




# A Scavenger Hunt Game to teaching Descriptive Writing to Students in Padang Tikar I

Aunurrahman Aunurrahman<sup>1\*</sup>, Heryanto Heryanto<sup>2</sup>, and Ageung Darajat<sup>3</sup>

<sup>1,2,3</sup> English Education Department, IKIP PGRI Pontianak, West Kalimantan, Indonesia  
\*yarrha@gmail.com

**Abstract.** Previous studies focused on the application of scavenger hunt game to teach reading and vocabulary building. Apparently, little studies focused the game to teaching descriptive writing with an emphasis to collaboration and teamwork that would allow the students with the highest performance to help the students with the lowest performance in writing descriptive texts. This pre-experimental study aimed to examine the effectiveness of the scavenger hunt game in teaching descriptive writing to students at a public senior high school in Padang Tikar I, Batu Ampar, Kubu Raya, Kalimantan Barat, Indonesia. The main researcher used cluster random sampling to select a group of students (n=40) to participate in this study. Then, the main researcher utilized a pre-test session, a treatment session using scavenger hunt game, and a post-test session. The data collection used writing tests that tested its readability. The results of the descriptive statistics and inferential statistics revealed that there is a significance difference of the results of the pre-test (m: 49.27 with SD: 8.58) and post-test (m: 69.10 with SD: 6.80), which the effect size value (1.28) is regarded as strong effect. Accordingly, scavenger hunt game is effective to teaching writing descriptive texts to the students where they, under the direction of the main researcher, collaborated through the game to cope with the writing tasks. Future studies could involve affective variables, integrate with digital applications, and implement the game in another context.

**Keywords:** Descriptive text, scavenger hunt game, teaching writing

## 1 Introduction

Writing descriptive texts is a part of the 2013 English curriculum for Indonesian senior high school students. Students found it difficult to acquire this competence. They frequently struggled with developing ideas, employing the correct and relevant vocabulary to describe the items they wish to describe, and navigating the limits of cultural differences in language use, grammatical styles, and idiomatic phrases [1]. Even though students are familiar with abstract grammatical norms, they may not employ them for productive goals such as writing [1, 2].

In this study, the students have had some difficulties when it comes to describing places. The challenges they face include constructing good sentences, improving the content of their descriptive writing, expressing interesting ideas, and lacking motivation to write. Based on these circumstances, it is reasonable to conduct an intervention for

students in order to cope with the issues and help develop the students' capacity in writing descriptive texts.

This study would apply scavenger hunt game (hereafter SHG) for teaching descriptive writing. The reasons are this technique or game could promote collaboration and teamwork among students [3, 4]; and enhance critical thinking and creativity [5, 6]. Studies even showed that scavenger hunt game could be used in teaching reading descriptive texts [7, 8] and vocabularies [3, 6].

This research was performed on students at a public school in Padang Tikar I, Batu Ampar, Kubu Raya, West Kalimantan, Indonesia to determine the effectiveness or usefulness of a scavenger hunt game in teaching descriptive writing, as opposed to past studies that concentrated on teaching reading and vocabulary building. Another distinction is that this research stressed cooperation and teamwork, which would enable students with higher descriptive writing performance to assist individuals with lower descriptive writing performance. This might also be a sort of scaffolding that helps the students learn with the assistance of their classmates and teachers before they can independently complete a task [9–16]. The latter distinction is limited studies of SHG had been used in teaching writing in the context of public senior high school students in Padang Tikar I that is located in Batu Ampar, Kubu Raya, Indonesia.

To sum up, the purpose of this research or study is to examine the effectiveness of the scavenger hunt game (SHG) to teaching descriptive writing to senior high school students in Padang Tikar I, Batu Ampar, Kubu Raya, West Kalimantan, Indonesia. Hopefully, this study will add to the body of knowledge regarding the use of SHG in teaching descriptive writing.

## 2 Methodology

This study aimed to find out the effectiveness or usefulness of scavenger hunt game (SHG) in teaching descriptive writing to students at a public senior high school in Padang Tikar I, Batu Ampar, Kubu Raya, West Kalimantan, Indonesia before Covid-19 pandemic reached Indonesia [17–19]. To do so, the researchers applied a pre-experimental study with the utilization of a one-group pretest-posttest design as illustrated in Table 1.

**Table 1.** One-group pretest and posttest design

Pretest	Independent	Posttest
$O_1$	$X$	$O_2$

[cited in 20]

Table 1 shows that the design entails three steps, namely: (1) measuring the dependent variable with a pre-test, (2) then treating subjects with an experimental treatment, and (3) finally measuring the dependent variable once more with a post-test [20]. In order to fully implement the design, this study specified the location of the study. The study was conducted in a public senior high school at Kota Laya Street located in Padang Tikar I, Batu Ampar, Kubu Raya, West Kalimantan, Indonesia.

There were 160 tenth graders who were divided into four classes. The participants were selected by using a cluster random sampling technique where the selection of the participants were done randomly based on the classes instead of individuals [20, 21]. Here, to create equal selection, the main researcher wrote the names of the classes on four pieces of paper, put them in a cup, and took one piece of paper from the cup. The class selected was X MIPA II that consisted of 40 students [22].

The main researcher in this study used writing tests as a tool to gather data. To assess how well the students performed in descriptive writing, a writing test was given both before and after the SHG was implemented. The first test served as a pre-test to gauge the performance of the students before the main researcher began teaching them to write descriptive texts using SHG. The second test was a follow-up examination to evaluate the students' performance following the treatment [20, 21].

Before administering it, a try out to non-experimental class was conducted to check the writing test readability that resulted high readability as the students were able to understand the instruction provided on the writing test. The students' writing products were then evaluated by using an analytical profile for writing that consists of five criteria, namely: (1) content, (2) organization, (3) vocabulary, (4) language use, and (5) mechanics [23, 24].

Completed the data collection, the main researcher used descriptive and inferential statistics to carry out the data analysis. Based on the mean scores and standard deviation, the descriptive statistics were used to help determine how well the students performed during the pre- and post-testing sessions. The main researcher then used inferential statistics, that is, paired samples t-test to analyze the significant difference between the mean scores of the sessions of before and after the interventions using SHG in order to determine the effectiveness or usefulness of the scavenger hunt game in teaching students to write descriptive texts [20, 21]. The calculation of the paired samples t-test was done using Statistical Package for the Social Sciences (SPSS).

### 3 Findings and Discussion

The findings from the descriptive statistics of the pre-test and post-test sessions will be presented in this section along with inferential statistics, the results of the data analysis, and a discussion.

As explained in the earlier section, this study conducted a pre-test to help the main researcher to assess the students' performance before receiving the treatment in the form of teaching descriptive writing using scavenger hunt game (SHG). The total mean score of the "pre-test" session is 49.27 with the lowest score of 35 and highest score of 73. The results are then elaborated specifically based on the assessment criteria used by the researcher as elaborated in Table 2.

**Table 2.** Pre-test scores

	N	Content	Organization	Vocabulary	Language Use/ Grammar	Mechanics	Mean
Pre-test	40	16.28	10.73	10.75	8.68	2..85	49.27

Table 2 reveals the scores of the “pre-test” session where the students showed limited performance in writing a descriptive text in terms of the assessment criteria used by the researchers. This is also supported by the total mean score of only 49.27, which is very far from a score of 60. Nevertheless, the maximum score achieved by the students was 73. This means that not everyone has limited capacity in writing it.

The study was then continued by providing an intervention or a treatment in the form of teaching descriptive writing using SHG. The teaching procedures began with the main researcher as the teacher provided a topic of reading, divided the students to work as a group, explained the rules of SHG, provided colored clues, allowed the students to work in groups, submitted the task to the main researcher to be given feedback [adapted from 7, 8]. Here, the students with the high scores helped the students with the low scores to cope with the writing tasks. This could optimize the students’ performance in writing tasks as scavenger hunt game promotes collaboration and teamwork [3].

After the completion of the teaching sessions or the treatment, the main researcher conducted the after intervention “post-test” session to assess the students’ performance [20, 21]. The total mean score of the test after the intervention session is 69.10 with the lowest score of 55 and highest score of 88. The results are then elaborated specifically based on the assessment criteria used by the researcher as elaborated in Table 3.

**Table 3.** Post-test scores

	N	Content	Organization	Vocabulary	Language Use/ Grammar	Mechanic	Mean
Post-Test	40	19.50	17.25	14.65	14.15	3.55	69.10

Table 3 reveals the scores of the “post-test” session. Here, the students had better performance in descriptive writing in every assessment criterion used by the researchers. This is also supported by the total mean score of 69.10, which almost reached the score of 70. Students with the lowest score also showed better performance even though it is still below 60. Nevertheless, it is important to see the standard deviation of both sessions as shown in Table 4.

**Table 4.** Standard deviations

	N	Range	Low	High	Sum	Mean	SD
Pre-test	40	38.00	35.00	73.00	1971.00	49.275	8.5873
Post-test	40	33.00	55.00	88.00	2764.00	69.100	6.8004

Table 4 shows that the “pre-test” standard deviation is 8.58 and the “post-test” standard deviation is 6.80. The pre-test has more dispersion than the post-test, as evidenced by this. In spite of this, both sessions are regarded as having high dispersion or being far from their mean score [22]. This occurs frequently because the writing test is open-

ended and the scoring is primarily based on the writing assessment criteria as shown in Table 2 earlier.

Based on the descriptive statistics, this study shows that the mean score of the post-test (m: 69.10 with SD: 6.80) is higher than the pre-test (m: 49.27 with SD: 8.58). Literally, this study could say that there is a difference between both sessions. However, descriptive statistics are not sufficient to see the significance of the difference. As a result, inferential statistics are required. To begin with, a pre-requisite testing, that is, a normality test had been done. A normality test was performed to check if the data followed a normal distribution. The criterion for normality was that the significance score should be greater than the p-value 0.05. Table 5 shows the results of the normality test.

**Table 5.** One-sample Kolmogorov-Smirnov (K-S) test

		Pre-test	Post-test
N		40	40
Normal Parameters <sup>a</sup>	Mean	49.2750	69.1000
	Std. Deviation	8.58737	6.80045
Most Extreme Differences	Absolute	.134	.181
	Positive	.134	.181
	Negative	-.095	-.123
Kolmogorov-Smirnov Z		.848	1.144
Asymp. Sig. (2-tailed)		.469	.146

The outcomes of the one-sample Kolmogorov-Smirnov test for the “pre-test” and “post-test” are shown in Table 5. The significance score is greater than the p-value of 0.05 and is 0.469 for the “pre-test” and 0.146 for the “post-test.” The data could be interpreted as having a normal distribution. The next step is to use paired samples t-test, a type of parametric statistics, to analyze the significance of the difference between the “pre-test” and “post-test” mean scores from the same participants because the data is normally distributed [20, 22]. Table 6 shows the outcome of the paired samples t-test.

**Table 6.** Paired samples t-test

	Paired Differences				95% Confidence Interval of the Difference	t	Df	Sig.(2 tailed)
	Mean	Std. deviation	Std. Error Mean					
		n		Lower Upper				
Paired Samples 1	“Pre-test” 1	1.98250E 2	10.2604 2	1.6223 2	23.1064 4	16.5435 6	12.22 39	.000
	“Post-test”							

Table 6 shows that the t-test value is 12.220, which is higher than the t-table value of 1.684 at 5% significance level and 39 degrees of freedom. This indicates that there is a

significant difference between the “pre-test” and “post-test” mean scores. Therefore, the alternative hypothesis ( $H_a$ ) that scavenger hunt game had an effect on students' writing skill was accepted, while the null hypothesis ( $H_0$ ) that scavenger hunt game had no effect on students' writing skill was rejected.

The main researcher also calculated the value of the effect size of the treatment and compared it to the criteria of effect size by Ary et al [20]. The value of the effect size is 1.28. By comparing to the criteria of effect size by Ary et al [20], the value of 1.28 is higher than 1.00 ( $1.28 > 1.00$ ). This could be interpreted that the result of the treatment using scavenger hunt game in teaching descriptive writing had strong effect to the students.

To sum up, the data analysis has shown that scavenger hunt game (SHG) is effective or useful for teaching writing descriptive texts to students at a public senior high school in Padang Tikar I, Batu Ampar, Kubu Raya, West Kalimantan, Indonesia. This finding is in line with previous studies where the findings revealed that the scavenger hunt game is effective or useful for teaching reading descriptive texts [7, 8] and vocabulary building [3, 6].

Certainly, different from the previous studies' findings, the researchers conducted this study in a different site, that is, a public senior high school in Padang Tikar I, Batu Ampar, Kubu Raya, West Kalimantan, Indonesia. Another difference is that this study highlighted the importance of collaboration and teamwork to help each other in learning descriptive writing, which is a productive language skill unlike the previous studies that focused on receptive language skills and elements. Furthermore, collaboration and teamwork is also a form of scaffolding that involved students with higher performance to help the students with lower performance to cope with the tasks of descriptive writing that would allow them to move from dependent learners to independent learners [12–14]. Nevertheless, this study is not without weaknesses where this study (1) only involved a small size of samples, (2) without a control group, and (3) generalization is never intended to be reached as a social study in the field of education is very different from a study that is conducted in a laboratory [22].

## 4 Conclusion

This study aimed to find out the effectiveness of the scavenger hunt game in teaching descriptive writing to students at a public senior high school in Padang Tikar I, Batu Ampar, Kubu Raya, West Kalimantan, Indonesia. The data analysis reveals that scavenger hunt game is effective or useful for teaching writing descriptive texts to the students. This is shown by the increasing mean scores achieved by the students in the “post-test” session (69.1) which is higher than the “pre-test” session (49.27). Certainly, the difference is significant as indicated from the results of the paired samples t-test and effect size. Accordingly, this study concludes that scavenger hunt game could be used to teaching descriptive writing. It is advisable that by maximizing the function of collaboration and teamwork of not only with the teacher but also with the peers would allow the students with higher performance to help the students with lower performance before the students could write in an independent manner. Future studies could include a control group, add affective variables, and use different forms of experimental study,

case study, or action research that provide better insight of the effectiveness of the scavenger hunt game in teaching descriptive writing.

## References

1. Maru, M.G., Nur, S., Lengkoan, F.: Applying video for writing descriptive text in senior high school in the Covid-19 pandemic transition. *ijole*. 4, 408–419 (2020). <https://doi.org/10.26858/ijole.v4i3.14901>
2. Phommavongsa, K., Xaysetha, S., Phomchaleun, S.: The common grammatical errors in writing narrative essay of students at the youth resource center, Savannakhet. *Jurnal Penelitian Humaniora*. 22, 1–13 (2021). <https://doi.org/10.23917/humaniora.v22i1.11501>
3. Widya, W., Nurani, S.: Scavenger hunt on students' English vocabulary mastery. *Journal of English Language and Culture*. 6, (2017). <https://doi.org/10.30813/jelc.v6i2.266>
4. Widiyari, C., Almahy, H., Prasetyoningrum, D., Rohmatika, N.L., Sendy, E.N., Satria, Y.L., Permatasari, J.A.N., Grandis, R.T., Astara, A.R., Kurniawan, M.E.: Pengembangan psikomotorik peserta didik melalui kegiatan outing class di BA Aisyiyah Bulakrejo 2, Sukoharjo. *Buletin KKN Pendidikan*. 1, 91–96 (2020). <https://doi.org/10.23917/bkknidk.v1i2.10775>
5. Li, L.: Augmented reality facilitated scavenger hunt for mobile learning. *JoSoTL*. 20, (2020). <https://doi.org/10.14434/josotl.v20i2.25777>
6. Qolbi, N.M.: The effectiveness of scavenger hunt game towards students' vocabulary mastery of 7th grade at SMPN 1 Besuki Tulungagung in academic year 2020/2021, <http://repo.uinsatu.ac.id/24411/>, (2021)
7. Amelia, M., Prystiananta, N.C.: The effect of scavenger hunt game on students' reading comprehension of descriptive text. *Linguistic, English Education and Art (LEE) Journal*. 3, 441–457 (2020). <https://doi.org/10.31539/leea.v3i2.1314>
8. Oktarind, A.: The implementation of scavenger hunt game in teaching reading comprehension of descriptive text. *EBONY: Journal of English Language Teaching, Linguistics, and Literature*. 2, 71–78 (2022). <https://doi.org/10.37304/ebony.v2i2.5319>
9. Aunurrahman, Kusumaningsih, C., Sahrawi, Hafis, M., Emilia, E.: A genre pedagogy for teaching young EFL learners of English Village of Parit Baru. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*. 6, 343–360 (2022). <https://doi.org/10.21093/ijeltal.v6i2.1136>
10. Emilia, E., Hamied, F.A.: Systemic functional linguistic genre pedagogy (SFL GP) in a tertiary EFL writing context in Indonesia. *TEFLIN Journal*. 26, 155–182 (2015). <https://doi.org/10.15639/teflinjournal.v26i2/155-182>
11. Martin, J.R.: Teaching/learning: The yin and yang of language development from home through school. *Linguistics and the Human Sciences*. 10, 49–68 (2015). <https://doi.org/10.1558/lhs.v10i1.27276>
12. Negretti, R., McGrath, L.: Scaffolding genre knowledge and metacognition: Insights from an L2 doctoral research writing course. *Journal of Second Language Writing*. 40, 12–31 (2018). <https://doi.org/10.1016/j.jslw.2017.12.002>
13. Vygotsky, L.S.: *Mind in society: The development of higher psychological processes*. Harvard University Press, Cambridge (1978)
14. Wood, D., Bruner, J., Ross, G.: The role of tutoring in problem solving. *Journal of Child Psychology and Child Psychiatry*. 17, 89–100 (1976). <https://doi.org/10.1111/j.1469-7610.1976.tb00381.x>
15. Sari, Y.M., Valentino, E.: An analysis of students error in solving PISA 2012 and its scaffolding. *JRAMathEdu (Journal of Research and Advances in Mathematics Education)*. 1, 90–98 (2017). <https://doi.org/10.23917/jramathedu.v1i2.3380>

16. Sugiyanti, S., Muhtarom, M.: Students' ability and thinking profile in solving plane problems by provision of scaffolding. *JRAMathEdu (Journal of Research and Advances in Mathematics Education)*. 1, 120–130 (2017). <https://doi.org/10.23917/jramathedu.v1i2.3387>
17. Aji, R.H.S.: Dampak Covid-19 pada pendidikan di Indonesia: Sekolah, keterampilan, dan proses pembelajaran. *SALAM: Jurnal Sosial dan Budaya Syar-i*. 7, 395–402 (2020). <https://doi.org/10.15408/sjsbs.v7i5.15314>
18. Aunurrahman, Musa, Rustam, Kusumaningsih, C., Susanti, E., Kurniawati, T., Irwan, D., Wiyanti, S., Sahrawi, S., Hafis, M., Anita, F., Putra, M.I.R., Astuti, D.S., Sari, D.S., Syahadati, E., Darajat, A., Ramadhiyanti, Y.: Membangun minat peserta didik Kampung Inggris Parit Baru dalam belajar bahasa Inggris. *GERVASI: Jurnal Pengabdian kepada Masyarakat*. 4, 282–292 (2020). <https://doi.org/10.31571/gervasi.v4i2.1907>
19. Nuryana, A.N.: Dampak pandemi Covid-19 terhadap dunia pendidikan, <https://jabar.kemenag.go.id/portal/read/dampak-pandemi-covid-19-terhadap-dunia-pendidikan>
20. Ary, D., Jacobs, L.C., Sorensen, C.K., Walker, D.: *Introduction to Research in Education*. Cengage Learning, Boston, Massachusetts (2014)
21. Creswell, J.W.: *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson, Boston, MA (2012)
22. Cohen, L., Manion, L., Morrison, K.: *Research methods in education*. Routledge, London ; New York (2018)
23. Brown, H.D., Abeywickrama, P.: *Language assessment: Principles and classroom practices 3rd edition*. Pearson Education ESL (2019)
24. Jacobs, H., Zinkgraf, S., Wormuth, D., Hearfiel, V., Hughey, J.: *Testing ESL composition: A practical approach*. (1981)

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

