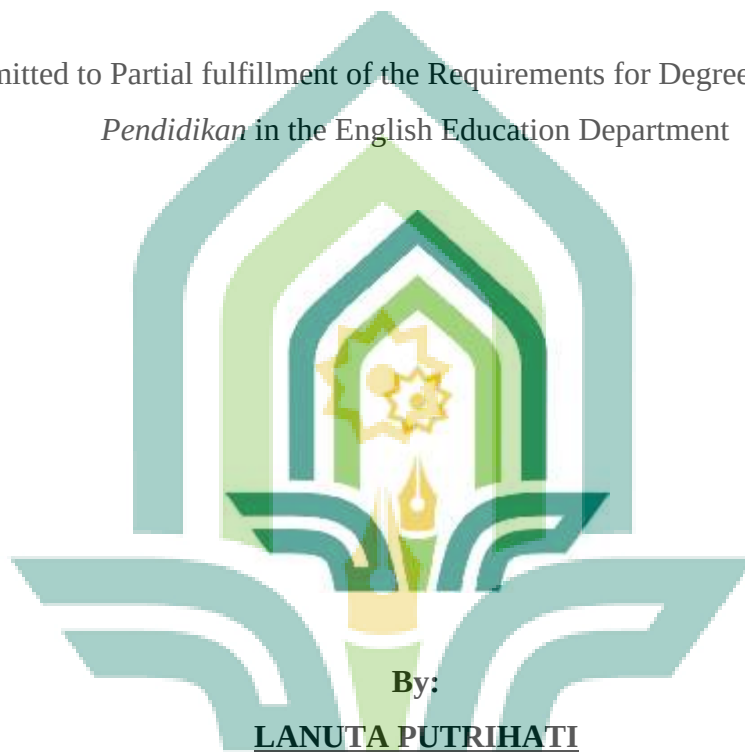


**EXPLORING THE APPLICATION OF SCAVENGER
HUNT GAME IN LEARNING VOCABULARY:
JUNIOR HIGH SCHOOL STUDENTS' PRACTICES
AND PERCEPTIONS**

A THESIS

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



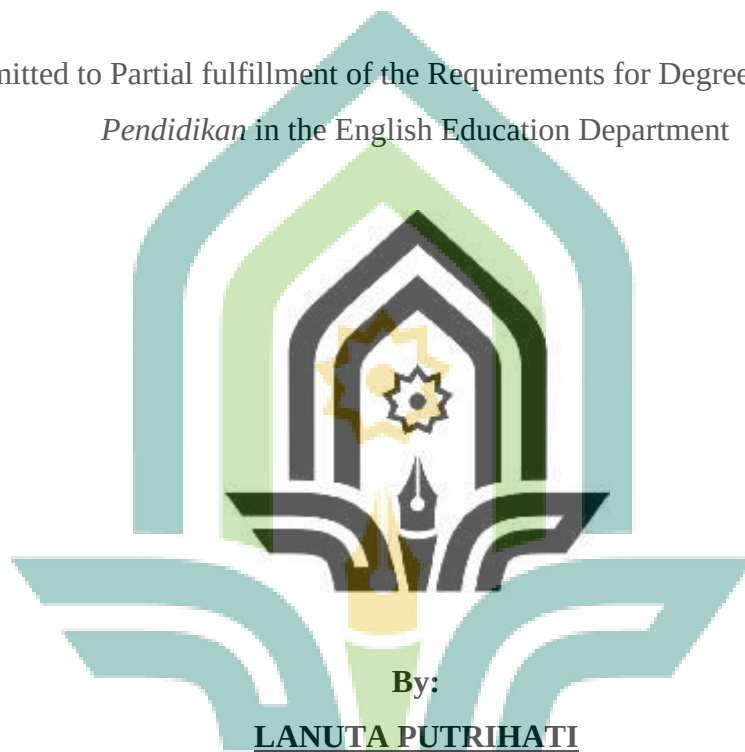
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H ABDURRAHMAN WAHID PEKALONGAN**

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SN. 20522089

**ENGLISH EDUCATION DEPARTMENT
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UNIVERSITAS ISLAM NEGERI
K.H ABDURRAHMAN WAHID PEKALONGAN**

2026

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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.

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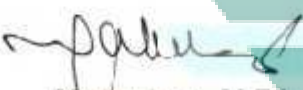
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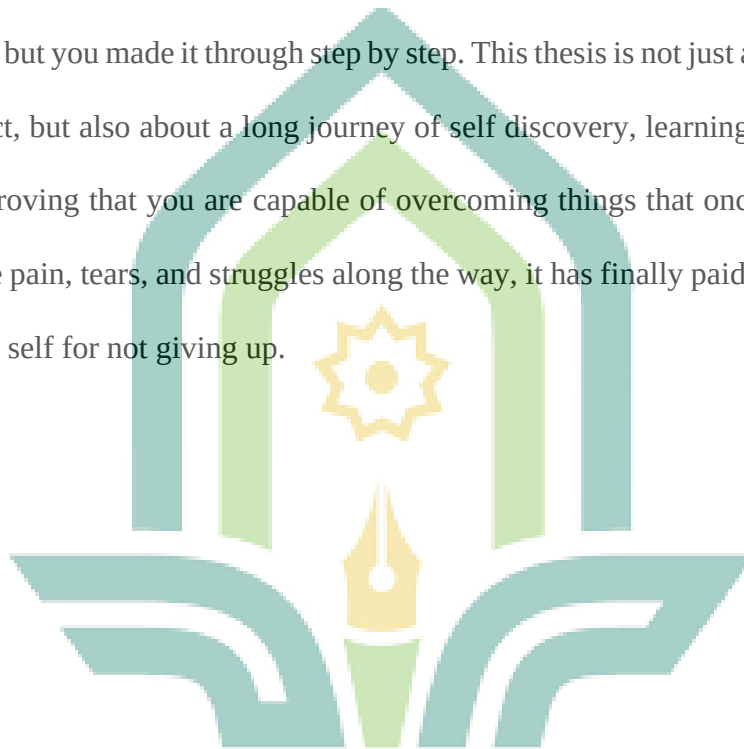
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MOTTO

“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:

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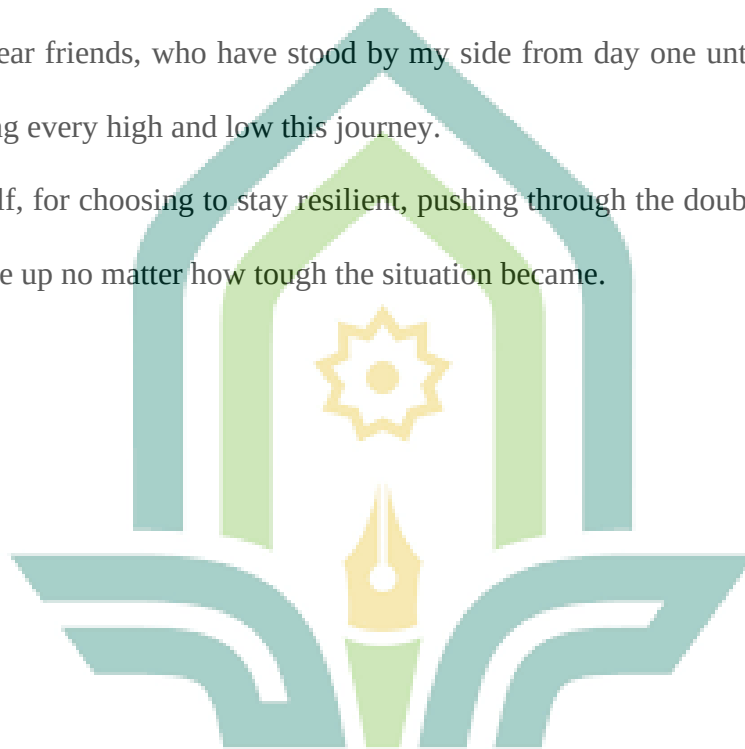


TABLE OF CONTENT

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

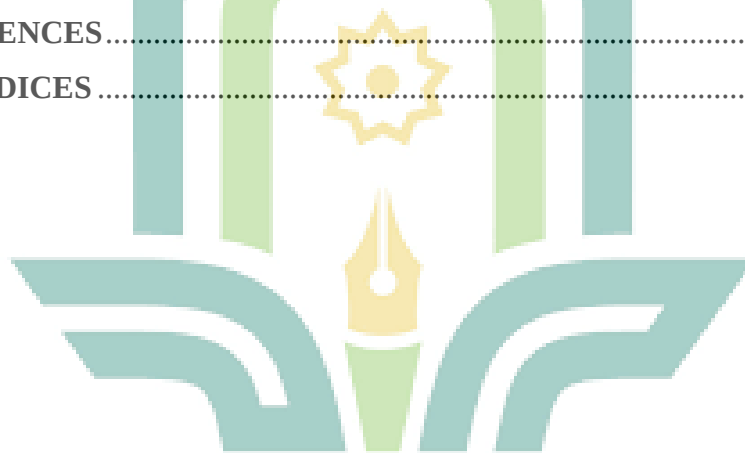


TABLE OF FIGURE

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 II

LITERATURE REVIEW

2.1 Theoretical Background

2.1.1 Vocabulary Learning in Teenagers

Vocabulary learning plays a crucial role in supporting teenagers as they develop higher levels of English proficiency. Teenagers often face challenges in understanding spoken or written input when their vocabulary knowledge is limited, and this affects their ability to express ideas clearly in both speaking and writing. Vocabulary is fundamental to their language development because communication skills depend heavily on knowing and using the right words (Nation, 2001). As learners grow older, they need repeated exposure to vocabulary in varied and meaningful contexts to retain and apply new words effectively (Schmitt, 2008). Since teenagers benefit from activities that are engaging, relevant, and interactive, vocabulary instruction should go beyond explicit teaching and include meaningful practice that connects words to real-life use (Thornbury, 2002). Therefore, teachers need to adopt methods that actively involve teenagers, stimulate their curiosity, and make vocabulary learning more purposeful and motivating.

2.1.1.1 Types of Vocabulary for Teenagers

a. High Frequency Vocabulary

High frequency vocabulary refers to words that appear very often in daily communication, such as go, make, see, or

help (Nation, 2001). These words are important for teenagers because they help them understand most spoken and written texts they meet in school or daily life. When students see these words many times in reading passages, classroom instructions, or simple conversations, they learn to recognize and use them more easily (Schmitt, 2008). Mastery of high frequency words helps teenagers become more confident in speaking and writing because these words are the basic building blocks of English.

b. Low Frequency Vocabulary

Low frequency vocabulary includes words that rarely appear in everyday language, such as elaborate, fragment, or notion (Nation, 2001). Teenagers usually find these words in novels, articles, or more advanced reading texts. Since these words do not appear often, students need more time and repeated exposure to fully understand them (Schmitt, 2008). Even though low-frequency vocabulary is not used in daily communication, it helps teenagers expand their language ability and understand more complex materials as their reading level grows.

c. Academic Vocabulary

Academic vocabulary includes words commonly used in school subjects, textbooks, and assignments, such as analyze,

define, compare, or summarize (Nation, 2001). Teenagers need these words because they appear frequently in classroom tasks and affect how well they understand lessons. Since academic vocabulary is not used much in daily conversation, learners need clear explanations and repeated practice in reading and writing activities (Schmitt, 2008). When students understand academic vocabulary well, they can follow instructions better, participate more actively in class, and complete schoolwork with clearer ideas.

d. Technical Vocabulary

Technical vocabulary refers to words used in specific subjects, for example photosynthesis in science, equation in math, or erosion in geography (Nation, 2001). Teenagers encounter these terms as they learn different school subjects, so understanding them is necessary for academic success. Because technical vocabulary is usually used only in a particular subject, teachers need to explain these words clearly and give examples in context (Coxhead, 2013). When teenagers understand technical vocabulary, they can learn subject content more deeply and perform better in school tasks related to each field.

2.1.1.2 Challenges in Vocabulary Learning for Teenagers

Teenagers experience several challenges when learning new vocabulary because of their cognitive, emotional, and environmental conditions. Many teenagers feel unmotivated to learn vocabulary, especially when the activities are repetitive or not connected to topics they enjoy, which makes it harder for them to stay engaged (Nation, 2013). They are also still developing their memory and thinking skills, so remembering a large number of new words can feel overwhelming and difficult to manage (Schmitt, 2010). Emotional factors also play an important role; some teenagers may feel anxious, shy, or afraid of making mistakes, which reduces their confidence and stops them from using new vocabulary in speaking or writing (Dörnyei, 2005). External factors, such as limited access to English outside the classroom or few opportunities to practice in real-life situations, further slow down their vocabulary development (Webb & Nation, 2017). Because of these challenges, teachers need to provide meaningful, enjoyable, and supportive activities to help teenagers improve their vocabulary learning more effectively.

2.1.2 Game Based Learning in Language Education

Game based learning is an instructional approach that integrates game elements into the educational process to enhance students'

engagement and learning outcomes. It emphasizes the use of games not merely as entertainment but as meaningful tools that support learning objectives through active participation and problem solving (Prensky, 2001). This approach is grounded in the idea that learning is most effective when students are motivated and challenged in an enjoyable way, allowing them to take control of their own learning (Gee, 2003). Game-based learning also incorporates essential principles such as immediate feedback, clear goals, and progressive difficulty, which keep learners involved and focused on the task (Plass, Homer, & Kinzer, 2015). In summary, the concept of game-based learning lies in its ability to combine enjoyment and educational value, making the learning experience both effective and engaging.

2.1.2.1 Principles of Game Based Learning

The principles of game-based learning focus on creating meaningful learning experiences by using structured game elements that support instructional goals. One important principle is clear and achievable objectives, which help students understand what they should learn while engaging with the game (Plass et al., 2015). Another principle is immediate feedback, allowing learners to quickly notice mistakes and adjust their responses, which improves motivation and learning efficiency (Gee, 2003). Game-based learning also emphasizes progressive difficulty, where the level of challenge increases gradually to maintain

students' interest without overwhelming them (Prensky, 2001). Additionally, active participation is central in this approach, as students are encouraged to make choices, solve problems, and collaborate, making them active rather than passive learners (Plass et al., 2015). These principles ensure that games support learning in an enjoyable yet purposeful way.

2.1.2.2 Benefits and Weaknesses of Game Based Learning

Game based learning offers several important benefits for language classrooms, especially in vocabulary development. Games help increase students' motivation because they provide enjoyable challenges and rewards that make learning feel more interesting and meaningful (Wright et al., 2006). They also create a low-anxiety atmosphere, allowing students to practice new words without feeling pressured or afraid of making mistakes (Huyen & Nga, 2003). In addition, games present vocabulary in meaningful contexts, which helps learners understand how words are used and improves long-term memory (Zhou, 2020). Many games also encourage interaction and communication, giving students opportunities to use vocabulary with peers in natural and engaging ways, which supports both comprehension and speaking skills (Nguyen & Nation, 2011). Overall, game-based learning makes vocabulary learning more enjoyable, memorable, and student-centered.

Despite its many benefits, game-based learning also has several weaknesses that teachers need to consider. One major challenge is time management, as preparing and conducting games can take more classroom time than traditional methods (Reinders & Wattana, 2014). Teachers may also face limitations in resources, such as lack of materials, space, or suitable games that match specific learning goals (Taspinar et al., 2016). Another issue is unequal student participation; some learners may be very active, while others remain passive or shy during the game, reducing the effectiveness of the activity (Reinders & Wattana, 2014). Additionally, if the game is not well-designed or clearly connected to learning objectives, students may focus more on winning than on practicing language, which can weaken learning outcomes (Taspinar et al., 2016). These weaknesses show that game-based learning requires careful planning to ensure it supports meaningful language learning.

2.1.3 Scavenger Hunt Game in Learning Vocabulary

Scavenger Hunt game is an interactive and engaging learning activity that encourages students to explore and discover language through active participation. This game involves students searching for words, phrases, or objects based on specific clues given by the teacher, allowing them to learn by doing. It reflects the idea that learning becomes more effective when students experience knowledge directly and reflect

on it afterward (Kolb, 1984). Through the exploration process, learners develop curiosity and responsibility for their own learning while collaborating with peers to achieve a common goal. As a result, the Scavenger Hunt game creates an enjoyable environment that enhances students' attention, motivation, and interest in learning English vocabulary (Lai et al., 2013).

2.1.3.1 Steps of Implementing the Scavenger Hunt Game

According to Buechel (2025), the Scavenger Hunt game can be implemented through the following detailed steps:

a. Understanding the purpose of the scavenger hunt

At the beginning of the activity, students are introduced to the purpose of the Scavenger Hunt and how the game can help them learn and practice new vocabulary.

Students are encouraged to ask questions, discuss the rules with their classmates, and make sure they understand the instructions before starting the activity. Through this process, students become more actively involved in preparing themselves for the learning

b. Interpreting and working with the clues

Students work with the clues provided by the teacher to identify vocabulary items, location, or objects related to the lesson. They analyze descriptions, pictures, or short prompts and use their language knowledge to interpret the

meaning of each clue. During this process, students actively use vocabulary, grammar, and prepositions while developing problem-solving and critical thinking skills.

c. Collaborating in groups

Students are organized into small groups where they cooperate to solve clues and complete the tasks. Within their groups, students discuss ideas, share opinions, divide responsibilities, and help each other understand unfamiliar vocabulary. The teacher acts as a facilitator by guiding the activity and ensuring that students remain engaged and follow the agreed rules during the game.

d. Exploring and completing the scavenger hunt

During the activity, students move around the learning environment to search for answer or objects connected to the clues. They record information, identify vocabulary items, and complete tasks together with their group members. Students actively interact with their surroundings and use the target language while communicating and solving problems throughout the hunt.

e. Practicing language after the hunt

After completing the scavenger hunt, students use the vocabulary they discovered in follow up activities such as writing sentences, describing object or locations, or creating

short dialogues. Students also share their findings and explain how they interpreted the clues with the whole class. These activities help students strengthen their understanding and improve their confidence in using the target vocabulary.

f. Reflecting and receiving feedback

In the final step, students reflect on their learning experience during the scavenger hunt game. They discuss the challenges they faced, the strategies they used, and the vocabulary they learned. The teacher then provides feedback on students' vocabulary use, pronunciation, and sentence construction. Evaluation may also include quiz, presentations, or reflection activities to help students consolidate and assess their vocabulary learning outcomes.

2.1.3.2 Benefits of the Scavenger Hunt Game

The Scavenger Hunt game offers several pedagogical benefits that support vocabulary learning in dynamic and meaningful ways. According to Lai et al. (2013), this activity enhances students' motivation because the game-like, exploratory nature of the task keeps learners engaged and encourages active participation. The process of searching for words or clues also promotes deeper cognitive involvement, which helps improve vocabulary retention as students interact repeatedly with the target items (Nation, 2001). Furthermore,

Scavenger Hunt tasks often require collaboration among learners, allowing them to negotiate meaning, exchange ideas, and support each other during the search process—an interaction that strengthens social learning and communicative skills (Vygotsky, 1978). Bellanca (2011) also highlights that activities involving movement and problem solving, such as Scavenger Hunt game, stimulate students' curiosity and develop their ability to work independently while still functioning within a team. Additionally, by linking vocabulary to real objects, locations, or contextual clues, the Scavenger Hunt game helps students understand words in authentic contexts, which improves their ability to apply vocabulary in real-life situations (Schmitt, 2008). Overall, experts emphasize that the Scavenger Hunt game creates an enjoyable, interactive, and meaningful learning environment that supports motivation, comprehension, collaboration, and long-term vocabulary development.

2.1.3.3 Weaknesses of the Scavenger Hunt Game

The Scavenger Hunt game, despite its many benefits, also has several weaknesses that may influence how well it supports vocabulary learning. One key challenge is that this activity can be time-consuming, as students often need to move around the classroom or school area to search for clues or vocabulary

items, which may reduce the time available for explanation or consolidation of new words (Reinders & Wattana, 2014). Managing the classroom can also become more difficult, because students' movement and excitement may lead to noise, distraction, or uneven focus among learners (Wight et al., 2006). Additionally, the Scavenger Hunt game requires extensive preparation; teachers must create clues, organize materials, and ensure that each task aligns with the learning goals, which can be demanding for educators with limited time or resources (Taspinar et al., 2016). Another issue is that students with lower proficiency levels or less confidence may find it challenging to participate equally, leading to feelings of frustration or dependence on stronger group members (Huang, 2015). Furthermore, unclear instructions or clues may cause students to focus more on figuring out the task rather than engaging with the target vocabulary (Zhang, 2018). These weaknesses show that while the Scavenger Hunt game is engaging, its success depends on careful planning, clear instructions, and balanced classroom management.

2.2 Previous Studies

The researcher has some relevant studies that support this research.

A study conducted by Nafi'ah (2025) explored the use of Scavenger Hunt activities with fifth-grade students at SDN Jatiendah. The research reported that

Scavenger Hunt activities helped create an enjoyable and active learning atmosphere, which supported students' motivation and participation during English lessons. The activity allowed young learners to move, search for clues, and work together, making the learning process feel more engaging compared to traditional classroom tasks. These findings emphasize how interactive and movement-based activities can benefit English learning at the elementary school level.

Another relevant study by Zarimah (2024) examined the role of scavenger hunt games in teaching English vocabulary to elementary school students. The study found a substantial improvement in students' vocabulary mastery after participating in scavenger hunt activities. The pre-test and post-test results indicated an increase in students' vocabulary scores, confirming that scavenger hunt games can serve as an engaging learning tool. The research further suggested that integrating technology into scavenger hunt activities, such as using mobile applications or QR codes, could further enhance students' interest and learning outcomes.

Research by Rosyidi et al. (2023) investigated students' perceptions of using the Scavenger Hunt game to understand the social context of Second Language Acquisition. Their findings showed that the game encouraged engagement and helped students connect SLA concepts with real examples during the activity. The study focused on undergraduate learners and examined how the Scavenger Hunt supported conceptual understanding within SLA, emphasizing student perceptions and classroom interaction.

In another study, Fletcher and Ferguson (2021) explored the concept of a word scavenger hunt in the context of language learning and cultural identity. Their study focused on how interactive scavenger hunts can help learners engage with language on a deeper level by connecting words to meaningful experiences. This approach aligns with communicative language teaching principles, emphasizing contextual learning and interaction. The study highlighted that engaging in scavenger hunts can promote collaborative learning, as students often work in pairs or small groups to decipher clues and locate target words.

Based on the previous studies mentioned above, each researcher examined the Scavenger Hunt game with different focuses. Nafi'ah (2025) focused on how Scavenger Hunt activities influenced fifth-grade students' motivation in English learning. Zarimah (2024) centered her research on measuring vocabulary improvement among elementary school students through pre-tests and post-tests after using Scavenger Hunt games. Rosyidi et al. (2023) investigated how undergraduate students perceived the Scavenger Hunt game in understanding the social context of Second Language Acquisition. Meanwhile, Fletcher and Ferguson (2021) focused on how word-based scavenger hunts support language learning and cultural identity through meaningful and interactive experience.

Even though these studies show the benefits of using Scavenger Hunt activities in different settings, none of them examined how the Scavenger Hunt game is applied specifically to support vocabulary learning in junior high

school. They also did not explore in detail how junior high school students participate in the activity or how they perceive it. Therefore, there is still a gap in exploring junior high school students' practices and perceptions when learning vocabulary through the Scavenger Hunt game.

2.3 Conceptual Framework

Vocabulary learning is an essential component of English language learning because it enables students to understand and use language effectively. However, students often face difficulties in learning and retaining new vocabulary when learning activities rely heavily on traditional classroom instruction. Therefore, teachers need to implement learning strategies that encourage active participation, interaction, and meaningful learning experiences.

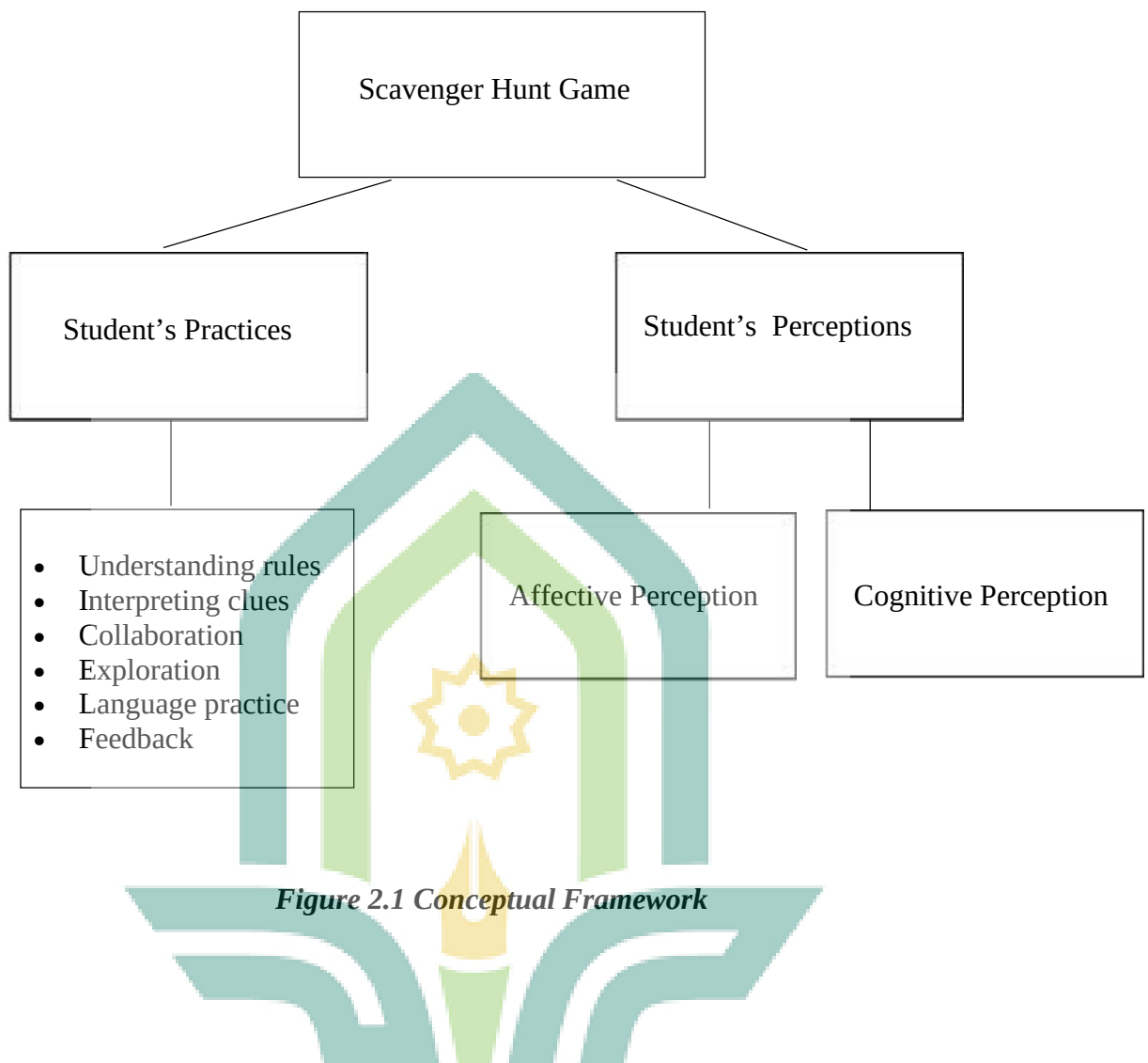
This study is grounded in the concept of the Scavenger Hunt game proposed by Buechel (2025), which emphasizes learning through exploration, problem-solving, collaboration, and direct interaction with the surrounding environment. In this context, the Scavenger Hunt game functions as a game-based learning activity that allows students to learn vocabulary through meaningful and contextual experiences. By searching for objects, interpreting clues, and working with peers, students actively engage with the target vocabulary rather than simply memorizing word lists.

In practice, the implementation of the Scavenger Hunt game is reflected through students' practices during the activity. Based on Buechel's (2025) framework, these practices consist of understanding the purpose and rules of

the game, interpreting and working with clues, collaborating in groups, exploring and completing the scavenger hunt, practicing language after the hunt, and reflecting on the activity through feedback. These stages illustrate how students participate in and experience vocabulary learning throughout the game.

In addition, the implementation of the Scavenger Hunt game also reveals students' perceptions of the learning process. These perceptions are categorized into two dimensions: affective perception and cognitive perception. Affective perception includes students' enjoyment and interest, motivation, and confidence in using English during the activity. Meanwhile, cognitive perception includes students' understanding of clues, difficulties with unfamiliar vocabulary, and vocabulary retention. These perceptions provide insights into how students emotionally and cognitively respond to learning vocabulary through the Scavenger Hunt game.

This conceptual framework illustrates the relationship between vocabulary learning, the Scavenger Hunt game, and the two main aspects of the study: students' practices (understanding the rules, interpreting clues, collaborating in groups, exploring objects, practicing language, and receiving feedback) and students' perceptions (affective and cognitive perceptions), as shown in the conceptual framework diagram.



CHAPTER III

METHODOLOGY

3.1. Research Design

This study employed a qualitative method with a case study approach to explore the application of the Scavenger Hunt game in vocabulary learning, focusing on students' practices and perceptions. A case study approach is suitable for gaining an in-depth understanding of a particular phenomenon within its real-life context (Yin, 2018). It allows researchers to examine how the Scavenger Hunt game is implemented in the classroom and how students interact with it during the learning process.

The use of a case study in this research aims to investigate how students engage with the game, the strategies they use to find and retain new vocabulary, and how they perceive its role in supporting their language learning. This approach also allows the researcher to explore the specific classroom dynamics, challenges, and benefits that arise when using game-based activities in vocabulary instruction. Through detailed observation and analysis, the case study provides rich insights into how the Scavenger Hunt game shapes students' learning process and vocabulary development.

3.2 Setting and Participants

This research was conducted in one of the junior high schools in Pekalongan, Central Java, Indonesia. The school was chosen as the research setting because it provides a supportive environment for interactive learning activities and allows the researcher to work with students who are familiar with

activity based English lessons. The participants of this study were seventh-grade students. This grade level is selected because students in early adolescence usually enjoy playful, movement-based, and engaging learning activities, which match the characteristics of the Scavenger Hunt game.

In the implementation, approximately twenty-five students participated in the Scavenger Hunt activity as part of their English lesson. However, only four students were selected as interview participants. The researcher used purposive sampling to select students who could provide a variety of perspectives on their participation, such as those who demonstrated different levels of motivation, involvement, and confidence in learning vocabulary.

To maintain participants' confidentiality and protect their identities, pseudonyms were used throughout this study. The four interview participants are referred to as Raisa, Vino, Jacob, and Jennie. These names do not represent the participants' real identities and are used solely for reporting and discussing the findings of the study. The participants were purposively selected based on the English teacher's recommendation, considering their active involvement in the Scavenger Hunt activities and their ability to share detailed experiences related to vocabulary learning.

3.3 Data Collection

This study used qualitative data, with specific methods and tools planned for data collection. According to Cresswell (2007), qualitative research involves techniques such as in-depth interviews and observation. In this study, the researcher used semi-structured, in-depth interviews and

classroom observation to gather detailed information about students' practices and perception with the scavenger hunt game.

The observation was conducted to understand how the scavenger hunt activity takes place in a real outdoor learning environment. The purpose of this observation is to identify how students move, search for vocabulary items, collaborate with their peers, and respond to the game tasks when they are placed in a more open and flexible space. The researcher will focus on several aspects, including students' engagement, teamwork, motivation, problem-solving behaviors, and their reactions to the game instructions. The observation will be carried out outside the classroom, in the designated school yard or open area where the scavenger hunt activity is scheduled to take place. The researcher plans to conduct one to two observation sessions, depending on the flow of the activity and the time required to capture students' behaviors thoroughly.

The interviews were conducted to help the researcher explore junior high school students' practices and perceptions during the scavenger hunt game activity. The purpose of the interview is to obtain information about how students understand the game, how they feel during the activity, what difficulties they anticipate, and what benefits they expect to gain. The interview will focus on students' views and opinions about the Scavenger Hunt game, including how they participate in the activity, the strategies they use to find and remember new vocabulary, the difficulties they encounter, and their overall perceptions of using the game to support their vocabulary

learning. The interviews are planned to be conducted offline, ideally face-to-face at school, to create a more natural and comfortable environment for students. The researcher plans to conduct one interview session per participant, with the possibility of follow-up questions during the same session if needed.

Through the combination of interviews and observations, the researcher intends to collect rich and comprehensive data about the planned implementation of the scavenger hunt game and the ways students are expected to engage with and respond to the activity.

3.4 Data Analysis

This study uses thematic analysis as proposed by Braun and Clarke (2006) to analyze the qualitative data gathered from interviews and students' reflections. Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. It is suitable for this study because it provides a flexible yet detailed approach to exploring how students experience and perceive the use of the Scavenger Hunt game in learning vocabulary.

The analysis follows six phases:

3.4.1 Familiarizing with the Data

The first phase involves transcribing the interview recordings and reviewing the observation notes taken during the Scavenger Hunt activity. The researcher reads both the interview transcripts and observation records several times to gain a clear understanding of the

data. During this stage, the researcher also notes initial ideas and possible patterns related to students' practices and perceptions when participating in the Scavenger Hunt game. This process helps the researcher become fully familiar with the content before moving to deeper analysis.

3.4.2 Generating Initial Codes

In this phase, the researcher highlights meaningful parts of the interview transcripts and observation notes and assigns codes to them. These codes represent important aspects such as students' engagement, motivation, collaboration, reactions to instructions, strategies used to find vocabulary items, and challenges faced during the activity. Each code captures a specific part of how students participated in and responded to the Scavenger Hunt game.

3.4.3 Searching for Themes

After coding the data, the researcher examines the codes and groups them into potential themes. For example, codes related to active participation, teamwork, and enthusiasm may be grouped into a theme about positive learning engagement. Codes related to difficulty identifying words, limited vocabulary knowledge, or confusion during the activity may form a theme about challenges in vocabulary learning. The purpose of this phase is to identify broader patterns that represent students' practices and perceptions during the Scavenger Hunt activity.

3.4.4 Reviewing Themes

In this phase, the researcher reviews and refines the themes to ensure that they accurately represent the data. The themes are compared with the coded extracts and the entire dataset to check for clarity, consistency, and relevance. This step ensures that each theme truly reflects what students did during the Scavenger Hunt and how they viewed the vocabulary learning process.

3.4.5 Defining and Naming Themes

Once the themes are finalized, each theme is clearly defined and given a meaningful name that reflects its main idea. The researcher writes concise descriptions to explain what each theme represents and how it relates to the research objectives. These clearly defined themes will later be used as main subheadings in the findings section.

3.4.6 Producing the Report

The final phase involves writing the findings section of the study. The researcher selects representative quotes from the interviews and relevant notes from the observations to illustrate each theme. The themes are then discussed in connection with the research questions and existing literature on vocabulary learning and game-based learning. This analysis provides comprehensive insights into how the Scavenger Hunt game is applied in vocabulary learning and how students perceive and participate in the activity.

3.5 Data Trustworthiness

To ensure the trustworthiness of the data, this study applies triangulation as a strategy to validate the findings from multiple perspectives. Participant triangulation is carried out by examining and comparing responses from different students who take part in the Scavenger Hunt game. This process allows the researcher to identify common patterns as well as individual differences in how students experience the activity, resulting in a more balanced and credible interpretation of their vocabulary learning processes.

Methodological triangulation is also employed by integrating semi-structured interviews with field observation during the Scavenger Hunt activity. The interviews are planned to capture students' accounts of how they feel, think, and make sense of learning vocabulary through the game, while the outdoor observation is intended to document their behaviors, interactions, participation levels, and problem-solving actions during the activity. By combining these two complementary data sources, the study reduces potential bias that might arise from relying on a single method and enhances the overall dependability and validity of the research findings (Flick, 2018).

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

4.1.1 Junior High School Students' Practices Scavenger Hunt Game in Learning Vocabulary

4.1.1.1 Understanding the Purpose and Rules of the Scavenger Hunt

According to Buechel (2025) at the beginning of the activity students are introduced to the purpose of the Scavenger Hunt and how the game can support vocabulary learning. Students are encouraged to ask questions, discuss the rules with classmates, and ensure they understand the instruction before starting.

Based on the observation conducted by the researcher, the teacher introduced the learning objectives, explained the purpose of the game, described the rules, and provided examples of the clues before students began the activity. The classroom observation showed that the teacher repeated the instructions and provided additional explanations to ensure that students understood the procedures before participating in the game. The teacher also established movement boundaries to ensure that the activity was conducted in an organized and safe

manner. During the explanation session, some students sought additional clarification before starting the activity. Therefore, the teacher repeated the instructions and provided further explanations until students were ready to participate in the game. As a result, the teacher provided repeated explanations and further clarification until students demonstrated a clear understanding of the activity and its requirements.

This observation was also reflected in the interview responses. Although students had different initial reactions toward the activity, they generally stated that listening to the teacher's explanation and participating in the game helped them understand the objectives and procedures more effectively.

“Sebelum mulai sih agak kepo ya, penasaran gitu game-nya gimana karena baru pernah denger. Terus dengerin penjelasan dari guru dulu biar paham sama cara main gamenya.”

(“Before starting, I was curious about how the game would work because it was my first time hearing about it. Then, I listened to the teacher’s explanation first so I could understand how to play the game.”) (Interview with Raisa, February 14, 2026, Researcher Translation).

Similarly, Vino admitted that although he listened to the teacher’s explanation, he initially felt nervous because he lacked confidence in English ability. He worried that he would not be able to understand the activity properly.

“Tadi aku dengerin guru jelasin, tapi awalnya agak deg-degan takut nggak bisa Bahasa Inggris karena aku belum paham banget.”

("I listened to the teacher's explanation, but at first I felt nervous because I was afraid I could not use English well since I did not understand it very much yet.") (Interview with Vino, February 14, 2026, Researcher Translation).

Jacob also stated that the teacher had already explained the objectives and rules of the game at the beginning of the lesson. However, he emphasized that he understood the activity more clearly after directly participating in the game with his friend.

"Tujuan dan aturan udah disampaikan guru di awal. Cuma lebih paham pas udah main game nya sama temen-temen."

("The teacher had explained the purpose and rules at the beginning. However, I understood them better when I actually played the game with my friends.") (Interview with Jacob, February 14, 2026, Researcher Translation).

Jennie explained that she still felt confused after listening to the teacher's explanation. Nevertheless, she gradually understood the activity while playing the game and discussing it with her classmates.

"Dengerin penjelasan guru tapi di awal masih bingung sih, tapi pas udah jalan gamenya sambil nanya temen langsung paham."

("I listened to the teacher's explanation, but at first I was still confused. However, when the game started and I asked my friends, I immediately understood it.") (Interview with Jacob, February 14, 2026, Researcher Translation).

These findings suggest that the teacher's explanation functioned as an important initial scaffold for students' understanding. However, students' comprehension of the purpose and rules of the Scavenger Hunt became clearer and more

meaningful through direct participation, peer interaction, and collaborative learning during the activity.

Overall, the interview responses indicate that students gradually developed their understanding of the game through the teacher's explanations, direct participation, and discussions with their peers. Rather than experiencing substantial difficulty, students mainly required additional clarification and practical experience before becoming familiar with the activity.

4.1.1.2 Interpreting and working with the clues

Based on the results of the observations and interviews, students worked with teacher-provided clues to identify vocabulary items, locations, or objects. They analyzed descriptions and used their language knowledge to interpret the meaning of each clue, thereby developing vocabulary, grammar, problem-solving, and critical thinking skills.

During the Scavenger Hunt activity, each group received a worksheet containing several clues related to objects around the school environment. Before searching for the objects, students were observed reading the clues, discussing their meanings with their group members, translating unfamiliar words into Bahasa Indonesia, and connecting the descriptions with objects around them. The classroom observation showed that students actively interpreted the clues before deciding which objects they needed

to find.

Figure 4.1
Students Interpreting and Discussing
the Clues During the Scavenger Hunt Game



Figure 4.1 shows students working collaboratively to interpret the clues provided in the worksheet. During the observation, students were seen reading the clues carefully, discussing their meanings with group members, and attempting to connect the clues with objects found in the school environment. Some students translated the clues into Bahasa Indonesia, while others used discussion and contextual guessing to understand unfamiliar vocabulary. This activity encouraged students to actively engage with the clues before searching for the target objects.

This finding was also supported by the interview responses. Students described several strategies they used to interpret the clues, including reading them repeatedly, translating unfamiliar words, discussing the clues with peers, and making guesses based on the information provided in the worksheet.

“Awalnya waktu dikasih lembar kerja sama bu guru kita baca dulu bareng bareng. Kita nyoba untuk mengartikan ke Bahasa Indonesia walau gak semuanya kita tau artinya terus kita nebak itu benda apa kira-kira.”

(“At the beginning, when the teacher gave us the worksheet, we first read it together. We tried to translate it into Bahasa Indonesia even though we did not know all the meanings, and then we guessed what object it might refer to.”) (Interview with Raisa, February 14, 2026, Researcher Translation).

Similarly, Vino stated that his group worked collaboratively by reading the clues together and trying to guess which objects around the school matched the descriptions provided in the worksheet.

“Kita bareng-bareng baca petunjuknya, terus nyoba nebak ini maksudnya benda yang mana ya yang ada di sekolah.”

(“We read the clues together, then we tried to guess which objects at school the clues were referring to.”) (Interview with Vino, February 14, 2026, Researcher Translation).

Jacob also explained that his group discussed the clues together and translated them into Bahasa Indonesia in order to understand what objects they needed to search for. He further stated that he often reread the clues several times until he could connect the descriptions to a specific object.

“Kita diskusi dulu sebentar buat ngartiin clue-nya ke Bahasa Indonesia biar tau mau nyari barangnya apa.”

(“We discussed the clues first and translated them into Bahasa Indonesia so we could know what object we had to look for.”) (Interview with Jacob, February 14, 2026, Researcher Translation).

“Aku baca bener-bener petunjuknya sampai aku konek itu barangnya apa, walaupun harus baca berkali-kali.”

(“I carefully read the clues until I could connect them to what object they referred to, even though I had to read them many times.”) (Interview with Jacob, February 14, 2026, Researcher Translation).

“Kita kerjain bareng-bareng sih nyocokin petunjuknya sama benda yang kita temui. Tapi kita nemuin semua bendanya dulu baru setelah itu mencocokkan dengan clue.”

(“We worked on matching the clues with the objects we found together. However, we first collected all the objects before matching them with the clues afterward.”) (Interview with Jennie, February 14, 2026, Researcher Translation).

When encountering unfamiliar vocabulary within the clues, students employed several strategies to solve the problem. Most students first asked their group members for help before seeking assistance from others or using a dictionary. Raisa explained that she usually tried to guess the meaning from the clue before asking her friends or checking the dictionary.

“Biasanya aku coba tebak dulu dari petunjuknya atau tanya temen. Kalo masih belum tau aku cari di kamus.”
 (“Usually, I first tried to guess from the clue or ask my friends. If I still did not know, I looked it up in the dictionary.”) (Interview with Raisa, February 14, 2026, Researcher Translation).

Likewise, Vino stated that he first asked his group members when he encountered difficult words. If no one in his group knew the answer, he either asked another group or borrowed a dictionary because none of his group members had brought one.

“Pertama aku tanya ke temen sekelompok dulu, abis itu kalo nggak ada yang tau aku tanya ke kelompok lain atau minjem kamus soalnya di kelompokku nggak ada yang bawa kamus.”

(“First, I asked my group members. After that, if no one knew the answer, I asked another group or borrowed a dictionary because nobody in my group brought one.”) (Interview with Vino, February 14, 2026, Researcher Translation).

These findings indicate that students actively engaged in collaborative meaning-making processes while interpreting the clues. Through discussion, translation, guessing strategies, peer support, and dictionary use, students were able to negotiate meaning and develop their understanding of the target vocabulary during the Scavenger Hunt game.

4.1.1.3 Collaborating in groups

Based on the observation conducted by the researcher, the teacher divided students into small and effectively organized groups, with each group receiving a clue worksheet. During the activity, students were observed cooperating actively with their group members while discussing clues, searching for objects, and completing the worksheet together. The teacher also monitored students’ progress throughout the activity and provided guidance whenever students experienced difficulties.

Figure 4.2
Students Collaborating in
Groups During the Scavenger Hunt Game



Figure 4.2 shows students working collaboratively with their group members during the Scavenger Hunt activity. During the observation, students shared responsibilities, discussed the clues together, searched for objects around the school environment, and completed the worksheet as a team. The collaborative nature of the activity encouraged students to support one another and work together to accomplish the assigned tasks.

This finding was reflected in the students' interview responses. Raisa explained that her group divided the tasks among the members in order to complete the activity more efficiently. According to her, one student was responsible for reading the clues, another searched for the objects, while another member recorded the answers on the worksheet.

“Kita bagi-bagi tugas sih! Ada yang baca petunjuknya, ada yang lari nyari barangnya, terus ada yang nulis di kertas biar cepet.”

("We divided the tasks. One person read the clues, another ran to find the objects, and another wrote the answers on the paper so that we could finish more quickly.") (Interview with Raisa, February 14, 2026, Researcher Translation).

Similarly, Vino stated that his main contribution in the group was helping to search for the objects. He also emphasized that working collaboratively was very important because he would have felt confused if he had worked alone.

"Aku lebih ke bantu nyari barangnya sih. Kerja bareng ngebantu banget soalnya kalau sendirian aku pasti bakal bingung."

("I mostly helped to find the objects. Working together really helped because if I worked alone, I would definitely be confused.") (Interview with Vino, February 14, 2026, Researcher Translation).

Jacob also described a clear division of responsibilities within his group. He explained that he was responsible for writing the answers and checking the clues, while his friends searched for the objects around the school.

"Kita kompak banget, aku bagian yang nulis sama ngecek petunjuk, temenku yang lari nyari barangnya biar lebih cepet."

("We worked very well together. I was responsible for writing and checking the clues, while my friends ran to find the objects so that we could finish faster.") (Interview with Jacob, February 14, 2026, Researcher Translation).

Meanwhile, Jennie highlighted the importance of having group members who were more proficient in English. She explained that although she was able to identify and find the

objects physically, she often did not know the English vocabulary for those objects. Therefore, she depended on her peers' assistance during the activity.

“Kita bareng-bareng terus sih nyarinya. Jujur ngebantu banget punya temen sekelompok ada yang bisa Bahasa Inggris. Soalnya aku bisa nyari benda tapi nggak tau Bahasa Inggrisnya jadi kalo sendirian kayaknya nggak bisa deh.”

(“We searched for the objects together. Honestly, it really helped to have a group member who could speak English better. I could find the objects, but I did not know their English names, so if I had been alone, I probably could not have done it.”) (Interview with Jennie, February 14, 2026, Researcher Translation).

These findings indicate that collaborative group work was not only a structural component of the Scavenger Hunt activity but also an important support system for students with different levels of English proficiency. Through cooperation, task division, peer assistance, and shared problem-solving, students were able to participate more actively and meaningfully in the vocabulary learning process.

4.1.1.4 Exploring and completing the scavenger hunt

The observation confirmed that all students actively moved around the school environment to search for the target objects related to the clues. Students followed the safety rules and movement boundaries established by the teacher before the activity began. During the activity, students were also observed attempting to use English expressions while interacting with their

peers. However, the observation showed that the time limit was not managed optimally, many students relied more on Bahasa Indonesia than English during discussions, and several students still made spelling mistakes when recording vocabulary on the worksheet.

Figure 4.3
Students Exploring the School Environment
and Completing the Scavenger Hunt Tasks



Figure 4.3 shows students actively exploring the school environment while searching for objects related to the clues provided in the worksheet. During the observation, students moved around the school area, discussed possible answers with their group members, recorded vocabulary on their worksheets, and checked the spelling of the words they had identified. The activity encouraged students to engage directly with their surroundings while applying their vocabulary knowledge in a meaningful context.

This finding was reflected in the students' interview responses regarding how they documented and completed the worksheet during the activity. Raisa explained that she directly wrote the vocabulary on the worksheet immediately after her group found the objects.

“Langsung aku tulis di kertas tugasnya kak pas udah nemu barangnya.”

(“I directly wrote it on the worksheet after we found the object.”) (Interview with Raisa, February 14, 2026, Researcher Translation).

Similarly, Jacob stated that he immediately recorded the answers on the worksheet so that he would not forget them.

“Langsung aku tulis di lembar jawabannya biar nggak lupa.”

(“I immediately wrote it on the answer sheet so I would not forget it.”) (Interview with Jacob, February 14, 2026, Researcher Translation).

Meanwhile, Vito described a different strategy used by his group. Because they were unsure about the English spelling, they first recorded the answers in Bahasa Indonesia in a notebook before transferring them into English on the worksheet afterward.

“Kalo kita sih dicatat di buku tulis dulu karena masih ragu sama jawaban dan penulisannya jadi pake Bahasa Indonesia dulu. Baru setelah ketemu semua kita tulis di lembar tugasnya.”

(“In our group, we first wrote the answers in our notebook because we were still unsure about the answers and the spelling, so we used Bahasa Indonesia first. After we found everything, we wrote them on the worksheet.”) (Interview with Vito, February 14, 2026, Researcher Translation).

Jennie also explained that her group initially used a pencil when completing the worksheet because they expected there might still be mistakes that needed correction.

“Kita nulis di lembar tugasnya tapi pas di awal masih berantakan karena ada yang salah-salah jadi kita ngisi pakai pensil dulu.”

(“We wrote on the worksheet, but at the beginning it was still messy because there were some mistakes, so we filled it in using a pencil first.”) (Interview with Jennie, February 14, 2026, Researcher Translation).

Regarding language use during the activity, all four students acknowledged that their groups relied predominantly on Bahasa Indonesia rather than English while discussing the clues and searching for objects. Raisa explained that her group used a mixture of English and Bahasa Indonesia, but English was only used occasionally for simple expressions or naming objects.

“Masih campur sih, Kak. Kadang pakai bahasa Inggris dikit-dikit kayak ‘Where is it?’ atau nyebut nama benda, tapi lebih banyak bahasa Indonesia soalnya belum terlalu lancar.”

(“It was still mixed. Sometimes we used a little English like ‘Where is it?’ or mentioned the names of objects, but we used Bahasa Indonesia more because we were not very fluent yet.”) (Interview with Raisa, February 14, 2026, Researcher Translation).

Jacob also explained that his group frequently mixed languages during communication, sometimes even unintentionally using Javanese while discussing the clues.

“Masih campur-campur sih, Kak. Kadang pakai Inggris dikit, terus Indonesia, eh malah keceposan Jawa juga hehe.” (“It was still mixed. Sometimes we used a little English, then Indonesian, and sometimes we even accidentally used Javanese.”) (Interview with Jacob, February 14, 2026, Researcher Translation).

Despite the limited use of English during the activity, students still attempted to check the spelling and meaning of the vocabulary before submitting their worksheets. Jacob explained that he rechecked the spelling carefully before submitting the worksheet.

“Iya, aku cek-cek lagi ejaannya sebelum dikumpulin. Soalnya takut ada huruf yang kurang satu atau salah nulis.”

(“Yes, I rechecked the spelling before submitting it because I was afraid there might be missing letters or writing mistakes.”) (Interview with Jacob, February 14, 2026, Researcher Translation).

Meanwhile, Jennie admitted that spelling mistakes still frequently occurred during the activity and provided an example of writing “manggo” instead of “mango.”

“Iya diperhatiin, tapi ya masih sering salah. Kayak tadi nulis mango jadi manggo, taunya ‘g’-nya ada dua.”

(“Yes, we paid attention to it, but we still often made mistakes. Earlier, for example, I wrote ‘manggo’ instead of ‘mango’ because I thought there were two ‘g’s.”) (Interview with Jennie, February 14, 2026, Researcher Translation).

These findings indicate that students actively explored their learning environment while completing the Scavenger Hunt tasks. Although the use of English during interaction was still

limited, students remained engaged in recording, checking, and negotiating vocabulary meaning collaboratively throughout the game.

4.1.1.5 Practicing Language After the Hunt

Based on the result, the observation confirmed that students wrote sentences using the vocabulary they had collected during the Scavenger Hunt game and shared their findings with the class. Students also explained how they interpreted the clues and connected them to the objects they found around the school environment. However, the observation revealed that students still required sentence examples from the teacher before they could independently produce their own sentences. In addition, the short dialogue activity suggested in Buechel's framework was not conducted during this session.

This finding was reflected in the students' interview responses. Raisa explained that her group created several sentences using the vocabulary they had found because it was part of the teacher's instruction, although they only produced a few simple sentences.

“Iya karena di perintahin juga sebisa mungkin buat kalimat dari benda yang ditemukan jadi kita buat, tapi nggak semuanya sih, cuma 3 kalimat doang kayaknya.”

(“Yes, because we were instructed to make sentences using the objects we found, we made some sentences, although not many, maybe only about three sentences.”) (Interview with Raisa, February 14, 2026, Researcher Translation).

Similarly, Vino explained that he created only short and simple sentences because he still found it difficult to produce longer sentences in English.

“Iya bikin tapi cuma pendek pendek aja sih, kayak misal ‘This is a red book’ gitu. Soalnya kalau panjang panjang nggak bisa.”

(“Yes, I made sentences, but they were only short ones, like ‘This is a red book.’ I could not make long sentences.”)
(Interview with Vino, February 14, 2026, Researcher Translation).

These findings suggest that students were able to apply the vocabulary they had learned into sentence construction activities. However, the sentences produced were generally simple and still depended on teacher modeling and instructional support. This indicates that while students had begun practicing language production after the hunt, their ability to independently construct more complex sentences remained limited.

4.1.1.6 Reflecting and Receiving Feedback

The observation confirmed that the teacher provided corrective feedback regarding vocabulary usage, sentence construction, and pronunciation during the post-activity discussion. Students demonstrated improved understanding of the vocabulary learned by the end of the lesson. However, a formal quiz or structured reflection activity was not conducted during this session.

This finding was reflected in the students' interview responses. Raisa stated that the teacher's feedback was very helpful because it allowed her to identify which vocabulary items were misspelled or incorrectly understood during the activity.

“Ngebantu banget kak, jadi tau mana yang salah tulis atau salah maksud pas dikoreksi bareng-bareng.”

(“It really helped because I could know which words were misspelled or misunderstood when they were corrected together.”) (Interview with Raisa, February 14, 2026, Researcher Translation).

Jennie also explained that the post-game class discussion helped reinforce the correct answers and made the vocabulary easier to remember.

“Ngebantu karena abis game itu dibahas lagi sama Bu Guru jadi cepet ingetnya mana yang benar.”

(“It helped because after the game the teacher discussed the answers again, so it was easier to remember which ones were correct.”) (Interview with Jennie, February 14, 2026, Researcher Translation).

These findings indicate that teacher feedback played an important role in helping students recognize and correct their mistakes related to vocabulary, pronunciation, and sentence construction. Although the formal reflection and evaluation activities suggested in Buechel's (2025) framework were not fully implemented, the teacher's oral feedback and whole-class discussion still functioned as an informal reflection process that supported students' vocabulary learning and understanding.

4.1.2 Junior High School Students' Perceptions Toward the Scavenger Hunt Game in Vocabulary Learning

Students' perceptions were categorized into two main aspects: affective and cognitive perception, based on their feelings and their understanding during the learning process.

4.1.2.1 Affective Perception

a. Student's Felt Enjoyment and Interest

The interview responses revealed that students generally showed positive feelings toward the Scavenger Hunt game compared to conventional classroom vocabulary learning. Students' perceived the game as enjoyable because it involved physical movement, teamwork, and direct interaction with the learning environment rather than passively listening to teacher explanations inside the classroom.

Raisa explained that the game made her feel more enthusiastic because she was actively involved in the learning process instead of only sitting and listening during the lesson.

"Lebih semangat sih kak. Soalnya kan nggak cuma duduk diem dengerin penjelasan guru yang kadang bikin aku gampang bosan dan ngantuk."

("I felt more enthusiastic because we did not only sit quietly and listen to the teacher's explanation, which sometimes made me bored and sleepy.") (Interview with Raisa, February 14, 2026, Researcher Translation).

Similarly, Vino perceived the game as more enjoyable because it created a different learning atmosphere outside the usual classroom routine.

“Lebih menyenangkan sih biar gak boring di kelas doang kak dan biar ada suasana baru.”

(“It was more enjoyable so that learning was not boring only inside the classroom and there was a new atmosphere.”) (Interview with Vino, February 14, 2026, Researcher Translation).

Jennie also highlighted that the activity kept her engaged throughout the lesson and prevented boredom during the two-hour session.

“Mau sih soalnya seru dan nggak bikin ngantuk malahan 2 jam jadi nggak kerasa.”

(“Yes, because it was fun and did not make me sleepy. In fact, the two hours did not even feel long.”) (Interview with Jennie, February 14, 2026, Researcher Translation).

In addition, students enjoyed different aspects of the activity. Raisa and Jennie particularly enjoyed the competitive element of finding objects before other groups. Meanwhile, Jacob emphasized that the most enjoyable part of the game was the collaborative experience of working together with his teammates.

“Pas kerja bareng temen sekelompok. Rasanya kompak banget, saling bantu nyari barang sama diskusi bareng.”

(“When working together with my group members, it felt very cooperative because we helped each other search for objects and discussed together.”) (Interview with Jacob, February 14, 2026, Researcher Translation).

These findings indicate that the Scavenger Hunt game created an enjoyable and socially engaging learning atmosphere. The combination of movement, teamwork, and interactive activities contributed to students’ positive emotional responses toward vocabulary learning..

b. Students’ Felt More Motivated to Learn Vocabulary

The interview results also showed that the Scavenger Hunt game positively influenced students’ motivation in learning vocabulary. Students reported feeling more enthusiastic because vocabulary learning was combined with games, physical activity, and problem-solving tasks.

Students also expressed strong willingness to participate in similar game-based activities in the future. Raisa stated that vocabulary learning became more interesting when it was presented through games rather than conventional classroom instruction.

“Mau banget, kayaknya emang lebih seru kalo dibuat game biar nggak ngebosenin.”

(“I really want to do it again because learning becomes more fun when it is turned into a game so that it is not boring.”) (Interview with Raisa, February 14, 2026, Researcher Translation).

Similarly, Vino explained that the activity motivated him because it allowed students to move outside the classroom and prevented feelings of sleepiness during the lesson.

“Iya mau, biar ada hal yang mengasyikkan terus kan bisa keluar kelas jadi nggak ngantuk.”

(“Yes, I want to do it again because it is enjoyable and we can go outside the classroom, so I do not feel sleepy.”) (Interview with Vino, February 14, 2026, Researcher Translation).

In addition, students appeared more motivated to understand vocabulary when the learning process involved direct experiences. Several students explained that searching for and identifying objects based on clues created curiosity and encouraged them to discover the English meanings of unfamiliar words.

These responses suggest that the Scavenger Hunt game increased students’ motivation by transforming vocabulary learning into a more active, meaningful, and engaging experience.

c. Students’ Became More Confident in Using English

Students’ responses regarding confidence in using English showed both positive development and continuing challenges. During the game, most students still relied predominantly on Bahasa Indonesia when discussing with

their group members because they were afraid of making mistakes in pronunciation or speaking inaccurately in English.

Vino admitted that his group rarely used English during discussions because they lacked confidence in speaking and pronunciation.

“Jarang sih kak, hampir nggak pakai Bahasa Inggris soalnya nggak bisa takut salah ngomong atau salah pengucapannya.”

(“Rarely, I almost did not use English because I was afraid of making mistakes in speaking or pronunciation.”) (Interview with Vino, February 14, 2026, Researcher Translation).

Similarly, Jennie explained that she preferred using Bahasa Indonesia because communicating in English made her think more slowly during the game.

“Kalo aku pakai Bahasa Indonesia aja kak biar cepet ngertinya walaupun disuruh bu guru sebisa mungkin pakai Bahasa Inggris tapi malah jadi lama mikirnya kalo pakai Bahasa Inggris.”

(“I used Bahasa Indonesia so I could understand more quickly, even though the teacher encouraged us to use English because using English made me think more slowly.”) (Interview with Jennie, February 14, 2026, Researcher Translation).

Although students initially experienced anxiety and hesitation, several students reported slight improvements in confidence after participating in the activity. Raisa explained that she became a little more confident, although she still felt that her vocabulary knowledge remained limited.

“Kalo pede sih pede tapi dikit, soalnya masih banyak kosakata yang belum tahu juga.”

(“I became a little more confident, but only slightly, because there are still many vocabulary words that I do not know yet.”) (Interview with Raisa, February 14, 2026, Researcher Translation).

Likewise, Vino stated that even though he was not fully confident yet, he had become slightly braver in mentioning object names and constructing simple sentence in English.

“Belum terlalu pede, tapi ya seenggaknya udah berani dikit nyebutin nama benda sama buat kalimat yang simple.”

(“I am still not very confident, but at least now I am a little braver in mentioning object names and making simple sentences.”) (Interview with Vino, February 14, 2026, Researcher Translation).

These findings suggest that although students still experienced anxiety and limited confidence in using English orally, the Scavenger Hunt game provided a relatively supportive and low-pressure learning environment that encouraged students to begin experimenting with English gradually.

4.1.2.2 Cognitive Perception

a. Students Perceived the Clues as Helpful for Understanding Vocabulary

Based on the interview results, most students actively engaged in interpreting the clues provided during the Scavenger Hunt game. Students did not simply read the clues

passively, but used various strategies such as translating, rereading, guessing meanings, and discussing with group members in order to identify the intended objects.

Raisa explained that her group first read the clues together and attempted to translate them into Bahasa Indonesia even though they did not fully understand every word. They then used their partial understanding to predict the possible object referred to in the clue.

“Awalnya waktu dikasih lembar kerja sama bu guru kita baca dulu bareng bareng. Kita nyoba untuk mengartikan ke Bahasa Indonesia walau gak semuanya kita tau artinya terus kita nebak itu benda apa kira-kira.”

(“At first, when the teacher gave us the worksheet, we read it together. We tried to translate it into Bahasa Indonesia even though we did not understand all the words, then we guessed what object it might refer to.”)
(Interview with Raisa, February 14, 2026, Researcher Translation).

Similarly, Jacob stated that he repeatedly reread the clues until he could connect the description to a particular object.

“Aku baca bener-bener petunjuknya sampai aku konek itu barangnya apa, walaupun harus baca berkali-kali.”

(“I carefully read the clues until I could connect them to the object, even though I had to read them many times.”)
(Interview with Jacob, February 14, 2026, Researcher Translation).

Meanwhile, Jennie’s group used a different strategy. Instead of interpreting the clues first, they search for objects

around the school environment and later matched the objects to the clues provided in the worksheet.

“Kita kerjain bareng-bareng sih nyocokin petunjuknya sama benda yang kita temuin. Tapi kita nemuin semua bendanya dulu baru setelah itu mencocokkan dengan clue.”

(“We worked together to match the clues with the objects we found. However, we found all the objects first and only after that matched them with the clues.”) (Interview with Jennie, February 14, 2026, Researcher Translation).

In addition, students explained that understanding even a few keywords in the clues often helped them identify the intended object.

“Biasanya itu kita kalo ada yang tau walau satu atau dua kata itu bantu banget buat tau jawabannya apa.”

(“Usually, if we understood one or two words, it really helped us know what the answer was.”) (Interview with Vito, February 14, 2026, Researcher Translation).

These findings indicate that students actively employed various cognitive strategies during clue interpretation, including translating, predicting, rereading, and collaborative discussion. The clues encouraged students to think critically and connect vocabulary meaning with contextual information in the surrounding environment.

b. Students Perceived Unfamiliar Vocabulary as a Learning Difficulty

Although students were actively engaged in interpreting the clues, they also experienced difficulties when encountering unfamiliar vocabulary. The interview data revealed that unknown words often caused confusion and slowed students' progress during the activity.

Raisa explained that clues containing unfamiliar English words were difficult to understand because she had never encountered some of the vocabulary before. As a result, she needed to consult a dictionary to continue the task.

“Kalo di petunjuk ada kata bahasa inggris yang aku nggak ngerti artinya bahkan baru pernah denger nah itu bikin bingung, harus buka kamus dulu.”

“(If there was an English word in the clue that I did not understand or had never heard before, it made me confused, so I had to check the dictionary first.)”
(Interview with Raisa, February 14, 2026, Researcher Translation).

Similarly, Vino explained that his group experienced difficulty translating the names of objects into English, even after successfully finding the objects.

“Bagian yang paling susah si waktu nyari barangnya sama menerjemahkan ke Bahasa Inggrisnya.”

“(The most difficult part was searching for the objects and translating them into English.)” (Interview with Vino, February 14, 2026, Researcher Translation).

Jacob also reported that constructing English sentences using the vocabulary they had found was still challenging for him.

“Ngartiin petunjuk nya ke Bahasa Indonesia sama bikin kalimatnya itu lumayan susah.”

(“Translating the clues into Bahasa Indonesia and making sentences were quite difficult.”) (Interview with Jacob, February 14, 2026, Researcher Translation).

In addition to understanding meaning, students also experienced difficulties with spelling accuracy. Jennie admitted that she sometimes wrote English words incorrectly even when she already knew the object being referred to.

“Kayak tadi nulis mango jadi manggo, taunya ‘g’-nya ada dua. Iya diperhatiin, tapi ya masih sering salah.”

(“Earlier I wrote ‘mango’ as ‘manggo’ because I thought there were two ‘g’s. I paid attention to it, but I still often made mistakes.”) (Interview with Jennie, February 14, 2026, Researcher Translation).

These findings suggest that students still faced limitations in their vocabulary knowledge, particularly in understanding unfamiliar words, translating meanings, constructing sentences, and producing correct spelling. While the Scavenger Hunt encouraged active vocabulary use, students continued to rely on strategies such as guessing meanings, asking peers, consulting dictionaries, and seeking teacher assistance to overcome these difficulties.

c. Students Perceived the Scavenger Hunt Game as Supporting Vocabulary Retention

The interview findings also revealed that students perceived the Scavenger Hunt activity as helpful in improving vocabulary retention. Students consistently explained that directly seeing, searching for, and physically interacting with real objects made the vocabulary easier to remember compared to conventional memorization activities.

Jacob explained that directly seeing the objects helped the English vocabulary stay in his memory more easily.

“Ngebantu sih, soalnya kalau liat langsung bendanya, jadi lebih gampang nempel di otak bahasa Inggrisnya.”

(“It helped because when I saw the objects directly, the English words were easier to stay in my mind.”)
(Interview with Jacob, February 14, 2026, Researcher Translation).

Vino also emphasized that in many situations, his group needed to see the actual object first before they could fully understand the clue and complete the worksheet.

“Ngebantu banget kak, malah seringnya dikelompokku tuh lihat bendanya dulu baru bisa ngerti maksud clue-nya.”

(“It really helped. In my group, we often had to see the object first before we could understand the meaning of the clue.”) (Interview with Vino, February 14, 2026, Researcher Translation).

When asked about vocabulary they still remembered after the activity, students were able to mention several words such as *mango tree*, *bicycle*, *broom*, *boardmarker*, *helmet*, *book*, and *shoes*. These words mostly referred to concrete objects directly encountered during the activity.

In addition, Jennie explained that repeated exposure to the vocabulary during the activity helped strengthen her memory of the words.

“Lumayan cepet ya soalnya dibaca berulang-ulang terus juga disebut berulang-ulang sama kelompok lain sama guru juga.”

(“It became easier to remember because the words were read repeatedly and also mentioned repeatedly by other groups and the teacher.”) (Interview with Jennie, February 14, 2026, Researcher Translation).

These findings indicate that direct interaction with real objects, repeated exposure to vocabulary, and contextual learning experiences supported students’ vocabulary retention during the Scavenger Hunt game.

4.2 Discussion

4.2.1 Exploring Students’ Practices in the Scavenger Hunt Game

Game-Based Learning encourages students to actively participate in learning through meaningful tasks, collaboration, and problem-solving rather than passive instruction (Plass et al., 2015). These principles were evident throughout the implementation of the Scavenger Hunt game, where students learned vocabulary by interpreting clues, working in

groups, exploring their surroundings, and using the target words in follow-up activities. The findings suggest that vocabulary learning was not limited to memorizing words but involved active engagement with language in authentic learning situations.

The implementation of the Scavenger Hunt game followed six learning stages: understanding the purpose and rules of the game, interpreting clues, collaborating in groups, exploring the school environment, practicing language after the hunt, and receiving feedback. Each stage contributed differently to students' vocabulary learning and demonstrated how learning developed progressively through participation and interaction.

The first stage involved students' understanding of the purpose and rules of the game. Although some students were initially confused by the instructions, they gradually understood the activity after participating and observing their peers. This suggests that students learned the procedures more effectively through direct involvement than through verbal explanation alone. Active participation allowed them to understand the objectives of the game while completing the tasks, reflecting the principle of Game-Based Learning that meaningful engagement promotes learning (Plass et al., 2015). A similar finding was reported by Nafi'ah (2025), who found that students became more actively involved after understanding how the Scavenger Hunt activity was conducted. Therefore, understanding the purpose and rules provided an important

foundation for students to participate confidently in the following activities.

The second stage focused on interpreting the clues. Students used various strategies, such as translating unfamiliar words, rereading the clues, predicting meanings from context, discussing with peers, and using dictionaries when necessary. These strategies indicate that students actively constructed the meaning of unfamiliar vocabulary instead of relying entirely on teacher explanations. Nation (2001) explains that vocabulary learning develops through meaning-focused activities in which learners use contextual information to understand messages. At the same time, interpreting clues required students to solve problems and make decisions, which are important characteristics of Game-Based Learning (Gee, 2003; Plass et al., 2015). Similar findings were reported by Fletcher and Ferguson (2021), who found that scavenger hunt activities encourage learners to negotiate meaning while completing collaborative tasks. Therefore, clue interpretation helped students strengthen vocabulary comprehension through contextual learning rather than memorization.

Collaboration also became an essential part of students' learning practices. Students worked together to interpret clues, divide responsibilities, and assist each other when they encountered unfamiliar vocabulary. This interaction allowed students to exchange ideas and solve problems collectively, making the learning process more effective.

Vygotsky (1978) argues that learning develops through social interaction, where learners receive support from more capable peers to accomplish tasks they cannot complete independently. In this study, collaboration functioned as peer scaffolding that enabled students to understand vocabulary more successfully. This finding also supports Fletcher and Ferguson (2021), who emphasized that collaborative scavenger hunt activities encourage learners to construct meaning together through communication and shared experiences.

Exploring the school environment gave students opportunities to connect vocabulary with real objects and locations. Instead of learning words from textbooks alone, students experienced vocabulary directly by searching for objects described in the clues. This learning process reflects Kolb's (1984) Experiential Learning Theory, which emphasizes that meaningful learning develops through concrete experiences. Associating vocabulary with authentic objects also made learning more contextual, helping students understand word meanings more easily. Thornbury (2002) similarly argues that vocabulary is learned more effectively when presented in meaningful contexts rather than through isolated memorization. These findings indicate that direct exploration supported students' vocabulary learning by connecting language with real-life experiences.

After completing the Scavenger Hunt, students practiced using the vocabulary they had learned by constructing simple sentences with

teacher guidance. Although many students still needed support, this activity encouraged them to use vocabulary actively instead of only recognizing word meanings. Swain (1985) explains that language production helps learners process vocabulary more deeply because they must retrieve and apply words in meaningful communication. This stage therefore allowed students to move beyond vocabulary recognition and begin developing productive vocabulary knowledge.

The final stage involved teacher feedback and reflection. The teacher corrected students' pronunciation, spelling, vocabulary use, and sentence construction while providing additional explanations when necessary. This feedback helped students recognize their mistakes and improve their understanding of the target vocabulary. According to Long (1996), corrective feedback plays an important role in language acquisition because it helps learners notice gaps between their current language use and the target language. Immediate feedback is also an important element of Game-Based Learning because it allows learners to improve their performance throughout the learning process (Gee, 2003; Plass et al., 2015). Therefore, reflection and feedback strengthened students' vocabulary learning by reinforcing their understanding after completing the activity.

Overall, the findings demonstrate that students' vocabulary learning developed through a series of interconnected learning experiences rather than through memorization alone. Understanding the

rules, interpreting clues, collaborating with peers, exploring authentic contexts, producing language, and receiving feedback all contributed to students' vocabulary development. These findings suggest that the Scavenger Hunt game provides a meaningful learning environment that encourages active participation, collaboration, and contextual vocabulary learning, making it an effective strategy for teaching vocabulary to junior high school students.

4.2.2 Exploring Students' Perception toward the Scavenger Hunt Game in Vocabulary Learning

4.2.2.1 Affective Perception

From an affective perspective, students perceived the Scavenger Hunt game as an enjoyable and engaging learning activity. The combination of movement, collaboration, and problem-solving created a learning atmosphere that was different from conventional classroom instruction, making students more enthusiastic about participating in vocabulary learning. This finding suggests that enjoyable learning experiences can increase students' willingness to participate actively during English lessons. Dörnyei (2001) explains that positive learning experiences contribute to learners' motivation because students become more interested in participating when classroom activities are meaningful and enjoyable.

The findings are consistent with those reported by Nafi'ah (2025), who found that Scavenger Hunt activities created an enjoyable classroom atmosphere that encouraged students to participate more actively. Similarly, Zarimah (2024) reported that students showed greater interest in learning vocabulary through interactive activities than through traditional learning methods. These findings indicate that the game elements in the Scavenger Hunt successfully increased students' engagement by creating a learning environment that was both enjoyable and purposeful.

Although students generally expressed positive feelings toward the activity, some still experienced anxiety when they were required to communicate in English. Fear of making pronunciation or vocabulary mistakes caused several students to use Bahasa Indonesia when discussing the clues with their group members. This finding can be explained by Krashen's (1982) Affective Filter Hypothesis, which argues that anxiety may reduce learners' confidence and limit language acquisition. Nevertheless, the collaborative nature of the Scavenger Hunt appeared to reduce this anxiety because students could seek assistance from their peers before sharing their answers. As a result, the activity provided a supportive learning environment where students felt more comfortable participating despite their limited English proficiency.

Overall, students' affective responses demonstrate that the Scavenger Hunt game successfully created a positive classroom atmosphere that encouraged participation, increased motivation, and reduced boredom. Although anxiety remained a challenge for some students, peer collaboration and teacher support helped students participate more confidently throughout the activity.

4.2.2.2 Cognitive Perception

From a cognitive perspective, students perceived the Scavenger Hunt game as helpful in supporting vocabulary learning. The clues encouraged students to think critically, interpret contextual information, and apply different learning strategies to understand unfamiliar words. Rather than depending solely on teacher explanations, students actively translated vocabulary, predicted meanings from context, discussed possible answers with peers, and used dictionaries when necessary. These strategies reflect Nation's (2001) view that vocabulary learning becomes more meaningful when learners actively construct meaning through context rather than memorizing isolated words.

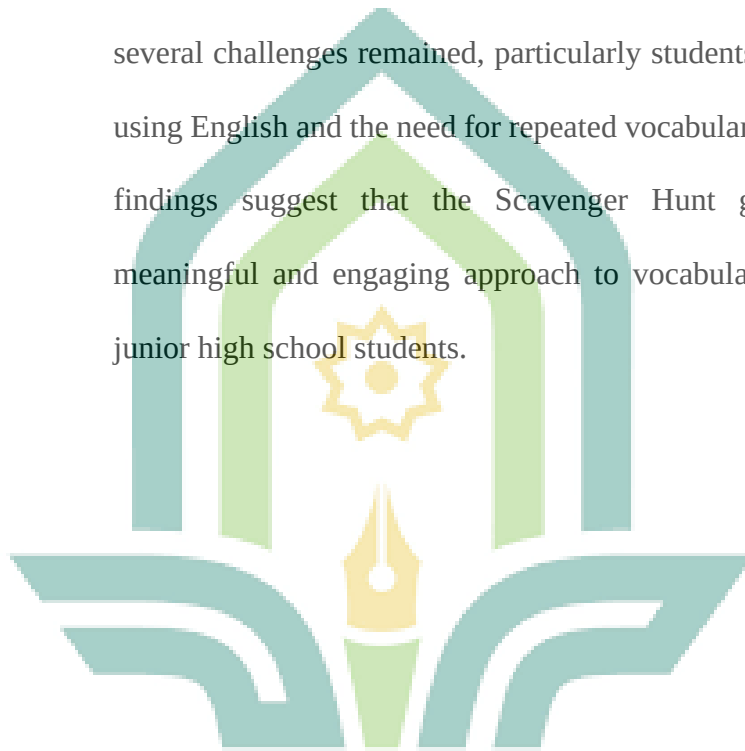
The findings also show that students considered the Scavenger Hunt game effective in helping them remember vocabulary. Searching for real objects and connecting words with authentic situations enabled students to build stronger associations between vocabulary and their meanings. This finding

reflects Paivio's (1990) Dual Coding Theory, which explains that combining verbal information with visual experiences strengthens memory and improves vocabulary retention. Instead of learning vocabulary only through written texts, students interacted directly with objects and locations, making the learning experience more meaningful and memorable.

These findings are similar to those reported by Fletcher and Ferguson (2021), who found that contextual exploration helps learners develop a deeper understanding of vocabulary through authentic experiences. Likewise, Zarimah (2024) reported that scavenger hunt activities improved students' vocabulary learning because learners actively connected words with meaningful tasks rather than memorizing vocabulary lists.

Despite these positive perceptions, students acknowledged that they sometimes forgot newly learned vocabulary after the activity, particularly when they did not encounter the words again in later lessons. This suggests that although the Scavenger Hunt game supported initial vocabulary acquisition, long-term retention still depended on repeated exposure and continuous practice. Nation (2001) emphasizes that learners need multiple encounters with vocabulary in different contexts before words become part of their long-term vocabulary knowledge.

Overall, the findings indicate that students held positive perceptions toward the Scavenger Hunt game in vocabulary learning. From an affective perspective, the game increased motivation, enjoyment, and classroom participation, while from a cognitive perspective, it supported vocabulary comprehension, contextual understanding, and vocabulary retention. Although several challenges remained, particularly students' anxiety when using English and the need for repeated vocabulary exposure, the findings suggest that the Scavenger Hunt game offers a meaningful and engaging approach to vocabulary learning for junior high school students.



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.

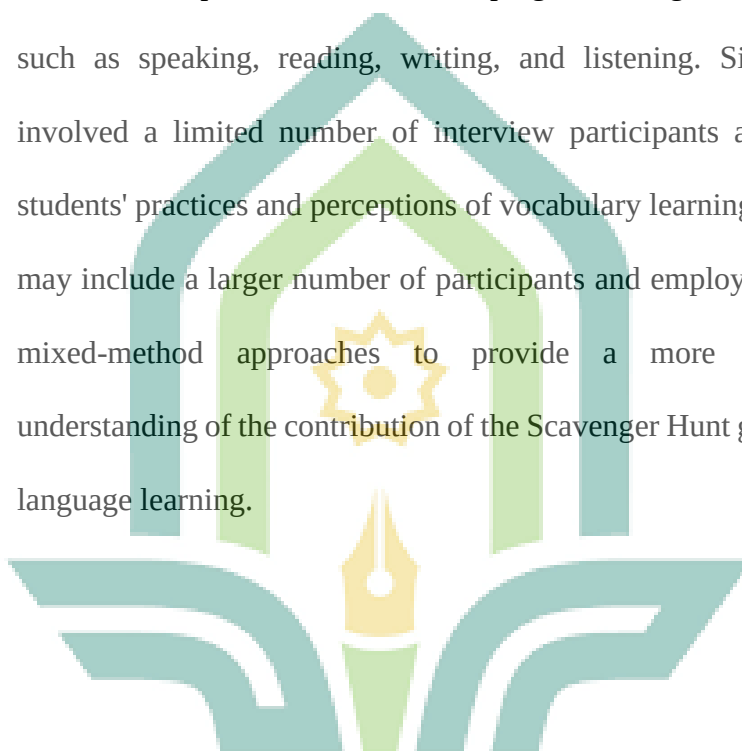
5.2.2 Recommendation for Students

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.



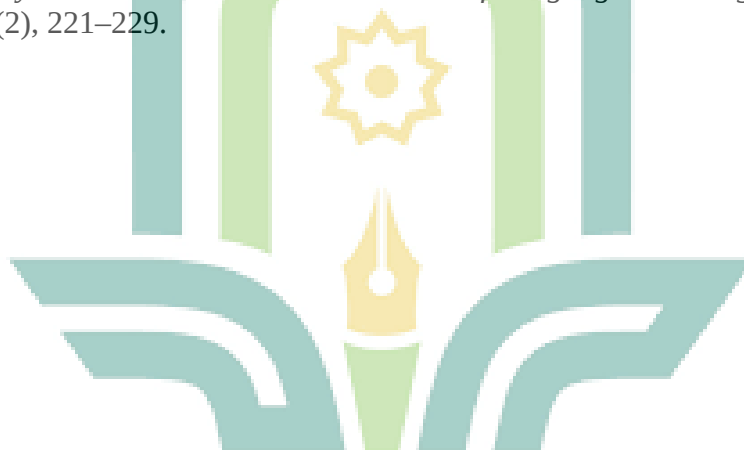
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