

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter was showed to highlight several theories functioning as the basis of the research. It covers about vocabulary, teaching media, game, Scavenger Hunt Game, and previous research. The explanation of each literature was briefly explained as follows:

A. Vocabulary

1. Definition of Vocabulary

Learning vocabulary is an absolute and inseparable thing in learning language. Vocabulary is one of the language components that must be mastered because it plays an important role in language learning. It influences four language skills such as reading, listening, speaking, and writing. According to Cambridge Dictionary, vocabulary is all of words which exist in certain language or subject. Meanwhile, according to Oxford Dictionary vocabulary is the body of words used in a specific language or activity.

Averil (2005:1) pointed out that vocabulary is the fundamental part of language. The more vocabularies which learners understand and use, the more meanings they can communicate in various situations. In addition, vocabulary is an essential component of language proficiency which provides a lot of basis for learners' skills in reading, listening, speaking, and writing (Richards and Renandya, 2002: 81). Language is a

form of expression composed by words or vocabulary. Words are tools for thinking, expressing thoughts and feelings, and understanding the world. Learning vocabulary is important since it links the four skills: listening, reading, writing, and speaking.

Several experts pointed out that the basic definition of vocabulary is the number or list of words in language. Vocabulary is the total number of words (with some rules) that make up the language (Hornby, 1984: 959). Furthermore, Hatch and Brown (1995) stated that vocabulary is a set of words in a specific language, or words which may be used by individual.

Based on the lexical field theory, the vocabulary is essentially a dynamic and well-integrated morpheme system composed by relationship of meaning in a language (Howard Jackson, 2002: 14). Moreover, Brewster and Ellis in Hughes, and Taylor (2010: 85) stated that vocabulary refers to nouns, verbs, etc. words which carry meaning even out of context.

Based on the definitions above, it can be concluded that vocabulary is list of words in a specific language, including single, compound and idiom words which carry meaning. Thus, learning vocabulary is a crucial matter since it is used to express meaning in communication.

2. Kinds of Vocabulary

Individuals need a lot of practice and connections of context to learn new words, then store the vocabularies in memory and recall them when speaking and writing. Read (2000: 154) pointed out that there are two kinds of vocabulary, they are:

a. Active vocabulary

Active vocabulary is words used in oral and writing. It is made of words that immediately appear in individual's mind when a person has to produce spoken or written sentences to express her or his thought to others. This kind of vocabulary is the words which individual understand completely, use constructively, and pronounce correctly in speaking and writing.

b. Passive vocabulary

In contrary, passive vocabulary is words which is known but rarely used by individuals because it were not completely understood by learners. Thus, those words are rarely used in writing and speaking. This kind of vocabulary is considered as the basic vocabulary in language application. It has larger number of words than active vocabulary.

While according to the word frequency, Harmer (1991: 159) proposed two kinds of vocabulary, they are:

a. Receptive Vocabulary

Receptive vocabulary is words found by learners while listening and reading. It was used to acquire the meaning and comprehend the message or information. This kind of vocabulary was considered as the basic vocabulary. As stated by Laufer and Goldstein (2004) that receptive vocabularies were related with reading and listening.

b. Productive Vocabulary

Productive vocabulary is a list of words used by learners to create and produce messages through writing and speaking.

3. Vocabulary Mastery

As the foundation of the four language skills, learning vocabulary is such an important term. Cameron (2001: 75) pointed out that an individual said to know a word when he/she can recognize or understand its meaning immediately while see it. When learning vocabulary, learners have to know the word meaning and be able to use it in the context of the sentence. John (2000:16) added that vocabulary is the knowledge to understand the meaning of words. Briefly, when learners learn vocabulary, they have to automatically know the meaning of particular word itself and be able to use it in a sentence.

On the other hand, the term ‘mastery’ is defined as comprehensive knowledge. Collins (1979: 604) stated that ‘mastery’ is derived from the word ‘master’ which means to be proficient or skilled in using techniques and obtain comprehensive knowledge through understanding. While vocabulary mastery is the capability to recognize the word and its meaning (Norbert Schmitt, 2000). Briefly, it could be resumed that vocabulary mastery is the competence to know or master the word list, its form, meaning, and usage in context of communication.

Mastering vocabulary is not a spontaneous process which can be done easily. It is one of language components which should be skilled for

mastering English as a foreign language in basic, intermediate, and advance level. The larger number of words that learners master the better they perform their language. Thus, learners who have limited number of vocabularies will find difficulties to master other language skills. However, since language components and language skills are important, mastering vocabulary cannot run well without it.

Harmer (2001: 16) proposed several aspects which have to be discussed in vocabulary, they are:

a. The meaning of the word

According to the form attached, the meaning of word could be classified into three, they are: lexical meaning (the meaning attached to words as word), syntactical meaning (the meaning attached based on the arrangement of words), and morphological meaning (the meaning attached to morpheme).

b. The extending word use such as idiom

c. The word combination (collocation)

d. The grammar of word

It discusses about the classification of words into parts of speech and the formation of words into phrase and sentence.

Furthermore, Aebersold and Lee (139) added the categories of vocabulary knowledge, they are:

a. Position

Learner recognize the structures and grammar patterns in which a word can occur and other words which appear frequently before or after it.

b. Form

Learner know the form of the words and distinguish their grammatical forms such as noun, verb, adverb, adjective, etc. The form of word consists of written form (spelling), spoken form (pronunciation), and any particular items building the word (prefix, suffix, and root).

c. Meaning

Learner understand the various meaning and nuances of words as its synonyms. It is related to the concept and reference of what come to individual's mind when listening or reading the word.

d. Function

Learner know how rare or common the word is and the types of situations it would likely exist.

4. Importance of Vocabulary

Marianne Celce-Murcia (2001) said that learning vocabulary is an essential and absolute thing in learning language. Vocabulary means a lot of words, learning vocabulary is very substantial and necessary to enrich personal word knowledge (Thornbury, 2002). According to this definition, it means that the learner's success of language learning depends

not only on how large the vocabulary but also on vocabulary building. Vocabulary building or building vocabulary is not only understanding the meaning of words, but also learning to decode these words (Cameron, 2001: 72).

Vocabulary is very necessary and important for the learners of second language. Learners can express their thought through written or oral way effectively only with sufficient vocabulary. According to Philips (1993), having good proficiency of vocabulary allow students to obtain all four basics of language skill. By mastering vocabulary, learners will be able to master the four language skills; reading, listening, writing, and speaking. Wilkinson (1972: 111-112) pointed out that without grammar it can hardly convey a few information, but nothing can be conveyed without vocabulary. It means that without sufficient vocabulary, learners will not be able to understand the ideas of others or express their own. Therefore, teaching vocabulary is obviously very important element within a language.

5. Teaching Vocabulary

Teaching vocabulary seems to be uneasy job because the number of vocabularies is unlimited. Moreover, there are several challenges in learning vocabulary of foreign language such as; learners have to understand between the word form with its meaning and distinguish the meaning of closely-related words. In addition, vocabulary is better to be taught earlier since it is a central of language acquisition. It builds the four

language skills; reading, listening, writing, and speaking. Hornby (1995: 125) pointed out that teaching is an activity to instruct individuals' knowledge, skill, etc. Thus, it could be interpreted that teaching vocabulary is an activity of teacher to give vocabulary knowledge to their students.

In addition, Harmer (2005:155) proposed several techniques of teaching vocabulary. They are:

a. Explanation

Teacher explains the language construction through board, textbook, etc.

b. Demonstration

Teacher demonstrates the target language and asks students to involve in action.

c. Discovery

Teacher encourages students to understand new language by discovering them.

d. Presentation

Teacher shows several things to students without stating the words. It can be either picture, video, mime, gesture, action, etc.

e. Check Question

Teacher provides some question to see how far students' understanding on the meaning and the use of words in text or paragraph.

Furthermore, Brewster (1992) proposed several ways to teach vocabulary, they are:

a. By using Object

Teacher can use visual media such as realia, picture, and object to help learners in remembering vocabularies. The use of those devices can help teacher to introduce new words as well.

b. Guessing the meaning from context

This way is useful for learners in reading activity. When they do not recognize the meaning of certain word, they can guess it through the reading context and clues given by teacher.

c. Translation

It is a way in which teacher directly translate particular words. It can be used when the learners do not understand a word and teacher cannot find how to explain it.

d. Using picture and illustration

Picture and illustration help learners to understand new words clearly. It can be found from many sources such as newspaper, internet, and magazine.

e. Drawing

Teacher can draw an object on the whiteboard to represent the word. It helps learners to understand the meaning of word easily.

f. Mime, gesture, and expression

Gesture and facial expression is important in communication. It can make some actions and utterance clearer. Teacher can make some gestures and expressions representing the word when learners do not understand the meaning.

g. Eliciting

Teacher can use antonym and synonym to elicit or draw out the meaning of word.

h. Enumeration

Enumeration is the action of mentioning a list of things or list of words one by one.

i. Contrast

It is a way to show the meaning of word by using the contrast or antonym of it.

B. Teaching Media

1. Definition of Teaching Media

According to Bakri (2011: 3), 'media' is derived from the Latin word that is *medius* which means 'middle'. The meaning of media is aimed to something used to convey information or message between the sender and the receiver. Media is a series of pictures, objects, and other things which can be used to involve students in activities to use and express a language (Harmer, 2007: 177). It includes traditional tools such as chalk,

blackboard, textbook, and modern tools such as video, tape recorder, computer, overhead projector, and other presenting instructional activities delivered to the students. More specifically, Sands pointed out in the book *Audio Visual Procedures in Teaching* (1965: 5) that in teaching process media is used as teacher's language for conveying information to the students.

In addition, there are several basic standards for teaching media proposed by Arsyad (2009: 6-7). They are:

a. Hardware

A physical object or medium which can be seen, touched, and heard by five senses.

b. Software

An object or medium with non-physical meaning.

c. The focus of teaching media is in the visual and audio.

d. Teaching media is used to establish communication and interaction between students and teachers in the proses of teaching and learning.

e. Teaching media is a device which facilitates the teaching process both inside and outside classroom.

f. Teaching media can be applied for large group of learner (e.g.: television, radio) and small group (e.g.: video, slide, OHP, film) or individual learner (e.g.: video recorder, module, computer)

g. Act, attitude, strategy, organization, and management which relevant to the implementation of particular knowledge.

Furthermore, Gerlach and Ely in Bakri (2011:3) divided the teaching media into two categories. The first is media in wide meaning.

It refers to materials, people or events which can establish certain conditions to enable students to acquire new knowledge, skills or attitudes.

The second is media in narrow meaning. It represents graphics, photographs, pictures, mechanics and electronic tools used to convey, process, and express visual and verbal information. Briggs in Aniqotunnisa (2013: 10) added that teaching media are all of physical objects which deliver message and encourage students to learn.

According to those definition above, teaching media is tools or devices which can help make learning activities more effective and interesting. In addition, teaching media is everything that purposefully conveys information from teachers to students in a controlled teaching environment. If the media carries instructional messages or information containing learning objective, they can be regarded as teaching media.

2. Kinds of Teaching Media

According to Rusman in Kusantati, et al., (2014: 38), there are six categories of teaching media, they are: visual media, audio media, audio-visual media, object media, group presentation media, and interactive computer-based media. In addition, Leshin, et al in Arsyad (2009: 36) proposed several classifications of teaching media, they are:

- a. Human-based media such as instructor, teacher, lecturer, role-play, field trip, and group activities.
- b. Printed-based media such as books, workbooks, papers, and guidelines.
- c. Visual-based media such as video, TV, movies, etc.
- d. Computer-based media such as hypertext and interactive video.

Another classification of teaching media proposed by Mahajan (2012: 6-7) are:

- a. *Display Media*: a panel or board used to display information, such as bulletin boards, blackboards, peg board, and flannel board.
- b. *Graphic Media*: any types of printed-media such as pictures, books, photos, charts, maps, diagrams, posters, and graphics.
- c. *Three Dimensional Media*: media with 3D shapes such as objects, models, specimens, and puppets.
- d. *Projected Media*: media that require a projector to display messages, such as slides, movies, video tapes, phonographs, records, etc.
- e. *Video Media*: a combination between audio and visual media (computers, TV, videocassettes, etc).

- f. *Audio Media*: media which only can be heard (radios, records, tapes, etc). This kind of media can show a one-way communication.
- g. *Activity Media*: a media which establish several activities (fieldtrip, dramatization, presentations, and role-playing).

3. The Function of Teaching Media

One of media's role in teaching is to deliver information or materials and to attract the attention of students. According to Kemp and Dayton (1985: 3-4), teaching media has various advantages in teaching and learning activities. For example, the delivery of teaching materials can be more interactive and improve the quality of learning, provide the instruction according to when and where it desired, enhance the learning process and positive attitude of students toward what they are learning, and transform the role of teacher into a positive direction.

Mulyani in Dewi (2013: 13) demonstrated several function of teaching media. They are:

- a. As additional tool to create an effective learning environment
- b. A component of all learning situations
- c. Concretize abstract concepts to reduce oral comprehension
- d. Build up students' learning motivation

In addition, Sudjana (2001: 64) pointed out that in teaching-learning process, the function of teaching media are:

- a. The use of teaching media is an inseparable part of all learning situations. It means that teaching media is one of elements that should be elaborated.
- b. The use of media in teaching-learning process is not an additional function, but it has their own function as an aid to express an effective learning environment.
- c. The use of teaching media is more important for accelerating the teaching-learning activity to help students understand the material.

It could be concluded that the main function of teaching media as the message conveyor to stimulate students to understand their material to create the teaching-learning process more effective. Teaching media can make the material provided by teachers more interesting and easier to understand.

C. Game

1. Definition of Game

According to Hadfield in Cahyono & Mukminatien (2011: 40), game is an activity with rules, goals, and interesting elements. As one of media for learning activities, the fun elements of games function to create a pleasant learning atmosphere. Brown, et al., (1977: 292) pointed out that game is an activity structured by a set of rules where two or more students interact to achieve the designed instructional goals. Opportunity and

competition are general elements in the interaction. In addition, game is an activity with prescribed rules followed by the participants which contrast to real life as they struggle to achieve a challenging goal (Smaldino, et al., 2005: 26). Furthermore, Hadfield (2004: 4) defined game as an activity completed with rules, goals, and fun elements which provide situation and chance to express the learners' own idea more under the rule. Jeremy Harmer (1991: 101) added that since game give an entertaining yet challenging activities in the classroom, it can be used in any level of class.

According to the definitions above, it could be resumed that game is such activity conducted by individuals or teams, with several rules which have to be followed by the player or participant to reach the goal or to be the winner. While in teaching and learning activity, game could be defined as one of interesting activities which can be used at any stage of class as a way to reach the learning goals.

2. Kinds of Game

Game is not only attracting learners to interact with their environment, discover, and have experiment, but also make learners more concentrate on learning because they will not find any compulsive in learning. According to Lewis and Bedson (2002: 16-18), there are several games can be used in teaching English based on their general character and spirit. They are:

a. Movement games

This game requires students' physical activities.

b. Card games

Games where the students have to collect, give, sort, or count cards with symbols of actions or objects.

c. Dice games

Games with one or more dice. The dice itself has numbers or letters of alphabet on each face or color.

d. Board games

All games which primarily involve moving markers along a track.

e. Drawing games

Games which require students to be able to understand the instructions and describe their art. They require creativity and sensitivity towards world.

f. Guessing games

Games where the students have to guess the answer to the questions given such as “Guess who am I? What am I doing?” and so on.

g. Role-play games

It can be referred to a guided/controlled drama or free speaking activities depends on the student's language level, self-confidence, and curiosity.

h. Team games

Games which require cooperative team work to achieve the goal.

i. Word games

Games which allow to utilize students' enjoyment with words. It aims to see how many other words that learners can make form a word or a letter.

In addition, there are some games which can be used in teaching vocabulary as stated by Hadfield (1990: 5), they are:

a. Guessing game

It can be played by students in pair. One of them hides the information such as name of thing, person, place, etc. While another tries to guess what it could be.

b. Information gap game

It is another kind of pair game which requires player or students to solve the questions in order to complete the task. One student shows a picture while another can answering the question by drawing according to the information gotten as well.

c. Matching game

Each player or student has to find their partners to match the given card, word, or picture. It can also be played by having some cards facing down, then students are required to match the card by turning it and found its matching card. This game can help students to strengthen their memory.

d. Search game

Students are required to find or hunt all information to answer the given questions. The questions might be about the name of their classmates, things, etc.

e. Role play game

Students can play a certain character which they do not play in their real life. It can be a chef, restaurant owner, doctor, etc. Then, students perform their roles in front of the class.

f. Card and board game

It requires students to collect many cards related to particular topic. One of the most popular board game is scrabble game.

g. Exchanging game

It is a game in which the students, in pair, exchange articles, ideas, objects, or cards. Students then share their own to each other by establishing short dialog involving particular vocabulary related to the card or article.

h. Labelling game

This game requires students to label or give name to suitable picture or card correctly.

3. Advantages of Using Game as Teaching Media

Larcabal in Astuti (2008: 24) pointed out that the use of game in learning can help to develop students' inner self, train their creative freedom to be more confident, help them to get along effectively and

cooperatively with others, and help to reduce the anxiety and tension that restrain students to acquire the language. Games could make students discover, experiment, and interact with the surroundings (Bakhsh, 2016: 122).

In addition, Sudiargo in Nurhayati (2015, 220) stated that in recent years games of language had more widely used because of two reasons. First, the research on language learning found that students' acquisition of language ability is greatly influenced by the motivation and affective atmosphere in the classroom. Second, there is real communication in games. Thus, if a game runs properly it could encourage the desire within students for having communication in target language.

Kim (1995: 35) proposed several advantages of using game in learning activities:

1. Games are gratifying breakthrough that is different from the regular language lesson.
2. Games are challenging and motivating.
3. Games help learners to create and maintain the learning effort because acquiring a language need a plenty of effort.
4. Games provide language practice for various skills including reading, listening, speaking, and writing.
5. Games build a meaningful context for language use.
6. Games stimulate learners to communicate and interact.

Huyen and Khuat (2003: 8) proposed several advantages provided by games as well. They are: game involves friendly competition to create students' motivation in learning, it creates real word context into the classroom, and it brings relax and fun situation to help students retain new words easily.

According to all the above explanations, game gives many advantages in learning activity. The main point is that game can create relax and enjoyable atmosphere and stimulate students' motivation by its challenges to acquire language competence. However, games can be boring just like excessive use of any other activity. Therefore, teacher should consider the needs and interests of students when choosing games.

D. Scavenger Hunt Game

1. Definition of Scavenger Hunt Game

Scavenger Hunt Game is a game played by individuals or teams who compete to find the most numbers of item from the list. Although it does not require players to search dead animals, it requires them to hunt several things (vocabulary) from time to time. It asks the players to find something by using a series of clues. According to Hauschild, Poltavtchenko and Stoller (2012: 2), Scavenger Hunt is a game in which group work cooperatively to find information during time allocation. It's an alternative game which can be done individually or cooperatively to obtain much information to answer the list of questions given by teacher

in a short time. Through this game, students are stimulated to be creative and active thinker while answering the questions. It can stimulate students to interact with their environment more and recognize new vocabularies.

Lu et al (2015) stated that Scavenger Hunt Game is a famous game which the teacher or organizer provide a list of tasks for player to obtain within a set time limit. It is an activity which involve students for finding fact and processing information by the specific clues given (Barkley, 2010). Students may wander their environment while attempting to hunt what they are looking for.

Some examples of Scavenger Hunt Games were:

Figure 2.1 Outdoor SHG



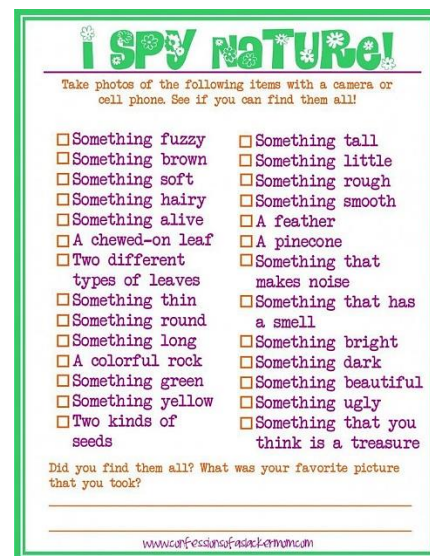
Figure 2.2 Indoor SHG



Figure 2.3 Nature SHG 1



Figure 2.4 Nature SHG 2



2. The Advantages of Scavenger Hunt Game

There are several advantages provided by Scavenger Hunt Game for vocabulary teaching as stated by Wulan (2015: 7), they are: it makes students to face the concrete things around them so they can understand both the form and the meaning of words being learned, it encourages students to learn through experience of indoor and outdoor activities, and it involves physical movement for students to hunt the words.

3. The Rules of Playing Scavenger Hunt Game

Scavenger Hunt Game can be played in team or individual. The rules to play this game are as follows:

- Teacher picks a safe location with lots of hiding spot. It can be either indoor or outdoor.
- Teacher compiles clue or certain categories of thing

- c. Write the clues on cards or piece of paper used throughout the game and distribute it
- d. Give amount of time
- e. Players start to hunt and make list of items based on the clues
- f. The one who find much things will be the winner

E. Previous Research

The previous research given in this chapter was functioning to find the gap or the difference between the related previous studies and this study. The first was a research organized by Shaleha (2017) entitled *“Developing Students’ Reading Comprehension through Scavenger Hunt Game at Eight Grade of SMPN 10 Palu”*. The researcher used a quasi-experimental research design to conduct the research. The population of the research was the eighth-grade students of SMPN 10 Palu. The researcher administered pre-test and post-test for both experimental and control class. The result of research confirmed that Scavenger Hunt Game was effective used as media to develop students’ reading comprehension. It could be seen from the mean score of post-test was higher than the mean score of pre-test. The differences between the previous research and this research was the language skill being improved. The previous research aims to develop students’ reading comprehension, while this research aims to improve students’ vocabulary mastery. In addition, the population of previous research was the eighth-grade students of SMPN 10 Palu, while the population of this research was the seventh grade students of

SMPN 1 Besuki Tulungagung. Moreover, the data of this research were gained only from the students' score of post-test in the last meeting.

The second was a classroom action research conducted by Aminuddin (2017) entitled *"Improving Students' Speaking Skill by Using Scavenger Hunt Game in MAN KUNIR"*. This research was concerned to solve students' practical problem of speaking by using Scavenger Hunt Game. The instruments used in the research were questionnaire sheet, observation sheet, and test. In addition, the research procedures were; planning, implementing, observing, and reflecting. In the first cycle of research, it was found that only 49% of students were motivated, and 50% of students passed the test. In the second cycle of research, it showed that 94% of students were motivated and 92% of students passed the test. Thus, it confirmed that Scavenger Hunt Game was effective to resolve students' practical problem of speaking. The main differences between the previous research and this research are in the design being used. Aminuddin used a classroom action research, while this research used a quasi-experimental research design with a test as instrument to gain the data. In addition, the purpose of previous research was aimed to solve students' speaking problem. While the purpose of this research was aimed to improve students' vocabulary mastery. In addition, the previous research applied the media to the first-grade students of Senior High School, while this research applied the media to the first-grade students of Junior High School.

The third was a descriptive qualitative research conducted by Rani Sumiati (2015) entitled *"Teaching Vocabulary Using Scavenger Hunt Game"*

to the First Grade at MI Negeri Surakarta in 2014/2015". The objective of the research was to find out students' responses and to describe the procedure of teaching vocabulary by using Scavenger Hunt Game. The data of research were taken from three ways, they were; interview, observation, and documentation. In addition, the steps used by the researcher were; data reduction, data display, conclusion, and verification. The results of this research showed that students were enjoy in following the learning process which involve indoor and outdoor activities and students were motivated to learn more. As stated before, the design of the previous research was descriptive qualitative which only aimed to describe a certain phenomenon in deep. In contrary, this research used a quasi-experimental which aimed to have an experiment to know whether Scavenger Hunt Game is effective to improve students' vocabulary mastery. Moreover, the population of previous research was the first-grade students of Elementary School, while the sample of this research was the first-grade students of Junior High School.

The last was a research conducted by Sitta (2012) from STAIN Tulungagung with entitled "*The Effectiveness of Using Little Shop of Treasures Game in Mastering English Vocabulary at the Fifth Grade Students at SDN Kutoanyar 02 Tulungagung*". The finding of the research showed that the significant level was 0.00. It was less than 0.05 ($0.00 < 0.05$), then it could be interpreted that the alternative hypothesis "There was significant effect in the vocabulary achievement after the students are taught by using little shop of treasure game" was accepted. Briefly, the use of little shop of treasure game

was effective used as an alternative media to teach vocabulary mastery to the students at elementary school level. However, the previous research used a pre-experimental research design. Theoretically, this kind of design was less strong than another research design because it only involved one group of students. Thus, this research used a quasi-experimental research design with two groups of students to test the effectiveness of something. In addition, the media used in previous research was ‘Little Shop of Treasure Game’ to improve vocabulary of elementary school students, while this research used ‘Scavenger Hunt Game’ to improve vocabulary of junior high school students. Basically, those two games have a similar characteristic which aim to hunt and found certain things.

The table below was the summary of all previous researches above and the differences between it and this research:

Table 2.1 Summary of Previous Researches

No.	NAME	TITLE	FINDING	DIFFERENCES
1.	Wahda Nur Shaleha (2017)	<i>Developing Students' Reading Comprehension through Scavenger Hunt Game at Eight Grade of SMPN 10 Palu</i>	This media was effective to develop students' reading comprehension.	<ul style="list-style-type: none"> - Language skill being tested (the previous study aimed to test reading comprehension, while this study tested students' vocabulary mastery) - The subject of research - Data collecting method

2.	Aminnudin (2016)	<i>Improving Students' Speaking Skill by Using Scavenger Hunt Game in MAN Kunir</i>	Scavenger Hunt Game could improve students' speaking skill	<ul style="list-style-type: none"> - The research design (the previous study used CAR, while this study used Quasi-Experimental) - Language skill being tested (the previous study aimed to test speaking skill, while this study tested students' vocabulary mastery) - The subject of research
3.	Rani Sumiati (2015)	<i>Teaching Vocabulary Using Scavenger Hunt Game to the First Grade Students at MI Negeri Surakarta in 2014/2015 Academic Year.</i>	<ul style="list-style-type: none"> - Scavenger Hunt Game could make students enjoy in following the learning process - Students were motivated to learn more 	<ul style="list-style-type: none"> - The research design (the previous study was a descriptive qualitative, while this study was an experimental research) - The subject of research
4.	Mey Nur Sitta (2012)	<i>The Effectiveness of Using Little Shop of Treasures Game in Mastering English Vocabulary at the Fifth Grade Students at SDN Kutoanyar 02 Tulungagung.</i>	The students' achievement in vocabulary after being taught by using Little Shop of Treasures Game was better than before	<ul style="list-style-type: none"> - The media being used - The subject of research - The research design (the previous study used a Pre-Experimental, while this study used Quasi Experimental)

F. Conceptual Framework

Vocabulary is language component functioning to build the four language skills; listening, reading, writing, and speaking. It is an integral part of language which maintain all information about the meaning and the use of words in language (Kridalaksana, 2008). Without having enough vocabulary, it would be difficult for individuals to find out the meaning of what they read and hear as well as to express their aim in communication. However, mastering vocabulary seems to be uneasy job since the number of vocabulary is unlimited. Consequently, learners might feel bored easily due to the lack of motivation and the monotonous situation. Therefore, teachers should apply various teaching method and use various media to make learners interest in learning vocabulary. One of effective methods was by applying game.

Game could make enjoyable atmosphere and decrease the learners' anxiety during the teaching and learning process. The researcher found several previous researches related to the use of game in language learning. One of the effective games which could be used is Scavenger Hunt Game. Those previous researches confirmed that Scavenger Hunt Game was effective used as media to develop students' reading comprehension and solving students' practical problem in speaking. Another research described that the use of Scavenger Hunt Game in teaching vocabulary motivated students to learn more and made them enjoy in following learning process by having indoor and outdoor activities.

Since vocabulary is the integral part of language, the researcher interested to organize this research in order to know and prove the effectiveness of this game in teaching vocabulary. The researcher applied this media to teach vocabulary for the seventh grade students of SMPN 1 Besuki Tulungagung. Finally, the result of this result would strengthen and complete the existing theories regarding to the implementation of Scavenger Hunt Game as media in language learning especially vocabulary mastery.

Briefly, the conceptual framework of this research could be seen below:

Figure 2.5 Conceptual Framework

