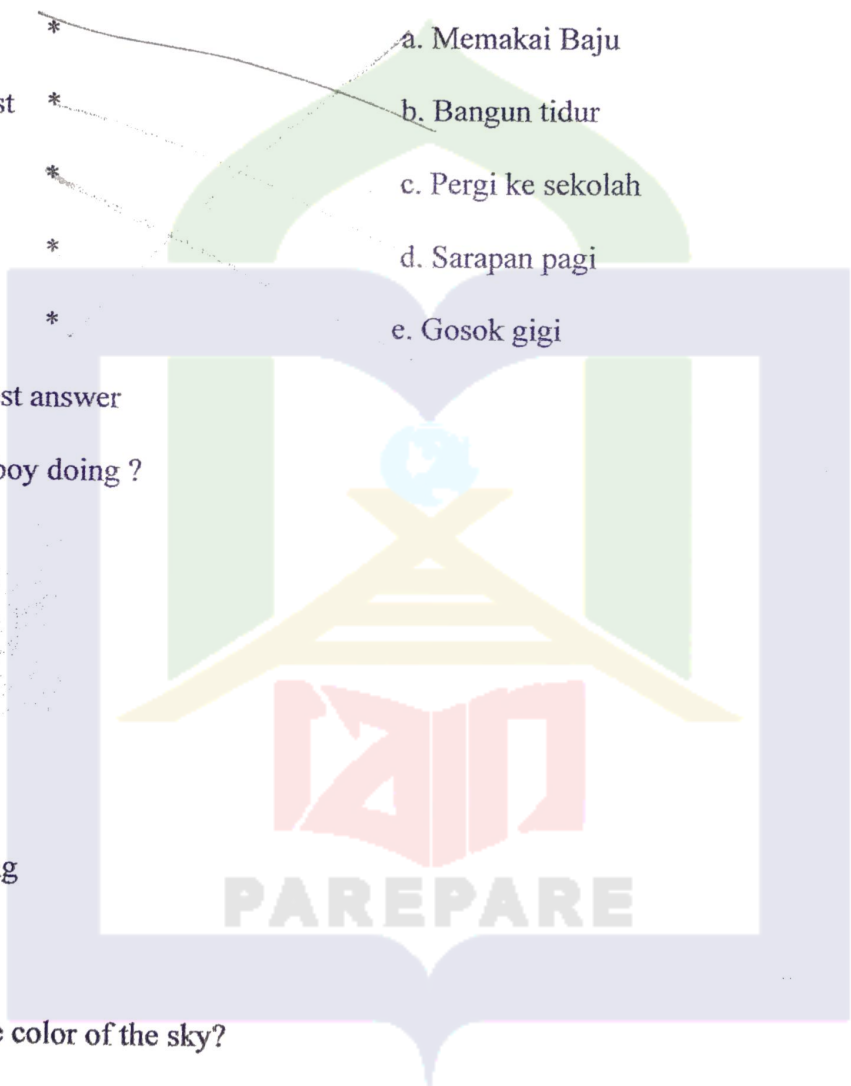
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- c. Swimming
- d. Eating

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- a. Get up
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5. What mom should answer Edo ?



- a. Good morning, Edo
- b. Good bye ,Edo
- c. Good day, Edo
- d. Good night, Edo

6. Ami :.....?

Rosa : My name is Rosa.

- a. What is your name
- b. Where is your name
- c. Who is your name
- d. When is your name ?

7. My Mother is cooking in the

- a. Bathroom
- b. Dining room
- c. Bedroom
- d. Kitchen

8. Bagas(belajar) in the bedroom

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PAREPARE

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2. My father wear a _____ (jam) in the hand
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4. I'm going to _____ (perpustakaan) to read a book
5. Nina _____ (bermain) her doll in the living room.



PRE-TEST VOCABULARY

Name : Siti

Class : 4

A. Matching The Words Below

- | | | |
|---------------------|---|---------------------|
| ✓ 1. Wake up | * | a. Memakai Baju |
| ✓ 2. Have breakfast | * | b. Bangun tidur |
| ✓ 3. Brush teeth | * | c. Pergi ke sekolah |
| ✓ 4. Go to school | * | d. Sarapan pagi |
| ✓ 5. Get dressed | * | e. Gosok gigi |

B. Choose the best answer

1. What the boy doing ?



- a. Bathing
- ✓ b. Drinking
- c. Swimming
- d. Eating

2. What is the color of the sky?

- a. Red
- ✓ b. Blue
- c. Green
- d. Yellow

3. I....after having breakfast

- a. Get up
- b. Cook noodle
- c. Have lunch
- d. Prepare to school

4. I go to bathroom and _____

- a. Standing
- b. Dancing
- c. Brush my teeth
- d. Sweeping

5. What mom should answer Edo ?



- a. Good morning, Edo
- b. Good bye ,Edo
- c. Good day, Edo
- d. Good night, Edo

6. Ami :.....?

Rosa : My name is Rosa.

- a. What is your name
- b. Where is your name
- c. Who is your name
- d. When is your name ?

7. My Mother is cooking in the

- a. Bathroom
- b. Dining room
- c. Bedroom
- d. Kitchen

8. Bagas(belajar) in the bedroom

- a. Study
- b. Play
- c. Cook
- d. Swimming

9. Chose the correct spelling

G-N-W-I-D-A-R

- a. darwing
- b. rdawing
- c. driwang
- d. Drawing

10. What is that ?



- a. Ship
- b. Jet
- c. Helicopter
- d. Car

PAREPARE

C. Fill in the blank with the correct answer

1. They _____ (pergi) to school everyday
2. My father wear a _____ (jam) in the hand
3. Ship , boat and ferry are _____ (air) transport
4. I'm going to _____ (perpustakaan) to read a book
5. Nina play (bermain) her doll in the living room.



PRE-TEST VOCABULARY

Name : *Ali*

Class : *4*

A. Matching The Words Below

- | | | |
|-----------------------|---|---------------------|
| ✓ 1. Wake up * | → | a. Memakai Baju |
| - 2. Have breakfast * | → | b. Bangun tidur |
| - 3. Brush teeth * | → | c. Pergi ke sekolah |
| - 4. Go to school * | → | d. Sarapan pagi |
| ✓ 5. Get dressed * | → | e. Gosok gigi |

B. Choose the best answer

1. What the boy doing ?



- a. Bathing
- ✓ b. Drinking
- c. Swimming
- d. Eating

2. What is the color of the sky?

- a. Red
- b. Blue
- c. Green
- Ⓓ Yellow



3. I....after having breakfast

- a. Get up
- b. Cook noodle
- c. Have lunch
- d. Prepare to school

4. I go to bathroom and _____

- a. Standing
- b. Dancing
- c. Brush my teeth
- d. Sweeping

5. What mom should answer Edo ?



- a. Good morning, Edo
- b. Good bye ,Edo
- c. Good day, Edo
- d. Good night, Edo

6. Ami :.....?

Rosa : My name is Rosa.

- a. What is your name
- b. Where is your name
- c. Who is your name
- d. When is your name ?

7. My Mother is cooking in the

- a. Bathroom
- b. Dining room
- c. Bedroom
- d. Kitchen

8. Bagas(belajar) in the bedroom

- a. Study
- b. Play
- c. Cook
- d. Swimming

9. Chose the correct spelling

G-N-W-I-D-A-R

- a. darwing
- b. rdawing
- c. driwang
- d. Drawing

10. What is that ?



- a. Ship
- b. Jet
- c. Helicopter
- d. Car

PAREPARE

C. Fill in the blank with the correct answer

1. They go (pergi) to school everyday
2. My father wear a _____ (jam) in the hand
3. Ship , boat and ferry are _____ (air) transport
4. I'm going to _____ (perpustakaan) to read a book
5. Nina _____ (bermain) her doll in the living room.



PRE-TEST VOCABULARY

Name : Jihan

Class : 4

A. Matching The Words Below

- ✓ 1. Wake up * a. Memakai Baju
- 2. Have breakfast * b. Bangun tidur
- ✓ 3. Brush teeth * c. Pergi ke sekolah
- ✓ 4. Go to school * d. Sarapan pagi
- 5. Get dressed * e. Gosok gigi

B. Choose the best answer

1. What the boy doing ?



- a. Bathing
- b. Drinking
- c. Swimming
- d. Eating

2. What is the color of the sky?

- a. Red
- ✓ b. Blue
- c. Green
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3. I...after having breakfast

- a. Get up
- b. Cook noodle
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- d. Prepare to school

4. I go to bathroom and _____

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5. What mom should answer Edo ?



- a. Good morning, Edo
- b. Good bye ,Edo
- c. Good day, Edo
- d. Good night, Edo

6. Ami :.....?

Rosa : My name is Rosa.

- a. What is your name
- b. Where is your name
- c. Who is your name
- d. When is your name ?

7. My Mother is cooking in the

- a. Bathroom
- b. Dining room
- c. Bedroom
- d. Kitchen

8. Bagas(belajar) in the bedroom

- a. Study
- b. Play
- c. Cook
- d. Swimming

9. Chose the correct spelling

G-N-W-I-D-A-R

- a. darwing
- b. rdawing
- c. driwang
- d. Drawing

10. What is that ?



- a. Ship
- b. Jet
- c. Helicopter
- d. Car

PAREPARE

C. Fill in the blank with the correct answer

1. They _____ (pergi) to school everyday
2. My father wear a _____ (jam) in the hand
3. Ship , boat and ferry are _____ (air) transport
4. I'm going to _____ (perpustakaan) to read a book
5. Nina play (bermain) her doll in the living room.



POST-TEST VOCABULARY

Name : Bilqis

Class : 4

A. Matching The Words Below

- ✓ 1. Water the flowers
 - ✓ 2. Stove
 - ✓ 3. Train
 - ✓ 4. Dining room
 - ✓ 5. Beside
- a. Disamping
 - c. Ruang Makan
 - d. Menyiram bunga
 - e. Kompor
 - f. Kereta

B. Choose the best answer

1. What is the picture below ?



- a. Living room
- b. Dining room
- ✓ c. Kitchen
- d. Bedroom

2. My mother keeps fruits , meat and vegetables fresh in the?

- a. Stove
- b. Cupboard
- c. Pail
- ✓ d. Freezer

3. Students usually go to school by..?

- a. Motorcycle
- b. Car
- c. Helicopter
- d. Bus

4. A soap and toothpaste are in the

- e. Bathroom
- f. Bedroom
- g. Dining room
- h. Kitchen

5. Where u put your clothes ? In the

- a. Desk
- b. Shelf
- c. Wardrobe
- d. Living room

6. Mother goes to the market on foot.
Artinya dalam bahasa Indonesia adalah

- a. Ibu pergi ke pasar naik sepeda
- b. Ibu pergi ke pasar naik becak
- c. Ibu pergi ke pasar dengan berjalan kaki
- d. Ibu pergi ke pasar dengan berlari

7. If our body is dirty , we clean ourselves in the

- a. Bathroom
- b. Dining room
- c. Bedroom
- d. kitchen

PAREPARE

8. Look at the picture and answer the question



I..... at six o'clock

- a. have dinner
- b. have lunch
- c. have supper
- d. have breakfast

9. Which one the correct spelling ?

RETUCIP

- a. retupic
- b. tucirep
- c. picture
- d. picuter

10. A is used by the firefighter

- a. police car
- b. tankers
- c. helicopter
- d. fire truck

C. Fill in the blank with the correct answer

1. My father parked his motorcycle in _____ (garasi)
2. We use _____ (gelas) to drink
3. Me and my brother _____ (membersihkan) the living room
4. Chef works in the _____ (rumah makan)
5. The boys playing football (bola kaki) in the field

POST-TEST VOCABULARY

Name : Iman wahyu Ramadan

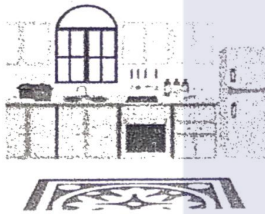
Class : 4

A. Matching The Words Below

- ✓ 1. Water the flowers
 - 2. Stove
 - 3. Train
 - ✓ 4. Dining room
 - ✓ 5. Beside
- a. Disamping
 - c. Ruang Makan
 - d. Menyiram bunga
 - e. Kompor
 - f. Kereta

B. Choose the best answer

1. What is the picture below ?



- a. Living room
- b. Dining room
- ✓ c. Kitchen
- d. Bedroom

2. My mother keeps fruits , meat and vegetables fresh in the?

- a. Stove
- b. Cupboard
- c. Pail
- ✓ d. Freezer

3. Students usually go to school by..?

- a. Motorcycle
- b. Car
- c. Helicopter
- d. Bus

4. A soap and toothpaste are in the

- e. Bathroom
- f. Bedroom
- g. Dining room
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5. Where u put your clothes ? In the

- a. Desk
- b. Shelf
- c. Wardrobe
- d. Living room

6. Mother goes to the market on foot.

Artinya dalam bahasa Indonesia adalah

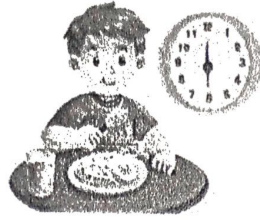
- a. Ibu pergi ke pasar naik sepeda
- b. Ibu pergi ke pasar naik becak
- c. Ibu pergi ke pasar dengan berjalan kaki
- d. Ibu pergi ke pasar dengan berlari

7. If our body is dirty , we clean ourselves in the

- a. Bathroom
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PAREPARE

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C. Fill in the blank with the correct answer

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2. We use glass (gelas) to drink
3. Me and my brother clean (membersihkan) the living room
4. Chef works in the dining room (rumah makan)
5. The boys playing football (bola kaki) in the field

POST-TEST VOCABULARY

Name : Siti

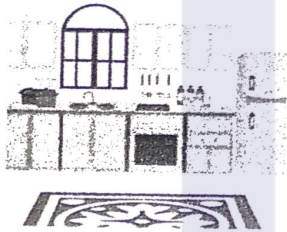
Class : 4

A. Matching The Words Below

- ✓ 1. Water the flowers
 - ✓ 2. Stove
 - ✓ 3. Train
 - ✓ 4. Dining room
 - ✓ 5. Beside
- a. Disamping
 - c. Ruang Makan
 - d. Menyiram bunga
 - e. Kompor
 - f. Kereta

B. Choose the best answer

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5. The boys playing football (bola kaki) in the field

POST-TEST VOCABULARY

Name : Atr

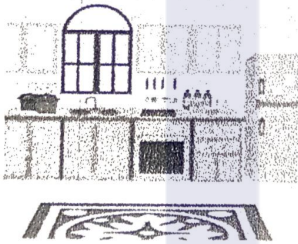
Class : 4

A. Matching The Words Below

- ✓ 1. Water the flowers
 - ✓ 2. Stove
 - ✓ 3. Train
 - ✓ 4. Dining room
 - ✓ 5. Beside
- a. Disamping
 - c. Ruang Makan
 - d. Menyiram bunga
 - e. Kompor
 - f. Kereta

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- a. Living room
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- ✓ 5. The boys playing football (bola kaki) in the field

POST-TEST VOCABULARY

Name : Jihan

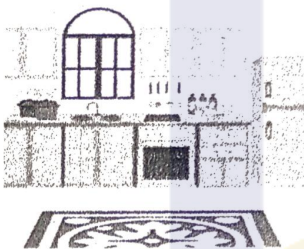
Class : 4

A. Matching The Words Below

- | | | |
|------------------------|---|-------------------|
| ✓ 1. Water the flowers | → | a. Disamping |
| × 2. Stove | → | c. Ruang Makan |
| × 3. Train | → | d. Menyiram bunga |
| ✓ 4. Dining room | → | e. Kompor |
| × 5. Beside | → | f. Kereta |

B. Choose the best answer

1. What is the picture below ?



- a. Living room
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 ✓ c. Kitchen
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2. My mother keeps fruits , meat and vegetables fresh in the?

- × a. Stove
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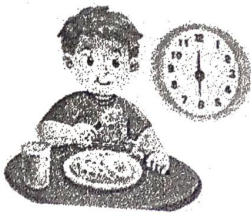
- a. Ibu pergi ke pasar naik sepeda
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PAREPARE

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- a. police car
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C. Fill in the blank with the correct answer

1. My father parked his motorcycle in _____ (garasi)
2. We use glass (gelas) to drink
3. Me and my brother _____ (membersihkan) the living room
4. Chef works in the dining room (rumah makan)
5. The boys playing _____ (bola kaki) in the field



**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 4486 TAHUN 2023
TENTANG**

**PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH

- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan-Tinggi
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
11. Surat Keputusan Rektor IAIN Parepare Nomor 129 Tahun 2019 tentang pendirian Fakultas Tarbiyah
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.

MEMUTUSKAN

Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;**

Kesatu : Menunjuk saudara; 1. Dr. Abd. Haris Sunubi, M.Pd.
2. Kalsum, M.Pd..

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama : Nur Zarimah
NIM : 2020203888203059
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teaching English Vocabulary to the SD 257 Patampanua Students Through Scavenger Hunt

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 30 Oktober 2023

Dekan,



Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 91110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-1812/In.39/FTAR.01/PP.00.9/05/2024
Sifat : Biasa
Lampiran : -
Hal : Permohonan Izin Pelaksanaan Penelitian

29 Mei 2024

Yth. BUPATI PINRANG
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : NUR ZARIMAH
Tempat/Tgl. Lahir : MAPILLI, 15 Agustus 2000
NIM : 2020203888203059
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : KAMPUNG LAPANGAN , KELURAHAN TEPPU, CEK. PATAMPANUA,
KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah BUPATI PINRANG dalam rangka penyusunan skripsi yang berjudul :

TEACHING ENGLISH VOCABULARY TO THE SD 257 PATAMPANUA STUDENTS THROUGH SCAVENGER HUNT

Pelaksanaan penelitian ini direncanakan pada tanggal 29 Mei 2024 sampai dengan tanggal 15 Juli 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,



Dr. Zulfah, S.Pd., M.Pd.

NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**
Nomor : 503/0336/PENELITIAN/DPMPTSP/06/2024

Tentang

SURAT KETERANGAN PENELITIAN

- Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 04-06-2024 atas nama NUR ZARIMAH, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Surat Keterangan Penelitian.
- Mengingat :
1. Undang - Undang Nomor 29 Tahun 1959;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 25 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 terkait Penerbitan Surat Keterangan Penelitian;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan :
1. Rekomendasi Tim Teknis PTSP : 0669/R/T.Teknis/DPMPTSP/06/2024, Tanggal : 06-06-2024
2. Berita Acara Pemeriksaan (BAP) Nomor : 0337/BAP/PENELITIAN/DPMPTSP/06/2024, Tanggal : 06-06-2024

MEMUTUSKAN

- Menetapkan :
- KESATU : Memberikan Surat Keterangan Penelitian kepada :
- 1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 - 2. Alamat Lembaga : Jl. Amal Bakti No. 8 Soreang Parepare
 - 3. Nama Peneliti : NUR ZARIMAH
 - 4. Judul Penelitian : TEACHING ENGLISH VOCABULARY TO THE SD 257 PATAMPANUA STUDENTS THROUGH SCAVENGER HUNT
 - 5. Jangka waktu Penelitian : -2 Bulan
 - 6. Sasaran/target Penelitian : SISWA KELAS 4 SD 257 PATAMPANUA
 - 7. Lokasi Penelitian : Kecamatan Patampanua
- KEDUA : Surat Keterangan Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 06-12-2024.
- KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Surat Keterangan Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 06 Juni 2024



Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP., M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-



Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan **BSrE**



PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
KECAMATAN PATAMPANUA
UPT SEKOLAH DASAR NEGERI 257 PINRANG
Alamat : Jl. Bendung-Benteng Teppo Kec. Patampanua KodePos 91252

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 421.2/030/UPTSDN257P/2024

Yang bertanda tangan dibawah ini Kepala UPT SD Negeri 257 Patampanua Pinrang
Menerangkan Bahwa :

Nama : NUR ZARIMAH
NIM : 2020203888203059
Program Studi : Pendidikan Bahasa Inggris
Nama Institut : Institut Agama Islam Negeri (IAIN) Parepare
Judul Penelitian : **Teaching English Vocabulary to SD 257 Patampanua Students
Using Scavenger Hunt**

Bahwa nama tersebut di atas telah melakukan penelitian dalam rangka penyusunan Skripsi
di SD 257 Patampanua pada tanggal 29 Mei 2024 hingga 15 Juli 2024.

Demikian surat keterangan ini kami buat dengan sebenarnya agar dapat dipergunakan
sebagaimana mestinya.

Teppo, 25 Juni 2024

Kepala UPT SDN 257 Pinrang



Risma Dewi
RISMA DEWI, S.Pd

NIP.19830105 200801 2 013



Nurzarimah Nurzarimah <nnurzarimah@gmail.com>

[jelita] Editor Decision

1 pesan

Ahmed Sardi <ahmedsardi@stkipddipinrang.ac.id>
Kepada: Nur Zarimah <nnurzarimah@gmail.com>

22 Juni 2024 pukul 22.42

Nur Zarimah:

We have reached a decision regarding your submission to JELITA, "TEACHING ENGLISH VOCABULARY TO THE SD 257 PATAMPANUA STUDENTS THROUGH SCAVENGER HUNT".

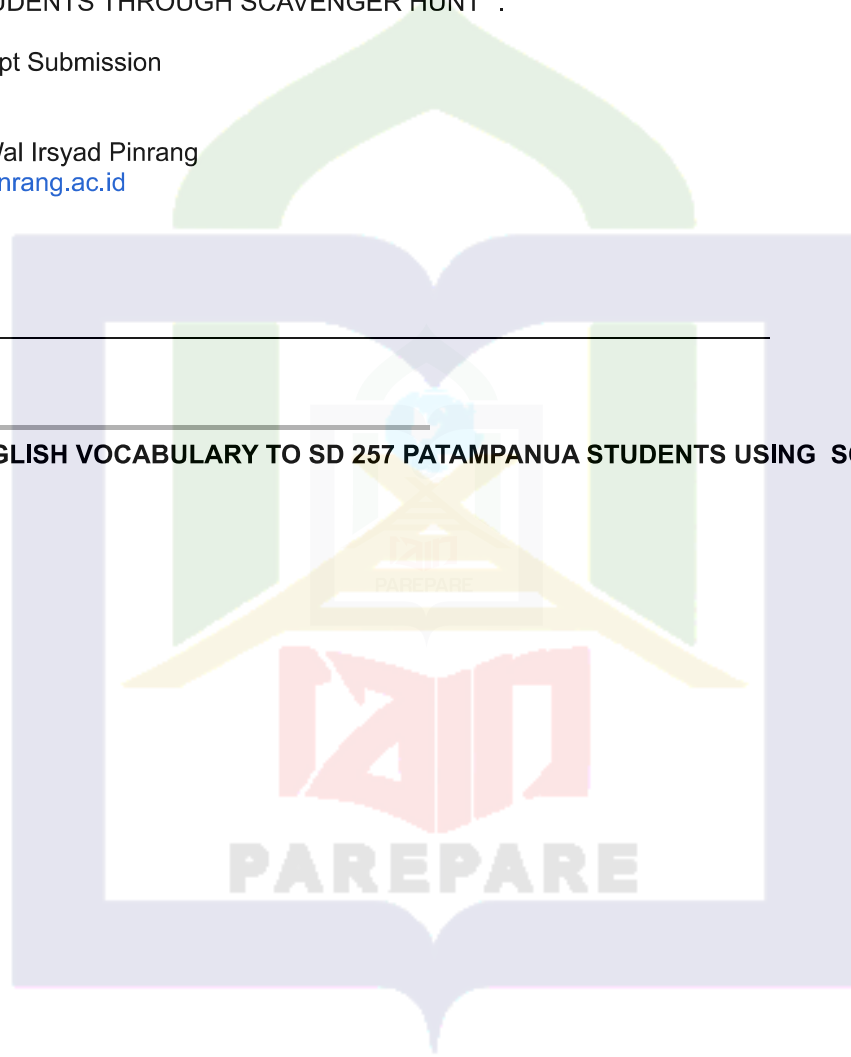
Our decision is to: Accept Submission

Ahmed Sardi
STKIP Darud Da'wah Wal Irsyad Pinrang
ahmedsardi@stkipddipinrang.ac.id

JELITA



B-TEACHING ENGLISH VOCABULARY TO SD 257 PATAMPANUA STUDENTS USING SCAVENGER HUNT.docx
67K



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Nurzarimah Nurzarimah <nnurzarimah@gmail.com>

[jelita] Editor Decision

1 pesan

Ahmed Sardi <ahmedsardi@stkipddipinrang.ac.id>

24 Juni 2024 pukul 11.28

Kepada: Nur Zarimah <nnurzarimah@gmail.com>, Kalsum Kalsum <kalsum@iainpare.ac.id>

Nur Zarimah, Kalsum Kalsum:

The editing of your submission, "Teaching English Vocabulary to SD 257 Patampanua Students Using Scavenger Hunt," is complete. We are now sending it to production.

Submission URL: <https://jurnal.stkipmb.ac.id/index.php/jelita/authorDashboard/submission/720>

Ahmed Sardi
STKIP Darud Da'wah Wal Irsyad Pinrang
ahmedsardi@stkipddipinrang.ac.id

JELITA





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LP2M)
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91131 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 website: lp2m.iainpare.ac.id, email: lp2m@iainpare.ac.id

SURAT REKOMENDASI

No. B.402/In.39/LP2M.07/07/2024

Saya yang bertanda tangan di bawah ini :

Nama : Muhammad Majdy Amiruddin, M.MA.
NIP : 19880701 201903 1 007
Jabatan : Kepala Pusat Penerbitan & Publikasi LP2M IAIN Parepare
Institusi : IAIN Parepare

Menyatakan bahwa identitas di bawah ini :

Nama : Nur Zarimah
NIM : 2020203888203059
Afiliasi : IAIN Parepare
Email : armanhki@iainpare.ac.id

Benar telah menyelesaikan artikel dengan judul **“Teaching English Vocabulary to SD 257 Patampanua Students Using Scavenger Hunt”** yang diterbitkan pada jurnal **“JELITA (Journal of English Language Teaching and Literature)”** Vol 5 No 2 (2024) terakreditasi **SINTA 4**. Maka dengan ini yang bersangkutan diberikan Rekomendasi untuk dapat mengikuti ujian tugas akhir non skripsi.

Demikian surat rekomendasi ini disampaikan, atas partisipasi dan kerja samanya diucapkan terima kasih

An. Ketua LP2M
Kepala Pusat Penerbitan & Publikasi



Muhammad Majdy Amiruddin, M.MA.
NIP. 19880701 201903 1 007

CURRICULUM VITAE



Nur Zarimah , the writer was born on August 15, 2000, in Kota Kinabalu, Sabah, Malaysia. She is the eldest child of Muslimin and Sunarti. She has three younger brothers and one younger sister.

She began her education at Tadika Taman Jumbo Kindergarten in Malaysia in 2006. She continued her elementary education at SK Kampung Contoh Petagas, Malaysia, starting in 2007. In 2013, she continued her junior high school education at SMK Putatan Sabah, Malaysia. During junior high school, she was very active in several organizations, including the Bulan Sabit Merah , Pandu Putri , and Bola Baling sports club. After graduating from junior

high school, she moved to Indonesia in 2017 and began her senior high school education at SMKN Campalagian, Polewali Mandar, specifically in West Sulawesi. During senior high school, she achieved several accomplishments, including winning first place in an English speech competition at the inter-school *Pekan Olahraga dan Seni* event. State Islamic Institute of Parepare was her choice for continuing her undergraduate studies, where she chose to major in English education. In 2024, she completed her final assignment, which was an article-based study titled "Teaching English Vocabulary to SD 257 Patampanua using Scavenger Hunt."

PAREPARE