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“Word Scavenger Hunt” A Fun Way for Literacy Skills in English Language Learning : “Word Scavenger Hunt” Cara Menyenangkan untuk Mengasah Keterampilan Literasi dalam Pembelajaran Bahasa Inggris

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Abstract

General Background: Listening comprehension is an essential English language skill, yet Indonesian EFL learners may experience difficulties understanding authentic spoken English, natural speech rates, accents, and limited visual support. **Specific Background:** Preliminary observations at a public senior high school in Sidoarjo indicated that Grade XI students experienced difficulties in understanding spoken English, particularly when authentic speech was presented with limited contextual support. **Knowledge Gap:** Previous studies have examined video-based materials for listening development, but fewer studies have focused on authentic British Council LearnEnglish materials for Grade XI senior high school learners using measurable pre-test and post-test outcomes. **Aims:** This study aims to examine the effect of British Council LearnEnglish videos on the English listening skills of eleventh-grade students. **Results:** A pre-experimental one-group pre-test and post-test design was conducted with 36 students. Data were collected through an 18-item listening comprehension test and analyzed using descriptive statistics, the Shapiro-Wilk test, and the Wilcoxon Signed-Rank Test. The mean score increased from 64.50 before treatment to 91.28 after treatment, while the Wilcoxon test showed a significant difference with $p < .05$. Thirty-three students obtained higher post-test scores, while three students showed tied scores. **Novelty:** The study applies authentic British Council LearnEnglish audiovisual materials through guided listening followed by more independent listening practice for Grade XI learners. **Implications:** The findings support the use of authentic audiovisual materials as an instructional option for contextualized English listening activities in senior high school EFL classrooms.

Key Findings Highlights

Mean scores increased from 64.50 to 91.28 after the instructional sessions.

Thirty-three participants achieved higher scores, while three participants maintained their scores.

The Wilcoxon analysis produced a significance value of 0.000, indicating a statistically significant difference.

Keywords : British Council Learn English, Video-Based Learning, Listening Comprehension, EFL Learners, Senior High School

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I. Introduction

English language learning across different levels of education to face challenges, particularly in developing students' literacy skills. Traditional instructional practices such as lectures and memorization often fail to engage learners' interest and rarely support deeper comprehension. As a result, many students struggle to use vocabulary meaningfully, which later affect their reading, writing, and speaking abilities. According to Zarimah [1] a lack of engaging teaching methods can lead to low student participation and results in suboptimal learning outcomes. Literacy skills today are not limited to the ability to read and write, but also include the ability to understand, interpret, evaluate, and use information meaningfully in various contexts.

In line with this, UNESCO [2] states that literacy is a fundamental right of every individual that plays a crucial role in supporting self-development, social participation, and lifelong learning. In the context of education, literacy learning requires students' ability to collect, process, and present information (Ministry of Education and Culture). It is also directed at building a culture of reading and writing habits that eventually lead to the development of skills and creative innovations. Furthermore, the language and Book Development Agency emphasizes that basic literacy, especially for early learners, should be developed through engaging and enjoyable activities. According to Anwas and Hedianita [3] Literacy is not only related to reading and writing skills but also encompasses other skills, such as observing, calculating, and communicating ideas comprehensively. Meanwhile, Kern [4] explains that literacy in language learning is not only about understanding the context of a text but also about how students construct meaning, interact with texts, and use language skills in daily life. Therefore, students need to be actively engaged in the use of words, texts, and social interactions so that their literacy skills can develop effectively. According to [5] Literacy learning should encourage students to actively engage with texts and construct meaning rather than simply receiving information. A multiliteracies approach emphasizes that students develop literacy more effectively when they participate in meaningful learning experiences involving communication, collaboration, and critical thinking. Such learning experiences enable learners to interpret information actively while interacting with various forms of texts.

Given this, a learning strategy is needed that can encourage students to be more active in exploring the material, collaborating with peers, and using vocabulary appropriately in context. One activity that can be implemented is game-based learning, such as the Word Scavenger Hunt. Through this activity, students can practice their literacy skills by reading various texts in their surroundings, identifying specific vocabulary words, discussing with peers, and constructing sentences together. This view is also supported by Gee [6] who states that games can aid literacy development because they create a more realistic and meaningful learning environment and can enhance students' motivation to learn. In recent years, game-based learning has emerged as an alternative strategy that not only improves students' involvement but also enhances motivation and academic achievement. Su and Cheng [7] emphasized that mobile and interactive games can significantly increase learning motivation and performance. Likewise, Noviyanti et al [8] found that word-based games, such as word searches, effectively improve beginner learners' vocabulary skills, since these activities encourage active participation and provide enjoyable exploration.

One example of such activity is the Word Scavenger Hunt, which allows students to search for vocabulary from their surrounding environment, understand its meaning, and use it in context. The Word Scavenger Hunt activity is grounded in the principles of game-based learning, which emphasize active participation, meaningful learning experiences, and learner engagement. Rather than receiving information passively, students actively search for, identify, and use vocabulary in authentic contexts, making learning more interactive and meaningful. A study by Chen and Greenwood [9] shows that scavenger hunt activities can be used as engaging instructional strategies to support students' vocabulary development through interactive exploration. In this regard, Word Scavenger Hunt is better categorized as a learning strategy rather than a teaching method as it functions as an activity-based approach that promotes active participation, collaboration, and contextual learning. Responding to the educational shifts in the 21st century, where creativity, collaboration, and active engagement are considered in learning, teachers are encouraged to adopt innovative approaches. Von Lau and Gopalai [10] state that scavenger hunt activities can reinforce learning fundamentals through active and engaging tasks. Lee et al. [11] explain that treasure hunt-based learning can be designed using technologies such as augmented reality (AR), virtual reality (VR), and mixed reality (MR). In line with this, Nurpatima [12] found that junior high school students can also use treasure hunt techniques for collaboration, problem-solving, and vocabulary discovery based on clues.

According to Oktarind [13] found that the scavenger hunt strategy can improve reading skills through enjoyable exploration. Tsai and Tsai [14] demonstrated that language games encourage students' comprehension and engagement in the learning process. Widya and Nurani [15] found that word scavenger hunts can help students improve vocabulary through group learning activities. Additionally, Saha and Singh [16] state that game-based learning is engaging and suitable not only for children but also for adult learners. Therefore, this method is considered effective in supporting literacy development. In this study, the researchers specifically examined the application of the Word Scavenger Hunt technique in the English classroom. This study also examined students' responses to the activity as well as its contribution to vocabulary mastery, learning engagement, and students' confidence in communicating. Hamari et al. [17] highlight that gamification supports creativity, collaboration, and social interaction in learning.

To provide a clearer context of the study, the research was conducted at SMP Al Islamiyah, a suburban school that was also selected as a partner school in the Kampus Mengajar program, which aims to support schools with limited learning innovation and improve students' literacy and numeracy skills. Students in this school show enthusiasm toward learning English, but they still face difficulties in vocabulary mastery and reading comprehension. Based on initial observations, English language instructions in school still largely rely on conventional methods, such as translation and memorization of

material. These situations result in students being less actively engaged during the learning process, leading to limited classroom interaction. Consequently, many students remain hesitant to use English for communicating and lack confidence when expressing their opinions. Therefore, the Word Scavenger Hunt activity was selected as a learning strategy deemed appropriate for implementation in English language instruction. This strategy provides a more interactive and student-centered learning environment, allowing learners to actively explore vocabulary from their surroundings, collaborate with peers, and construct meaning through real-life context. In addition, the game-based nature of the activity helps reduce students' anxiety and boredom, making learning more enjoyable and meaningful. Therefore, the Word Scavenger Hunt is not only relevant to address students' literacy challenges but also suitable to support a more engaging and participatory learning atmosphere in the school.

In this study, students' literacy skills are identified through several interconnected aspects. These include students' ability to recognize and locate English vocabulary from various written sources in their surrounding environment, as well as their comprehension of the meaning of the words and simple texts they encounter during the activity. Literacy skills are also reflected in students' capacity to use the discovered vocabulary contextually by constructing meaningful sentences and discussing word meanings collaboratively with their peers. In addition, the students' communication skills were evident in the way they actively participated in group discussions, expressed their opinions, and interacted directly with one another during the Word Scavenger Hunt activity. Their critical and creative thinking skills also began to emerge as they tried to understand the clues, find solutions, and arrange words into clear and meaningful sentences. On the other hand, this activity also demonstrated cooperation among students. They shared tasks, helped group members who were struggling, and worked together to complete the assigned activity. This demonstrates that literacy development occurs not only individually but also through social interaction and teamwork.

Based on the background of the study, the research question is formulated as follows: How are students' literacy skills reflected through the implementation of the Word Scavenger Hunt in English language learning ?

II. Method

A. Research Design

This study used a descriptive qualitative approach to explore how the implementation of the Word Scavenger Hunt activity reflected students' literacy skills in English language learning. A qualitative approach was chosen because it allows the researchers to understand students' experiences, participation, and responses during the learning process based on what happened naturally in the classroom. According to Miles [18], Qualitative research helps researchers gain a deeper understanding of social situations, participations and participants' experiences within a particular context. Therefore, this approach was considered appropriate for investigating students' literacy development during the implementation of the Word Scavenger Hunt activity.

B. Research Setting and Participants

This study was conducted at SMP Al Islamiyah, one of the schools involved in the Kampus Mengajar program. Through this program, the researchers had the opportunity to observe classroom learning activities and implement the Word Scavenger Hunt activity as part of English language instruction. The participants of this study were ninth-grade students who took part in the Word Scavenger Hunt activity during English lessons. The participants were selected purposively because they were directly involved in the activity and could provide information related to their learning experiences during the implementation of the activity.

C. Data Collection Technique

The data in this study were collected through classroom observation and open-ended questionnaires. Classroom observations were conducted during the implementation of the Word Scavenger Hunt activity. The researchers observed students' participation, interaction, communication, collaboration, and responses throughout the learning process. Observation data were recorded through field notes and documentation in the form of photographs taken during the activity. Observation is useful for capturing students' actual behaviors and interactions during learning activities, as explained by Rosyidi et al [19]. To support the observation data, open-ended questionnaires were distributed to students after the activity was completed. The questionnaires allowed students to freely express their opinions, feelings, and experiences regarding the implementation of the Word Scavenger Hunt activity. Through these responses, the researchers obtained information about students' perceptions of the activity, the challenges they faced, and the benefits they experienced during the learning process.

D. Data Analysis Technique

The data obtained from observations and open-ended questionnaires were analyzed using the qualitative data analysis procedures proposed by Cohen et al [20]. The analysis involved data reduction, data display, and conclusion drawing. First, the researchers reviewed and organized the collected data based on several themes related to literacy skills, such as recognition, reading, comprehension, communication, collaboration, critical thinking, and learning motivation. After that, the data were presented in a descriptive form to identify patterns and connections among the findings. Finally, conclusions were drawn based on the themes that consistently appeared in both observation and questionnaire responses. To strengthen the findings, data triangulation was applied by comparing the results obtained from classroom observations and students'

questionnaire responses. This process helped the researchers examine the consistency of the data and gain a deeper understanding of students' literacy development during the implementation of the Word Scavenger Hunt activity, as suggested by Barkley et al. [21] and Vygotsky [22].

III. Result and Discussion

A . Result

The findings of this study indicate that students demonstrated literacy skills throughout the implementation of the Word Scavenger Hunt activity. Based on classroom observations and students' responses to the open-ended questionnaire, three stages emerged during the learning process: collecting information, processing information, and presenting information. These stages describe how students identify vocabulary, interpret meanings, discuss ideas, and communicate their understanding during the learning process. Before discussing the results in detail, Table 1 summarizes the sequence of classroom activities implemented during the learning process.

Table 1. Implementation of the Word Scavenger Hunt Activity

No	Learning Stage	Teacher's Activities	Student's Activities	Literacy Skills Develop
1	Opening Activity	The teacher greeted the students, explained the learning objectives, groups, and introduced the Word Scavenger Hunt activity, and divided the students into groups.	Students listened to the instructions, formed groups, and prepared for the activity.	Listening, readiness to learn
2	Collecting Information	The teacher distributed clue cards, explained the game rules, and guided students during the vocabulary search.	Students searched for English vocabulary from classroom posters, bulletin boards, labels, books, and other written materials. They recorded the words on the worksheet.	Reading, vocabulary identification, information gathering
3	Processing Information	The teacher facilitated group discussions and encouraged students to analyze the meaning of the collected vocabulary.	Students discussed word meanings, used dictionaries when necessary, classified vocabulary, and constructed simple sentences collaboratively.	Vocabulary comprehension, critical thinking, collaboration
4	Presenting Information	The teacher invited each group to present their findings and provided feedback.	Students presented the vocabulary they had found, explained its meaning, answered questions, and responded to other groups' presentations.	Speaking, communication, presentation skills

Table 1.
A. Collecting Information

During the collecting information stage, students actively searched for words and identified vocabulary from various learning materials provided during the Word Scavenger Hunt activity. Based on classroom observation, students showed enthusiasm in finding target words, reading clues, and recording the words they discovered. They worked individually and in groups to gather as much information as possible before completing the next stage of the activity. The observation data also showed that students were able to recognize familiar and unfamiliar vocabulary while exploring the learning environment. They carefully examined clues and discussed possible answers with their peers. This process encouraged students to engage directly with written language and helped them become more aware of the vocabulary used in different contexts. Students' responses to the open-ended questionnaire further supported these observations. Several students stated that the activity helped them learn new vocabulary in an enjoyable way. For example, **R1** stated, *"It was so much fun! We went around reading various texts just to find one word, and we all got excited."* This response reflects students' enthusiasm during the activity. Similarly, **R2** reported, *"The feeling was a mix of joy, challenge, and having to think hard!"* This finding shows that students experienced both enjoyment and challenge while collecting information. Another respondent, **R3** explained, *"It was fun! The most memorable experience was when we had to find a very difficult word. We had to go around, read texts, bulletin boards, even food wrappers."* These responses indicate that the collecting information stage encouraged students to actively engage with vocabulary and participate in the learning process.

B. Processing Information

After collecting information, students moved to the processing information stage. During this stage, they analyzed the words they had found, discussed their meanings with group members, and connected the vocabulary to the given context. Based on classroom observations, students actively exchanged ideas, shared opinions, and worked together to determine the most appropriate answers. They were not only identifying words but also interpreting meanings and applying their understanding to complete the assigned tasks. Students' responses to the open-ended questionnaire also reflected the importance of this stage. Several respondents stated that discussing vocabulary with their peers helped them better understand unfamiliar words and complete the activity more effectively. This process encouraged students to think critically, negotiate meaning, and construct understanding collaboratively throughout the learning activity. **R4** stated: *"We discussed the meaning of difficult words together before writing the answers."* This response indicates that students actively engaged in discussion to interpret vocabulary and reach a shared understanding before completing the task. Similarly, **R5** reported: *"My friends helped me understand some vocabulary that I did not know before."* These findings suggest that peer interaction played an important role in helping students understand unfamiliar words and overcome learning difficulties. In addition, **R6** stated: *"Our group immediately divided up the tasks so we could work faster. Some looked up words, while others checked them."* This response shows that collaboration enabled students to exchange ideas and work together in constructing meaning from the information they had collected. These findings indicate that the processing information stage enables students to develop their understanding of vocabulary through discussion, collaboration, and contextual interpretation. The activity encouraged students to actively engage with information rather than simply memorizing words, allowing them to construct meaning through interaction with their peers.

C. Presenting Information

After processing the collected information, students proceeded to the presenting information stage. During the stage, they communicated the results of their discussions and shared their understanding with others. Based on classroom observations, students actively explained the meanings of the words they had identified, presented their answers, and participated in group discussions. They demonstrated their ability to express ideas, provide explanations, and respond to questions from their peers. The responses from the open-ended questionnaire further supported these observations. Several respondents stated that presenting their work helped them become more confident in using English and sharing their ideas with others. They also reported that explaining their answers allowed them to better understand the vocabulary and information they had learned during the activity. **R7** stated, *"Presenting our answers helped me remember the vocabulary more easily because I had to explain it to others."* This response suggests that explaining information to others reinforced students' understanding and retention of newly learned vocabulary. Likewise, **R8** reported: *"I felt more confident when sharing my ideas with my friends during the activity."* This finding indicates that the presenting information provided opportunities for students to develop confidence in expressing their thoughts and participating in classroom interactions. Overall, the results show that the Word Scavenger Hunt activity provided opportunities for students to develop their literacy skills through collecting information, processing information, and presenting information. The observation findings and students' responses to the open-ended questionnaire demonstrated that the activity encouraged active participation, collaboration, and meaningful learning experiences. These findings are discussed further in the following section.

B. Discussion

The results of this study show that the Word Scavenger Hunt activity helped students develop literacy skills through the stages of collecting information, processing information, and presenting information. Each stage reflects different learning experiences that supported students in recognizing vocabulary, understanding meaning, collaborating with peers, and communicating their ideas. To better understand these findings, this section discusses each stage by relating the results to relevant theories and previous studies.

A. Discussion of Collecting Information

The findings from the collecting information stage indicate that the Word Scavenger Hunt activity encouraged students to actively identify vocabulary from various written sources and engage directly with English text. This suggests that literacy learning becomes more meaningful when students are actively involved in exploring and gathering information rather than receiving it passively. The results indicate that students develop literacy skills through direct interaction with authentic written materials during the Word Scavenger Hunt activity. Students were required to read posters, information boards, textbooks, and other printed materials to identify vocabulary related to the assigned task. Rather than simply copying unfamiliar words, they attempted to understand their meanings before recording and using them.



Figure 1.

Figure 1. Word Scavenger Hunt Activity in the classroom learning

This process demonstrates that collecting information involves not only recognizing vocabulary but also constructing initial understanding through active exploration. These findings support Krashen's Affective Filter Hypothesis, which suggests acquire language more effectively when they learn in an enjoyable and low-anxiety environment. Likewise, Shelton and Hedley [23], Prensky [24] and Gee [25] argue that game-based learning creates meaningful and enjoyable learning experiences that increase students' engagement and reduce boredom during classroom activities. In this study, the Word

Scavenger Hunt activity encouraged students to participate actively in searching for vocabulary while interacting directly with various written texts.



Figure 2.

Figure 2. Winners of the Word Scavenger Hunt activity

These findings are also consistent with Rosyidi et al [19], who reported that scavenger hunt activities improve students' motivation, engagement, and participation during the learning process. Similarly, Hung et al [26] explain that game-based learning promotes active participation by providing meaningful learning experiences that encourage learners to explore information independently. These characteristics were reflected in the present study, where students showed enthusiasm while searching for vocabulary and completing the assigned tasks. Furthermore, the findings support the study conducted by Chen and Greenwood [9], which found that the Word Scavenger Hunt effectively improves vocabulary learning while encouraging students to learn vocabulary in meaningful contexts. This is further strengthened by Afra [27], who reported that Word Scavenger Hunt activities help students acquire vocabulary through contextual learning experiences rather than rote memorization. In addition, Rosyidi et al. [19] emphasized that such activities encourage students to explore their surroundings actively, making the learning process more engaging and meaningful.

Overall, the collecting information stage demonstrates that the Word Scavenger Hunt activity provides students with meaningful opportunities to recognize vocabulary, understand word meanings, and interact with authentic written text. These findings indicate that integrating game-based learning into English instruction can effectively support students' early literacy development by encouraging active participation and meaningful vocabulary learning.

B. Discussion of Processing Information

The findings from the processing information stage indicate that students did not merely collect vocabulary but also processed the information by interpreting meanings, organizing words into meaningful sentences, and discussing ideas

collaboratively. This demonstrates that literacy development involves more than recognizing vocabulary, as students are required to understand, analyze, and apply the information they have gathered in meaningful learning situations. The results show that students developed contextual vocabulary use by arranging the collected words into sentences and selecting appropriate vocabulary according to the given context. Throughout the activity, students discussed word meanings, reconsidered their answers, and negotiated sentence structures with their group members before reaching a final decision.

This process indicates that students were actively constructing meaning rather than simply memorizing vocabulary, allowing them to use English more meaningfully in classroom activities. These findings support Vygotsky's [22] social constructivist theory, particularly the concept of the *Zone of Proximal Development* (ZPD), which emphasizes that learning develops through social interaction and collaboration with others. During the Word Scavenger Hunt activity, students learned from one another by exchanging ideas, discussing vocabulary meanings, and providing assistance when difficulties arose. Such interactions enable students to build their understanding collaboratively while improving their literacy skills. The findings are also consistent with Barkley et al. [21] who states that collaborative learning enhances both conceptual understanding and interpersonal skills through active participation and shared responsibility. In this study, students divided tasks, exchanged opinions, and worked together to complete the assigned activity. This collaborative process not only supported students in understanding vocabulary more effectively but also encouraged communication, teamwork, and mutual responsibility throughout the learning process.



Figure 3.

Figure 3. Collaboration and Social Interaction Word Scavenger Hunt Activity

Furthermore, the findings are in line with Rosyidi et al. [19], who reported that scavenger cooperation, communication, and social interaction among learners. The present study similarly found that students became more actively engaged when working in groups, as they were able to discuss ideas, solve problems together, and assist one another in completing the task. Such collaborative interactions created meaningful learning experiences that encouraged students to participate more actively while developing both their language skills and their confidence in learning. Overall, the processing information stage demonstrates that the Word Scavenger Hunt activity supports students in constructing meaning through discussion, collaboration, and contextual vocabulary use. Beyond improving vocabulary learning, the activity also encourages critical thinking, problem-solving, and cooperative learning, which are essential components of literacy development in English language learning.

C. Discussion of Presenting Information

The findings from the presenting information stage indicate that students developed their skills by communicating ideas, explaining word meanings, and sharing the results of their group discussions. This stage demonstrates that literacy is not only reflected in students' ability to communicate their understanding effectively through interaction with others. By presenting their ideas, students were able to reinforce their understanding while receiving feedback from their peers during the learning process. The findings also show that students actively collaborated while presenting their work by sharing responsibilities, exchanging opinions, and helping one another explain the results of their discussions. These interactions indicate that the Word Scavenger Hunt activity created opportunities for students to develop communication and collaboration skills alongside their literacy development. Through explaining vocabulary, discussing sentence construction, and responding to their peers' ideas, students demonstrated that presenting information became an important part of constructing and communicating meaning.



Figure 4.

Figure 4. Cooperation and Communication with the team

The findings are consistent with the Partnership for 21st Century Learning (P21) framework, as explained by Rosdiana et al. [28], which emphasized the importance of developing the 4C skills: communication, collaboration, critical thinking, and creativity in classroom learning. The Word Scavenger Hunt activity provided opportunities for students to practice these competencies by working collaboratively, expressing ideas, solving problems, and communicating their understanding during the presentation stage. The findings are further supported by Al-Azawi [29], Plass et al. [30], and Yang and Wu [31], who argue that game-based learning can enhance motivation, engagement, and higher-order thinking skills. In the present study, students were actively involved in discussing clues, organizing vocabulary into meaningful sentences, and presenting their ideas to their classmates.

These activities encouraged students to think critically while maintaining active participation throughout the learning process. Similarly, Kuo and Chuang [32] and Dichev and Dicheva [33] emphasized that gamification encourages learner engagement by promoting interaction, teamwork, and active participation. These characteristics were evident during the Word Scavenger Hunt activity, where students collaborated to solve problems, exchanged ideas, and supported one another in completing the assigned tasks. Such a collaborative learning experience enable to communicate more confidently while strengthening both their literacy skills and social interaction.

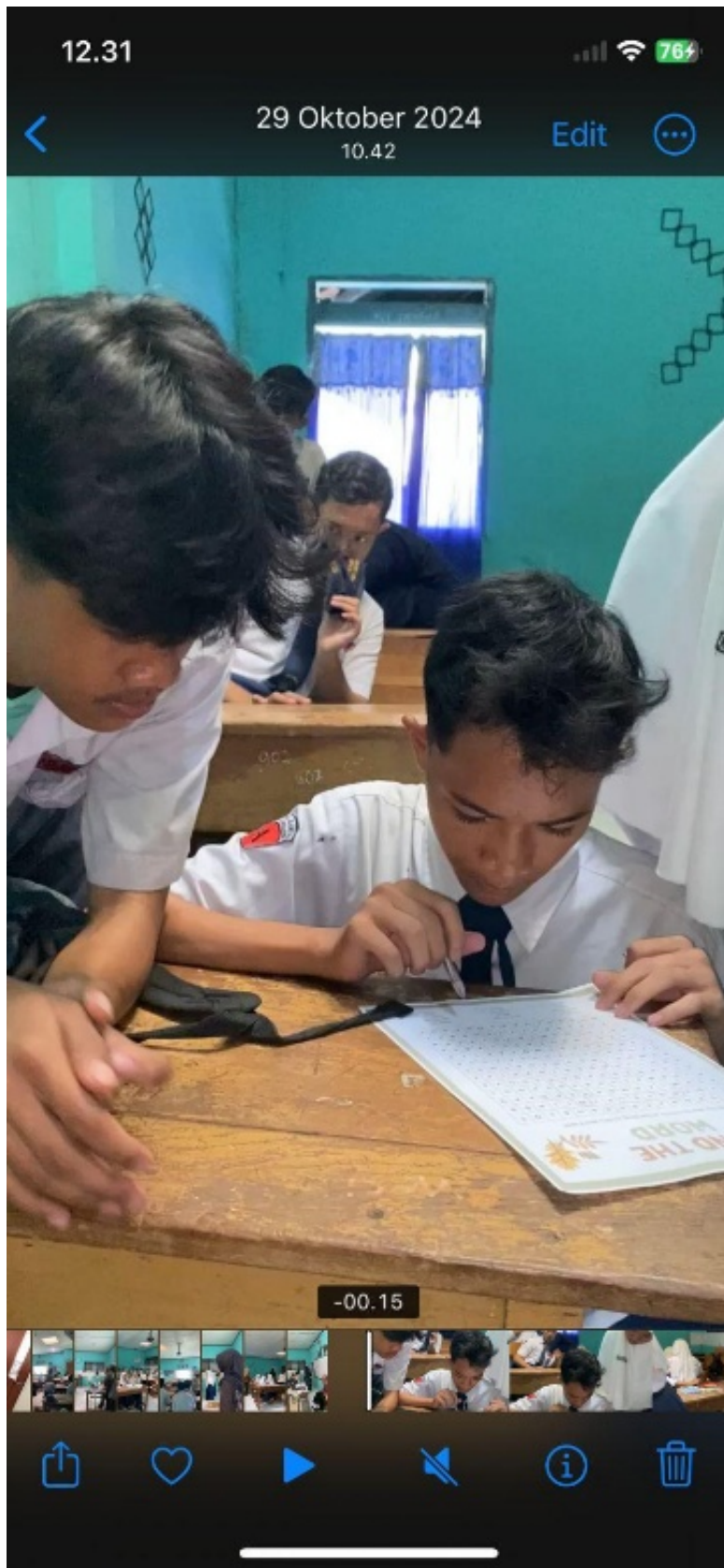


Figure 5.

Figure 5. Critical Thinking in Composing and Finding Words

Furthermore, the present findings are consistent with those of Rosyidi et al. [19] and Barkley et al. collaborative learning activities promote cooperation, communication, and interaction among learners. Through presenting the results of their work and discussing ideas with their peers, students were encouraged to participate actively, share responsibilities, and build understanding together. These interactions not only enhanced students' communication skills but also strengthened their confidence in expressing ideas within the English learning process. Overall, the presenting information stage demonstrates that the Word Scavenger Hunt activity supports students' literacy development by encouraging them to communicate information, collaborate with peers, and apply critical thinking while presenting their understanding. The integration of communication, collaboration, and game-based learning creates meaningful learning experiences that contribute to the development of literacy skills as well as essential 21st-century competencies.

IV. Conclusion

Based on the findings of this study, the implementation of the Word Scavenger Hunt activity supported students' literacy development through three interconnected stages: collecting information, processing information, and presenting information. During the collecting information stage, students actively identified vocabulary from various written sources and developed their vocabulary recognition and reading comprehension skills, in the processing information stage, students discussed word meanings, interpreted information collaboratively, construct meaningful sentences, demonstrating the development of contextual vocabulary use, critical thinking, and collaboration. Finally, during the presenting information stage, students communicated their understanding, shared ideas, and explained their answers, which strengthened their communication skills and confidence. Overall, the Word Scavenger Hunt created an engaging learning environment that encouraged active participation and meaningful literacy learning through exploration, collaboration, and communication. Therefore, this activity can be considered an effective game-based learning strategy to support students' literacy development in English language learning.

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