THE EFFECTIVENESS OF USING SCAVENGER HUNT ON STUDENTS' VOCABULARY

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ABSTRACT

This research aimed to investigate the effectiveness of Scavenger Hunt Technique in students vocabulary to the fifth grade students of Elementary School 22 Mengkudu Kabupaten Sambas in the Academic Year of 2016/2017 and how strong the effectiveness of Scavenger Hunt Technique was for students vocabulary to the fifth grade students of Elementary School 22 Mengkudu Kabupaten Sambas in the Academic Year of 2016/2017. Based on the purposes, the researcher intended to answer these questions " Is the use of Scavenger Hunt technique effective in vocabulary to the fifth grade students of Elementary School 22 Mengkudu Kabupaten Sambas in the Academic Year of 2016/2017?" and How strong is the effectiveness of using Scavenger Hunt technique in vocabulary to the fifth grade students of Elementary School 22 Mengkudu Kabupaten Sambas in the Academic Year of 2016/2017?". The researcher was pre experimental research in one pretest-posttest design and had no control group. The researcher used measurement technique as the technique of collecting the data and test as the tool of collecting the data. The primary data of this research was collected from students' test consisted of 20 questions. The data was analyzed by using descriptive statistic analysis. The population of this research was all of the fifth grade students of Elementary School 22 Mengkudu Kabupaten Sambas in the Academic Year of 2016/2017 consited of 52 students and the sample of this research was five A consisted 24 students taken by using random cluster sampling. The pretest and posttest scores were analyzed by using t test. The result revealed that scavenger hunt technique had positive effect on the students' memorizing the vocabulary words because the mean score of pre-test and post-test were different and difference was considered significant. The effect size calculation revelead that Scavenger Hunt Technique gave strong effect to the students' in memori□ing the vocabulary words. It could be inffered that Scavenger Hunt Technique was effective in students vcabulary to the fifth grade students of Elementary School 22 Mengkudu Kabupaten Sambas in the Academic Year of 2016/2017 and the treatment gave strong effect to the students' in memorizing the vocabulary words. The students must be active in participating in teaching learning process, so they can get the higher achievement in learning, especially in memorizing vocabulary words and the teacher also should be active in teaching learning process so the students can be active in class.

Keywords: Scavenger Hunt Technique; Teaching Vocabulary

A. INTRODUCTION

Vocabulary is the one of key in learning a language including English. It helps students to understand what they hear and read in school, makes students easy and succesfully communicate with other people and also helps the students to develop the other English skills like speaking, reading, writing, and listening. Those skill cannot be separated with the vocabulary mastery, it is impossible to master English skill for students without mastering vocabulary. Therefore, without vocabulary students cannot express theword meaning, feeling, and opinions ideas when they talk. For easy communication, need basic of vocabulary to used. According Wilkins et al (1972: 111) stated, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".It means that in teaching learning language especially in English althought without grammar but the students can be convey what they talked, but without vocabulary nothing can be convey when students talked

Considering the importance of vocabulary in learning English, technique of teaching vocabulary very important role for students to learn vocabulary. English teachers are supposed to teach vocabulary with interesting and effective technique, so it can affect the students do not get borred in learning vocabulary, the students will be able to memorize many words, and

students will not easly forget the words that they have learnt in previous lesson. Therefore, the teacher need to provide an appropriate technique in teaching students vocabulary so that the process of vocabulary learning can run effectivelly. Furthermore, it is needed to use effective technique in order to achieve the success in learning vocabulary which students can easily to memorize new words or the words the their previous study. Hence, researcher offers a technique that can be used for teacher to teach students vocabulary. One of interesting technique which can be used to teach vocabulary is Scavenger Hunt.

Scavenger hunt the technique which the teacher gives the list of vocabulary to the students and the students have to seek or gather the item listed and collected to the teacher, the items make specific and the participants individual or team, the all items on the list that perform tasks and take photographs or direct objects of the items. This is assumption is supported by a previous research that was done by Elvida Risna Wulan in 2015, in her research shows that teaching vocabulary using Scavenger Hunt Technique adequate success. The students that were taught by the teacher showed improvement on their vocabulary mastery during applying scavenger hunt technique, the students could easily memorize the words that they learnt and use the words to communicate with other. Then, the researcher believes that scavenger hunt technique is effective and can be used as an alternative technique in teaching vocabulary.

The technique which used in this study is scavenger hunt technique which teaches the students vocabulary using objects and pictures. It will help the teachers to explain vocabulary items easier by giving objects and pictures in the relation of a words. Thus, the result of previous research shows that teaching vocabulary using scavenger hunt technique for first grade of elementary school students is effective. Finally, based on explanation above, the researcher conducted the researchin teaching vocabulary through Scavenger Hunt to the Fifth Grade Students of Elementary School 22 Mengkudu Kabupaten Sambas.

Based on the explanation in the background of research about teaching and learning vocabulary, the questions in this research that need to be answered by this research were as follow: a) Is the use of Scavenger Hunt technique effective in vocabulary to the Fifth Grade Students of Elementary School 22 Mengkudu Kabupaten Sambas in the Academic Year of 2016/2017, How strong is the effectiveness of using Scavenger Hunt technique in vocabulary to theFifth Grade Students of Elementary School 22 Mengkudu Kabupaten Sambas inthe Academic Year of 2016/2017?

Based on the research question, the purposes of this study were as stated below: To find out whether of the use of Scavenger Hunt technique is effective or not in students vocabulary to the Fifth Grade Students of Elementary School 22 Mengkudu KabupatenSambas inthe Academic Year of 2016/2017. To find out how strong of the effectiveness using Scavenger Hunt technique in vocabulary to the Fifth Grade Students of Elementary School 22 Mengkudu Kabupaten Sambas in the Academic Year of 2016/2017. In this research, the researcher would hopefully give the contribution to English teaching and learning exactly in teaching and learning vocabulary.

B. METHODE

To achieve the main aim of this research, this research used experimental research. According to Lodico et al (2010:24), " Experimental research is thesis to determine cause-effect relationships". An Experimental research is used to establish possible cause and effect between the independent variables and dependent variables. The variable that influences the dependent

variable is called the independent that is Scavenger Hunt, while variable that is influenced or caused is called as the dependent variable that is students vocabulary.

Kind of experimental research applied in this research was pre-experimental design in the form of one group pre-test and post-test. Singh (2006:141) states that pre experimental design "consists of comparing the growth of single group under two different sets of conditions". It means that pre-experimental design does not have control group to compare with the experimental group.

Based on explanation above, the researcher applied a pre experimental design, because the researcher would like to fiqure out the effectiveness of teaching used the technique to the fifth grade students of elementary school 22 Mengkudu Kabupaten Sambas in the academic Year of 2016/2017 by applying a technique in students vocabulary with one group of pre-test and post-test. In this thesis, pre-test was given before the treatments which were aimed to know the pre-condition of the students, while post-test were given after giving treatments. it was aimed to know the result of after giving treatment. Pre-experimental design is a research procedure that has no control group. The procedure of conducting this research is described on the table 1.1 below:

Table 1.Design of pre-experimental research

Pre-test	Treatment	Post-test
Y1	X	Y2

Note:

Y1 : Pre-test

X: Treatment

Y2 : Post-test

Adopted from Ary, et al (2002:304)

Taken from Ary et al (2002:304) based on the sign above, Y1 applied to know the students' scores before giving the treatment. Meanwhile X represented the independent variable or treatments which in this research were Scavenger Hunt Technique. Y2 applied to measure the students' scores or achievement after the treatments were given. All of these activities conducted in four meetings at the experimental class.

In a research needs population for advocate forming the research. According to Shirley dowdy et al(2004: 25) stated," a population is commonly understood to be a natural, geographical, or political collection of people, animals, plants, or objects". While Creswell (2012:142) states,"population is a group individuals who have the same characteristic". Balnaves and Caputi (2001:91) also state,"population are operationally defined by the researcher, must be accescible and quantifiable and related to the purpose of the research". It means that the population is a set of group which consisted of individuals who has same characteristics, where the reseacher will do the research. The population in this research was ofthe Fifth Grade Students of Elementary School 22 Mengkudu KabupatenSambas in the Academic Year of 2016/2017). The total population was 52students divided into two classes. The classes were A and B class. The population in this research was described distinctly below:

Table 2. Research population

Class	Number of students
Class V (A)	24
Class V (B)	28
Total of students	52

Source : School Office of Elementary School 22 Mengkudu

From table above the population of this study of the fifth grade students of Elementary School 22 Mengkudu in Sambas at the academic year of 2016/2017 that consists of two classes with 52 students. The population in this research were homogenous, because did not have comparison between A and B class in population.

After knowing about the population data, it is crucial to know about the sample data. According to cresswell (2012:142),"a sample is a subgroup of the population target the resercher plan to study for generalizing about the target population". It mean that the sample of this research was represented the population. In addition, according to Singhs (2006:82),"Sample is defined individuals from the population in such a way that every individual has the equal chance to be taken into the polulation". It means that Sample is defined individual sample to be taken into the polulation. Sample in this reseach was taken by using cluster random sampling technique. Cluster Random Sampling is the researcher can select a specific number of schools (Cohen, *et al*, 2007:112). It means that for taken sample the researcher can select a specific number of schools. The process of taking the sample was firstly, the researcher wrote two clasess on the pieces of paper class five A and class five B. Secondly, the researcher rolled two clasess up and puts two clasess in glass, and shake the two clasess up and the researcher took the sample one class from two clasess as the sample of this research. From the process of taking the sample above the researcher can got the sample. For example the researcher got the sample of this research is class five (A).

This research, in order to make the researcher giving a valid result, the technique of data collection applied in this research was measurement technique. Khothari (2004:69) stated,"the measurement technique is a way of collecting quantitative data".while Ary et al (2010:101 stated),"a fundamental step in the conduct quantitative research is measurement—the process through which obervations are translated into numbers".It mean that "the measurement technique is a way of collecting quantitative data the process through which obervations are translated into numbers. In this research, the measurement technique was performed to determine or to measure the achievement the students before and after treatment by using a test.

In collecting data, the researcher collected the data by giving the students the vocabulary test. As stated by Ary et al (2010:201),"test are valuable measuring instruments for educational research". In addition Cohen, Manion, Marison (2007:418), "to diagnose a student's strengths, weaknesses and dificulties, to measure achievement, to measure aptitude and potential, to identify readiness for a programme". It means that test is measuring instrument that consisits of question to diagnose or measure students' achievement. In this research using test that is pretest, treatment, posttest, the pretest researcher was do before treatment, the treatment was do after pretest and the last posttest was do after posttest. The students item pretest and posttest in this research is multiple choice and essay forms.

In this case, the students given 20 items of pre test and post test in multiple choice forms and essay. The test want used to know the result of students study of teaching and learning process by using scavenger hunt as media in teaching vocabulary effective or not. Because here the researcher used validator, the researcher did not again used test validity and reliability. Because from validator the item test was valid and reliable.

To answer find out of the answer of research questions and to test the hypotheses of research, the procedures of data analisys are required. The data analisys used in this research were descriptive statistic and inferential statistic. As the stated by Cohen at al (2007:503) that descriptive described and presented the data, while inferential statistic stived to make inferences and predictions based on the data gathered. It means that in this research the descriptive statistic was used to describe the data gathered and the inferential statistic was used to inference the data gathered to determine the hyphoteses accepted or rejected. In analy□ing the data, the researcher firstly analyzed students' individual score of test by using formulas as below:

Analisys of the students' individual scores of pre- test and post-test.

To analyze the students' scores individual test, the researcher used the formula as follow:

$$x = \frac{A}{N} X\ 100$$

Adopted from Cohen, et al (2007: 432)

Note :
x= the student individual score
A= number of right answer on pre test and post test
N= the total number of item.

a. Analisys of the students' mean scores of pre- test and post-test.

To analyze the students' scores mean test, the researcher used the formula that is:

$$\bar{x} = \frac{\Sigma Xi}{n}$$

Adopted from Khotari (2004:132)

Note:
$\bar{x}$:Students' mean scores
ΣXi: The sum of students' total score
n: rotal number of students

The following criteria to clarify the students' individual score and students' mean score

Table 3 criteria to clarify the students' individual score and students' mean score

Test score	Class Performance
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 – 49	Poor

Source: Harris excerpt tElvida, R.,Wulan (Mardi, 2005 : 34)

Students' interval scores of pre-test and post-test.

After calculating students' mean scores of pre-tset and post-test, the researcher calculated students' interval scores of pre-test and post-test by using formula in the following way:

$$D = \bar{\bar{X}}_2 - \bar{\bar{X}}_1$$

Adopted from Cohen, et al (2007:423)

Note :

D = Interval of pre-test and post-test

$\bar{\bar{X}}_1$ = the mean score of pre-test

$\bar{\bar{X}}_2$ = the mean score of post- test

Analysis of students' standard deviation

To analyze the students' standard deviation, the researcher used the formula the follow :

$$SD = \sqrt{\frac{\sum(X_i - \bar{X})^2}{n-1}}$$

Adopted from urdan (2005:16)

Note :

S = Standard deviation

$\bar{X}$ = The mean score

X_i = The i th value of variable X n = number of subjects

d. Normality test

The normality of the test is needed in order to know the data or population was normal distribution or not. According to Dowdy, Wearden and Chilko (2004:146)."a normal distribution is appropriate model for a population with continuous variable of interest modeled by a bell shaped model". It means that the normal distribution formed the shape of a bell. In research, the researcher tested the normality of the data both pre test and post test by using Shapiro Wilk formula as follow:

$$T_3 = \frac{1}{D}[\sum_{i}^{k} = 1\alpha^i(X_{n} - i + 1 - X_{i})]^2$$

Adapted from Ary et al (2010:188)

Note:

T_3 = value of shapiro wilk

D= score of the sum of the square of different score between x *and* $\bar{x}$

a = the coeficient of shapiro wilk

$X_n - i + 1$ =the score in n-i+1 in the data

X_i = *the score in i in the data*

With the degree of freedom as follow :

df = n – 1

Note :

df = degrees of freedom
n = number of class interval

Adopted from Ary, et al (2010:173)

e. The effect size formula

Effect size the measurement of effect from variable to the other variable. Effect size is a measure of how large and observed effect without regard to the size of sample (Urdan, 2005:58). It means that the effect si□e formula used to measure how big the effect of treatment to the sample. In order to know the effect si□e, the researcher used Cohen's effect formula as follow:

$$d = \frac{\bar{X}_t - \bar{X}_t}{S_{pooled}}$$

Adopted from Thalheimer and Cook (2002:4)

Note :
d = Cohen's ***d***effect size
$\bar{X}$= mean (average of treatment or comparison condition)
S_{pooled} =standard deviation
Subscripts = *t* refers to treatment condition, and *c* referst to the comparison condition.
A Cohen's ***d*** Effect Size can lie between 0 to 1 as follow:
0-0.20 : weak effect
0.21-0.50 : modest effect
0.51-1.00 : moderate effect
› : strong effect

Adapted from cohen et al (2007:521)

The implementation in this reserch involved in two stages; there were intial stage and implementation stage.

Intial Stage

Before conducting the research, the researcher wrote in some pieces of paper class five A and B then picked a piece of paper for A class for being the experimental class. After that, the researcher gave the permition letter to Headmaster of Elementary School 22 Mengkudu and connected the teacher who English teacher. Then, the researcher asked the Headmaster about curriculum used in the school and asked the English teacher the book used to teach English subject. After obtaining and permission letter and contacting the teacher, the researcher prepared 2 lesson plan and 2 materials for teaching"vocabulary in context" subject. The teaching steps used in the classroom were constructed based n the teaching Scavenger Hunt Technique Procedure.

Implementation Stage

In the implementation stage, the researcher distributed the vocabulary test as pretest to the students in the class that had been chosen as the experimental class which in this research was class five A of Elemtary School 22 Mengkudu Kabupaten Sambas in the Academic Year of 2016/2017. Then teaching and learning process were carried out, according to curriculum KTSP and English book used in the school. The class was taught by using Scavenger Hunt Technique. There were two meetings to give the treatments for the students. The posttest conducted after the treatments were given. The total meetings in the experimental class were four meetings. The researcher, calculated the students scores according to KKM used in the school.

C. DISCUSSION

Research Finding

The analysis of Students' Score in Pretest and Posttest

In this part, the result of students' individual score for pretest and posttest were anali□ed manually. The researcher calculated the students' individual score of pretest and posttest by using the formula.
as follow:

$$\mathbf{X} = \frac{A}{N} \mathbf{X}\ 100$$

X= the student individual score
A=number of right answer on pre test and post test
N= the total number of item(20)

The result of the students' individual score for pretest and posttest were described in the table below:

Table 4. Students' Pretest and Posttest Score

No.	Name	Student's pretest right answer	Pre test score X pretest	Student's post test right answer	Post test score X post test
1.	AA	10	50	15	75
2.	AR	10	50	14	70
3.	AS	8	40	15	75
4.	DM	10	50	14	70
5.	DM	8	40	14	75
6.	DI	9	45	14	70
7.	EF	7	35	12	60
8.	GU	13	65	14	70
9.	IQ	9	45	13	65
10.	KU	8	40	14	70
11.	MA	13	65	12	60
12.	MS	6	30	14	70
13.	MN	10	50	14	70
14.	NN	8	40	16	80
15.	NA	10	50	14	70
16.	NH	6	30	13	65
17.	RA	7	35	12	60
18.	RA	6	30	12	60
19.	RE	7	35	14	70
20.	RI	9	45	12	60
21.	RI	11	55	14	70
22.	SU	8	40	12	60
23.	VI	6	30	12	60
24.	WU	6	30	14	70
Total			1080		1620

Based on the data above students' individual score obtained in pretest and posttest, the researcher analyzed the raw data by employing statistical package for social science (SPSS) version 16.0. the calculation was displayed as follow:

Table 5. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	23	30.00	65.00	1080.00	42.7162	10.31927
Postest	23	60.00	80.00	1620.00	67.5071	5.71073
Valid N (listwise)	23					

Here has the formula of individual score, and mean score the formula that is:

Analisys of the students' individual scores of pre- test and post-test.

To analyze the students' scores individual test, the researcher used the formula as follow:

$$x = \frac{A}{N} X\ 100$$

Adopted from Cohen, et al (2007: 432)

Note :
x = the student individual score
A= number of right answer on pre test and post test
N = the total number of item.

Analisys of the students' mean scores of pre- test and post-test.

To analyze the students' scores mean test, the researcher used the formula that is:

$$\bar{x} = \frac{\Sigma Xi}{n}$$

Adopted from Khotari (2004:132)

Note:
$\bar{x}$: Students' mean scores
ΣXi : The sum of students' total score
n : rotal number of students

The following criteria to clarify the students' individual score and students' mean score

Test score	Class Performance
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 – 49	Poor

Source: Harris excerpt Elvida, R.,Wulan (Mardi, 2005 : 34)

The analysis of Student's Individual Score in Prettest

The table 4 it showed that in pretest, the highest score that students obtained was 65.00 and the lowest score that the students obtained was 30.00. The total score that the student obtained was 1080 with the standard deviation score was 10.31 based on the standard deviation

obtained the students, it indicated that the students' ability in vocabulary achievement was still in wide range of distribution.

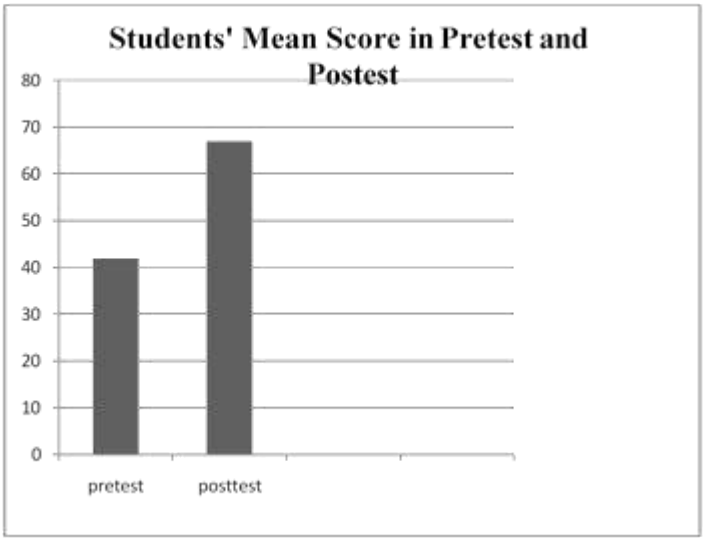
The analysis of Student's Individual Score in Posttest

The table 4 it showed that in postest, the highest score that the students obtained was 80.00 an the lowest score that the students obtained was 60.00. the total score that the students obtained was 1620 with the standard deviation score was 5.71. based on the standard deviation obtained by the students indicated that the students'ability in vocabulary achievement was in quite narrow range of distribution.

The analysis of Student's mean Score in Pretest and Postes

The result of the pretest and postest in the table 4.2, it showed that the result of the students' pretest and postest mean score was significantly different. Based on the table 4.2, it i showed that the mean score of pretest 42.71 and the mean score of postest was 67.50. the students' score of pretest was lower than the postest score. The comparison of the mean score in pretest and postest can be seen in the fiqure below:

Students' mean in pretest and postest



The following criteria to clarify the students' individual score and students' mean score

Test score	Class Performance
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 – 49	Poor

Source: Harris excerpt Elvida, R., Wulan (Mardi, 2005 : 34)

Based on explanation above the researcher got score from individual score and mean score pretest and postest which researcher used criteria to clarify the students' individual score and students' mean score. Individual score pretest it was included in criteria test score 60-79 with class performance average to excellent, . Individual score postest it was included in criteria test score 80-100 with class performance good to excellent and the last mean score include in criteria class score 60-79 with class performance average to excellent.

Normality Test

In order to decide the formula to test the hypotheses in this research, the researcher firstly tested the normality of pretest and posttest data. The normality test was aimed to determine whether the data in pretest and posttest was in normal distribution or not. The data can be said normal when the significance score of the data is more than 0.05. if the data shows the normal distribution, the researcher would continue to the paracmatic statistic t test formula but, if the data is not normal distribution, the researcher would used nonparacmatic statistic, Wilcoxon signed-rank test.

Table 6. Tests of Normality

	Shapiro-Wilk		
	Statistic	Df	Sig.
Pretest	.915	23	.145
Postest	.837	23	.119

Based on the table 6, it showed that the significant score (sig) of pretest was 0.45 and the significant score of postest was 0.11 with df 23. It could be said that the pretest score was in normal distribution because the value of sig was higher than 0.05 (0.45›0.05). the postest score was higher than 0.05 (0.11›0.05). since pretest and postest scores were in normal distribution, the researcher used t-test to testing hyphotheses.

T-test

Based on computation of the normality test before, the data was in normal dstribution so the researcher used t-test to test the hyphoteses by using SPSS 16. The t-test was decided effective or Ha accepted and Ho rejected. In this research the null hyphotesis (Ho) was that scavenger hunt technique was not effective in students' vocabulary to the fifth grade students of elementary school 22 Mengkudu Kabupaten Sambas in the academic year of 2016/2017. The alternative hyphotesis (Ha) was that scavenger hunt technique was effective in students' vocabulary to the fifth grade students of elementary school 22 Mengkudu Kabupaten Sambas in the academic year of 2016/2017. The result of the t test can be seen in the following table:

Table 7. T Test Result Paired Samples Test

		Paired Differences						
					95% Confidence Interval of the Difference			
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df
Pair 1	pretest – posttest	-24.792	10.883	2.221	-29.387	-20.196	-11.160	23

From the table 1.7 above, it can be seen the data in table that t-value was lower than t-table, t-table can be seen page 117 because t-value Showed that -11.160 ‹ t-table 2,069, it means that in this research, the null hyphoteis (Ho) was rejected and alternative hyphotesis (Ha) was accepted. Therefore, the Scavenger Hunt technique was effective in students vocabulary to the fifth grade students' of Elementary School 22 Mengkudu Kabupaten Sambas in the academic year of 216/2017.

The effect size test

In analy□ing how significant the effectiveness of the treatment was, the researcher used the formula of Cohen's *d*effect sizes. It was calculated manually. The result of the effect size was described as below:

$$= \frac{\bar{X}_t - \bar{X}_c}{S_{pooled}}$$

$$d = \frac{67{,}50 - 42{,}71}{(10{,}31 + 5{,}71)}$$

$$d = \frac{24{,}79}{16{,}02}$$

$$d = 1{,}54$$

d = Cohen's *d*effect size

$\bar{X}$ = mean (average of treatment or comparison condition)

Subscripts = *t* refers to treatment condition, and *c* referst to the comparison condition.

A Cohen's *d*Effect Size can lie between 0 to 1 as follow:

0-0.20 = weak effect

0.21-0.50 = modest effect

0.51-1.00 = moderate effect

› = strong effect

From the calculation above the effect si□e, it showed that the score of *d* was 1,54 . it was more than 1.00 (1,51 ›1,00). It means that this resarch was significant and the treatments gave strong effect to the sample research.

DISCUSSIONS

The finding this research showed that the implementation of scavenger hunt technique was effective in students vocabulary to the fifth grade students' of elementary school 22 Mengkudu Kabupaten Sambas in the academic year of 2016/2017 and the treatment gave strong effect to the students achievement in memorizing the vocabulary words given. It was concluded based on the data obtained in this research that could be seen completely at the appendix part in this thesis and analysis of data obtained which had been explained in the findings.

The effectiveness of Scavenger Hunt Technique could be seen from the result of data calculation in students' pretest and posttest scores which showed that the students obtained better score in posttest than pretest, which calculated the pre test and posttest according to Cohen, et al (2007: 432). On other hand, it also could be seen from students' mean score which showed the mean score in posttest was higher than the mean score in pretest, which calculated the mean score according to Khotari (2014:132). The difference between the mean score of pretest and posttest mean score was considered significant. Based on the calculation of

standard deviation in pretest and posttest, the value of standard deviation in posttest which was smaller than the value of standard deviation in posttest, which calculated the standard deviation according to Urdan (2005:14).

The effectiveness of Scavenger Hunt Technique could be seen also from the result of t test which showed that the technique was effective in teaching vocabulary to the fifth grade students of Elementary School 22 Mengkudu Kabupaten Sambas. The data also showed that the treatments gave strong effect to assit the students having the achievement in memori□ing the vocabulary words easily. It could be seen from the value of the effect size which showed the methode gave strong effect to the students. which calculated the effect si□e according to Cohen et al (2007:521).

The analysis of the students' pretest and posttest scores and result of the calculation the t test support the idea that use of Scavenger Hunt Technique had a positive impact to the students' achievement in memorizing the vocabulary words. The finding in this research was also supported by the research conducted by Elvida Risna Wulan (2015), she state that Scavenger Hunt Technique was very effective and could make the students motivated and also made the classroom being more interesting. It means that the students' respone in vocabulary learning process by using Scavenger Hun Technique was good. It was also support by the research conducted by Sigridur Dogg Sigurdardotter (2010), he stated the result of analysis in the research showed that teaching vocabulary by using scavenger hunt adequate success.

In other words, Scavenger Hunt Technique could help the students learning the vocabulary easier, and also make them could achieve academic success in every English class especially in vocabulary class. Thus, Scavenger Hunt Technique was successfull to assist to the fifth grade students of Elementary School 22 Mengkudu Kabupaten Sambas. Having the achievement in memori□ing the vocabulary words easily and the treatment gave strong effect to the students' achievement in memori□ing the vocabulary words.

D. CONCLUSION

Based on the analysis of the data collected in this researcher, the researcher inferred some conclusion about this research in the effectiveness of using scavenger hunt in students' vocabulary of elementary school 22 Mengkudu Kabupaten Sambas in the academic year of 2016/2017. The researcher concluded that scavenger hunt technique was effective in students' vocabulary of elementary school 22 Mengkudu Kabupaten Sambas in the academic year of 2016/2017. It could be seen from calculation of t test in testing the hyphoteses in this research. Furthermore, the researcher concluded that the implementation of scavenger hunt technique gave strong effect in students' vocabulary of elementary school 22 Mengkudu Kabupaten Sambas in the academic year of 2016/2017. It could be seen from the result of effect size calculated, the scavenger hunt technique gave strong effect to enchance the students' vocabulary.

The null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. Scavenger hunt technique could be used to students' vocabulary to the elementary school 22 Mengkudu Kabupaten Sambas in the academic year of 2016/2017. This technique could help the students in getting a good achievement atvocabulary and could be used by the teacher in teaching English subjectespecially teaching vocabulary inthe school for implementing the interesting and fun technique. Then could be implemented by the teacher based on the curriculum of the school. And in the school can got new technique especially to English teaching-learning process in vocabulary. And the last For other researchers the result of this

study could be used as a reference in conducting other research, especially research on teaching vocabulary.could help researcher got new technique to teaching vocabulary in other schools.

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