



**THE USE OF TREASURE HUNT GAME IN LEARNING
PREPOSITION OF PLACE**

Experimental Study at SMP N 14 Semarang

a final project

submitted in partial fulfillment of the requirements

for the degree of Sarjana Pendidikan

in English

UNNES
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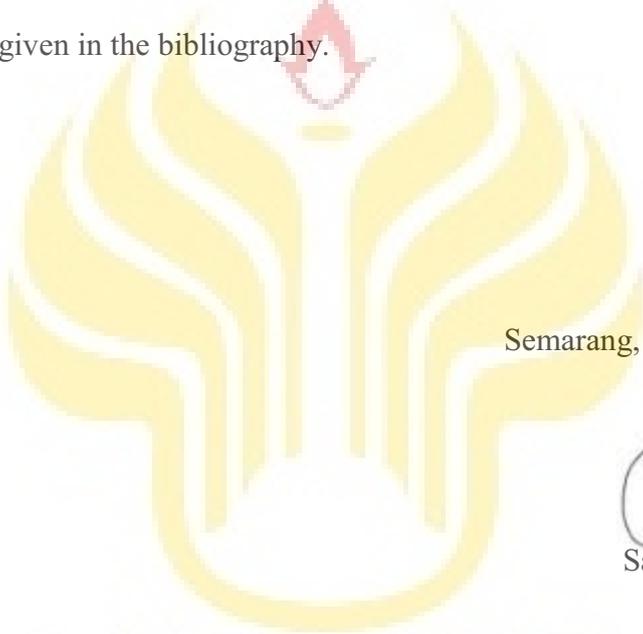
DECLARATION OF ORIGINALITY

I, Safitri Dyah Utami, hereby declare that this final project entitled *The Use of Treasure Hunt Game in Learning Preposition of Place* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, November 2016



Safitri Dyah Utami



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MOTTO AND DEDICATION

“Have patience. All things are difficult before they become easy.”

(Saadi).

*“Do your own thing on your own terms and get what you came here
for.”*

(Oliver James).

“The whole purpose of education is to turn mirrors into windows”

(Sydney J. Harris).

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I would like to dedicate this final project to:

1. my beloved parents who always give me
love and support,
2. my beloved sister,
3. my beloved friends friends; Angkita,
Amila, Rista, and Ria
4. my beloved man, Ari

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My honor also goes to Drs. Parlin, M.Ag., the principle of one of SMPN 14 Semarang who has given opportunity to conduct the research there, Sri Christiani, the English teacher who help me to conduct the research, and also the students of Class VIII who have cooperated during the data gathering.

Moreover, I would like to express my gratitude to all lecturers of the English Department of UNNES for their knowledge, guidance, and experiences during my study at this department.

I realize that there are many shortcomings in this final project. Thus, I will be grateful for any correction, comment, or criticism to this research report. Finally, I hope that this final project will be useful for the readers.

Safitri Dyah Utami



ABSTRACT

Safitri Dyah Utami.2014. *The Use of Treasure Hunt Game in Learning Preposition of Place*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. FirstAdvisor: Drs. Hartoyo, M.A., P.hD., Second Advisor: Seful Bahri, S.Pd, M.Pd.

Keywords: Prepositions, Preposition of place, Problems in learning prepositions, General concept of game, Treasure hunt game

This final project is about the use of treasure hunt game as a medium in learning preposition of place. The research aimed to find out the effectiveness of using treasure hunt game in learning preposition of place. I did a quasi-experimental research and the subjects of this research were the eighth students of SMP N 14 Semarang in the academic year of 2015/2016. Different treatments were given for two groups. The experimental group was taught by using treasure hunt game while the control group was taught without using treasure hunt game.

The average score of the pre-test for the experimental group was 53.00, and the control one was 50.50. After the students were given treatment, the average score of the experimental one was 75.12, and the control one was 67.50. I used paired sample t-test to find out the significance of the score between pre-test and post-test. Based on the paired sample t-test measurement, it obtained sig value 0.000 in both groups, with $\alpha = 0.05$. Since 0.000 was < 0.05 , the pre-test and the post-test data in the experimental and control group showed the different result. So, the hypothesis proposed in this research was accepted. In conclusion, it can be said that using treasure hunt game in teaching preposition of place to the subjects was effective.



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CHAPTER I

INTRODUCTION

In this chapter, I would like to present background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, hypotheses, significance of the study, limitation of the study, and outline of the study.

1.1 Background of the Study

English is one of the foreign languages studied by students in Indonesian's schools. It has been taught from Kindergarten to University level. Nevertheless, there are many Indonesian students who often get confused when they have to use English to communicate. It is because English has its own rules which are differ from Indonesian language.

The differences between English as a foreign language and Indonesian as the first language cause some problems for the students. The problem which commonly occurs is the students communicate in English but their English are still influenced by the Indonesian rules.

English has its own rules which are differ from other languages. English has grammar as the rules in structuring sentences. Each sentence in English always contains parts of speech, namely noun, pronoun, adverb, verb, adjective, conjunction, preposition and interjection.

As one of the parts of speech, prepositions are always used in communication. However, there are many students who often get confused to use prepositions in communicating due to their insufficient knowledge of English students. As A.J Thomson and A.V. Martinet (1986:64) stated, *“The students have two main problems with preposition. They have to know whether in any construction a preposition is required or not, and which preposition to use when it is required.”*

Prepositions become a major problem for the most English learners. According to Parrott (2007:83), foreign learners usually will make a choice and distinction based on their first language which is not necessary. It is because of the large number of prepositions in English. They still cannot decide when they have to use the prepositions or how to use them. Unfortunately, this condition is supported by the teachers which still teach the students using the conventional way by giving the list of English prepositions and its meaning in Indonesian language. They ordered their students to memorize that list. Of course, by using this way of teaching the students will get bored. Not only the students will get bored easily, but also the students will not know how to apply the prepositions in making sentences.

Teaching language especially English by giving a list of prepositions, translating it literally and asking the students to memorize it would not give excellent result. This kind of way of teaching is not suitable anymore since English differ from other subjects.

Deciding a suitable way of teaching English is really important. There are many ways that can be used by teachers in the learning of English. One of the good ways in teaching are using media such as pictures, songs, videos, games, real object, etc. By using the appropriate medium, the students will be more interested in learning English. Moreover, the students not only can comprehend the rules of English but also can apply that rules in communicating.

Based on the previous explanation, the writer chooses to use game in the form of classroom activity. The writer chooses Treasure Hunt Game in the learning of prepositions, especially preposition of place. Treasure Hunt is a kind of fun game in which the players are required to find some of the hidden objects from the list which are a series of clues to find the main prize. In this game, the students are required to work together in a team to find some objects which have been placed in a particular place but still in visible positions so that the students are able to find and describe the position of the object by using preposition of place.

By using this game, students will not only stay in their seats and memorize a list of prepositions and its meanings but they also can feel challenged to find the treasure (hidden objects) and make sentences about the position of the clues given using preposition of place. Besides, students can also learn vocabulary from the things surround them. The teaching and learning processes will not be boring anymore. Moreover, the students will be more active and motivated.

1.2 Reasons for Choosing the Topic

As one of the parts of speech, prepositions are always used in communication. However, the writer sometimes found that students having a hard time comprehending the concept of prepositions. Students often get confuse about what prepositions are how they are used. In addition, students are also having difficulties in differentiating the meaning of prepositions. They are still influenced by their first language in making distinction of prepositions whereas we know that there are some English prepositions which cannot be equated with the Indonesian prepositions because of differences in meaning. As a result, students often make mistakes in using prepositions.

Considering the importance of learning prepositions, the writer uses classroom game named Treasure Hunt Game as the medium in teaching prepositions, especially preposition of place. Treasure hunt game will help the students to comprehend the meaning of each preposition of place by looking at the position of each object. They can try to apply that preposition of place into sentences to describe the position of each object. The use of treasure hunt game in the learning of preposition of place will also bring fun atmosphere in the teaching and learning process so that students will be more active and motivated to learn the materials.

Therefore, in this research, the writer wants to know whether the use of Treasure Hunt Game in learning preposition of place implemented in class is able to affect students' achievement in learning preposition of place.

1.3 Statement of the Problems

Selecting research problem is one of the important considerations for any researcher should take. In order to get the expected result, the writer limits the discussion of this final project in the form of question as follows:

“Is there any significant difference in students’ achievement in the learning of prepositions of place between the students who are taught by using Treasure hunt game and those who are taught using conventional technique of teaching?”

1.4 Objective of the Study

In this study, the objective of the study is to find out whether there is any significance difference in the students achievement in the learning of prepositions of place between the students who are taught using treasure hunt game and those who are taught using conventional technique of teaching.

1.5 Hypotheses of the Study

Based on the statements of the problem above, the hypothesis of the study can be stated as follows:

- 1) The null hypothesis in this study is there is no significant result in students’ achievement in learning preposition of place before and after being taught by using Treasure Hunt Game.

- 2) The alternative hypothesis in this study is there is a significant difference of the students' achievement in learning preposition of place before and after being taught by using Treasure Hunt Game.

1.6 Significance of the Study

According to the objectives of this study, this study is conducted to give useful contribution in education field. The writer elaborates the significances of the study into three disciplines. They are theoretically, practically, and pedagogically

1.61 Theoretically, this study is expected to give benefit for the teacher to get a new understanding of an alternative technique for teaching prepositions of place. For the students, this research is expected to make them more motivated to learn preposition of place by using treasure hunt game. Moreover, this study can become an inspiration for the next researchers who want to conduct a study related to prepositions of place.

1.62 Practically, by using treasure hunt game will help the students to learn prepositions of place, and this classroom game is supposed to increase students' achievement in learning prepositions of place. Hopefully, this classroom game can be applied by teacher in teaching prepositions of place.

1.63 Pedagogically, this result of the study is expected to be a consideration for the teacher to improve students' understanding of prepositions of place.

Furthermore, this study is expected to make students more motivated to learn prepositions of place through treasure hunt game.

1.7 Limitation of the Study

In this study, the writer focused on the technique of teaching prepositions of place by using classroom game “Treasure Hunt Game”. This study was applied only to the second grade students of SMPN 14 Semarang in the academic year 2015/2016.

1.8 Outline of the Study

This final project will consist of 5 chapter. The first chapter is introduction. It consist of background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, hypotheses, significance of the study, limitation of the study, definition of terms, and outline of the study.

The second chapter is review of related literature. It consists of review of previous study, literature review, and theoritical framework.

The third chapter deals with methods of investigation. It presents research design, subject of the study, research variable, method of collecting data, procedure of the experiment, and method of data analysis.

The fourth chapter presents the result of the data analysis and discussion about the result. First is try out findings, second computation between two means and the last is the test significance of the test. And the last chapter is conclusion and suggestion. It consists of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains three sections. The first section presents the previous studies of subjects related to this topic. This is then followed by the second section that talks about the related literature underlying this research. The last section describes the theoretical framework which is used as the basis of the research.

2.1 Review of Previous Studies

There are many studies that have been done in these fields related to this study. The writer chose some literature about previous studies which close to this study.

The first study was conducted by Maulidah (2009), entitled The Effectiveness of Using Pictures in Teaching Preposition of place; An Experimental Study at the Eight Grade Students of Islamic Junior High School Al-Ghazaly Bogor. In this study, she used pictures as the media in teaching preposition of place. She said that by using visual media such as picture the students can understand the context easily. This study was quite successful since there was a significance difference on the students' achievement between those who were taught using pictures and those who were not.

The second study was conducted by Yuliani (2011), entitled Teaching Preposition of Place Using Lego to the Fifth Grade of Elementary School Students; A Case of the Fifth Grade Students of SD Negeri Donorejo

Karangtengah Demak. In her study she said that the use of Lego as medium in the teaching of preposition of place influenced and moved up the students' motivation in learning preposition of place, especially for the fifth graders of SDN Donorejo Karangtengah Demak. Based on her observation, students were very attracted with the use of colorful Lego as they could play with the Lego to make many buildings and also learn about the preposition of place at the same time.

The third study was conducted by Eka Maelasari (2009), entitled Grammatical Errors of Prepositions in Writing Descriptive Text Made by the Second Grade Students of MtsN 1 Brebes in the Academic Year of 2008/2009. In her study, she made a simple random sampling procedure to choose the sample. She chose 40 students out of 360 students and gave a composition test to them. She used error analysis methods in which there were five steps in analyzing the data. Firstly, she identified the errors, secondly she classified the errors. The next step was calculating the errors and the last step was tabulating the result and drawing the conclusion. From the analysis of this study, it is found that there are 120 errors on prepositions. They are errors on prepositions of time (20 errors = 16.7 %), errors on prepositions of place (22 errors = 18.3%), errors on prepositions after verbs (23 errors = 19.2%), errors on prepositions after adjective (25 errors = 20.8%), and errors on prepositions after participial adjective (30 errors = 25%). The result of the analysis had shown that students still face difficulties in comprehending and using prepositions. According to her, the errors were due to interlingual and first language interference. She suggested that the English teachers should provide a lot of drills and written exercise in the learning

of prepositions. Moreover, using an effective and simple method in teaching writing descriptive text was also suggested by her.

There are some researchers on international journals which discuss preposition of place, for example a research on International Journal of Language and Literature Education by Inta Klasone (2013). *The title of her research was Using Picture When Teaching Prepositions in English Lesson in the Form 3- 4.* The main purpose of this study is to describe the importance of teaching prepositions and to demonstrate how to use pictures when teaching prepositions to young learners. In this study, the writer said that the use of visual aids can help the students to understand better how to use prepositions in English. Moreover, the use of picture has many advantages, for instance pictures are an easy way to bring the outside world to the class and it can help the students' attention in the class.

Moreover, there is also research on Journal of English Language Teaching which was conducted by Asmeza Arjan, Noor Hayati Abdullah & Norwati Roslim (2013), entitle A Corpus-Based Study on English Prepositions of Place, *in* and *on*. The objective of their research is to identify the errors in the use of prepositions of place, *in* and *on* among Form 4, Form 5 and College students in their argumentative essays and to determine the frequency of these errors occurs in their argumentative essays. Their research was conducted to the three different academic levels namely Form 4, Form 5 and College students in Malaysia. Their research pointed out that the students had some difficulties in using these two prepositions of place. They also suggested that the teachers should be more

proactive in finding the solutions to ensure the teaching and learning English can be more effective and practical for the students to use in their daily life.

From all of the previous study presented before, the writer is interested in conducting a study related to the learning of preposition of place that will be different from all of the studies before. The writer will use “Treasure Hunt Game” in the learning of preposition of place that had never been used before. Thus, it motivates the writer to conduct the study of this particular interest. In this study, the writer will use this game to teach eighth grade students of junior high school.

2.2 Review of the Related Literature

Review of the related literature discusses the general concept of prepositions, treasure hunt game, teaching English for SMP, and teaching English for Eighth grade students.

2.2.1 General Concept of Prepositions

Prepositions is one of the English parts of speech which always occur. Prepositions include as the most common words in English. As a result, prepositions almost used in every sentence and making sentences without prepositions will be understandable and ungrammatical. So that, learning English without knowing English prepositions will not be sufficient. Therefore, in this case, the writer would like to quote some definition of prepositions which are defined as follows;

Hornby in Oxford Advanced Learner’s Dictionary (1995:911) stated,

“Prepositions is a word or a group of words, such as in, from, to, out of, and on behalf of, used before a noun or pronoun to show place, positions, time or method.”

Parrott (2007:84) also stated, *“Prepositions usually occur immediately before a noun or –ing form (e.g. to work, of cooking) or at the beginning of a phrase including a noun (e.g. at the cinema)”*

As stated by Harmer (2007:73), *“Prepositions usually come before a noun but can also come at the end of a clause with certain structures.”*

Prepositions are essential words because they show additional and necessary details. Prepositions were often placed before noun or pronoun where they can show its relationships with the other words in the sentences. In other words, Prepositions serve as a marker that a noun following them. At the same time, prepositions also indicate the word’s meaning within the context of the sentence, such as indicating place, positions, time or method. Nevertheless, prepositions not only can be placed before noun or pronoun, but they also can be placed after verb. It depends on the structure and context of the sentence. From the explanation presented before, it can be concluded that prepositions are essential words which function both signaling a word (noun/pronoun) following them and indicating the word’s meaning within the context of the sentence.

2.2.1.1 Preposition of Place

Learning preposition of place is crucial since by the use of preposition of place we can explain to others about the location of an object or a person. Prepositions of

place allow us to be very specific when talking about where the action takes place in stories or when discussing important details for communication purpose. In short, preposition of place are words indicating detail information of the position of a person or thing.

According to Frank (1972:165), there are three kinds of preposition of place in English. They are:

1. Position

a. The point itself

Preposition of place	Function	Example
In <i>or</i> inside	In indicates something enclosed in a certain place. Inside indicates the containment.	Put your drink in the fridge. There are two birds inside the cage.
At	At indicates general vicinity. It also used to give information about addresses with street number.	She was at the cinema last night. He lives at 36 Pandanaran street.
On	On indicates the surface of something and it can be used to indicate something which has some height	He left his coat on the sofa. She is standing on the top of highest building in this city.

Table 2.1 Preposition of Place Indicating the Point Itself

b. Higher or lower than a point

Preposition of place	Function	Example
Over	Over indicates to be generally higher than a point with some space between.	The planes are flying over this city.
Above	Above indicates to be directly higher than a point with no space between.	They stay on the floor above us.
Under	Under indicates to be generally lower than a point with some space between	There is a subway runs under this street.
Underneath	Underneath indicates to be directly under something with no space between. It can also indicates a place which is hidden.	She found her card under (neath) the rug.
Beneath	Beneath indicates directly under, with some space between.	He is taking a nap beneath a tree.
Below	Below indicates something to be directly lower than a point.	They live on the floor below our apartment.

Table 2.2 Preposition of Place Indicating Higher or Lower Than a Point

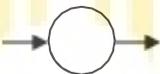
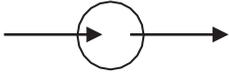
c. Neighboring the point

Preposition of place	Function	Example
Near	Near indicates something neighboring a point or close to something.	My house is near this market place.
Next to	Next to indicates something neighboring a point with nothing else between them.	He sits next to the headmaster.
Alongside	Alongside indicates adjoining persons or things considered as lined up, or side by side.	They throw a huge party alongside the beach.
Beside	Beside indicates someone/something is located on one side of a person/thing that has two sides	The public library is beside the cafe.
Between	Between indicates someone/something is on each side of a person or thing that has two sides.	A woman sat between two children.
Among	Among indicates	Grandma sat among

	someone/something is a point where there are more than two persons or things surround it.	all of her grandchildren.
Opposite	Opposite indicates someone/something is directly facing someone or something else.	The cat is just opposite its owner.

Table 2.3 Preposition of Place Indicating Neighboring the Point

2. Direction (Movement in regard to a point)

Preposition of place	Diagram	Example
To – from		He always walks to school from his home
Toward(s) Away from		The pilgrims headed toward(s) Mecca. They moved away from their old neighborhood.
In(to) – out of		He ran into the house quickly. After a few minutes he ran out of the house with an umbrella under

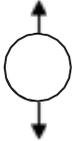
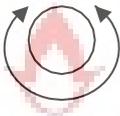
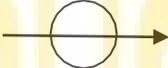
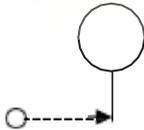
		his arm.
Up – down		He climbed up (or down) the stairs.
Around		The ship sailed around the island.
Through		You can drive through that town in an hour.
Past (or by)		He walked past (or by) his old schoolhouse without stopping.
As far as (up to)		We'll walk only as far as (up to) the old schoolhouse. Then we'll turn back.

Table 2.4 Preposition of Place Indicating Direction

2.2.1.2 Problems in Learning Prepositions

Learning prepositions is difficult for some students because there are many prepositions in English. Most of them have several different functions and different prepositions can have similar use so that the students have to make choices and distinctions that are not necessary in their own language. Arjan (2013) also stated that there is the first language factor which influences the use of preposition of place in second language. He also explained in his research that he found some Indonesian students have difficulties in using the preposition of place such as *in*, *at* and *on* since the Indonesian only use a single preposition, *di*, for *in*, *at* and *on*.

Delija (2013), also stated that the errors in the use of prepositions are also due to the lack of the proper teaching methods. Teacher needs to focus more on the practical activities rather than providing the students with the theoretical explanation regarding English prepositions. Lam (2009) also elaborates, *“Trying to remember a list of individual, unrelated uses is hardly conducive to increasing learners understanding of how the prepositions are actually used and why the same preposition can express a wide meaning.”* (as cited in Lorincz, 2012). In other words, students face difficulties in using the preposition in its context so that teachers must have other alternatives in order to help the students learning prepositions.

2.2.2 *General Concept of Game*

Finding the best way of teaching English is easier instead of finding an effective way to motivate the learners. This problem has become one of the interests of teachers, researchers, and linguists.

One of the effective ways is by using a game in teaching English. The use of game could highly motivate and entertain students. In addition, a game could give the shy learners more opportunity to express their opinions and feelings. As Uberman (1998:36) stated, “*Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way.*”

2.2.2.1 Treasure Hunt Game

According to Cambridge Advanced Learner's Dictionary, “*Treasure Hunt is a game in which the players are given a series of clues (pieces of information) to direct them to a hidden prize.*” A.S. Hornby in Oxford Advanced Learner's Dictionary (1995:1274) also stated, “*Treasure Hunt is a game in which players try to find a hidden object.*” It is also stated in Wikipedia that Treasure Hunt is one of many different types of games which can have one or more players who try to find hidden articles, locations or places by using a series of clues. This game is very flexible because it can be played both indoor and outdoor.

Based on the previous definitions, it can be concluded that Treasure Hunt Game is a game in which the players are working in a team and trying to compete with the other teams to find some hidden objects by following a series of clues given to get the main prize.

Definition of treasure hunting today has grown. First, treasure hunt often associated with archaeological activity in finding the ancient relics, but this time, treasure hunting is often associated with a lost treasure hunt, solve mysteries to receive the prize.

As the technology advances, models of treasure hunting be varied. Treasure hunting used as a game that can be played both children and adults. In fact, many online games created by adopting the rules of treasure hunt game.

Treasure hunt games are fun and easy to apply either in the form of indoor and outdoor activities, can be used as a medium of learning. For example, by setting treasure hunt game as a classroom game which can be played in groups of students.

Treasure Hunt can be very useful in the learning of preposition of place besides as an entertainment. This game can be modified into a classroom game which can attract the students' activeness.

Treasure Hunt Game is a classroom game in which the students compete in teams to find hidden object from the clues given by teacher and mention their position by using preposition of place. Students not only learn about the preposition of place but they also learn about the vocabulary from things around them by using this game. Besides, students can move around so that the lesson will not be boring anymore.

2.2.2.2 Applying Treasure Hunt Game in the Learning of Preposition of Place

The writer will prepare some materials before conducting the Treasure Hunt Game. The materials are worksheet contains list of items to find, markers, pen, objects filled in various location provided by instructor or some prize.

The writer will hide some of the items that the students required to find before the students enter the classroom. The items will be hidden based on the certain position which appropriate with the clues on the worksheet.

This is the schema of Treasure Hunt Game implemented in class:

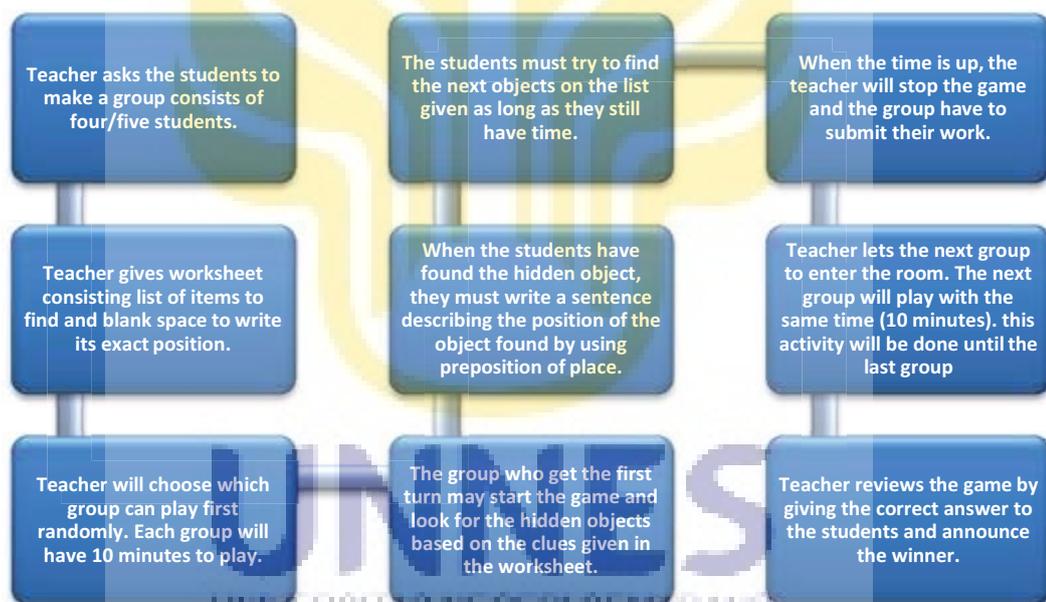


Figure 2.1 Schema of Treasure Hunt Game

2.2.3 Types of text

In this study, the writer will focus on descriptive text because it is one of genre text that is taught in junior high school. Specifically, the writer will use

descriptive text about place/location. The writer chooses this text because preposition of place will be used in describing location or place. Therefore, this text is appropriate for students to help them learning preposition of place easily.

2.2.3.1 Descriptive text

Descriptive text is a text that describes the characteristic features of particular people, places or objects. Gerot and Wignell (1994: 208) explained that *“descriptive text is to describe a particular person, place or thing”*.

Gerot and Wignell (1994: 208) also explained the generic structure of descriptive text, they are identification and description. Identification is the part of paragraph which identifies phenomenon to be described. Description is the paragraph which describes parts, qualities and characteristics.

Descriptive writing creates an impression for the readers of an event, a place, a person or thing. Descriptive text can bring words to life since writer describes something through his choice of words and make it seem real by the detail description given. Descriptive text also can be found in famous literature, poetry even in songs to capture emotions and to invoke a feeling.

2.2 Theoretical Framework

In this research, the writer will focus on teaching preposition of place to eighth grade students of junior high school. As we know, prepositions are essential in English language because prepositions always appear in every sentence.

Furthermore, there are many types of prepositions in English which many of them have multiple meanings depending on the context.

In overcoming the difficulties of comprehending and using prepositions of place according to the context, the writer tends to use a medium which has not been used in previous studies about preposition of place. The writer is going to use one type of classroom game that is Treasure Hunt Game.

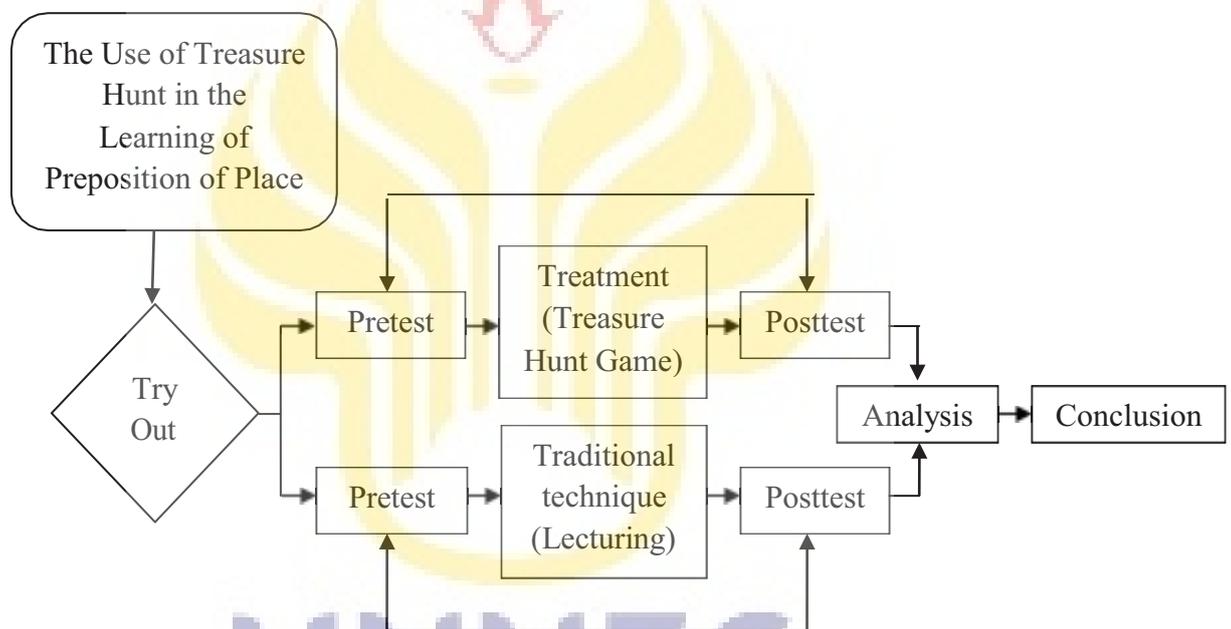


Figure 2.2 Schema of Quasi Experimental Research

In this research, the writer uses quasi-experimental research to improve the effectiveness of teaching learning process. Quasi-experimental research is research which has a purpose to investigate whether there is an effect of something that is treated to the subject of the research. In short, the objective of this research is to give junior high school students effective medium in learning preposition of place.

It was done through four steps. Firstly, the tryout was given to obtain the instrument's validity, reliability, item difficulty, and discriminating power. Secondly, the pretest was given to both groups. Thirdly, the students in experimental group were given treatments, but the students in control group were only given the conventional way of lecturing. The last, the posttest was given. After the data were collected, it was analyzed by using t-test in order to find out the effectiveness of the strategy used. The formula used in t-test is as follows:

$$\frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum X_1^2}{n_1} - \frac{(\sum X_1)^2}{n_1} + \frac{\sum X_2^2}{n_2} - \frac{(\sum X_2)^2}{n_2}}}$$

In which,

\bar{X}_1 = the mean of the experimental group's scores

\bar{X}_2 = the mean of the control group's scores

$\sum X_1^2$ = the sum of the experimental group's scores

$\sum X_2^2$ = the sum of the control group's scores

n_1 = the number of students in the experimental group

n_2 = the number of students in the control group.

Then, the t-value obtained by using that formula was consulted to the critical value with 5% level of significance. If the t-value is higher than t-table means that there is significance difference between the two means. However, if the t-value is lower than t-table means that there is no significant difference between two means.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusions and suggestions of this research. The conclusions are presented to make the result of this research become clearer and the suggestions are given for every reader so that they will be able to take benefit of this research.

5.1. Conclusions

Due to the research finding and discussion in the previous chapter, it could be concluded that students still had low understanding on mastering preposition of place in the pre-test. Also, the students' prior ability is equal when the pre-test was given.

Then, there was a significant difference of students' achievement in the learning of preposition of place between those who were taught by using treasure hunt game and those who were taught without using treasure hunt game for the eighth grade students of SMP N 14 Semarang in the academic year of 2015/2016. It means that the working hypothesis (H1) was accepted. Thus, the effect of treasure hunt game in teaching preposition of place could be one of the factors in improving students' understanding in learning process.

5.2. Suggestions

There are some suggestions that I could give after conducting this research. Firstly, for the students, they could apply treasure hunt game in learning and mastering preposition of place. It will be more interesting and easier to comprehend each preposition of place.

Secondly, for English teachers, especially in teaching preposition of place, they should find an interesting way to increase students' motivation and interest. There are so many media in cooperative learning which teachers can use in teaching preposition of place, and treasure hunt game is one medium which can be used as an alternative.

And the last, for the next researchers, I hope they can use this research as one of their references to conduct their research on the same field of study and are expected to conduct a better improvement on their research.

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