

CHAPTER I

INTRODUCTION

This chapter includes several elements of the research, such as the research background, research questions, research purposes, research significance, research scope, conceptual framework, hypothesis, and previous studies.

A. Research Background

In the contemporary educational landscape, fostering motivation among young learners to acquire English as a Foreign Language (EFL) continues to be a significant challenge for educators globally. Following Pintrich and De Groot's (1990) insights, motivation is a complex interplay of cognitive, motivational, and affective components that significantly influence learning outcomes. Motivation is critical in language learning, significantly impacting academic achievement and engagement (Arcipe & Balones, 2023). Motivation in learning English can be categorized into two main types: intrinsic and extrinsic. Intrinsic motivation involves internal factors like enjoyment, curiosity, or a desire to master the language for personal satisfaction. Conversely, extrinsic motivation is influenced by external rewards or pressures such as grades, teacher approval, or parental recognition. These two types of motivation significantly shape students' engagement and persistence in learning English (Cahyanti et al., 2024).

For many elementary students, traditional teaching strategies, such as rote memorization or lecture-based instruction, may fail to maintain their interest in learning a foreign language. Schunk (2012) emphasizes that motivation is crucial in determining students' willingness to engage with learning tasks and persist through challenges. As young learners are naturally curious and enjoy interactive experiences, innovative teaching strategies that combine play and learning are critical for boosting motivation (Mahyuddin et al., 2022).

However, problems faced by the elementary students at SDN Jatiendah regarding motivation to learn English are multifaceted. Pre-observations revealed that the school predominantly employed traditional teaching strategies that emphasized rote memorization and passive learning, which made it difficult for

students to develop meaningful engagement with the language. Additionally, the absence of teachers with specialized training in English education contributes to instructional approaches that may not align with current best practices in language teaching. Many students at SDN Jatiendah express a perception that English is "too difficult," which appears to be directly connected to the pedagogical approaches used in their classrooms.

Without interactive and contextually relevant learning experiences, students struggle to see the practical application of English in their lives, resulting in diminished intrinsic motivation. This condition aligns with Complex Dynamic Systems Theory (Mercer, 2011), which suggests that motivation in learning is influenced by a variety of interrelated factors, including the teacher's expertise and the pedagogical approaches used, meaning that the lack of specialized training in English education may hinder students' motivation and engagement by creating a mismatch between their needs and the teaching methods employed.

As a consequence, one such strategy to solve the students' problems is by using the Scavenger Hunt, an engaging, game-based learning strategy that taps into students' intrinsic motivation by making the learning process fun and interactive. The Scavenger Hunt activities align with experiential learning and constructivism. Both emphasize the importance of active participation and hands-on learning in promoting deeper understanding (Kolb, 1983; Vygotsky, 1978b). This strategy allows students to learn English vocabulary within context, encourages communication in real-life scenarios, and enhances memory retention through visual stimuli, which are particularly effective for young learners (Alajaji & Alshwiah, 2021).

Therefore, this research aims to explore the use of Scavenger Hunt activities in the English learning motivation of fifth-grade students at SDN Jatiendah. The study investigates intrinsic and extrinsic motivation, focusing on how these activities can enhance students' enthusiasm and long-term interest in learning English. The research underscores the need for sustainable teaching strategies in EFL classrooms.

While there is extensive research on the impact of motivation in language learning (L. Arcipe & Balones, 2023; Pintrich & De Groot, 1990), as well as on the use of game-based activities like Scavenger Hunts in various educational contexts (Alajaji & A Alshwiah, 2021), few studies have specifically explored the application of these strategies in elementary EFL classrooms, particularly in schools where teachers lack specialized training in English education. Moreover, while motivational theories and approaches, such as intrinsic and extrinsic motivation, have been widely studied (Anita A. Cahyanti et al., 2024), there is a lack of research focusing on how interactive and contextually relevant learning experiences such as Scavenger Hunts can bridge the gap between pedagogical challenges and students' engagement in learning English. This research seeks to address this gap by investigating the use of Scavenger Hunt activities in the English learning motivation of fifth-grade students at SDN Jatiendah, a setting that has yet to be thoroughly explored in existing literature.

B. Research Questions

This research aims to answer two questions based on the previous background:

1. How is the students motivation English learning in the fifth grade students in using Scavenger Hunt activities?
2. How is the intervention of Scavenger Hunt activities to motivate learning English in the fifth grade students?

C. Research Purposes

Based on the two research questions above, the purpose of the research is:

1. To assess the impact of Scavenger Hunt activities on the motivation of fifth-grade students to learn English.
2. To explore how the intervention of Scavenger Hunt activities in the classroom motivates fifth-grade students to learn English.

D. Research Significances

This study expected that the findings would be beneficial in both theoretical and practical contexts.

1. Theoretical Significances

This research explores the use of Scavenger Hunt activities in the fifth-grade students english learning motivation, drawing from Dörnyei's (2001) motivational strategies framework. By incorporating Dörnyei's insights, the study examines how interactive game-based learning strategy can systematically enhance student engagement and motivation in Indonesian elementary schools. The research provides empirical evidence that supports innovative pedagogical approaches, demonstrating how structured learning activities can effectively stimulate language learning motivation and align with contemporary motivational theories.

2. Practical Significances

This research offers educators, curriculum developers, and policymakers actionable insights. For educators, the study demonstrates the effectiveness of the Scavenger Hunt as a tool for boosting student motivation, helping them to foster an engaging learning environment. For students, the activities promotes active participation, making language learning more enjoyable and increasing intrinsic motivation to learn. Curriculum developers can use the findings to design dynamic, interactive language programs that meet the needs of young learners. Finally, researchers will benefit from this research as a foundation for future investigations into the role of game-based learning in enhancing student motivation.

E. Research Scope

This research examines the use of Scavenger Hunt activities in the english learning motivation of fifth-grade students at Jatiendah State Elementary School. The study was chosen because Scavenger Hunt activities offer an innovative, engaging approach to motivating young learners. By incorporating interactive and

playful strategies, these activities aim to transform traditional English language learning, potentially boosting students' intrinsic motivation and overall learning experience. The research focuses specifically on intrinsic and extrinsic motivation, exploring how these types of motivation influence students' engagement, effort, and enjoyment in learning English as a Foreign Language (EFL), particularly in the areas of vocabulary acquisition and basic communication skills.

The study is limited to these three indicators—engagement, effort, and enjoyment—as they play key roles in fostering motivation among elementary students learning English. By investigating how Scavenger Hunt activities affect these indicators, the research aims to provide insights into how such activities can enhance both the cognitive and emotional aspects of learning. The participants in this study will include fifth-grade students from Jatiendah State Elementary School, offering a practical context for understanding the potential benefits of game-based learning in the EFL classroom.

F. Conceptual Framework

Motivation represents a complex psychological construct encompassing human activities' initiation, direction, and regulation toward specific goals. It refers to the extent to which individuals invest their attention and energy in efforts that may or may not be desirable (Hashemi et al., 2024). Drawing from the seminal work of Deci and Ryan (1985), motivation can be comprehensively understood through Self-Determination Theory, which articulates a nuanced framework of human motivation existing along a continuum between intrinsic and extrinsic motivational types. Bandura's (1997) social cognitive theory further enriches this understanding by introducing the concept of self-efficacy. This critical psychological mechanism significantly influences an individual's capacity to academic success, positive attitudes towards school, student and teacher satisfaction, and better discipline.

Kolb's (1984) Experiential Learning Theory provides a robust theoretical foundation for understanding how learning emerges through direct experience and reflective processes. This theoretical perspective is particularly illuminating when applied to active learning strategies such as Scavenger Hunts, which closely align

with Kolb's cyclical model of learning that encompasses concrete experience, reflective observation, abstract conceptualization, and active experimentation. Engaging learners in a dynamic, interactive learning environment creates opportunities for holistic cognitive development that transcends traditional passive learning approaches.

Vygotsky's (1978) sociocultural theory of learning offers critical insights into the social dimensions of cognitive development and knowledge acquisition. This theoretical framework emphasizes the profound role of social interaction in constructing meaning and facilitating learning, highlighting how collaborative experiences like Scavenger Hunts can serve as powerful educational tools. Through structured social interactions, learners acquire knowledge and develop critical interpersonal skills, negotiate meaning, and engage in shared problem-solving activities that extend individual cognitive capabilities.

A Scavenger Hunt is a recreational activity that emerged from folk games in the late 19th century (Smith & Johnson, 2019). Players or teams receive a list of items or clues to find within a designated area, guided by a hunt master who designs the challenges. Modern versions include digital hunts, photo challenges, and puzzle variations, making them popular for team building and social events (Davis & Roberts, 2022).

A Scavenger Hunt emerges as a complex educational strategy transforming learning into an interactive, problem-solving experience designed to challenge and engage participants within a structured temporal framework. These activities require learners to navigate complex cognitive tasks, locate specific items, and solve intricate clues, creating a dynamic learning environment that promotes active engagement and critical thinking. By integrating elements of exploration, discovery, and collaborative problem-solving, Scavenger Hunts offer a multifaceted approach to education that goes beyond traditional instructional strategies.

The theoretical synthesis of motivation theories (Bandura, 1997; Deci & Ryan, 1985) with experiential and sociocultural learning perspectives (Kolb, 1983; Vygotsky, 1978b) provides a comprehensive framework for understanding the profound educational potential of Scavenger Hunt activities. These approaches are

strategically designed to stimulate both intrinsic motivation—driven by personal curiosity, enjoyment, and intellectual challenge—and extrinsic motivation facilitated through structured rewards and social recognition. In this study will be more spesifically use 3 of indicators engagement (mostly intrinsic motivation as it reflects a student's natural curiosity and willingness to participate in learning but can be extrinsic driven if students engage due to rewards or teacher encouragement), effort (primarily intrinsic, as it relates to perseverance and self-discipline in learning but e.g., grades, competition can also drive effort, making it partially extrinsic), and enjoyment (A strong indicator of intrinsic motivation, as it shows that students find the learning process fun and satisfying without needing extrinsic factors). By creating a learning environment that seamlessly integrates experiential learning, social interaction, and motivational engagement, Scavenger Hunt activities represent an innovative pedagogical approach that facilitates knowledge acquisition and cultivates essential cognitive, social, and metacognitive skills.

G. Previous Studies

The first previous study conducted by Oktarind (2022) is titled "The intervention of Scavenger Hunt Game in Teaching Reading Comprehension of Descriptive Text" at the University of Palangka Raya, Indonesia. It aimed to improve students' reading skills, specifically in understanding descriptive texts. Involving 39 tenth-grade students, the study employed pre- and post-questionnaires after introducing the Scavenger Hunt game. Results showed significant difference in students' ability to find and summarize information from texts. The study concluded that the game is an engaging and effective tool for enhancing reading comprehension and boosting students' confidence.

The second previous study conducted by Dwiana (2020) titled 'The intervention of Scavenger Hunt Strategy to Improve Reading Comprehension Among the Eighth Graders at MTs Ma'arif 01 Punggur' employed a Classroom Action Research design involving 30 eighth-grade students. The research was conducted in two cycles, with each cycle consisting of planning, acting, observing,

and reflecting phases. Data were collected through tests, observations, documentation, and field notes. The findings revealed significant improvement in students' reading comprehension skills, with the percentage of students achieving the Minimum Mastery Criteria increasing from 17% in the pre-questionnaires to 57% in post-questionnaires I, and finally to 80% in post-questionnaires II. The average score also improved from 56 in the pre-questionnaires to 68 in post-questionnaires I and 75 in post-questionnaires II. Additionally, student participation improved across four key indicators: paying attention to teacher explanations (50% to 70%), asking/answering questions (33% to 67%), active participation in class (43% to 73%), and ability to complete tasks (53% to 77%). The study concluded that the Scavenger Hunt strategy effectively promotes reading comprehension by engaging students in actively searching for information, improving their vocabulary, and enhancing their problem-solving skills while making the learning process more enjoyable.

The third previous study conducted by Andri et al. (2024) titled 'The Use of Scavenger Hunt Game to Promote an English Learning Atmosphere for Young Learners' at IKIP PGRI Bojonegoro, Indonesia aimed to describe how Scavenger Hunt games can promote a positive English learning environment. The research employed a qualitative case-study approach involving 24 fifth-grade students at MIS Mambaul Islam Soko Tuban during the 2023/2024 academic year. Data were collected through observation and questionnaires to assess the intervention procedures and effectiveness of the game. Results showed overwhelmingly positive responses, with 100% of students reporting the game was enjoyable and helpful for learning English, and 91.7% experiencing increased learning motivation. The research concluded that Scavenger Hunt games effectively promote a positive English learning atmosphere by fulfilling Alperin's (2022) criteria for a positive learning environment, while also developing students' problem-solving abilities, teamwork skills, and physical engagement. The researchers noted that careful preparation and monitoring are necessary as the activities take place in both indoor and outdoor settings.

The next previous study conducted by Alajaji and Alshwiah (2021), titled "Effect of Combining Gamification and a Scavenger Hunt on Pre-Service Teachers' Perceptions and Achievement," examined the integration of gamification and Scavenger Hunt principles among 41 students at Imam Abdulrahman bin Faisal University. Using a mixed-methods approach, the research found that this combination significantly boosted students' motivation and engagement. Participants reported positive perceptions of the gamified environment, which enhanced collaboration and active learning. The authors recommend that educators adopt innovative strategies to create a more dynamic and practical learning experience.

Another previous study conducted by Rosyidi et al. (2023), titled "Students' Perception of Using Scavenger Hunt Game in Understanding the Social Context of Second Language Acquisition," explored the perceptions of 12 students from the English Department of Institute Pendidikan Nusantara Global, Lombok, regarding the use of the Scavenger Hunt game as a learning tool. Utilizing qualitative research methods, including questionnaires and interviews, the study revealed that students found the Scavenger Hunt to be an engaging and effective way to enhance their understanding of social contexts in language learning. The findings indicated that the game facilitated active participation and helped students develop problem-solving skills and build confidence in using the language. The authors recommended that educators incorporate such interactive activities into their teaching strategies to foster a more dynamic and effective learning environment.

The difference between this research and previous studies is primarily in its focus and purpose. While previous studies like Oktarind (2022) and Dwiana (2020) examined Scavenger Hunt activities as tools for improving reading comprehension, and Andri et al. (2024) explored the general English learning atmosphere, this current research specifically investigates the influence of Scavenger Hunt activities on learning motivation among fifth-grade students. This study examines both intrinsic and extrinsic motivation through three specific indicators: engagement, effort, and enjoyment. Furthermore, this research addresses the particular context of SDN Jatiendah, where traditional teaching strategies and the absence of

specialized English teachers have created specific motivational challenges. Unlike Alajaji and Alshwiah's (2021) research with pre-service teachers in higher education, this study focuses on young learners at the elementary level, providing insights into how game-based learning can address motivation issues at an earlier developmental stage. The present study thus contributes to the existing literature by examining how innovative pedagogical approaches like Scavenger Hunt activities can specifically influence motivation in contexts where traditional teaching strategy have been predominant.

