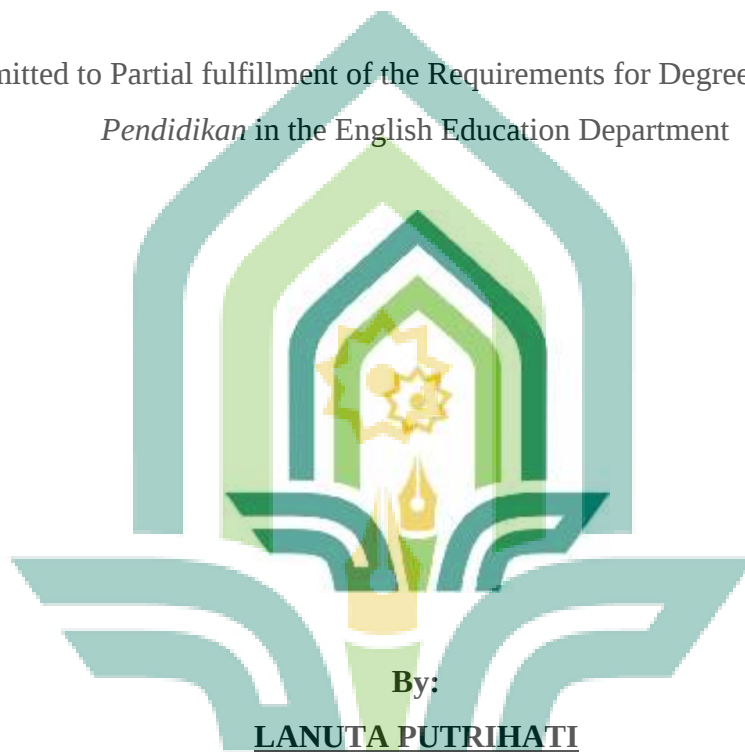


**EXPLORING THE APPLICATION OF SCAVENGER
HUNT GAME IN LEARNING VOCABULARY:
JUNIOR HIGH SCHOOL STUDENTS' PRACTICES
AND PERCEPTIONS**

A THESIS

Submitted to Partial fulfillment of the Requirements for Degree of *Sarjana
Pendidikan* in the English Education Department



SN. 20522089

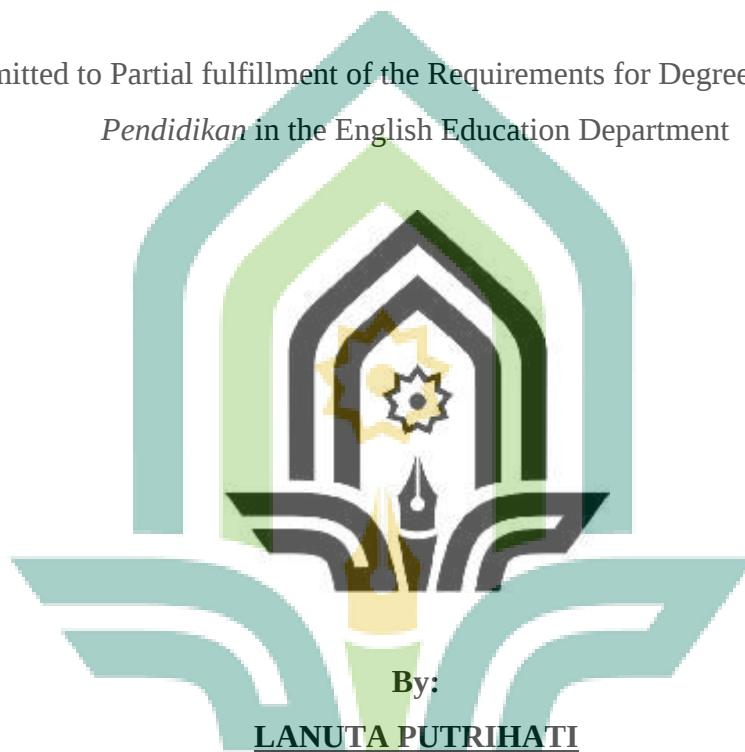
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H ABDURRAHMAN WAHID PEKALONGAN**

2026

**EXPLORING THE APPLICATION OF SCAVENGER
HUNT GAME IN LEARNING VOCABULARY:
JUNIOR HIGH SCHOOL STUDENTS' PRACTICES
AND PERCEPTIONS**

A THESIS

Submitted to Partial fulfillment of the Requirements for Degree of *Sarjana
Pendidikan* in the English Education Department



SN. 20522089

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H ABDURRAHMAN WAHID PEKALONGAN**

2026

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan dibawah ini:

Nama : Lanuta Putrihati

NIM : 20522089

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“EXPLORING THE APPLICATION OF SCAVENGER HUNT GAME IN LEARNING VOCABULARY: JUNIOR HIGH SCHOOL STUDENTS’ PRACTICES AND PERCEPTIONS”**

adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian Pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 30 Juni 2026

Yang membuat pernyataan,



Lanuta Putrihati
SN. 20522089

NOTA PEMBIMBING

Kepada

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

UIN K.H. Abdurrahman Wahid Pekalongan

c/q. Ketua Program Studi Tadris Bahasa Inggris

di Pekalongan

Assalamu 'alaikum Wr.Wb.

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara:

Nama : Lanuta Putrihati

NIM : 20522089

Program Studi: Tadris Bahasa Inggris

Judul : EXPLORING THE APPLICATION OF SCAVENGER HUNT
GAME IN LEARNING VOCABULARY: JUNIOR HIGH
SCHOOL STUDENTS' PRACTICES AND PERCEPTIONS

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terimakasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 25 Juni 2026

Pembimbing



Fachri Ali, M. Pd

NIP. 19890101 202012 1 013



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Pahlawan KM. 5 Rowolaku, Kajen, Kabupaten Pekalongan
Website: ftik.uingusdur.ac.id Email: ftik@uingusdur.ac.id

APPROVAL SHEET

The dean of the Faculty of Tarbiyah and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan, approved this thesis by:

Name : Lanuta Putrihati

NIM : 20522089

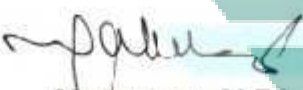
Title : "EXPLORING THE APPLICATION OF SCAVENGER HUNT GAME IN LEARNING VOCABULARY: JUNIOR HIGH SCHOOL STUDENTS' PRACTICES AND PERCEPTIONS"

Has been established through an examination held on Friday, 3rd July 2026 and accepted in partial fulfillments of requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education

The Examiners

Examiner I

Examiner II


Mutammam, M.Ed.
NIP. 19650610 199903 1 003


Isriani Hardini, M.A., Ph.D.
NIP. 19810530 200901 2 007

Pekalongan, 13th July 2026

Assigned by

The Dean of Faculty of Education and Teacher Training



H. Muhlisin, M.Ag.
NIP. 19700706 199803 1 001

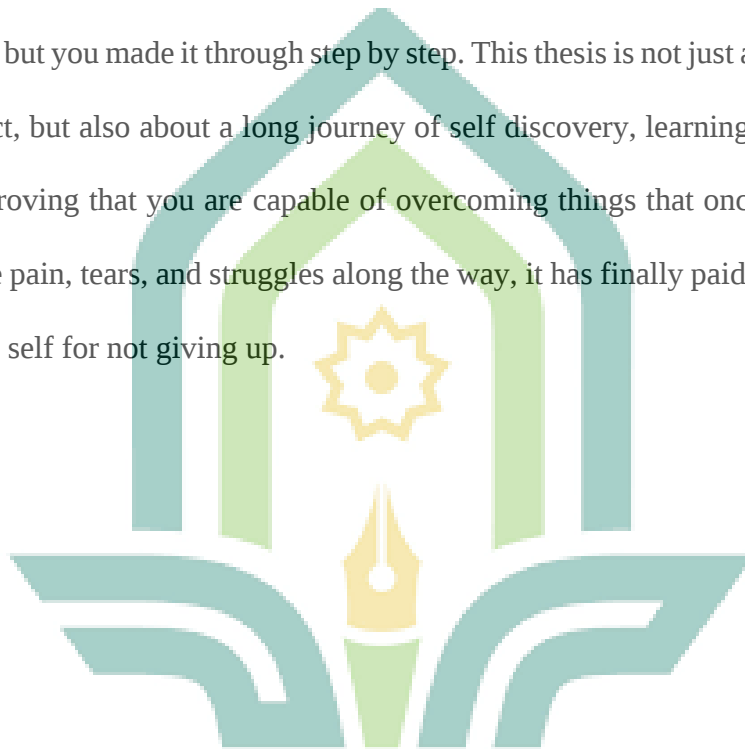
ACKNOWLEDGEMENTS

All praise and gratitude be to Allah SWT, God Almighty, for His endless blessings, love, strength, and guidance throughout my life. By His grace, I have been able to complete this thesis. Peace and blessings be upon Prophet Muhammad SAW, who has always been an inspiration and role model. I would like to express my sincere gratitude to everyone who has supported and contributed to the completion of this thesis.

1. First and foremost, I dedicate my deepest gratitude to my beloved parents, Bapak Hadi Prayitno and Ibu Sumiati. Thank you for your endless love, continuous prayers, and sacrifices that I will never be able to repay. Thank you for believing in me even when I doubted myself. No words are enough to describe how precious your presence in my life. I would also like to thank my beloved sister, Ladia Rahmahati, and my beloved brother, Layyin Hafuza Hadi, who have always been part of the reason I kept going and finished this journey.
2. **Second**, my sincere gratitude goes to my thesis advisor, Bapak Fachri Ali, M.Pd., for his patience, guidance, valuable advice, and continuous support throughout the completion of this research.
3. **Third**, I would like to thank the principal, the English teacher, and all seventh-grade students who participated in this study. Their cooperation, enthusiasm, and willingness to participate made this research possible.
4. **Fourth**, I sincerely thank my roommates (Wustho Family), my college friends (Princess), and everyone who has supported me throughout this journey. Your

encouragement, prayers, laughter, and companionship have meant so much to me.

5. Last but not least, I want to thank myself, Lanuta Putrihati. Thank you for holding on this far. Thank you for keeping trying even when you felt exhausted, scared, disappointed, or wanted to give up. Thank you for choosing to get back up amidst the pressure and doubts that kept coming. It was not easy to get to this point, but you made it through step by step. This thesis is not just about a research project, but also about a long journey of self discovery, learning to be stronger, and proving that you are capable of overcoming things that once felt hard. For all the pain, tears, and struggles along the way, it has finally paid off. I am proud of my self for not giving up.



MOTTO

“And that each person will only have what they endeavoured towards”

(Q.S. An-Najm: 39)

“I gave my blood, sweat and tears for this”

(You’re on your own, kid – Taylor Swift)

“Long Story Short, I Survived”

(Taylor Swift)



ABSTRAK

Meskipun permainan Scavenger Hunt telah mendapat perhatian dalam penelitian pembelajaran kosakata bahasa Inggris, masih terdapat keterbatasan penelitian yang mengkaji bagaimana siswa mempraktikkan permainan tersebut serta bagaimana mereka memaknai pengalaman belajar selama kegiatan berlangsung. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi praktik dan persepsi siswa sekolah menengah pertama terhadap penggunaan permainan Scavenger Hunt dalam pembelajaran kosakata bahasa Inggris. Penelitian ini menggunakan desain deskriptif kualitatif dengan melibatkan empat siswa kelas VII sebagai partisipan. Data dikumpulkan melalui observasi kelas dan wawancara semi terstruktur, kemudian dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa siswa melaksanakan permainan melalui beberapa tahapan, yaitu memahami aturan, menginterpretasikan petunjuk, bekerja sama dalam kelompok, menjelajahi lingkungan, mempraktikkan bahasa, dan menerima umpan balik. Selama kegiatan, siswa menggunakan berbagai strategi, seperti menerjemahkan petunjuk, berdiskusi, menebak makna kata, dan menggunakan kamus. Temuan juga menunjukkan bahwa siswa memiliki persepsi yang positif terhadap permainan ini. Secara afektif, permainan meningkatkan kesenangan, minat, dan motivasi belajar, meskipun sebagian siswa masih kurang percaya diri menggunakan bahasa Inggris. Secara kognitif, permainan membantu siswa memahami petunjuk, mengembangkan strategi pemecahan masalah, dan mengingat kosakata melalui interaksi langsung dengan objek nyata. Secara keseluruhan, permainan Scavenger Hunt memberikan pengalaman belajar kosakata yang menarik dan bermakna.

Kata kunci: Permainan Scavenger Hunt, Pembelajaran kosakata, Praktik Siswa, Persepsi Siswa, Siswa Sekolah Menengah Pertama.

ABSTRACT

Although the Scavenger Hunt game has received attention in English vocabulary learning research, limited studies have explored how students practice the game and how they perceive their learning experiences during the activity. Therefore, this study aimed to explore junior high school students' practices and perceptions of the Scavenger Hunt game in vocabulary learning. The study employed a qualitative descriptive design involving four seventh-grade students. Data were collected through classroom observations and semi-structured interviews and analyzed using thematic analysis. The findings revealed that students practiced the Scavenger Hunt game through several stages, including understanding the rules, interpreting clues, collaborating in groups, exploring the environment, practicing language, and receiving feedback. During the activity, students used various strategies, such as translating clues, discussing with peers, guessing word meanings, and using dictionaries. The findings also indicated that students generally had positive perceptions of the game. Affectively, the game increased students' enjoyment, interest, and motivation to learn vocabulary, although some students still lacked confidence in using English. Cognitively, it helped students understand clues, develop problem-solving strategies, and retain vocabulary through direct interaction with real objects. Overall, the Scavenger Hunt game provided an engaging and meaningful vocabulary learning experience for junior high school students.

Keywords: *Scavenger Hunt Game, Vocabulary Learning, Students' Practices, Students' Perceptions, Junior High School Students*

PREFACE

All praise and gratitude are devoted to Allah SWT, who has bestowed upon me countless blessings, guidance, health, and patience, enabling me to complete this thesis entitled “Exploring the Application of Scavenger Hunt Game in Learning Vocabulary: Junior High School Students’ Practices and Perception.” This thesis is submitted to the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan as a partial fulfillment of the requirements for obtaining the degree of Sarjana Pendidikan (S.Pd.) in the Faculty of Teacher Training and Education. I realize that this thesis is far from perfect. Therefore, any suggestions and constructive criticisms are highly appreciated to improve the quality of this work. I would like to express my deepest gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., as the Rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Muhlisin, M.Ag., as the Dean of the Faculty of Teacher Training and Education, UIN K.H. Abdurrahman Wahid Pekalongan.
3. Mr. Ahmad Burhanuddin, M.A., as the Head of the English Education Department, Faculty of Teacher Training and Education, UIN K.H. Abdurrahman Wahid Pekalongan.
4. Mr. Fachri Ali, M.Pd., as my advisor, who has given valuable guidance, support, and time throughout the process of writing this thesis.
5. All lecturers and staff of the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, for their knowledge, support, and assistance.

6. The principal, the English teacher, and all seventh-grade students who participated in this research, for their cooperation, enthusiasm, and valuable contributions throughout the research process.
7. My beloved parents, for their boundless love and unwavering support. Thank you for the endless prayers, wisdom, and motivation that kept me moving forward throughout the journey of completing this thesis.
8. My dear friends, who have stood by my side from day one until the very end, sharing every high and low this journey.
9. Myself, for choosing to stay resilient, pushing through the doubts, and refusing to give up no matter how tough the situation became.

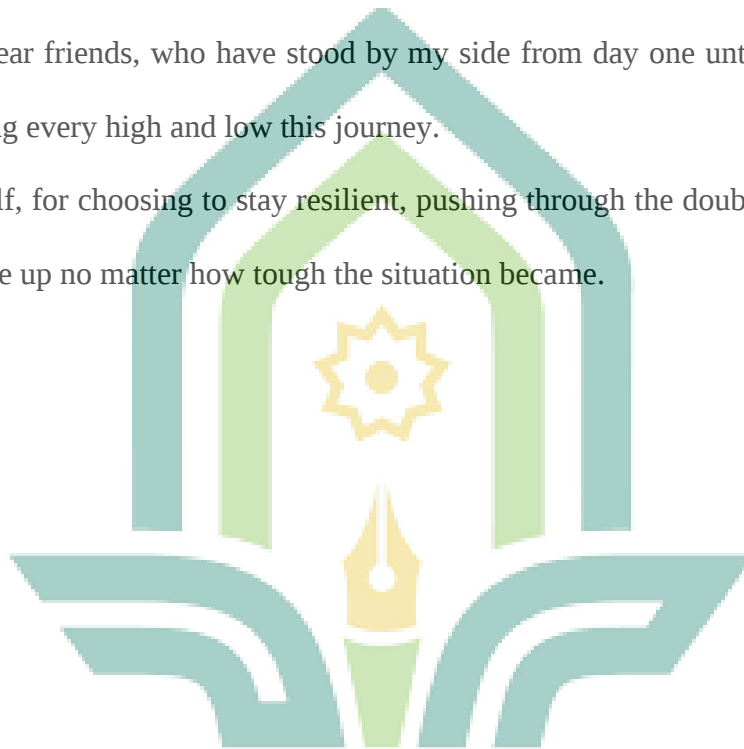


TABLE OF CONTENT

COVER	i
SURAT PERNYATAAN KEASLIAN SKRIPSI	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET	iv
ACKNOWLEDGEMENT	v
MOTTO	vii
ABSTRACT	viii
PREFACE	x
TABLE OF CONTENT	xii
TABLE OF FIGURE	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION.....	1
1.1 Background Of The Study.....	1
1.2 Formulation Of The Problems.....	5
1.3 Aims of the Study.....	6
1.4 Operational Definitions	6
1.5 Significances Of The Research	7
CHAPTER II LITEATURE REVIEW.....	9
2.1 Theoritical Farmework.....	9
2.1.1 Vocabulary Learning in Teenagers	9
2.1.2 Game Based Learning in Language Education	12
2.1.3 Scavenger Hunt Game in Learning Vocabulary	15
2.2 Previous Studies	20
2.3 Conceptual Framework	23
CHAPTER III METHODOLOGY	27
3.1. Research Design.....	26
3.2 Setting and Participants.....	26
3.3 Data Collection.....	27
3.4 Data Analysis	29
3.5 Data Trustworthiness.....	32

CHAPTER IV FINDINGS AND DISCUSSIONS	33
4.1 Findings	33
4.1.1 Junior High School Students' Practices Scavenger Hunt Game in Learning Vocabulary	33
4.1.2 Junior High School Students' Perceptions Toward the Scavenger Hunt Game in Vocabulary Learning.....	51
4.2 Discussion	62
4.2.1 Exploring Students' Practices in the Scavenger Hunt Game	62
4.2.2 Exploring Students' Perception toward the Scavenger Hunt Game in Vocabulary Learning.....	67
CHAPTER V CONCLUSION	72
5.1 Summary Of The Findings	72
5.2 Recommendations	73
REFERENCES	75
APPENDICES	79

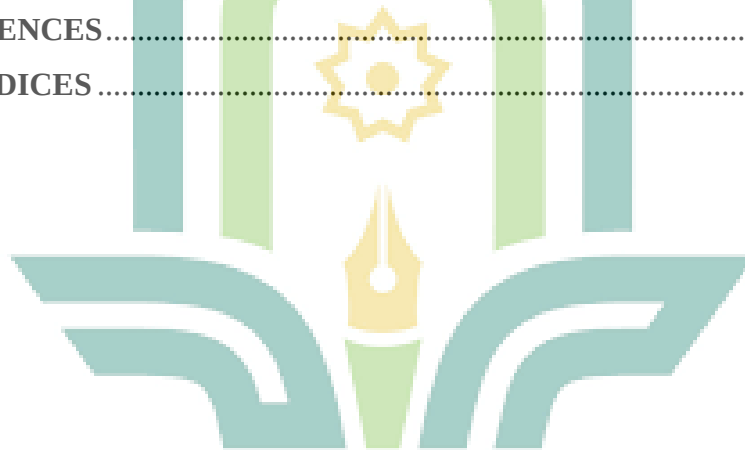


TABLE OF FIGURE

Figure 2.1	Conceptual Framework	25
Figure 4.1	Students Interpreting and Discussing the Clues.....	37
Figure 4.2	Students Collaborating in Groups During the Scavenger Hunt Game	42
Figure 4.3	Students Exploring the School Environment and Completing the Scavenger Hunt Tasks	44



LIST OF APPENDICES

Appendix 1 Interview Question	79
Appendix 2 Transcript of Interview	81
Appendix 3 Observation Sheet.....	100



CHAPTER 1

INTRODUCTION

1.1 Background of The Study

Vocabulary is a fundamental element of English language learning. It serves as the foundation for communication, allowing students to participate in both spoken and written interactions. Vocabulary can be defined as the collection of words that a person knows and uses to convey ideas in meaningful ways (Nation, 2001). Strong vocabulary knowledge is essential for mastering all language skills, as it helps learners comprehend listening and reading texts while also improving their ability to speak and write clearly. Wilkins (1972) emphasizes that vocabulary is the central element of language because even with knowledge of grammar, communication cannot occur without sufficient vocabulary. However, many students struggle with vocabulary acquisition, such as recalling meanings, differentiating similar words, and applying them correctly in various situations (Schmitt, 2008). These challenges can hinder students from communicating fluently and confidently in English. Therefore, vocabulary mastery is crucial for successful English learning, supporting students in processing input, producing output, and engaging in meaningful interactions.

Junior high school students are at a developmental stage where they begin to engage with more complex English texts, making vocabulary mastery essential for supporting their reading, writing, listening, and speaking abilities. However, many students struggle to retain new words because vocabulary

learning in traditional classrooms often relies heavily on rote memorization and dictionary-based tasks, which tend to reduce motivation and engagement (Nation, 2013). Limited exposure to meaningful language input and insufficient opportunities to use words in authentic contexts further hinder their vocabulary growth (Schmitt, 2010). Findings from the preliminary study conducted through an interview with an English teacher also support these challenges. The teacher explained that one major difficulty students commonly experience is the gap between the written form of English words and their pronunciation. Because what students see in writing often does not match how the words are read, many of them feel confused and become hesitant to use new vocabulary. The teacher further noted that when students encounter this kind of difficulty, they tend to lose motivation easily, which leads to reduced participation and slower vocabulary development. Research on adolescent learners also emphasizes that students learn vocabulary more effectively when activities are active, enjoyable, and socially interactive, as these conditions stimulate greater attention and deeper processing (Webb & Nation, 2017). Consequently, game-based learning approaches have gained attention because they promote meaningful engagement, collaboration, and repeated interaction with target words in a less intimidating environment (DeHaan, 2019).

One effective way to overcome junior high school students' difficulties in learning vocabulary is by integrating games into the teaching process. Games make learning fun and interactive, which lowers students' stress and makes them more excited to learn new words (Wright, Betteridge, & Buckby,

2006). They also provide meaningful contexts where students can practice vocabulary use in real communication situations, which helps improve retention and understanding (Huyen & Nga, 2003). Moreover, according to Uberman (1998), games promote active participation and encourage learners to use the target language spontaneously, making vocabulary learning more effective and memorable. Through games, junior high school students can learn and practice vocabulary in a relaxed environment that supports collaboration and engagement. In this way, the use of games can be considered an effective pedagogical strategy to enhance vocabulary mastery and make the learning process more dynamic and enjoyable. One example of a game that can effectively support vocabulary learning is the Scavenger Hunt, which encourages students to explore, discover, and use new words through movement, teamwork, and meaningful interaction.

Scavenger Hunt game is an interactive learning activity that allows junior high school students to explore vocabulary in an active and enjoyable way. This game requires learners to search for and identify specific words or objects based on clues provided by the teacher, which promotes participation, curiosity, and collaboration among students (Taspinar, Schmidt, & Schuhbauer, 2016). By engaging students in movement and discovery, the game encourages them to connect new vocabulary with real life contexts, making the learning process more meaningful and memorable (Ling, 2012). It also helps reduce students' anxiety in using the target language because the activity focuses on teamwork and communication rather than accuracy alone

(Nguyen & Nation, 2011). Furthermore, the combination of play and learning enhances students' concentration and enjoyment, which leads to better vocabulary retention.

Every learning activity has its strengths and weaknesses, and the Scavenger Hunt game is no exception. One of its main strengths is that it promotes active learning by engaging students physically and mentally during the process of finding target vocabulary (Taspinar, Schmidt, & Schuhbauer, 2016). It also enhances students' motivation and enjoyment because it transforms vocabulary learning into a fun and meaningful experience (Zhou, 2020). Additionally, the game encourages collaboration and communication among learners, which helps improve their social and linguistic competence (Nguyen & Nation, 2011). However, this activity may require more time to organize and manage, especially in large classes where students' participation levels can vary (Reinders & Wattana, 2014). In summary, while the Scavenger Hunt game provides significant benefits in promoting engagement and vocabulary mastery, teachers need to plan carefully to minimize its practical challenges.

Although previous studies have demonstrated that the Scavenger Hunt game can support vocabulary learning by increasing students' motivation, engagement, and vocabulary achievement, most of these studies have focused primarily on learning outcomes or the effectiveness of the activity. Comparatively, limited attention has been given to how junior high school students actually practice the Scavenger Hunt game during vocabulary learning

and how they perceive the learning process throughout the activity. Exploring these aspects is important because students' practices and perceptions provide a deeper understanding of how the game is implemented in real classroom contexts, what strategies students use to understand vocabulary clues, and how they experience the activity both cognitively and affectively.

Considering both the strengths and weaknesses of the Scavenger Hunt game and the limited exploration of students' practices and perceptions in previous research, the researcher aims to investigate more deeply how this activity is applied in vocabulary learning. This study focuses on examining junior high school students' participation and responses while learning vocabulary through the Scavenger Hunt game. By understanding how students engage with and react to this activity, the research is expected to provide meaningful insights into the use of game-based activities within vocabulary learning contexts.

1.2 Formulation of the Problem

Based on the focus of this research and discussion about exploring the application of Scavenger Hunt game in learning vocabulary that has been mentioned in the identifications of the problem, the researcher formulated as follows:

1. How do junior high school students practice Scavenger Hunt game in learning vocabulary?
2. How do junior high school students interpret their perceptions toward the application of the Scavenger Hunt game in learning vocabulary?

1.3 Aims of the Study

Based on the problem that has been described, this research aims to:

1. To explore how junior high school students practice the Scavenger Hunt game in learning vocabulary.
2. To investigate how junior high school students interpret their perceptions toward the application of the Scavenger Hunt game in learning vocabulary.

1.4 Operational Definition

To avoid misunderstanding, the researcher provides some definitions related to the study as follows:

1.4.1 Vocabulary

Vocabulary is the knowledge of words and word meanings. It includes both the words we understand when we read or listen and the words we use when we speak or write (Richards & Schmidt, 2010).

1.4.2 Learning by game

Learning by game is the use of game-based activities in the learning process to make students more engaged, motivated, and active in acquiring knowledge or skills (Wright, Betteridge, & Buckby, 2006).

1.4.3 Scavenger Hunt

Scavenger Hunt is a game-based learning activity where learners move around to collect or find specific items or information, which helps increase engagement and supports vocabulary development in a fun and interactive way (Heryadi, 2017).

1.5 Significance of the Study

1.5.1 Theoretical Significance

This research contributes to the field of language learning by expanding the theoretical understanding of game-based learning, especially in vocabulary acquisition. It supports existing frameworks on active learning and student-centered approaches by highlighting the educational benefits of the Scavenger Hunt game. It also enriches the literature on vocabulary development by showing how physical movement, collaboration, and play can enhance lexical retention and engagement.

1.5.2 Empirical Significance

By exploring junior high school students' real-life practices and perceptions, this study provides empirical evidence on how the Scavenger Hunt game is applied in vocabulary learning. The findings offer valuable data on students' cognitive and emotional responses during the activity, which can serve as a reference for future research in vocabulary instruction and game-based learning methods.

1.5.3 Practical Significance

The practical significance of this research lies in its potential to guide English teachers, especially at the school level, in designing engaging and interactive vocabulary lessons. The study suggests how Scavenger Hunt games can be implemented effectively in classroom settings to make vocabulary learning more meaningful and enjoyable. It

may also benefit curriculum designers by presenting a creative, low tech method for vocabulary instruction that fosters student motivation and participation.



CHAPTER V

CONCLUSION

5.1 Summary Of The Findings

The findings of this study show that students' practices in the Scavenger Hunt game involved a series of interconnected stages, including understanding instructions, interpreting clues, collaborating in groups, exploring the school environment, practicing language production, and receiving feedback. These stages indicate that vocabulary learning occurred through experiential learning, social interaction, and contextualized use of language, where students were actively involved in constructing meaning rather than passively receiving information. The implementation of the Scavenger Hunt game demonstrates that game-based learning can create an engaging and interactive learning process that supports students' active participation in vocabulary learning. Therefore, this study contributes to English language teaching by providing evidence that game-based learning, particularly the Scavenger Hunt game, can be an effective alternative strategy to enhance vocabulary learning in junior high school contexts.

The findings also reveal that students' perceptions toward the Scavenger Hunt game were generally positive from both affective and cognitive perspectives. Affective findings show that students experienced enjoyment, increased motivation, and higher engagement, although some anxiety in using English still occurred. Cognitive findings indicate that students were able to understand vocabulary through clues, use learning strategies to overcome

difficulties, and retain vocabulary more effectively through direct interaction with real objects and repeated exposure. Overall, these perceptions suggest that the Scavenger Hunt game creates a supportive and meaningful learning environment for vocabulary development. Therefore, this study contributes to English language learning by showing that game-based activities can enhance students' motivation, engagement, comprehension, and vocabulary retention in a more meaningful and enjoyable way.

5.2 Recommendations

Based on the findings and conclusions of this study, several recommendations are proposed for teachers, students, and future researchers.

5.2.1 Recommendation for English Teachers

The Scavenger Hunt game can be used as an alternative strategy to create a more interactive and engaging vocabulary learning environment. Teachers are encouraged to provide clear instructions and sufficient guidance before the activity begins, as some students may require additional support in understanding the rules and interpreting the clues. In addition, teachers are encouraged to promote the use of English during group discussions to provide students with more opportunities to practice the target language.

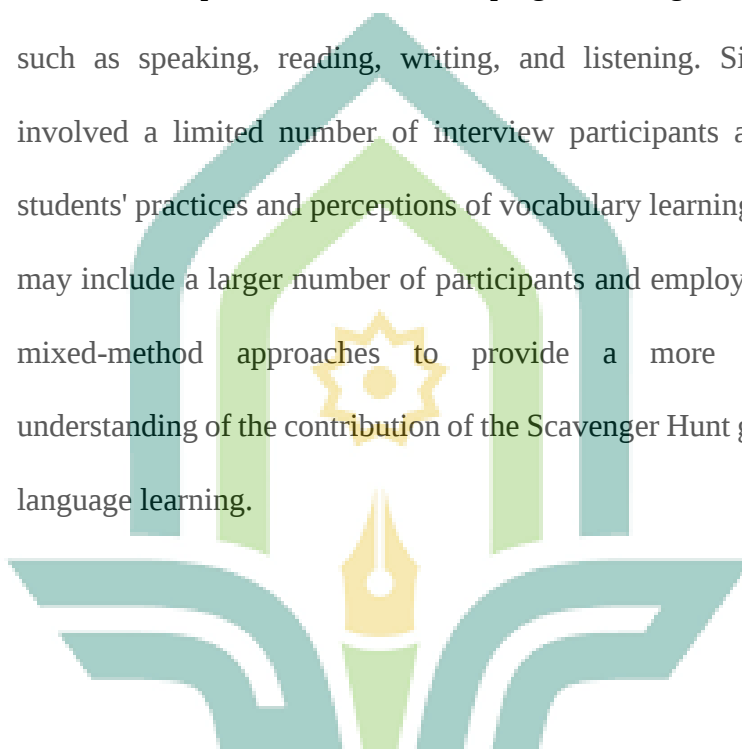
5.2.2 Recommendation for Students

Students are encouraged to participate actively in the Scavenger Hunt game to maximize their vocabulary learning. They are also encouraged to collaborate with their peers, apply various strategies to

understand unfamiliar words, and review the vocabulary learned during the activity to strengthen their vocabulary retention and comprehension.

5.2.3 Recommendation for Future Researchers

Future researchers are encouraged to investigate the implementation of the Scavenger Hunt game in different educational contexts or explore its use in developing other English language skills, such as speaking, reading, writing, and listening. Since this study involved a limited number of interview participants and focused on students' practices and perceptions of vocabulary learning, future studies may include a larger number of participants and employ quantitative or mixed-method approaches to provide a more comprehensive understanding of the contribution of the Scavenger Hunt game to English language learning.



REFERENCES

- Bellanca, J. (2011). *21st century skills: Rethinking how students learn*. Solution Tree Press.
- Buechel, L. L. (2025). *Scavenger hunts in ELT*. *English Teaching Forum*, 63(2), 12–19.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Chen, C. M., & Hsu, S. H. (2020). *Personalized mobile English vocabulary learning system based on item response theory and learning memory cycle*. *Computer Assisted Language Learning*, 33(5–6), 1–28. <https://doi.org/10.1080/09588221.2019.1594551>
- Coxhead, A. (2013). *Vocabulary and ESP*. Routledge
- Craik, F. I. M., & Lockhart, R. S. (1972). *Levels of processing: A framework for memory research*. *Journal of Verbal Learning and Verbal Behavior*, 11(6), 671–684. [https://doi.org/10.1016/S0022-5371\(72\)80001-X](https://doi.org/10.1016/S0022-5371(72)80001-X)
- DeHaan, J. (2019). Teaching and learning English through digital game projects: Activity theory perspectives. In K. Schwienhorst & J. P. Gee (Eds.), *Digital language learning and teaching: Research, theory, and practice* (pp. 79–99). Routledge. <https://doi.org/10.4324/9780429425894-6>
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Fletcher, T., & Ferguson, P. (2021). *Exploring language learning and cultural identity through word scavenger hunts*. *Language Teaching Research*, 25(4), 502–518.
- Flick, U. (2018). *An introduction to qualitative research* (6th ed.). SAGE Publications Ltd.
- Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. Palgrave Macmillan.

- Heryadi, D. (2017). *The use of scavenger hunt game to improve students' vocabulary mastery. Journal of English Language Teaching and Learning*, 8(1), 45–56.
- Huyen, N. T. T., & Nga, K. T. T. (2003). *The effectiveness of learning vocabulary through games. Asian EFL Journal*, 5(4), 90–105.
- Khasanah, R. M., & Burhan, A. (2022). *From drawings to puppet shows: Practical ways in teaching vocabulary to primary school EFL learners. Erudita: Journal of English Language Teaching*, 2(1), 50–62. <https://doi.org/10.28918/erudita.v2i1.5328>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Lai, C., Wang, Q., & Lei, J. (2013). Using mobile technology to support language learning: A mobile scavenger hunt activity. *Language Learning & Technology*, 17(3), 135–155.
- Lai, C. L., Yang, J. C., Chen, F. C., Ho, C. W., & Chan, T. W. (2013). *Affordances of mobile technologies for experiential learning: The interplay of technology and pedagogical practices. Educational Technology & Society*, 16(2), 206–218.
- Laufer, B., & Goldstein, Z. (2004). Testing vocabulary knowledge: Size, strength, and computer adaptiveness. *Language Learning*, 54(3), 399–436. <https://doi.org/10.1111/j.1467-9922.2004.00260.x>
- Ling, L. (2012). *Using scavenger hunt games to enhance vocabulary learning in ESL classrooms. International Journal of Language Education*, 4(2), 15–22.
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413–468). Academic Press.
- Milton, J. (2009). *Measuring second language vocabulary acquisition*. Multilingual Matters.
- Nafi'ah, H. R. (2025). *The use of scavenger hunt activities in the English learning motivation of fifth-grade students: A case study at SDN Jatiendah. UIN Sunan Gunung Djati Bandung*.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

- Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.
- Nguyen, T. M. H., & Nation, P. (2011). *A bilingual scavenger hunt: Vocabulary learning through physical movement and collaboration*. *TESOL Review*, 2(1), 37–49.
- Nurhayati, D. A. W. (2017). *The impact of scavenger hunt games on young learners' vocabulary acquisition*. *JEELS (Journal of English Education and Linguistics Studies)*, 4(2), 179–196.
- Paivio, A. (1990). *Mental representations: A dual coding approach*. Oxford University Press.
- Plass, J. L., Homer, B. D., & Kinzer, C. K. (2015). Foundations of game-based learning. *Educational Psychologist*, 50(4), 258–283. <https://doi.org/10.1080/00461520.2015.1122533>
- Prensky, M. (2001). *Digital game-based learning*. McGraw-Hill.
- Reinders, H., & Wattana, S. (2014). *Can I say something? The effects of digital game play on willingness to communicate*. *Language Learning & Technology*, 18(2), 101–123.
- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Pearson Education Limited.
- Rosyidi, A. Z., Muliadi, M., Hadi, M. W., & Alawiya, R. (2023). *Students' perception of using Scavenger Hunt game in understanding social context of second language acquisition*. Institut Pendidikan Nusantara Global.
- Schmitt, N. (2010). *Researching vocabulary: A vocabulary research manual*. Palgrave Macmillan.
- Schmitt, N. (2008). *Review article: Instructed second language vocabulary learning*. *Language Teaching Research*, 12(3), 329–363. <https://doi.org/10.1177/1362168808089921>
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235–253). Newbury House.
- Taspinar, B., Schmidt, W., & Schuhbauer, H. (2016). *Gamification in education: A board game approach to learning English vocabulary*. *Procedia Computer Science*, 99, 101–116. <https://doi.org/10.1016/j.procs.2016.09.104>
- Thornbury, S. (2002). *How to teach vocabulary*. Pearson Education Limited.

- Uberman, A. (1998). *The use of games for vocabulary presentation and revision*. *Forum*, 36(1), 20–27.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Webb, S., & Nation, I. S. P. (2017). *How vocabulary is learned*. Oxford University Press.
- Wilkins, D. A. (1972). *Linguistics in language teaching*. Edward Arnold.
- Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for language learning* (3rd ed.). Cambridge University Press.
- Zarimah, N. (2024). *The role of scavenger hunt games in teaching English vocabulary to elementary school students* [Unpublished undergraduate thesis]. Universitas Negeri Semarang.
- Zhou, M. (2020). *Gamified learning and vocabulary development: The role of enjoyment in ESL classrooms*. *Journal of Language Teaching and Research*, 11(2), 221–229.

