



## Using Scavenger Hunt in Enhancing the Learning of Collective Nouns in Primary ESL Classrooms

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### Abstract

Collective noun is one grammatical item that pupils need to grasp in primary ESL classrooms in Malaysia. However, there are pupils who were not competent in using collective nouns. Utilizing Kemmis and McTaggart's model, this action research was conducted to study the use of scavenger hunt among 12 Year 5 pupils to improve the learning of collective nouns for people, animals, and objects. It also investigated how scavenger hunt increases Year 5 pupils' motivation in learning collective nouns. Methods of data collection consisted of pre- and post-grammar tests, observation notes, and focus group interview. The results showed that the use of scavenger hunt enhanced the learning of collective nouns as well as increased the pupils' motivation in learning this grammatical item.

**Keywords:** Collective nouns, primary ESL classrooms, scavenger hunt

## A. Introduction

### 1. Introduction

Nowadays, English Language is the language required by most of the people in the world. English Language has become one of the most important academic and professional tools around the globe (Matsuda & Matsuda, 2017). The use of English Language can be due to real life needs in using it and one of the purposes is education. In fact, education in most of the countries all around the world emphasizes the learning of English Language in schools. For instance, Malaysian education system promotes the learning of English Language as it is taught in schools continuously as one of the compulsory languages (English Language Standards and Quality Council [ELSQC], 2015). Therefore, children in Malaysia will learn English Language when they reach schooling phase even though they are not exposed to the language before.

The Standard Curriculum and Assessment Document or Dokumen Standard Kurikulum dan Pentaksiran (DSKP) for English Language is set and standardized for the use of all schools in Malaysia as a guideline for the teaching and learning process (Ministry of Education Malaysia [MOE], 2020). In line with the policy of Malaysian government in strengthening the learning and use of English Language, the curriculum guideline needs to be adhered to by teachers in conducting their lessons. Similarly, the learning of collective nouns is one of the grammatical items that should be acquired by the primary school pupils. As documented in DSKP, the pupils need to be able to use collective nouns correctly by the end of the six-year primary schooling. Thus, this clearly shows that collective noun is a prominent part in English Language learning for the young learners.

### 2. Background of the Study

Collective nouns are commonly used for a concise, brief, and meaningful writing or everyday speech (Ritchie, 2017). Therefore, the collective nouns to be acquired by pupils in primary ESL classrooms are stated in the DSKP. However, there are pupils who are incompetent in using collective nouns correctly. This can be caused by the unfamiliarity of collective nouns as well as poor lesson delivery strategy (Singh et al., 2016). Collective nouns are a part of word class, which is not being used commonly in an individual's daily life especially among Malaysians. According to Rosid (2016), this can be seen through the pupils' background that influences their mastery of English Language in certain grammatical items. This is applicable to the English as a Second Language (ESL) learners since the use of collective nouns is not being fully utilized in their daily conversation. The pupils are not able to understand and apply collective nouns accurately due to the unfamiliarity with the semantic characteristics (Tran & Bui, 2021). Hence, the ESL learners are unable to recognize the collective nouns used for group of people, animals, and things. Hence, teachers need to play an important role to make sure that pupils are equipped with the knowledge of collective nouns. This is because good teaching can give a great impact to the learners' academic development (Castillo et al., 2017). With that said, teachers should plan teaching and learning sessions, which are adequate, in order to deliver this grammatical item successfully to their pupils.

In consideration of that, scavenger hunt is one of the interesting methods that can be implemented in lessons to create a fun yet meaningful learning environment (Widya & Nurani, 2017). For this action research, the scavenger hunt is an outdoor game in which the pupils work in a small team to complete specific tasks. Siska (2016) claimed that the use of scavenger hunt makes the learning process fun and enjoyable, which leads the learners become unconsciously improving the learning outcomes. This method promotes a better learning to the pupils as they enjoy the learning process.

Since collective noun is a complex grammatical item, which requires the pupils to recognize the nouns and the collective nouns, the typical teaching method that requires the pupils to only sit still has made the pupils disinterested with the topic and less motivated toward the lessons. Singh and Phoon (2021) explained that the normal chalk and talk teaching and learning might not fully contribute to the mastery of collective nouns. Above all, the use of scavenger hunt may lead the learning process to be more meaningful and fun, as the pupils grasp the knowledge in a stress-free learning environment. Hence, this action research aims to:

(1) find out whether the use of scavenger hunt improve the pupils' grasp of collective nouns and (2) find out whether the use of scavenger hunt increase the pupils' motivation in learning of collective nouns. Based on the research objectives, this study seeks to answer the following questions: (1) How does the use of scavenger hunt improve the pupils' grasp of collective nouns? and (2) How does the use of scavenger hunt increase the pupils' motivation in learning collective nouns?

## **B. Literature Review**

According to research conducted by Samhudi (2016), errors with object nouns are consistently less frequent than errors with collective nouns, this is due to the unfamiliarity of collective nouns among learners. Based on the observation made by the researchers, it could be seen that the pupils had problems to understand collective nouns. The collective nouns used to represent different groups led to confusion. The regular teaching and learning method might not arouse the pupils' interest in learning this grammatical item. Hence, the fun, interactive, and cooperative learning provided by the scavenger hunt might encourage the learning of collective nouns and give pupils a new learning experience.

Using the scavenger hunt as a medium to deliver grammar knowledge can be regarded as a beneficial tool since it is aligned with the constructivism learning theory. The use of scavenger hunt also promotes active learning strategy that leads pupils to have more engagement to the lesson (Jones et al., 2017). As mentioned by Delacruz and Maddox (2022), scavenger hunt is an engaging activity that can be implemented in class while teaching grammar. The use of scavenger hunt allows pupils to have a fun and less pressured learning environment. This is due to the gamification method instilled throughout the teaching and learning process that supports active learning. The games used for every station during completing the collective nouns tasks were to maximize enjoyment and engagement toward the learning. As a result, the activity motivates the pupils to continue learning since their interest is captured and retained. The learning takes part during the problem-solving phase with guidance, which is aligned with the theory that learning is constructed based on their learning experiences. The less pressured and fun learning lead to pupils having a meaningful learning experience.

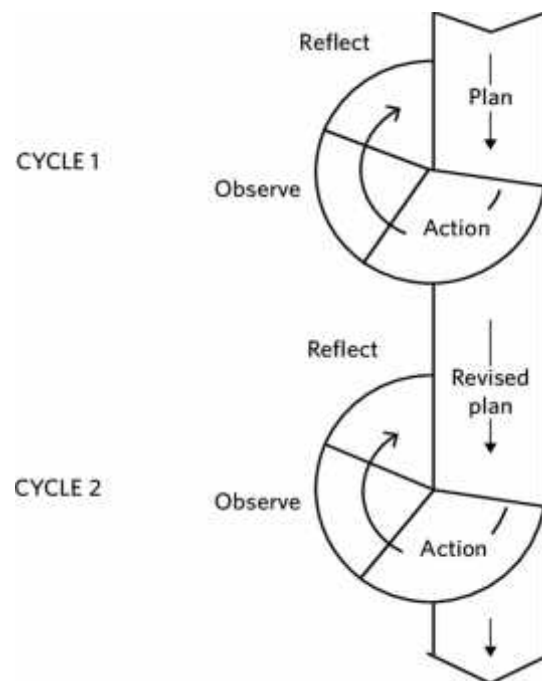
On top of that, pupils are able to learn in a cooperative environment during the scavenger hunt activity. This is aligned with the constructivism learning theory that proposes learning construction via social and grouping activity. Gull and Shehzad (2015) mentioned that the cooperation between the peers during the task completion would create a better engagement with a lesson. As a result, the pupils can achieve a positive learning outcome, as they are more motivated to know more about collective nouns during the activity with the help of the other group members. This is due to the increase of productivity among the group members during the learning process that makes them actively participate in a lesson. After all, the characteristics mentioned about the use of scavenger hunt in the collective nouns lesson are also the elements of 21st century learning that are highly recommended during this era.

Using the scavenger hunt as a medium to deliver grammar knowledge can also be regarded as a beneficial tool since it is aligned with Gardner's (1983) multiple-intelligences theory. The multiple intelligences proposed act as the guideline for teachers to design teaching activity and materials that is in line with them. According to Alajaji and Alshwiah (2021), the use of scavenger hunt in learning process is suitable due to the flexibility in creating the activity for each station by referring to the multiple intelligences. In this context, the combination of gamification in the scavenger hunt produces a positive impact toward the pupils' learning. Thus, teacher can personalize learning activity, which can be linked to the multiple intelligences, as teachers are encouraged to create the most suitable aids that suit the pupils' level and interest. At this point, the most suitable aids produced by the teacher can be used as pedagogical tools for every station based on the pupils' needs and level (Santosa, 2020). Hence, the researchers integrated the use of digital technologies in collaboration with concrete aids for the stations. The amalgamation of digital technologies and concrete aids gives a great impact on the pupils' learning. To sum up, the teaching aids used during the activity were flexible and according to the researchers' creativity that considered the research participants' needs and level.

## C. Methodology

### 1. Action

The researchers selected the action research model of Kemmis and McTaggart (1988) as a basic framework of the action research. Kemmis and McTaggart's action research model consists of four stages namely plan, action, observe, and reflect, which constitute one cycle. This model begins with conceptualizing a problem to be solved by administrating the planned action (Goh, 2016). Referring to Kemmis and McTaggart's model, the cycle of the action research is as follows:



**Figure 1** Kemmis & McTaggart's (1988) Action Research Model

Based on Figure 1, the first stage of the research is the planning stage. During this stage, the researchers identified the problem faced by the pupils. This was the crucial part of reflecting on their teaching experiences as well as identifying the root causes of the pupils' problem in learning collective nouns. After diagnosing the problem faced by pupils, suitable solution to the problem was planned. In fact, Pratolo and Lofti (2021) stated that the usual chalk and talk method may led the pupils who pick up new skills quickly to frustration and feel bored in a lesson. In addition, pupils also may get frustrated and feel bored in a lesson that is complex and far way beyond their familiarity. This can be related to the learning of collective nouns since the terms used in collective nouns were not familiar to them. In addition, the use of collective nouns for each particular noun in different situation made the learning of collective nouns more complicated. Due to the difficulty faced by the pupils, the researchers planned to implement the scavenger hunt as the action because they discovered that most pupils loved to play games either online or offline.

Next, a diagnostic test was conducted in order to determine the research participants as well as identify the problems that the pupils faced. According to Bayuni et al. (2018), a diagnostic test is used to identify the pupils' strengths and weaknesses in a particular area. Those who achieved C and below were identified as research participants. On the other hand, they also planned on the activity to be used for every station during the scavenger hunt, in which the pupils' levels and needs were taken into consideration. The collective nouns chosen (refer to Table 1) were based on the grammar notes provided by the Ministry of Education Malaysia (MOE). During this stage, the preparation of teaching materials for each station was a crucial

part to result in good teaching and learning process. This was because the action was the medium used to enhance their learning of collective nouns. Hence, the implementation of the action was the key success. Before the implementation of action, a pre-grammar test was administered to find out the research participants' preparedness for the action.

**Table 1**  
*List of Collective Nouns*

No.	Collective Nouns	List
1	Collective nouns for people	a) A class of pupils b) A crew of sailors c) A panel of judges d) A team of players e) A crowd of people f) A band of musicians g) A patrol of policemen
2	Collective nouns for animals	a) A pride of lions b) A troop of monkeys c) A herd of elephants d) A litter of kittens e) A flock of birds f) A brood of chickens g) A swarm of bees
3	Collective nouns for things	a) A bowl of rice b) A comb of bananas c) A clutch of eggs d) A bouquet of flowers e) A bunch of keys f) A set of tools

The next stage was the acting stage, in which the scavenger hunt was carried out. During this stage, research participants were divided into three groups for the first, second, and third lessons while research participants were divided into six groups for the fourth lesson. For the first three lessons, each group was given a list of collective nouns, which they could refer to throughout the completion of the tasks for every station. Each station varied in terms of the usage of teaching aids, which included the online and offline games. For instance, the researchers inserted the *WordWall* online game into one of the stations because they observed that the *WordWall* game was the pupils' top favorite game during online teaching sessions.

On top of that, the researchers also worked on some concrete teaching aids into the other stations, which were fun yet meaningful to the pupils. The activities required their senses of touching, hearing, and seeing. Throughout the implementation of the action, the researchers emphasized different collective nouns for every lesson. Throughout the implementation of the action, the researchers divided the four lessons into different collective nouns learning. The detail for each lesson is stated in Table 2, Table 3, and Appendix A.

**Table 2**  
*Implementation of the Action Scheduled for Every Lesson*

Lesson	Grammar Covered	Number of Station
One	Collective nouns for people	Three
Two	Collective nouns for animals	Three
Three	Collective nouns for objects	Three
Four	Collective nouns for people, animals, and objects	Six

**Table 3**  
*Stations in the Scavenger Hunt*

Station	Activity	Steps
1	Swim Baby Swim	a) Look at the questions on the board. b) Choose the pingpong ball with the correct collective noun for each question. c) Blow the pingpong ball through the paper cup filled with water. d) Transfer the answer from the pingpong ball to the board.
2	Screw Me Up	a) Look at the questions on the board. b) Choose the bottle cap that forms the correct collective noun for each question. c) Put the bottle cap into the plastic cup. d) Blow the balloon until it fits the cup. e) Lift the cup filled with the bottle cap from the 'start' table until the 'finish' table. f) Arrange and screw the bottle cap in a correct spelling to the board.
3	Puzzle Pacman	a) Arrange the puzzle until it forms a picture. b) Look at the other side of the picture and recognize the collective noun for each picture. c) Complete the pac man game by directing the pac man to the collective noun.
4	Pop the Balloon	a) Blow each provided balloon that is filled with a collective noun. b) Pop the balloon and bring out the strip that is written with collective noun. c) Tear the correct paper cup pyramid that suits the collective noun. d) Transfer the answer from the collective noun on the strip and the noun from the paper cup to the board.
5	Blind Searching	a) One of the members is blind-folded. b) The other members give instructions in searching the wooden legos that consist collective nouns and pictures on it in a mystery box. c) Bring the lego found from the box and pair the collective nouns and pictures correctly.
6	Head Bowling	a) Put on the head bowling ball. b) Observe for the left side of the pins that contain the collective nouns. c) Observe for the right side of the pins that contain the nouns. d) Hit the pins that have a complete form of collective nouns. e) The other member transfer the answer based on the pins that are hit.

For the observation stage, observation notes were written to illustrate the research participants' participation during the action. A focus group interview session was conducted to look into the research participants' experience on the learning of collective nouns using the scavenger hunt. The questions asked during the session considered the participants' learning experience throughout the implementation of scavenger hunt in learning collective nouns. Next, post-grammar test was administered by the end of the scavenger hunt as an instrument to observe the research participants' learning outcomes. There were 20 questions, which consisted of 7 questions on the collective nouns for people, 7 questions on the collective nouns for animals, and 6 questions on the collective nouns for objects. For the last stage, which was the

reflection stage, the use of scavenger hunt in enhancing the learning of collective nouns was reflected.

## *2. Research Participants*

The participants were among the Year 5 pupils in one primary ESL classroom since the DSKP states that the acquiring of collective nouns starts at Year 5. The research participants were identified based on the researchers' objective rather than random selection in order to suit the issue and the focus of the study (Klar & Leeper, 2019). Thus, a diagnostic test was administered to the whole class to identify the research participants among the pupils with low proficiency level in collective nouns. Based on the preliminary investigation, there were 16 pupils identified as research participants. All of the 16 pupils scored lower than 40%. However, four participants were absent in most of the online lessons. Thus, the researchers removed them from the research participants' list. The final number of research participants was 12.

## *3. Data Collection Methods*

Kabir (2016) defined data collection method as a systematic approach used in gathering and measuring information from a variety of sources that helps the researcher to answer research questions. In obtaining the data throughout the action research, three instruments used are as follows:

### *i. Pre- and Post-Grammar Tests*

Mahmoodi-Shahrehabaki (2018) defined a test as a measurement instrument designed to elicit a specific sample of an individual's behavior. Pre-grammar test was administered to obtain the preliminary information about the research participants' proficiency level on collective nouns before implementing the action. After implemented the action, post-grammar test was administered to evaluate the success of the action. The research participants' scores obtained for both tests were recorded as a quantitative data source.

### *ii. Observation Notes*

According to Gaumer et al. (2020), observation checklist is a list of questions that is prepared by the observer that allows a quick way of recording information on pupils' performance in relation to specific outcomes. In addition, observation notes were written during the implementation of the action to observe the research participants' engagement throughout the scavenger hunt.

### *iii. Focus Group Interview*

Adhabi and Anozie (2017) described interview as a form of consultation in which the researcher seeks to know more of an issue as opinionated by the individual being interviewed. The interview was conducted after the implementation of the action. Besides, the focused group interview was conducted which consisted of four participants per group. According to Dilshad and Latif (2013), focused group interview is a qualitative technique for data collection that involves of a small group to be asked about their perceptions, feelings, and ideas about a topic. The rationale of conducting the focus group interview was to provide a natural communication environment during the interview session as the participants are influencing and influenced by others (Sim & Waterfield, 2019). The research participants were asked about the learning outcomes and their feelings toward the scavenger hunt during the learning of collective nouns.

## *4. Data Analysis Methods*

According to Eyisi (2016), qualitative data is the instrument that can evoke recall, which aids problem-solving while quantitative data emphasize on numbers and figures in the

collection and analysis of data. The data analysis process, which comprises of quantitative and qualitative data is explained as follows:

i. Quantitative Data Analysis (Pre- and Post-Grammar Tests)

Quantitative data of the pre- and post-grammar tests were being presented in descriptive statistics. The score from both tests were being tabulated into tables of means and standard deviations. The comparison of the means and standard deviations presented in Table 4 shows the difference of the scores between the pre-grammar test and post-grammar test.

**Table 4**  
*Means and Standard Deviations of Pre-Grammar Test and Post-Grammar Test*

	N	Mean	SD
Pre-grammar test	12	28.75	18.23
Post-grammar test	12	92.08	9.40

As can be seen from Table 3, the mean value for pre-grammar test was low ( $M = 28.75$ ). After implementing the action, the mean value for post-grammar test increased ( $M = 92.75$ ). The higher mean value for post-grammar test showed that the use of scavenger hunt in the learning of collective nouns had positively contributed to an increase. In addition, the standard deviation value for post-grammar test is lower ( $SD = 9.40$ ) compared to the standard deviation value for pre-grammar test ( $SD = 18.23$ ). The lower standard deviation value in the post-grammar test indicated that the participants' scores are in narrow spread of measurement around the mean compared to standard deviation in pre-grammar test. Hence, this shows that the implementation of the action helped the participants in the learning of collective nouns. Hence, the results of the quantitative data showed a positive initial impression of this action research since the pre- and post-grammar tests scores indicated that the research participants' use of collective nouns was better after the implementation of scavenger hunt.

ii. Coding the Qualitative Data

The qualitative data of observation notes and interview were analyzed using deductive approach. The themes emerged from the coded data aided the researchers in answering the research questions. The emerging themes are presented in Table 5:

**Table 5**  
*Emerging Themes for the Qualitative Data*

No	Theme Descriptor
1	Understandable instruction/ teaching aids
2	Fun learning experience
3	Active learning
4	Engaging lesson

iii. Observation Notes

Observation notes were given by the non-participant observer (to avoid biasness) to note the research participants' behavior throughout the implementation of scavenger hunt in learning collective nouns. The observation notes were coded and themes emerged. The summary of the observation notes was stated in Table 6:

**Table 6**  
*Summary of the Observation Checklist Analysis*

Item	Observation Notes	Themes
1	Understand the clear and simple instruction with guidance when necessary	Understandable instruction/ teaching aids
2	Teaching aids are understandable and suit the ability and interest of the pupils	Understandable instruction/ teaching aids
3	Tasks were completed well in groups with minimum guidance	Active learning
3	Participate actively and work well with other peers with less distraction	Active learning
3	Motivated throughout the completion of the tasks by being able to provide guidance to the other peers	Engaging lesson
4	Enjoy the activity and maintain focus by showing positive behaviors	Engaging lesson
4	Facial expression of excitement occurs during the activity	Fun learning experience

#### iv. Focus Group Interview

According to Goh (2016), coding is a process of examining the words, phrases, or sentences of an interview that contain the information related to the research topic. For this action research, a focused group interview was to collect the data from the research participants pertaining to their experience and opinion throughout the action. The interview was transcribed and coded. The codes were collapsed to result in the emerging themes. All of the themes emerged from the findings aided the researchers in writing out the results. The summary of the interview transcription analysis is being stated in Table 7.

**Table 7**  
*Summary of the Interview Transcription Analysis*

Protocol	Coded Quotations	Themes
1	<u>Group 1</u> "Simple" and "Easier"	Understandable instruction/ teaching aids
	<u>Group 2</u> "Simple" and "Easier"	
	<u>Group 3</u> "Easy", "Can understand" and "Cool"	
2	<u>Group 1</u> "Easy to use"	Understandable instruction/ teaching aids
	<u>Group 2</u> "Simple"	
	<u>Group 3</u> "Very interesting" and "Teacher's idea is good"	
3	<u>Group 1</u> "I had so much fun", "I enjoy the games" and "Happy"	Fun learning experience
	<u>Group 2</u> "Amazing" and "Very fun"	
4	<u>Group 3</u> "Interesting" and "Exciting"	Fun learning experience
4	<u>Group 1</u> "Yes, we learned in a fun"	Fun learning experience

	<u>Group 2</u>	
	“Yes, the lesson was very fun” and	
	“We learned easily through the games”	Engaging lesson
	<u>Group 3</u>	
	“Yes, the activity is interesting”, “Exciting” and	
	“The games help us in learning collective nouns”	
	<u>Group 1</u>	
	“Active learning” and “We like to be outside the	
	classroom”	
5	<u>Group 2</u>	
	“Active learning” and “We love to do group work”	Active learning
	<u>Group 3</u>	
	“Active learning”, “Using whiteboard is boring” and “We	
	love games”	

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#### D. Findings and Discussion

##### 1. Research Question 1: How does the use of scavenger hunt improve the pupils' grasp of collective nouns?

Firstly, the mean difference between pre- and post-grammar tests gave a positive initial impression on the use of scavenger hunt in enhancing the learning of collective nouns. The increase in mean value indicated that the use of scavenger hunt improve the pupils' grasp of collective nouns. Before the implementation of the scavenger hunt, the research participants faced problem in learning collective nouns. All of the participants scored less than 60%, which resulted in the mean value of 28.75 for the pre-grammar test. After the implementation of the scavenger hunt, the mean value for the post-grammar test increased from 28.75 to 92.08. Hence, the data mentioned above showed that there is an increase in the research participants' improvement after the implementation of the scavenger hunt, which reflected that the learning of collective nouns in using the scavenger hunt was a success.

Research question 1 was answered through the four emerging themes from the observation notes. Firstly, the use of scavenger hunt in the learning of collective nouns allowed the pupils to experience understandable instruction. This was related to the remark given by the observer for item 1; “Understand the clear and simple instruction with guidance when necessary” and for item 2; “Teaching aids are understandable and suitable with ability and interest of the pupils”. The participants' learning was a smooth process due to the use of simple, clear, and understandable instruction. This was aligned with the statement mentioned by Alajaji and Alshwiah (2021), in which the teaching aids set for each station also provided a positive ongoing learning process since it was simple, understandable, and suitable for the pupils' interest due to the consideration in implementing the multiple intelligences during the scavenger hunt activity.

Secondly, the use of scavenger hunt in the learning of collective nouns allowed the pupils to have fun learning experience. This was related to the remark given by the observer for item 4, which was “Facial expression of excitement occurs during the activity”. The participants were excited by enjoying the grammar learning process through the scavenger hunt. This was due to the insertion of the gamification method in designing the scavenger hunt stations that allowed the pupils to have a fun learning experience. According to Ferdinandus (2020), learning grammar that is complex can be demystified with teaching method that could attract their interest toward the learning. Hence, scavenger hunt provided a fun learning experience that attracted the pupils' interest and excitement throughout the learning of collective nouns.

Thirdly, the use of scavenger hunt in the learning of collective nouns allowed the pupils to experience active learning. This was related to the remarks given by the observer for item 3, which were “Tasks were completed well in groups with minimum guidance” and “Participate actively and work well with other peers with less distraction”. The pupils were learning through active learning, which was similar to the constructivism learning theory that promotes learning through active learning such as grouping activity (Jones et al., 2017). During the scavenger hunt activity, the participants were divided into groups. They worked together in solving the collective nouns tasks, which contributed to the construction of the collective nouns knowledge.

Lastly, the use of scavenger hunt in the learning of collective nouns allowed the pupils to experience engaging lesson. This was related to the remark given by the observer for item 3; “Motivated throughout the completion of the tasks by able to provide guidance to the other peers” and for item 4; “Enjoy the activity and maintain focus by showing positive behaviors”. The use of scavenger hunt promoted an engaging learning due to the participants’ good participation in completing the collective nouns tasks (Gull & Shehzad, 2015). In fact, some of the participants were motivated to provide help to the other peers. In addition, the participants enjoyed the lesson as well as maintained their focus in the lesson during the scavenger hunt. This showed that the use of scavenger hunt in the learning of collective nouns created a better learning engagement.

*2. Research Question 2: How does the use of scavenger hunt increase the pupils’ motivation in learning collective nouns?*

Research question 2 was answered based on the emerging themes collapsed from the coded interview protocol. Firstly, the use of scavenger hunt in the learning of collective nouns allowed the participants to stay motivated throughout the lesson underpinned by the theory of constructivism. This could be reflected from the research participants’ responses to the focus group interview. The theme of “Understandable instruction/ teaching aids” could be proven with the statement answered by the participants for protocol 1 and 2. The participants conveyed that the use of scavenger hunt in the learning of collective nouns was simple and could be comprehended easily. Hence, this showed that the implementation of scavenger hunt in the learning of collective nouns provided a clear delivery of instruction. Since the research participants comprehended the instructions and teaching aids well, they stayed motivated during the completion of every task. The motivation increased when they completed the tasks successfully with less difficulty. This made the research participants maintaining their motivation to learn more about collective nouns. Thus, the flexibility in designing the best teaching materials that suits the pupils’ needs, level, ability, and interest for the scavenger hunt led the pupils to be more motivated in the learning of collective nouns (Santosa, 2020).

Secondly, the use of scavenger hunt in the learning of collective nouns allowed the research participants to have a fun learning experience. In considering the pupils’ level and interest, the stations were designed with insertion of gamification. This resulted in the pupils to love the learning process, which could be seen obviously from the statement in protocols 2, 3, and 4. The research participants expressed that they enjoyed the lesson very much. In fact, one of the groups also complimented about the use of scavenger hunt in the learning collective nouns. All of the answers given by the research participants indicated that the use of scavenger hunt in learning collective nouns provided them with a fun learning experience. Hence, the enjoyment in learning collective nouns due to the fun learning experience offered by scavenger hunt made the pupils’ motivation increased from one lesson to the other (Widya & Nurani, 2017).

Thirdly, the use of scavenger hunt in the learning of collective nouns allowed the participants to have an active learning. Since the scavenger hunt promoted the learning through grouping activity and learning outside the class, the participants agreed that they loved to have active learning rather than passive learning, such as the chalk and talk method. This could be seen from responses for protocol 5, in which all research participants stated that they would like to have lessons outside the classroom and grouping activity. In fact, one of the research participants from group 1 and 3 mentioned that they actually learnt the topic of collective nouns before during one of their English classes. However, one of them also mentioned that the learning using whiteboard was bored compared to the use of scavenger hunt. This was because the implementation of scavenger hunt in the learning process promoted the game-based learning, which allowed the pupils to get engaged with education materials in a playful and dynamic ways (Pho & Dinscore, 2015). Thus, this showed that the use of scavenger hunt was able to make the lesson more engaging and increased the pupils' motivation throughout the learning of collective nouns.

Upon the completion of this action research, it could be concluded that the use of scavenger hunt in the learning of collective nouns was beneficial to the pupils. This was because it provided an active and engaging learning process that increased the pupils' motivation throughout the learning of collective nouns.

#### **E. Reflection**

Throughout the implementation of the action, the researchers managed to conduct this action research and grew in many aspects. The use of scavenger hunt helped the pupils in primary ESL classrooms in learning collective nouns. Based on the data analyzed, they identified that pupils were equipped with the grammar knowledge of collective nouns after the implementation of scavenger hunt. The researchers identified that the useful teaching aids and materials designed for each station during the scavenger hunt activity contributed to part of the success. The use of concrete materials with additional of online materials created a maximum use of 21st century learning tools during the lessons. This is an essential role in facilitating the pupils' engagement in active learning (Powers et al., 2018). As could be seen from the scavenger hunt set up, the researchers noticed that all stations had increased the pupils' attention as well as increased their motivation in learning collective nouns. Thus, the engagement created during the lesson enhanced the pupils' focus and enthusiasm toward the learning of collective nouns, which contributed to the improvement of their scores in post-grammar test.

In addition, the tasks designed for each station in the scavenger hunt activity were underpinned by the multiple intelligences theory. There were six intelligences included in the scavenger hunt activity namely the visual-spatial, musical, bodily-kinaesthetic, verbal-linguistic, interpersonal, and intrapersonal intelligences. According to Dolati and Tahriri (2017), the use of multiple intelligences in teaching practice addresses different types of learners in a class, which support all types of intelligences in every student. With that said, the scavenger hunt, somewhat was a method that approached each pupil's ability and intelligence in various ways. For an instance, the pupils with particular intelligence engaged more with the lesson that suited their intelligence. The inclusion of the multiple intelligences during the scavenger hunt had accommodated the pupils' different learning styles. Hence, this promoted a meaningful learning that resulted in a positive achievement in the learning of collective nouns.

Next, the researchers identified the implementation of scavenger hunt in lessons allowed them to teach outside the classroom. Asim and Lobo (2018) stated that learning experiences outside the classroom are forms of experiential learning, which is aligned with constructivism learning theory. The implementation of the action allowed the pupils to experience active learning. In Malaysia, the pupils are placed in the classroom for a maximum of six hours a day. Besides, classroom is their usual and common place for them to gain knowledge during the school hours. By continuing this learning environment, the pupils may gain less in the grammar learning. This is due to the usual class routine that leads them to feel bored and less focused on the lesson. By implementing the scavenger hunt, the pupils were able to have something new,

which was the learning outside the classroom. In addition, they were also able to learn the collective nouns while having fun during the completion of the task in every station. Hence, the use of scavenger reduced the stressful learning environment. This type of fun learning environment provided by the scavenger hunt allowed the pupils to have a stress-free and fun learning environment since it increased the pupils' motivation in learning collective nouns.

Even though the data analyzed showed that the action implemented made a great improvement in the pupils' grammatical learning, there were still some aspects that the researchers identified as the weaknesses of this study. Firstly, due to time constraints, the researchers implemented the scavenger hunt for only four lessons. The number of collective nouns taught were of 20 collective nouns only. There were altogether 20 collective nouns for each collective nouns for people, animals, and things in the Grammar Notes Collective Nouns list. This showed that the researchers only covered one-third of the Grammar Notes list. Due to time constraints, the learning of the collective nouns was limited.

All in all, this action research helped the researchers to gain valuable knowledge, input, and experiences. They hoped that all of the experiences gained throughout the implementation of the research would act as an impetus to strive in improving their quality of professionalism practice as an educator.

#### **F. Suggestions for Future Research**

Due to time constraints, this action research merely focused on the first cycle of the model. For future research, the researchers would carry out the second cycle of action research. The purpose was to look for aspects neglected during the first cycle so that improvement could be applied. For instance, due to time constraints in the first cycle, the researchers only emphasized on certain collective nouns chosen from the Grammar Notes. Hence, they would try to fit in all the collective nouns from the list during the second cycle by allocating more time for the research implementation. This is to ensure that pupils are given exposure to all the collective nouns that they should be quipped with by the end of their six years of primary school education.

In addition, the researchers would integrate more Information, Communication, and Technology (ICT) usage in the scavenger hunt stations. Khan et al. (2015) defined ICT as technologies that provide access to information through communication. They utilized ICT for only one station in the first cycle, which was station 3 while concrete materials were used in other stations. This somehow cost them a lot with additional effort in setting up the stations. In station 3, the researchers used *WordWall* game, which was one of the pupils' favorite games. As they noticed that pupils enjoyed playing online games, they would integrate more ICT in the scavenger hunt stations such as the *Blooket*, *Quizwhizzer*, *Gimkit*, and *Bamboozle*. Hence, this will benefit them in cutting the cost as well as time in setting up the stations.

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## Appendix A

### Station 1 to Station 6 in Scavenger Hunt



Station 1: Swim Baby Swim



Station 2: Screw Me Up



Station 3: Puzzle Pacman



Station 4: Pop the Balloon



Station 5: Blind Searching



Station 6: Head Bowling