

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Description of Research Findings

The data for this research was gathered in several ways, including observation in the classroom, interviews with the English teacher, the Curriculum Vice-coordinator, and several students, and documentation to support the data findings. In this chapter, the researcher attempted to first describe the curriculum utilized at the school that studied in this research and the reasons the English teacher implemented the treasure hunt game in jumbled sentences of descriptive text material in the seventh grade at the school. This is carried out to avoid any misunderstandings when researchers demonstrate further regarding the implementation of the treasure hunt game. The following are the findings of the research.

Islamic Junior High School studied in this research combines the usage of two curricula in the application of the lessons. The term "curriculum" refers to a thoughtfully planned selection of lessons, experiences, and instructional activities that are arranged and prepared to meet predetermined learning objectives. It offers a framework for instruction and learning in academic settings. According to the statement of the Curriculum Vice-coordinator, the school utilized the 2013 curriculum for general lessons. At the same time, religious lessons utilized the 2019 curriculum stated by the Indonesian Ministry of Religion.¹ English, however, qualifies for the 2013 curriculum guidelines because it is a general subject. For English lessons itself, the time allocated is 4 hours a week.

Furthermore, the Curriculum Vice-coordinator said that he allowed all teachers to employ any kind of method of teaching as long as they were appropriate for the subject matter being taught. The following is an explanation of the flexibility to use methods in teaching from the Curriculum Vice-coordinator.

*"Yes, depending on the material needed because it is different. I allow it up to the teachers to choose the best teaching method. Use the methods that teachers believe are most appropriate for the subject addressed in each lesson."*²

¹ The Curriculum Vice-coordinator, interviewed by the researcher, May 31st, 2023, interview 1, transcript.

² The Curriculum Vice-coordinator, interviewed by the researcher, May 31st, 2023, interview 3, transcript.

It is evident from the Curriculum Vice-coordinator's statement above that teachers are allowed to select teaching methods that match the subject matter being taught. This is due to the fact that one of the aspects of how successfully students learn is the method used. In addition, the English teacher employed various methods in English lessons, including reading aloud from books to the class and listening to audio. The treasure hunt game, which involved studying outdoors, is another method utilized. The curriculum Vice-coordinator's response to the treasure hunt game activity used at the school is presented below.

*“Yes, it's good that methods used outside the classroom may grab students' attention in addition to those used inside. Instead of being passive in class, students are more engaged. We need more than a few teaching methods to keep kids interested in learning English.”*³

According to the Curriculum Vice-coordinator, using the treasure hunt game as a teaching method enhances learning. This is due to the fact that learning outside of the classroom may grab students' attention and get them interested in the subject. Students become quickly bored while learning is continuing in the classroom. Therefore, the English teacher needs methods that may be used to grab students' interests.

The treasure hunt game enhanced writing skills for descriptive text in how it is implemented. This is due to the fact that the descriptive text makes it simpler for the teacher to prepare the game and is also not too difficult for students to play. Here is an English teacher explaining why she chose writing skills for descriptive text.

*“For the treasure hunt itself, I am more tend to choose jumbled sentences to organize random pieces of descriptive text into integrated ones. where organizing jumbled sentences itself includes into writing skills.”*⁴

According to the English teacher, jumbled sentences are one of the writing skills at the junior high school level. Furthermore, to make it easier for students, she links it to descriptive text, which is available in the second semester in the seventh grade. In addition, because the treasure hunt game is part of the cooperative learning method, according to the English teacher statement, the numerous

³ The Curriculum Vice-coordinator, interviewed by the researcher, May 31st, 2023, interview 7, transcript.

⁴ English Teacher, interviewed by the researcher, May 30th, 2023, interview 7, transcript.

aspects that were assessed include students who are active in their groups, students who can collaborate in their groups, and students who can lead in their groups. The English teacher may assess three of these criteria.⁵ Finally, we move to the findings regarding the implementation of treasure hunt games at an Islamic Junior High School in Banjarnegara. The following are two themes that will be developed from the findings.

1. The implementation of the treasure hunt game in jumbled sentences of descriptive text material in the seventh-grade

Researchers observed that using a treasure hunt game in jumbled sentences of descriptive text material consists of two phases. Those are preparation and implementation. The two phases will be explained in more detail below.

a. Preparation

The preparation phase is crucial to ensuring the success of the treasure hunt game in its implementation. This is because, at this phase the game has been entirely designed in order for the game to work as planned before. The first thing the teacher did at this stage was to make a lesson plan. The lesson plan is a design for a learning system created before learning takes. The actual teaching of classes will be simpler for teachers as a result of this. This is based on the statement that the English teacher said in the interview.

“Every teaching and learning process requires a lesson plan that outlines the roles of the teacher and the students in the classroom. If we don't prepare, we will have difficulties in the classroom. Don't we?”⁶

The statement given by the English teacher above demonstrates the need for a lesson plan to provide teaching and learning activities with defined rules. After creating the lesson plan, the teacher decides where the game's stage will be located. The following is the English teacher's statement about determining the game's location. Based on the information from the interview with the English teacher, she determined the location according to the student's ability, which is not too easy or too difficult.⁷ The schoolyard served

⁵ English Teacher, interviewed by the researcher, May 30th, 2023, interview 10, transcript.

⁶ English Teacher, interviewed by the researcher, May 30th, 2023, interview 3, transcript

⁷ English Teacher, interviewed by the researcher, May 30th, 2023, interview 3, transcript

as the designated outdoor location in the treasure hunt game. According to the student's capability, the English teacher selected a location still on the school grounds. The English teacher also explained how the locations in the treasure hunt game were chosen.

“We choose the location based on the difficulty level for us to watch over the students in the field. It also considers how easy it is to hide the created clues. The game can be played in the classroom, but hiding the hint will be more difficult. Instead, it is played outside the classroom to engage students in learning.”⁸

From the teacher's point of view mentioned above, the English teacher considered into account how simple it would be to monitor students so that the teacher could monitor all students without ignoring particular students. The English teacher added that choosing the outdoors was done to excite students' interest as well, and the outdoors location offer additional opportunities for hiding items.

Afterward, the teacher prepared the tools for integrating the treasure hunt game into the students' writing skills of descriptive text. The statement of the English teacher is as follows:

“Once the locations were established, I wrote five descriptive texts separated into four sections. And then, I created four clues for each stage of the treasure hunt game. Besides that, I also prepare a prize for a group that completes the game quickly.”⁹

According to the English teacher's statement, she had to prepare descriptive texts separated into four pieces. The English teacher then further explained that descriptive text was determined as follows.

“You can create your own description text or search for it online. However, I searched online for what was used yesterday. But you can't just choose randomly when searching the internet. The ones that can be used in the game must be filtered.”¹⁰

⁸ English Teacher, interviewed by the researcher, May 30th, 2023, interview 18, transcript

⁹ English Teacher, interviewed by the researcher, May 30th, 2023, interview 3, transcript

¹⁰ English Teacher, interviewed by the researcher, May 30th, 2023, interview 19, transcript

As can be inferred from the English teacher's explanation above, the descriptive texts utilized in the treasure hunt game can be created by herself or found online. However, for the last implementation, she looked the descriptive texts up on the internet. She also mentioned that descriptive texts must be screened based on their subject matter. Furthermore, the English teacher explained that the descriptive text from the internet was selected based on the basic competence / KD (Kompetensi Dasar) of the seventh grade, which covered content about people, animals, things, and locations.¹¹

After creating the description text, the next step was to write clues for each game stage. The clue was created based on the results of the location decisions made by the English teacher in the earlier step. Furthermore, English teachers utilized different colors of paper between clues and descriptive text pieces so that students could identify which ones were clues and which were descriptive text pieces.¹²

The next step was to combine all of the clues and the descriptive texts that had been prepared. The English teacher combines one hint and one descriptive text. To avoid confusion when the game begins, the English teacher focused on the stage pattern at this point as contrasted to the descriptive text pieces, which can be randomly chosen without regard to any particular arrangement or sequence. The English teacher also used plastic wrap to protect each combination of clues and descriptive text. This was done to make the items safe and easy to hide.¹³ Furthermore, to increase the student's enthusiasm for the game, The English teacher also prepared a reward for one group that could complete the treasure hunt quickly.

The English teacher's last task in the preparation phase was to put the items made into a predetermined place. The teacher's statement regarding placing the items in the designated location is as follows.

¹¹ English Teacher, interviewed by the researcher, May 30th, 2023, interview 20, transcript

¹² English Teacher, interviewed by the researcher, May 30th, 2023, interview 22, transcript

¹³ English Teacher, interviewed by the researcher, May 30th, 2023, interview 22, transcript

“After everything was prepared, I hid the clue and the descriptive text pieces in each stage. I prepare the day before the lesson so that everything is ready when the lesson begins.”¹⁴

As can be seen from the explanation above, the items that had been made were placed by the English teacher the day before the lesson began. This was done so that the game could start right away when the lesson started.

b. Implementation

The researcher tries to present findings in this chapter based on observations and interviews. Students play the treasure hunt game from beginning to end under the teacher's monitoring. The class started as usual, with the teacher greeting the students, checking their attendance, asking how they were, and briefly reviewing the material from the previous meeting. Then the teacher starts the treasure hunt game into implementation. The steps involved in implementing the treasure hunt game into practice are separated into three categories they are pre-game, game, and post-game. The processes of implementing the treasure hunt game are explained in detail below.

1) Pregame

In the pre-game phase, the teacher divided the class, read the rules, and gave clues. The following is the teacher's explanation of the phases completed during the pregame stage.

“The first step is certainly for task division, beginning with group division. Group division can be done in the same way as NHT, or it can be directly submitted to students who want to form their own groups or be chosen. I distribute tasks (locate all of the text pieces) when the groups have been divided, and they have joined their own groups. Following that, we will distribute the clues that have been created.”¹⁵

As can be identified from the English teacher's explanation above, the first step in implementing the

¹⁴ English Teacher, interviewed by the researcher, May 30th, 2023, interview 3, transcript

¹⁵ English Teacher, interviewed by the researcher, May 30th, 2023, interview 4, transcript

treasure hunt game was to divide the class into groups. There were various methods to divide this group. But, to make it simpler for students to join their groups, the English teacher divided the class into groups for the treasure hunt game based on seating. This was carried out to save time. Students then gather with their respective groups once the group has been formed. Then, the teacher gave the group representative with the descriptive text theme and the first clue.

“The activities include deciding the group, which consists of 4 to 5 students, taking the subject given by the teacher, taking the clue, translating the contents of the clue, and then immediately going to the schoolyard to discover hidden objects in the game.”¹⁶

It is further stated by student 1 that one group consists of 4 to 5 students. After the group representatives had taken the first clue, they continued to discuss it with the other group members by translating it. After students had figured out what the clue was about, they started looking for items in the schoolyard. Furthermore, student 1 made the same statement as Student 2.

“Deciding the groupings, one group member takes the prepared clues, returns to the group, analyzes the clues, then goes outside the room to find further clues.”¹⁷

2) Game

This is the main stage in the game. Based on the clues gained, students in this phase try to locate hidden items outside the room. The teacher's and students' explanations of this phase are as follows.

“After receiving the clue, students have to resolve it before beginning their search for the object hidden in the location. They can solve the second clue if they can solve the first, and so on.”¹⁸

¹⁶ Student 3. interviewed by the researcher, June 6th, 2023, interview 2 transcript.

¹⁷ Student 1. interviewed by the researcher, June 6th, 2023, interview 2 transcript.

¹⁸ English Teacher, interviewed by the researcher, May 30th, 2023, interview 5, transcript.

According to the English teacher's explanation, students needed to solve the clue. After completing it, students started looking for items hidden outside the classroom. In addition, the English teacher stated that if students can solve the first clue, they will be able to solve the following clue, and so on. Furthermore, student 3 explained the game phase similar to the teacher's statement.

“In this stage, the first step is to find a location identified in the first clue, and once found, it contains descriptive text/pieces of text that are included with the clue to move on to the next item. Each group can only take one of the items in each location.”¹⁹

From the explanation of student 3 above, it is clear that students were hunted for items, specifically descriptive text pieces with clues to the next stage. In addition, student 3's statement is further supported by student 4's statement, as follows.

“In this stage, we search for further clues. Clues that are outdoors are about four items that must be located. Every time we get a clue, we must translate it to make it easier to find other clues. When we get to the last clue, we are no longer looking for clues but for prizes that have been prepared. There is just one reward; once one group finds the prize, no further prizes are available, and subsequent groups search for clues until all objects are discovered.”²⁰

It is clear from student 4's statement that students needed to find four hidden items. Furthermore, once one group discovered a hidden item, they discussed it with the other group members by analyzing the clues they gained and the descriptive text pieces. Furthermore, student 4 stated that there would be a prize for the fastest group that found all the items.

¹⁹ Student 3, interviewed by the researcher, June 6th, 2023, interview 3, transcript.

²⁰ Student 4, interviewed by the researcher, June 10th, 2023, interview 3, transcript.

The teacher's explanation and the response from students 3 and 4 make it obvious that groups of students compete to find hidden items as quickly as possible during the game stage. Students could fully solve the next clue as they correctly decoded the first one. In this stage, the found item and the clue are combined to reveal the location of the following item. Each team was required to take one object from a location where students had found multiple items. At this stage, the fastest team to collect all the hidden items is entitled to a prize. The prize could be found by using the clue given by the teacher. Furthermore, the teacher and all of the students enter the classroom when the outdoor game is over.

3) Post-Game

The writing skills happened at this point. Students continue to gather in their groups to finish the assignment of organizing the text pieces they gained from the game in an integrated way. The following is a description of the post-game stage from the perspective of the English teacher:

“For the final phase, students return to the classroom to finish their mission by comparing the items gained from their treasure hunt to see if those are in line with the theme or not.”²¹

Student 4 stated that after all objects had been found, all students returned to class. Students returned to complete the rest of the game, which consisted of arranging the pieces of descriptive text found depending on the theme gained at the start of the game. This is done because the items obtained were not arranged as mentioned in the preparation stage. The previously stated response by the teacher is also consistent with the following statement by student 3.

“Each group member returns to the room once all the descriptive text pieces have been found to translate them and link them with the topic. If there is an error, each group exchanges descriptive text

²¹ English Teacher, interviewed by the researcher, May 30th, 2023, interview 6, transcript.

parts that fit the topic, and then each group arranges it properly."²²

Furthermore, student 2 confirmed with the statement of the English teacher and student 3 as follows:

*"After finding all pieces of descriptive text, every group returns into the room to translate it, arrange it with the theme, and any parts that don't fit are exchanged with other groups."*²³

When every item had been found, students and the English teacher went back to the classroom to finish the task of arranging all the pieces of the descriptive text into a single text. The improvement of writing skills happened at this point. The descriptive text pieces that students discovered were random. The English teacher did this to provide the students with a task that wasn't too simple to complete. As a result, students translated the descriptive text pieces so that they could comprehend it. For each group that received descriptive text pieces that did not fit the theme of their group, another group must exchange them for the arrangement to become cohesive. All groups could appropriately arrange the pieces of descriptive text by the end of the class. This demonstrates that the treasure hunt game's activity was successful. This is also evidenced by the arguments given by students during interviews, who stated that they were stimulated through enjoyable games that improved their writing skills.²⁴

2. The supporting factors and the obstacles in the process of implementing the treasure hunt game in jumbled sentences of descriptive text material

Implementing the treasure hunt game involved that writing skills for descriptive texts dealt with supporting and hindering factors. Considering the findings of observations and interviews, the following section also discusses supports and obstacles.

²² Student 3, interviewed by the researcher, June 6th, 2023, interview 4, transcript.

²³ Student 2, interviewed by the researcher, June 6th, 2023, interview 4, transcript.

²⁴ Student 3, interviewed by the researcher, June 6th, 2023, interview 6, transcript.

a. Supporting Factors

Many factors support the implementation of the treasure hunt game. Definitely, the facilities of the school and the teaching media employed are the most crucial supporting factors. One of the important facilities was the large schoolyard. This was because students might feel freer to explore the game in a large yard. In addition, the teacher had more options for hiding items. The English teacher's explanation regarding the schoolyard is presented below.

*"Considering the game is played outside, a schoolyard is necessary for facilities. There is limited space in a classroom, so it cannot be done there."*²⁵

The teacher's statement is consistent with the explanation of student 1, which is as follows:

*"A large enough schoolyard, shoe holders, flower pots, etc., I think the teacher chose it because these objects are quite easy to find."*²⁶

Student 1 stated that, besides the large yard, the English teacher used various materials to hide items, such as pots, shoe racks, and boards. This is also supported by the perspective of student 2, which is as follows.

*"The school provided several boards, shoe racks, plant pots, and a large outdoor space suitable for the treasure hunt game as part of its facilities."*²⁷

Furthermore, this is also in line with the opinion of student 4:

*"Large yard with a lot of things in it. It helps hide pieces of descriptive text, making it easier for students to find them."*²⁸

From the explanation of the teacher and students 1, 2, and 4 above, it can be known that the treasure hunt game needs a large yard, so the teacher has many alternatives to hide pieces of descriptive text. In addition, the existence of things such as boards, pot flowers, racks of shoes, trees, and

²⁵ English teachers, interviewed by the researcher, May 30th, 2023, interview 12, transcript.

²⁶ Student 1, interviewed by the researcher, June 6th, 2023, interview 8, transcript.

²⁷ Student 2, interviewed by the researcher, June 6th, 2023, interview 8, transcript.

²⁸ Student 4, interviewed by the researcher, June 10th, 2023, interview 8, transcript.

others as well make the location for hiding descriptive text pieces to be more perfect.

In addition to the facilities described above, there are also other aspects that support the implementation of the treasure hunt game. The fact that the game is played outside and requires students to discover all of the items quickly to win prizes made this game more exciting for students. This was demonstrated by the interview, in which every student claimed that outdoor learning made them more enjoyable and not boring. The following is the response from student 4 about outdoor learning:

“While in the classroom, the instruction is monotonous and quickly becomes boring, the lesson carried out outside the classroom is more relaxed and can be more focused on the desired purpose.”²⁹

Student 4 noted that learning in the classroom can be boring. However, learning outside of the classroom made him feel more relaxed. Student 5 said the same thing, as follows:

“It is more enjoyable, adaptable, and less boring if it is done outside of the classroom. If it takes place in a classroom, it's exciting, but it quickly becomes boring.”³⁰

Student 3 stated that learning outside of the classroom was more enjoyable than learning inside. The teacher then further stated that learning outside of the classroom made students feel more enthusiastic and challenged in the classroom. The following is the English teacher's explanation:

“Students feel more challenged, more enthusiastic, and interested. Some even request that the game be replayed for different material.”³¹

It is clear from the explanations of students 2 and 3 and the English teacher that the outdoor treasure hunt game increases students' attention, enthusiasm, and challenge.

²⁹ Student 2, interviewed by the researcher, June 6th, 2023, interview 1, transcript.

³⁰ Student 3, interviewed by the researcher, June 6th, 2023, interview 1, transcript.

³¹ English Teacher, interviewed by the researcher, May 30th, 2023, interview 11, transcript

According to the teacher's statement, students even requested to play the game again with different materials.

Besides the factors that have been mentioned above, the basic English language abilities that students have are other ones. Here is a statement from the English teacher:

*"Maybe like a student's ability in English. Like their vocabulary, the capacity to read and understand clues, and their fastness to interpret clues. Because, of course, this game requires quickness in finding all the hidden items."*³²

The English teacher stated that one of the factors supporting the implementation of the treasure hunt game was the students' basic English abilities, such as vocabulary. Another aspect is how quickly students grasp the clues. This was because the treasure hunt game required students to be quick.

*"In my opinion, besides the facilities, maybe students' capacity, for example, intelligence, quickness, patience, responsiveness, tightness of eyes. However, the atmosphere of learning is exciting and enjoyable."*³³

Similar to the English teacher's statements, student 4 also stated the following explanations:

*"Basic knowledge of English was essential for implementing these games, and I found that my favorite part was searching for mysterious objects. Meanwhile, working in a team is key to success."*³⁴

It is clear from the English teacher, student 2, and student 4's explanation that many factors influence performance in the treasure hunt game. English proficiency is one of them. The teacher said that if students are good in English and have a wide vocabulary, reading comprehension, and clue-reading abilities, students will be able to complete the game quickly. Additionally, student viewpoints agree with the English teacher's statements. Basic English abilities are crucial to the game, as stated by student 2. She continued

³² English teachers, interviewed by the researcher, May 30th, 2023, interview 13, transcript.

³³ Student 4, interviewed by the researcher, June 10th, 2023, interview 9, transcript.

³⁴ Student 2, interviewed by the researcher, June 6th, 2023, interview 9, transcript.

by saying she enjoys searching for fascinating items teachers have hidden. In addition, student 4 said that to recognize hidden items, students require intelligence, quickness, patience, responsiveness, eye sharpness, and basic English proficiency.

Furthermore, Additionally, teachers put in a lot of effort before and during the game. The teacher took the game's preparation carefully to ensure that there were no errors during the game. Also, at the time of implementation, the teacher must continuously track students who aren't engaged with the game. Actively monitoring which groups are having issues and assisting them as necessary. In addition to the students, the teacher is also involved. Not only actively supervising students but also actively assisting them.³⁵

b. The obstacles in the implementation of the treasure hunt game

There are always advantages as well as disadvantages to a teaching method. There were supporting aspects and obstacles in implementing the treasure hunt game. The following research findings are related to obstacles faced during the implementation of the treasure hunt game through observation and interviews with English teachers and students.

The length of the preparatory process was an obstacle for the teacher when implementing the treasure hunt game. The English teacher required a lot of time because of the many things that needed to be completed before the implementation. The English teacher gave the following explanation.

“Preparation is where I struggle because it takes a lot of time and effort. I have to look around to figure out where the best location is. Making the clues is also the most difficult part. After I observed to determine the places that suited the game, I had to create a clue equivalent to the scenario I obtained. In addition to combining the clue and descriptive text pieces with careful consideration to ensure that nothing was missed, I also had to put the finished clue and descriptive text pieces in the location I had previously

³⁵ English Teacher, interviewed by the researcher, May 30th, 2023, interview 15, transcript

chosen. Yes, I think this to be the most difficult phase in the treasure hunt game's implementation."³⁶

It is evident from the teacher's explanation above that the treasure hunt game implementation was quite difficult, especially during the preparation phase. It took a lot of time and effort to prepare, starting with location observation, creating accurate clues to ensure no errors, combining clues with descriptive text, and placing the combination of clues and text in a chosen location. It takes a lot of effort and was a long process. This is further verified by the teacher's statement in the implementation theme that preparation took place the day before the lesson started. Other challenges include several students who are less engaged in the game, lack of vocabulary, and difficulties in translating the clue. The following is the English teacher's explanation of the obstacles faced by students.

*"Of course, there are students who are not engaged in the game, students who have limited vocabulary, and students who are confused because they struggle to translate the clue."*³⁷

The statements of the students also support the explanation expressed above by the English teacher. The following is the opinion of student 1 on what obstacles he experienced throughout the treasure search game.

*"I think that the obstacle I experience is a lack of vocabulary. Because if we have a lot of vocabulary, we can understand the clue better and organize the randomized descriptive text pieces in all of the group."*³⁸

Student 1 stated that her main challenge was a lack of vocabulary. Furthermore, she argued that extensive vocabulary would make it simpler for her to interpret the clues and arrange the descriptive text pieces. In addition, Student 2 stated that it was difficult to interpret the clue and locate where the items were kept and that there was a lack of teamwork. Student 2's explanation is presented below.

³⁶ English teachers, interviewed by the researcher, May 30th, 2023, interview 16, transcript.

³⁷ English teachers, interviewed by the researcher, May 30th, 2023, interview 14, transcript.

³⁸ Student 1, interviewed by the researcher, June 6th, 2023, interview 10, transcript.

“Some terms in the Clue are difficult to translate and understand, and finding locations or objects that hold Clues or other items. Meanwhile, certain individuals can be particularly difficult to work with, but the group must still perform well.”³⁹

On the other hand, Student 3's explanation supports the argument that it was difficult to interpret the clue, as stated by the English teacher, Student 1 and Student 2.

“I think one of the obstacles is that it can be difficult to translate some words that don't exist in a dictionary. Meanwhile, we have to finish the game quickly.”⁴⁰

From the explanations of the English teacher, Student 1, Student 2, and Student 3 above, it is obvious that vocabulary was the main obstacle in implementing the treasure hunt game. It might be easy for students to understand the clue and complete the game quickly if they have a lot of vocabulary. In addition, students' vocabulary is very helpful for arranging disparate pieces of descriptive text into a single coherent one. Additionally, the lack of cooperation was also an obstacle in the game because student unity was one of the key factors to the success of the treasure hunt game.

B. Discussion

from the findings of the researchers' observation, documentation, and interviews with the English teacher, the Curriculum Vice-coordinator, and several students at an Islamic Junior High School in Banjarnegara, then following the analysis of the study's findings by reducing the collected data, showing the data, and making conclusions, the descriptive qualitative analysis technique is utilized in this theme. The following is an exploration of the results of using a treasure hunt game to encourage students to be more interested in improving their descriptive text writing skills.

1. The implementation of the treasure hunt game in jumbled sentences of descriptive text material in the seventh-grade

According to the research, treasure hunt games could increase students' interest and engagement with lesson content,

³⁹ Student 2, interviewed by the researcher, June 6th, 2023, interview 10, transcript.

⁴⁰ Student 3, interviewed by the researcher, June 6th, 2023, interview 10, transcript.

particularly writing skills for descriptive texts. According to the study's findings, two stages were involved in using a treasure hunt game to teach writing skills of descriptive text at the school. They were preparation and implementation.

The first phase in the implementation of the treasure hunt game was preparation. The English teacher prepared all the materials required to implement the treasure hunt game at this stage. The preparation phase was essential to ensuring the successful treasure hunt game in the classroom. Making a lesson plan was something that had been completed through this point. According to the English teacher, every lesson must use a lesson plan so that the teacher and the students have an integral role in the learning process. As a result, everything went smoothly during the lesson. Raynesa Noor Emiliasari and Ida Siti Jubaedah said teachers should prepare before class. Without planning, teaching will become disorganized. Typically, a lesson plan contains the preparation teachers complete before teaching. An ideal lesson plan should have minimum components to ensure a successful teaching and learning process.⁴¹

The next step was choosing a place to keep the items. The game would be played outside in the chosen location. At this point, the teacher did independent observations to identify a location that was appropriate for students, not too challenging nor too easy. Furthermore, the English teacher employed materials found in the schoolyard, such as announcement boards, shoe racks, trees, flowerpots, and other items to hide items.

After creating the lesson plan and determining the location, the teacher then developed the teaching media that would be utilized for implementing the treasure hunt game into the students' writing skills of descriptive text. Dwijayani stated that the characteristics of the instructional media are: (1) practical application; (2) learning activities that guide students to think critically and creatively; (3) exercises and real problems that give students the opportunity to think about alternative solutions to problems; and (4) provide variety in the learning.⁴² The use of media in education is crucial, according to Reza Eslami et al., stated that it improves students' learning processes. Students who

⁴¹ Raynesa Noor Emiliasari and Ida Siti Jubaedah, "Lesson Planning in Efl Classroom: A Case Study in Lesson Plan Preparation and Implementation" 3, no. 2 (2019): 367–375.

⁴² N. M. Dwijayani, "Development of Circle Learning Media to Improve Student Learning Outcomes," *Journal of Physics: Conference Series* 1321, no. 2 (2019).

use educational media have higher levels of information, and learning material that is communicated through educational media has a better chance of being stored in memory and is easier to remember.⁴³ The media required for this treasure hunt game's application were items, specifically pieces of descriptive text and clues for the following step-by-step. The teacher created five descriptive texts and then separated each text into five components (a title and four pieces of body text). In addition, the teacher must also be careful in making the clue so that there is no miss during the game. After finishing the descriptive text and clues, the following step is to put the items of the descriptive text pieces and clues together according to the established pattern. The next step was to place all the items prepared in the location the teacher had selected. Furthermore, this step was completed the day before the lesson to avoid rushing and keep the location secret from the students. The teacher had to be careful at this point because it would significantly impact the game. All these steps were taken during the preparation phase, and the second phase was implementation.

The implementation phase was where the treasure hunt game took place during the lesson. There were two phases in implementation. The first was pre-game. At this point, the teacher entered the classroom as usual, greeted the students, reviewed the material that had been covered previously, and then introduced the topic that would be covered afterward. The first step in implementing the treasure hunt game is for the teacher to divide the class into five groups containing five or six students. The teacher divided the class according to the closeness of the students' seats so that students could rapidly form groups and cut down on time. The English teacher then continued to read the game's rules. The rules based on the observations are: 1). A group game consists of five or six students. 2). Students choose the theme provided by the teacher randomly. 3). The game consists of 4 stages. 4). To get to the first stage, students have to choose a draw containing the clue provided by the teacher. 5). Students must be able to discover one object hidden in each stage. 6) Then, at each step, a clue is given to go to the next stage, and so on until the fourth stage. After the reading of the rules, the leader

⁴³ Reza Eslami and Shaghayegh Ahmadi, "Investigating the Role of Educational Media on Secondary School Students' Learning Process Improvement in Jahrom City," *Journal of Humanities Insights* 3, no. 1 (2019): 13–16.

of each group then selected a random clue and descriptive text theme provided by the teacher.

The game phase was following the pre-game phase. The next step was to begin playing the game after student representatives had got the first clue and descriptive text theme. Each group then comprehended the chosen clue before searching for hidden items that fit with the clue. Students attempt to comprehend the clue by translating the words with the assistance of a dictionary. Students begin searching for hidden items outside the room once they are able to figure out the clue. Students who successfully find the first hidden item can determine where the next one is. This is because each item has a clue for the one after it. In this phase, students must finish the game quickly. The team that completed the task of gathering all of the items fastest was eligible for a prize. This game's prize is also hidden, so one team eligible to win could ask about the clue the English teacher held. It could be found using the same methods as other items. After understanding it, students locate the prize depending on the place described in the clue.

After all of the items had been located, the students and the teacher returned to the classroom to begin the assignment of arranging descriptive text. This was a part of the post-game phase, and at this point, students' writing skills started. Students begin comprehending all of the gathered descriptive text pieces at this phase. The distribution of each piece of descriptive text among the groups was random. Therefore, students are required to be careful when reading the arranged descriptive text pieces as a result. They have to switch out any descriptive text pieces that do not fit a group's theme with groups whose themes do. The process kept going up until all descriptive texts from all groups were arranged.

By the end of class, every group had successfully properly arranged the pieces of descriptive text. This shows that the treasure hunt game activity in descriptive text material was achieved with jumbled sentences developed by the English teacher. This is in line with studies by Nurhayati, which found that using jumbled sentences improved students' writing skills

regarding report texts.⁴⁴ These were all the phases of the treasure hunt game at the school, from preparation to implementation.

2. **The supporting factors and the obstacles in the process of implementing the treasure hunt game in jumbled sentences of descriptive text material**

The English teacher at the Islamic Junior High School being studied used various methods in teaching. One of the methods used was a game. Specifically, the English teacher used the treasure hunt game in teaching writing skills of descriptive text. When used in teaching, games have various advantages. One of them is to stimulate interaction as well as attention to the class topic. The interactions between students, teachers, and learning materials are crucial because they must be connected for lessons to be successful. Many studies stating that games are effective at enhancing learning demonstrate this. Gozcu and Caganaga stated in their research that games should be used in foreign language learning to give students an enjoyable environment, motivation, and good learning performance.⁴⁵ In addition, according to Rafidah Ab Rahman et al., there have been several research on gamification and student engagement that seem to help boost student engagement.⁴⁶ Furthermore, according to a study by Alim Al Ayub Ahmed et al., using game-based learning could help EFL students feel less anxious about learning English and boost motivation.⁴⁷

In this research, writing skills for descriptive texts had to deal with both supporting and obstacle factors when attempting to implement the treasure hunt game. According to the research findings, the implementation of a treasure hunt game on learning descriptive text writing skills has several factors that support it, including, the fact that the most important supporting factors for the implementation of treasure hunt games are the school facilities and the learning medium used. According to Ligaya

⁴⁴ Nurhayati, "Improving Students' Achievement in Writing Recount Text Through Jumbled Sentences Technique for Eighth Grade Students Of MTs Muhammadiyah 01 Medan MEDAN" (UIN SUMATRA UTARA, 2017).

⁴⁵ Emine Gozcu and Cagda Kivanc Caganaga, "The Importance of Using Games in EFL Classrooms," *Cypriot Journal of Educational Sciences* 11, no. 3 (2016): 126–135.

⁴⁶ Rafidah Ab Rahman, Sabrina Ahmad, and Umami Rabaah Hashim, "A Study on Gamification for Higher Education Students' Engagement towards Education 4.0," *Intelligent and Interactive Computing: Proceedings of IIC 2018* 67 (2019): 491–502.

⁴⁷ Alim Al Ayub Ahmed et al., "Investigating the Effect of Using Game-Based Learning on EFL Learners' Motivation and Anxiety," *Education Research International* 2022 (2022).

Leah Figueroa et al., students can achieve better in schools with good facilities than in schools with poor facilities.⁴⁸ According to the research's findings, the large schoolyard is the most important facility. This is due to the fact that the treasure hunt game is played outside, which needs a wide space. Furthermore, the English teacher has more options to hide items because of the large schoolyard. Students also felt more flexible to explore it in the game.

Furthermore, the basic English proficiency that students have supports the implementation of the treasure hunt game. This is due to the fact that students must be able to understand English to take part in the treasure hunt game at the school. Students who were proficient in the basics of English were likely to finish the game successfully. Otherwise, students who lack proficiency in the basics of English would find the game difficult. In addition to the items mentioned above, the support aspect of the treasure hunt game is the players' attitude, such as a student's intelligence, quickness, patience when playing games, responsiveness, and sharp eyesight.

On the other hand, The English teacher made an effort during the preparation stage to focus on numerous tasks, such as carefully observing the location that would be used and creating descriptive text pieces and clues. Additionally, the teacher closely monitored the students during the game as much as possible. The teacher moved from one to the other to determine which groups were struggling. The English teacher tried to assist struggling groups within acceptable limits. The treasure search game will go smoothly if all the above-supporting factors are prepared optimally.

In addition to the supporting factors above, there are obstacles to implementing the treasure hunt game in the writing skills of descriptive text material in the form of jumbled sentences at the school. According to the research's findings, one of the obstacles faced by English teachers was the duration required for preparation. It took a long time to prepare for the treasure hunt game implementation because it needed first to examine the location that would be used in the game. This

⁴⁸ Ligaya Leah Figueroa, Samsung Lim, and Jihyun Lee, "Investigating the Relationship between School Facilities and Academic Achievements through Geographically Weighted Regression," *Annals of GIS* 22, no. 4 (2016): 273–285, <http://dx.doi.org/10.1080/19475683.2016.1231717>.

required the English teacher to spend time outside scheduled class times and choose a location carefully. In addition, the English teacher had to be very careful while creating clues. This was because the success of the treasure hunt game depended on the synchronized clues from beginning to end. The English teacher then put together an integrated combination of a descriptive text and a clue. The English teacher then placed the combination of clues and the descriptive text pieces in an established place. In this case, the preparation phase is when the most obstacles to implementing the treasure hunt game arise. This is due to the time and effort English teachers require to prepare it. In addition to the above obstacles, there are other obstacles within the game. The lack of vocabulary among students is one of the obstacles in the game.

As is well known, vocabulary plays a significant role in language learning. According to Lars Stenius Stæhr, learners' receptive vocabulary size was discovered to be modestly connected with their listening ability and significantly associated with their reading and writing skills.⁴⁹ In addition, Ali Dabbagh and Mostafa Janebi Enayat stated that their use of vocabulary highly influenced students' descriptive text writing results.⁵⁰ In the game, a wide range of words was required to play well, but students typically have a limited vocabulary in practice. This was causing students to open the dictionary regularly. In addition, students also experienced obstacles, including the game's attitude. To win this game, there must be significant group coordination. However, it can be challenging to get certain students to work together. This hindered the game's operation.

⁴⁹ Lars Stenius Stæhr, "Vocabulary Size and the Skills of Listening, Reading and Writing," *Language Learning Journal* 36, no. 2 (2008): 139–152.

⁵⁰ Ali Dabbagh and Mostafa Janebi Enayat, "The Role of Vocabulary Breadth and Depth in Predicting Second Language Descriptive Writing Performance," *Language Learning Journal* 47, no. 5 (2019): 575–590, <https://doi.org/10.1080/09571736.2017.1335765>.