

USING TREASURE HUNT GAME TO IMPROVE THE SEVENTH-GRADE STUDENTS' READING SKILL AT SMP PGRI 04 MALANG

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Informasi Artikel	ABSTRACT
<p>Submit: XX – XX – 2020 Diterima: XX – XX – 2020 Dipublikasikan: XX – XX – 2020</p>	<p>The main purpose of this research is to improve the seventh grade students' reading skill. Reading is one of the basic skills that affect the life of individuals and plays a very important role in their environmental adaption. Reading is one of the language skills that enable to understand the information clearly. The goal of teaching reading for Indonesian students is to understand or comprehend the material of the test, because reading is a bridge to understanding about text they read. The researcher used CAR principle to collect the data that can improved students' reading skill on the seventh grade in academic. The data collection involved instruments namely tests, questionnaires, and interview. The students questionnaires were to know the students opinion about the implementation of the treasure hunt game and the review was to know what difficulties are faced by the students. The researcher would know the students success in doing this action research by referring to the criterion of KKM was 80. There are some steps that will be done in each cycle they are, planning, acting, observing, and reflecting. The mean score of post test in the cycle I was 53%, and in the cycle II was 86%. The findings of this research shows that students skill in reading is improved by using treasure hunt game. The conclusion showed that teaching reading using treasure hunt game is suitable for the improvement.</p> <p>Key words: Reading, Reading Comprehnson, Improving, Treasure Hunt Game</p>
Penerbit	ABSTRAK
<p>IKIP Budi Utomo</p>	<p>Tujuan utama dari penelitian ini adalah untuk meningkatkan kemampuan membaca siswa kelas VII. Membaca merupakan salah satu keterampilan dasar yang mempengaruhi kehidupan individu dan memegang peranan yang sangat penting dalam adaptasi lingkungannya. Membaca merupakan salah satu keterampilan berbahasa yang memungkinkan untuk memahami informasi dengan jelas. Tujuan pengajaran membaca bagi siswa Indonesia adalah untuk memahami atau memahami materi tes, karena membaca merupakan jembatan untuk memahami tentang teks yang mereka baca. Peneliti menggunakan prinsip PTK untuk mengumpulkan data yang dapat meningkatkan keterampilan membaca siswa di kelas tujuh di bidang akademik. Pengumpulan data menggunakan instrumen yaitu tes, angket, dan wawancara. Angket siswa</p>

untuk mengetahui pendapat siswa tentang pelaksanaan permainan berburu harta karun dan review untuk mengetahui kesulitan apa saja yang dihadapi siswa. Peneliti akan mengetahui keberhasilan siswa dalam melakukan penelitian tindakan kelas ini dengan mengacu pada kriteria KKM adalah 80. Ada beberapa langkah yang akan dilakukan dalam setiap siklusnya yaitu, perencanaan, tindakan, observasi, dan refleksi. Rerata nilai post test pada siklus I adalah 53%, dan pada siklus II adalah 86%. Temuan penelitian ini menunjukkan bahwa keterampilan membaca siswa ditingkatkan dengan menggunakan permainan berburu harta karun. Kesimpulan menunjukkan bahwa pengajaran membaca menggunakan permainan berburu harta karun cocok untuk peningkatan.

Kata kunci: Membaca, Pemahaman Membaca, Meningkatkan, Permainan Berburu Harta Karun

INTRODUCTION

Reading is one of the basic skills that affects the life of individuals and plays a very important role in their environmental adaptation. Effective acquisition of reading skill which is the basis of reaching the knowledge and learning enables individuals to develop socially and academically and adapt to their environment more easily. Reading is a process of constructing meaning by using a purpose and strategy in a convenient environment based on the efficient communication between the author and the reader (Akyol, 2013a). On the other hand, Gunes (2014) defines reading as the reconstruction of meaning by synthesizing the knowledge in a text that is read by an individual with the help of prior knowledge. Word recognition is an important element in the process of reading. The researches stress that when word recognition, which is the prior condition of fluent reading (Akyol, 2013b), is realized wrongly or insufficiently; the text being read will not be comprehended (Akyol, 2013a). On the contrary, individuals may face reading difficulties even if there is no certain problem. Reading problems include; failing to read fluently, syllabating, having a difficulty in analyzing the unfamiliar words, showing an unwillingness toward reading, having a limited vocabulary and failing in reading comprehension (Doganay Bilgi & Guzel I Ozmen, 2013).

Reading is one of the language skills that enable to understand the information clearly. However, some people are not interested in reading because they do not have good topic for reading. Although people read many kinds of reading materials and has interested in reading, actually they do similar things. They try to catch the meaning or the idea of the text. It means that they do not only interact with the written symbols, but they also use the knowledge to catch the meaning. The goal of teaching reading for Indonesian students is to understand or comprehend the material of the test, because reading is a bridge to understanding about the texts they read. The ability of the students in reading is very important because by having the ability to read, they will be able to improve their knowledge. Akyol (2013a) defined weak readers as individuals who were unable to transfer their prior knowledge to the reading environment in the process of reading. Akyol stressed that weak readers were unable to use subsidiary strategies when they could not comprehend the texts, read purposelessly, had no faith that reading would do them any good, could neither realize inconsistencies nor use clues, had very low estimation skills and usually failed in tests. The difference between the grades and reading skills of individuals with reading difficulties varies between a few months and five-six years. This difference is caused by both reading difficulties and personal differences of students (Bender, 2012).

In this case, the students often feel boring when they have to read long of text but it is not the same if they are taught by using games. Giving game is one of ways to improve student ability in teaching

learning process. Games is also the way to get low stress in the classroom in doing this study. Games help students to low their nervousness, make them feel comfortable to express their abilities, they do not worry to make mistakes and understand deeply how to learn reading text well. When the students enjoy in learning, they could relax and have fun. It could be easy that games could catch on students' attention and collaboration. The teacher could be motivated students to want to learn more. Moreover, in teaching reading teachers can create a new way in the class to transform a boring class into a braving one and also create a good relationship between teacher and students. One of the purposes of using the learning model is to improve students' abilities during learning. With the selection of learning methods, strategies, approaches, and techniques, it is hoped that there will be a change from rote learning to thinking and understanding, from lecture models to discovery learning or inquiry learning approaches, from individual to cooperative learning, as well as from subject centered to learner centered or construction student knowledge. The English learning model by emphasizing game patterns is proven to be able to further improve students' ability to master teaching materials, the level of acceptance of learning models that are not pure learning in class makes students enjoy learning. Using games in learning English is highly recommended to build skills that are considered quite complex.

At SMP PGRI 04, researchers will interview English teachers to get information and data about whether there are problems in class, a list of questions is available in Appendix 1. In addition, researchers will conduct observations using observation. the report is in Appendix 2, Questionnaires are given to students by providing a list of approvals listed in Appendix 3. Documentation is done through a list of student scores. Based on the description above, researchers will conduct research at SMP PGRI 04 Malang, with the title *Using Treasure Hunt Game to Improve the seventh-Grade Students' Reading Skill at SMP PGRI 04 Malang*.

Based on the background of the study those have written before so the writer tries to formulate the problem that can be measured by doing this research. The formulation of the problems as follow: Can the treasure hunt game technique improve reading skills in class VII at SMP PGRI 04 Malang?. Based on the statement and the background above of the study the objective of the study intended: To improve the reading skills of class VII students of SMP PGRI 04 Malang.

RESEARCH METHOD

Researcher used classroom action research as a research procedure with substantive action, an action which going on inquiry disciplines, or somebody's effort to comprehend what is while join the process of improving and increasing. In the field of education, especially in practice this study, action research round into class action research. Classroom Action Research is action research executed in class when study take place. Classroom Action Research conducted as a mean to improve study quality. Classroom Action Research focuses on class of process that happened in class. Based on the definition above, the writer concluded that classroom action research is the way to make the learning process more active and disciplines, and as the alternatives to improve their practice, it aimed to improve students' learning the achievement in learning process. Thus, it involved four steps, namely: planning, action, observation, and reflection. This research applied by Classroom Action Research. It only took one class in which the treatment will be given.

This research was conducted at SMP PGRI 04 Malang. Because the author teaches at this school. So that this research cannot be easily carried out and will not even interfere with teaching and learning activities at this school. This research is planned to be carried out in the even semester of the 2022/2023 academic year to be exact in February-March 2022.

The data obtained through observation sheet observations by the observer, then analyzed together to get a percentage that describes the increase in students' reading skills after being given action. The steps of data analysis in this research are:

1. Calculate the percentage of students who have achieved 80% completeness and obtained a final score equal to or more than 75 after being given the action. This activity is carried out at the end of each cycle (I and II).
2. Comparing the percentage level of improvement in reading skills starting from the first semester of reading scores, peer assessment sheets and final tests in the form of oral tests from cycles I and II.

The data are analyzed and discussed together in the reflection stage. This meeting is intended to find out the advantages and disadvantages that occur in the process of implementing the previously agreed learning actions. If there are deficiencies, solutions are sought, and if there are things that are good, they are maintained. This reflection activity is not only carried out at the end of each cycle, but at the end of each meeting to find out progress. The results of this reflection become the material for planning research activities in the next cycle.

The criteria for success in this study is if students get a final score = or > of 75 on the final test conducted at the end of the activity in each cycle. The criteria for the success rate of student learning that we do are grouped into 5 categories, namely:

- a) The success rate of student learning in %

The success of students' in learning	Rate
≥ - 90%	Very high
70 – 80%	High
60 – 70%	Moderate
40 – 50%	Low
≤ - 20%	Very low

- b) The level of student activity in PBM is on average/10 minutes in %

Level of students' activity	Average
Very good	≥ - 80%
Good	60 – 79%
Enough	40 – 59%
Less	20 – 39%
Very less	≤ - 20%

FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, would be described some findings which were found on classroom action research of implementing the treasure hunt game to improve the seventh grade students' reading skill of SMP PGRI 04. This research was conducted in 2 cycles. First cycle was conducted before implementing treasure hunt game and the second cycle was conducted after applying treasure hunt game. The aims in this study to know whether the students' score get improvement before and after applying the treasure hunt game in teaching reading.

B. The Preliminary Study

The researcher began with preliminary study on May 20, 2022. Before in cycle 1 in class teacher explains the stages when done during the purpose of teaching reading using treasure hunt game and researchers found the result that 5 students are able understand and 10 students still do not understand.

The Result of Pre-test in Preliminary Study

No	Name	KKM	Score	Criteria	
				Pass	Fail
1	ARS	80	80	√	
2	ASS	80	75		√
3	BIP	80	75		√
4	IS	80	65		√
5	LPM	80	65		√
6	MA	80	60		√
7	MKS	80	80	√	
8	NDS	80	75		√
9	PSAP	80	60		√
10	PAW	80	75		√
11	RW	80	80	√	√
12	RR	80	80	√	
13	SR	80	65		√
14	ZAP	80	80	√	
15	APP	80	65		√

The researcher found the result as follow:

- a. 5 students got score ≥ 80
- b..10 students got score ≤ 80

Formula:

$$P = \frac{\sum S \times 100\%}{\sum TS}$$

$$N = \frac{\sum TS}{\sum s}$$

$$= \frac{\sum 5 \times 100\%}{\sum 15} = 33\%$$

$$= \frac{\sum 1080}{\sum 15} = 72$$

Information:

P=Classical Achievement

s=Total students pass

Ts=Total students in the class

N=The average of the students score

Ts=Total score of the students

S=Total students in the class

Cycle I

To improve the students reading skill using treasure hunt game, the researcher planned the Cycle 1 in which there were four phase, namely: Planning, Acting, Observing, and Reflecting

a. Planning

In this step, the researcher prepared some steps as follows.

- a. Discussing together with classroom teachers on lesson plans for each meeting and prepare the material
- b. Preparing teaching reading material
- c. Preparing treasure hunt game media for teaching reading
- d. Preparing tools to collect data and classroom observation sheet
- e. Preparing reading test to measure students achievement
- f. Preparing the criteria of succes

b. Acting

In this process of acting the researcher doing 2 meeting, and the result of the firsts cycle teaching using treasure hunt game can be seen in the table as follow

The result of Post-test in Cycle 1

No	Name	KKM	Score	Criteria	
				Pass	Fail
1	ARS	80	80	√	
2	ASS	80	75		√
3	BIP	80	75		√
4	IS	80	70		√
5	LPM	80	75		√
6	MA	80	70		√
7	NDS	80	80	√	
8	MKS	80	80	√	
9	PSAP	80	70		√
10	PAW	80	80	√	
11	RW	80	80	√	
12	RR	80	80	√	
13	SR	80	80	√	
14	ZAP	80	80	√	
15	APP	80	70		√

The researcher found the result as follow:

c.8 students got score ≥ 80

d.7 students got score ≤ 80

Formula:

$$P = \frac{\sum S \times 100\%}{\sum TS}$$

$$N = \frac{\sum TS}{\sum S}$$

$$= \frac{\sum 8 \times 100\%}{\sum 15} = 53\%$$

$$= \frac{\sum 1140}{\sum 15} = 76$$

Information:

P=Classical Achievement

S=Total students pass

Ts=Total students in the class

N=The average of the students score

Ts=Total score of the students

S=Total students in the class

Cycle II

Based on the reflection in cycle I, the researcher tried to use of the treasure hunt game to improve the students reading skill in cycle II with some theme but in this cycle the game more active than before to make the students more understand about the game and avoid doing the same mistake in cycle I.

a. Re-planning

- 1) Discuss together with classroom teachers on lesson plans for each meeting and prepare the material
- 2) Prepare the reading material

- 3) Prepare treasure hunt game in teaching reading
- 4) Prepare tools to collect data and classroom observation sheet. Preparing reading test to measure student's achievement

b. Acting

The result of the Cycle II teaching using treasure hunt game as follow

The Result of Post-test in Cycle II

No	Name	KKM	Score	Criteria	
				Pass	Fail
1	ARS	80	95	√	
2	ASS	80	85	√	
3	BIP	80	85	√	
4	IS	80	80	√	
5	LPM	80	85	√	
6	MA	80	75		√
7	MKS	80	90	√	
8	NDS	80	90	√	
9	PSAP	80	85	√	
10	PAW	80	80	√	
11	RW	80	80	√	
12	RR	80	90	√	
13	SR	80	80	√	
14	ZAP	80	90	√	
15	APP	80	75		√
Total			1265	13	2

The researcher found the result as follow:

a. 13 students got score ≥ 80

b. 2 students got score ≤ 80

Formula:

$$P = \frac{\sum S \times 100\%}{\sum TS}$$

$$N = \frac{\sum TS}{\sum s}$$

$$= \frac{\sum 13 \times 100\%}{\sum 15}$$

$$= 86\%$$

$$= \frac{\sum 1265}{\sum 15}$$

$$= 86$$

Information:

P=Classical Achievement

s=Total students pass

Ts=Total students in the class

N=The average of the students score

Ts=Total score of the students

S=Total students in the class

C. DISCUSSION

Based on the result of the study, it can be seen that the classroom action research in two cycles, the result of pretest showed was 72 that's increase, in Cycle 1 showed there was 76 of the mean of post

test and there was 73% of the students very active learning with treasure hunt game. The result of Cycle II showed there was 86 of the mean post test there was 90% of the students very active learning with treasure hunt game which should be discussed the students reading skill increase in applying treasure hunt game as a media in teaching reading.

From the research conducted in Cycle I and Cycle II, it can be concluded that the use of the treasure hunt game method is successful because students' reading abilities have increased, it can be seen from the scores of each Cycle, Students experience improvement in reading. Research using the treasure hunt game is supported by several studies conducted by several experts or researchers who also use the same method and students experience improvement. This research has line with Buchori (2015) who did the same method to improve the students learning motivation with title *Treasure Hunt Game to Increase Students Motivation at MTsN Wonosari*, but this research developed with game so make the the students interest with the learning process. The research conducted by Buchori was successful and students experienced an increase in learning and students' enthusiasm grew through the methods applied by the researcher. Next research which who supports is by Kurniasi (2015), with title *Improving learning motivation Through Group Guidance Service*. The students experienced an increase in their learning motivation. It can be seen from Cycle I and Cycle II of her research, the students is ability and motivation is improvement. Research conducted by Kurniasi succeeded in improving students' abilities and and increasing student motivation in learning English, it can be seen in the results of each student cycle experiencing an increase in students. Third research is by Jamailah (2022), with title *The Application of Treasure Hunt Game in Imrproving Students' Speaking*. Based on her observation students' experienced an increase after she apply the treasure hunt game, she found that students' where happy and excited to learn by treasure hunt game method. The research conducted by Jamailah succeeded in improving students' abilities in their speaking abilities, it means that the treasure hunt game is an innovative and active game so that it makes students enthusiastic in the learning process, the results of this research can be seen from the results of each research cycle conducted by researchers. The fourth research is by Farrella (2021), with title *An Augmented Reality Mobile Learning Expeirence Based on Treasue Hunt Serious Game*. He is doing research for 11-14 years students'. He found that students' are interested in learning by treasure hunt game, and the students' are improvement. The research conducted by Farella also succeeded in fostering students' enthusiasm in learning, as can be seen from the enthusiasm of the students to participate in every game carried out by Farella which was made at several points of the place. And the Fifth research is by Ihamaki (2014) with title *The Potential of Treasure Hunt Games to Generate Possitve Emotion in Learning:Experiencing Local Geography and History Using GPS Device*. The concept of this learning method is that students are more free to explore themselves and their abilities and give them freedom in learning, so that the goals of learning can reach students through playing. Students are expected to experience an increase in learning. The research conducted by Ihamaki is also almost the same as previous research, in this study the researcher used the treasure hunt game method using JPS, and his research succeeded in making students experience improvement. The teachers in this school can uses this media in teachig process, because this research was developed not only games or tresaure hunt as research before but also this research makes students more curiosity to learn reading with interesting way. In this case, students would be very active in learning process and than can support the teacher to teach reading in the class if students feel happy. Treasure hunt game more benefit in reading learning process, that's can be used by the teacher every teach in the class. Because through this learning process teaching English using gamses make students explore themself to learn and they can master in English especially in reading skill.

CONCLUSION

Based on the result of the research, it could be conclude that this research deals with the implementation of the treasure hunt game on the student's ability in reading comprehension of reading skill. After analyzing the data, it was found out that the student's ability in reading comprehension of reading skill got improvement by treasure hunt game. It was showed from the mean of the score and percentage score. Teaching reading skill by using treasure hunt game was effective rather than traditional method. It can be seen from the scores. The mean of the student's score in the second cycle was (86) was higher than the mean of the student's score in the first cycle was (76) and the mean of the pretest was (72). It also provide by observation sheet, interview sheet, and diary notes result which indicated improvement in teaching learning process from cycle 1 and cycle II. Based on the data analysis, there was a improvement on the student's ability. Therefore, the student's have responsibility and feel enjoy the learning process. It means that treasure hunt game can be used as one of the alternative to teach how to comprehend reading skill.

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