

ABSTRACT

Fatma, Lutfia. (2026). The Influence of Scavenger Hunt Strategy in Enhancing Students' Vocabulary Meaning Recognition: a Pre-Experimental Study at SMP Mekar Arum

Vocabulary meaning recognition is one of the essential components of English language learning, yet many junior high school students experience difficulties in recognizing and understanding the meanings of new vocabulary due to the use of conventional teaching methods. Therefore, this study aimed to identify the level of students' vocabulary meaning recognition before and after the implementation of the Scavenger Hunt strategy and to investigate whether the strategy had a significant influence on students' vocabulary meaning recognition at SMP Mekar Arum.

The research employed a quantitative approach using a pre-experimental one-group pre-test and post-test design. The participants consisted of 31 eighth-grade students selected through total sampling. The research instrument was a vocabulary test consisting of 15 multiple-choice items administered as both the pre-test and post-test. The collected data were analyzed using descriptive statistics, the Shapiro–Wilk normality test, the paired-samples t-test, and the normalized gain (N-Gain).

The findings revealed that students' vocabulary meaning recognition improved after the implementation of the Scavenger Hunt strategy. The mean pre-test score increased from 64.08 to 84.08 in the post-test. Furthermore, the paired-samples t-test showed a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between students' vocabulary meaning recognition before and after the treatment. The N-Gain analysis produced a mean score of 0.55, which falls into the moderate improvement category. In addition, the percentage of students achieving the minimum passing criterion (KKM = 75) increased substantially from 19.35% in the pre-test to 80.65% in the post-test.

Based on these findings, it can be concluded that the Scavenger Hunt strategy effectively enhanced students' vocabulary meaning recognition. The strategy provided an engaging and interactive learning environment that encouraged active participation and supported meaningful vocabulary learning.

Keywords: *Scavenger Hunt Strategy, Vocabulary Meaning Recognition, English Language Teaching, Pre-Experimental Study, Junior High School Students.*