

## TEACHING IMPERATIVE THROUGH TREASURE HUNT GAME TO JUNIOR HIGH SCHOOL STUDENTS

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**Abstract:** *Grammar is important to be taught in learning second or foreign language because it is related to how the students produce good form or construction of sentences. However, learning grammar is one of the problems faced by the students. This was caused by the presentation of grammar that was out of context or decontextualized. In other words, teachers tended to focus on form and ignored meaning and function, whereas form, meaning, and function were three elements that could not be separated in teaching grammar. Therefore, this paper aimed to describe one alternative that could be used in teaching grammar, especially teaching the imperative to Junior High School students, which was the treasure hunt game. The treasure hunt game was one of many different types of games that had more than one player who tried to find hidden cards, locations, or places by using a series of clues. It was also a game that was appropriate for teaching the imperative to Junior High School students. Through this game, it helped teachers create contexts in which language was useful and meaningful. This also brought real-life situations that provided learners with an opportunity to use the language. Therefore, this game could be one of the alternatives in teaching grammar, especially teaching the imperative to Junior High School students, and it was suggested for teachers to take this game as a variation in teaching grammar with the topic of the imperative.*

**Keywords:** *Imperative, Treasure hunt game, Junior High School Students*

### INTRODUCTION

Grammar is one of the important things in learning second or foreign language. Grammar is the rule of language. It is the rules for forming acceptable utterances of the language (Gleason, 1998). If there is no grammar in a sentence, it will have no meaning. Besides, through grammar, students

know how to produce good form or construction of sentences. Therefore, teaching grammar is too important to be ignored because without a good knowledge in grammar, learners' language development will be severely constrained.

In teaching grammar, there are three dimensions involved (Larsen-

Freeman, 1991). The first dimension is form. Form is a part of language that is taught separately and step by step so that the acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up. Form is related to what it looks like. In this case, the students need to know how to form the language or how it is constructed. The second one is function. This is related to how and when it is used. In learning a grammar, it is not complete unless its function is explored at the same time. The last one is meaning. It means “language is organized in terms of the purpose for which people are learning language and the kinds of language performance that are necessary to meet those purposes”. In this case, students need to understand meaning within the given context because context provides meaning.

However, there are some problems faced. In teaching grammar, teachers tend to focus on form and ignore meaning. Besides, grammar is very often presented out of context. Learners are given isolated sentences, which they are expected to internalize through exercises involving repetition, manipulation, and grammatical

transformation. Learners are denied the opportunity of seeing the systematic relationships that exist between form, meaning, and use. So that, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings. In other words, learners are taught about the form, but not how to use it to communicate meaning. One of the cases occurs in teaching imperative to Junior High School students. Therefore, by using treasure hunt game, the teacher can create enjoyable and interesting situation in teaching grammar. The problem is limited only using treasure hunt game in teaching imperative to Junior High School students. The problem is formulated as follow: How does a teacher use treasure hunt game in teaching imperative to Junior High School students.

## **REVIEW OF LITERATURE**

### **Teaching Imperative**

Teaching imperatives refer to the essential principles, methods, and approaches that educators must adopt to ensure effective learning outcomes. According to Scrivener (2011), teaching imperatives encompass strategies for creating an engaging,

learner-centered environment, employing clear and direct communication, and adapting teaching methods to meet diverse learner needs. These imperatives often emphasize the importance of interactive activities, scaffolding techniques, and formative assessment to support student progress. Harmer (2015) expands on the concept by highlighting the role of teaching imperatives in language instruction, particularly in the importance of fostering student participation, integrating real-life contexts, and encouraging autonomous learning. Additionally, Kumaravadivelu (2006) emphasizes the need for teachers to embrace a post-method pedagogy, where they reflect on their practices, adapt to their specific teaching contexts, and prioritize cultural and linguistic sensitivity in their instruction.

The imperative form is the command form of a sentence. The imperative is most often used when giving directions or giving instructions. It is one of the simplest grammatical rules because forming the imperative is very simple. The imperative form is the same as the "bare infinitive" (base form of the verb) or V1 + (object). For

example, *go straight the street*. The form of this imperative is V1 + object, the function is to give direction and the meaning is the speaker gives direction to the listener to go straight the street and it is expected that the listener will follow the speaker direction.

Based on the explanation above, actually imperative is relatively easy to be formed. However, some students still have difficulties in constructing imperative form in communication. This is due to the fact that it is taught decontextualized. The students face difficulties how to form it correctly, when it is used, and understand the meaning within the given context. In order to solve this problem, this paper tries to present the use of game in the form of treasure hunt game in teaching imperative to Junior High School students.

### **Treasure Hunt Game**

Games play an important role in teaching grammar especially in the context of teaching imperative. According to Carlson (in Meizaliana, 2009), games are activities used to provide a fun and more relax atmosphere for students to acquire a second or foreign language. They also provide a challenging activity in

teaching and learning process. Games can be used at any stages of class, depend on the topic taught. Thus, it is clear that games have special role in any foreign language teaching program because they facilitate foreign language learning. Games have become crucially important for both English language learners and teachers, not only because they provide enjoyment and relaxation, but also as they encourage students to use their language in a creative and communicative manner.

One kind of games is treasure hunt game. It is one of many different types of games which have more than one player who try to find out hidden cards, locations or places by using a series of clues. It is also a game that is appropriate in teaching imperative to Junior High School students. This game may be an indoor or outdoor activity. When it is outdoors, it can be played in a garden or the treasure could be located anywhere around the world.

Andreas (1986: 1-2) in their book games for language learning, state four major advantages of using treasure games in language learning:

- 1) help and encourage many students or learners to sustain their interest and work on learning a language.

- 2) can help teachers to create contexts in which language is useful and meaningful.
- 3) provide the repeated use of language form or drill. By making the language convey information and opinion, games provide the key feature of drill with the opportunity to the working of language as living communication.
- 4) can be found to give practice in all the skills, in all the stages of the teaching learning sequence and for many types of communication.

Furthermore, a treasure hunt game offers an intense, challenging experience, a simultaneous intellectual and aerobic workout that draws out each player's knowledge and personality. It is a great social ice-breaker, and fosters camaraderie. Treasure hunt game is an excellent tool to acquaint participants with the history, geography and resources of a location, enliven social gatherings and events, educate participants in new ways of seeing and exploring their environment, introduce new employees to the company and/or location, introduce employees working together on a project, emphasize team-building skills at a formal training session,

provide a break at a conference or convention, reward a department for successful completion of a project. Thus, treasure hunt game provides a lot of advantages for language learning.

In addition, treasure hunt game provides more than just a fun afternoon discovering fascinating new locations. They reward good team work, and require many of the skills necessary to succeed in business, or in life, creative thinking, good listening skills, using effective research to arrive at a correct conclusion, seeking and building a consensus for a plan of action, plotting a strategy, then having the flexibility to change it when anticipated results do not appear. Related to this, this paper tries to describe the implementation of treasure hunt game in teaching imperative to Junior High School students.

## **METHODOLOGY**

This research was designed as a descriptive research because it described data being studied. According to Key (1997), descriptive research is used to obtain information concerning the current status of the phenomena to describe “what exist” with respect to variables or conditions

in a situation. In this research, the researcher did the library research to describe the implementation of treasure hunt game in teaching imperative to Junior High School students. For analyzing the data, the researcher used descriptive method. According to Irawan (1999), the purpose of descriptive method is to describe all the data like what it is.

## **DISCUSSION**

In this part, it will be discussed the implementation of treasure hunt game in teaching imperative to Junior High School students.

### **The Classroom Procedure of Teaching**

There are five steps in implementing treasure hunt game (Mandelbaum and Dadoun, 2004):

1. Exposure
2. Focus on meaning
3. Noticing the form
4. Focus on Form
5. Back to meaningful text.

### **Part I (Steps 1-3)**

Objectives:

1. To expose the students to the imperative form in a meaningful and authentic text through a motivating activity.

2. To expand the students' vocabulary.
3. To acclimatize the class for social interaction.

Procedure:

### **Step 1-Exposure**

The student will go on a treasure hunt as an introduction to the imperative.

Treasure hunt instruction based on Imani (1999) are:

1. The class will be divided into 3-5 groups (depending on the class size). The teacher numbers the students and splitting them into the groups.
2. Before the game
  - Secure enough prizes for the winning team. For example, if each team has 10 team members, you will need 10 prizes to award the winning team. These prizes can be something simple, such as gift cards, chocolate, etc.
  - Determine how many clues each team will have to follow to find the treasure and set a time limit
  - Create the clues by writing them down on paper.
  - Hide the clues all around the hunt area.
3. Designate each team with a name or color so that they can identify which clues are theirs
4. For the first clue, describe the location where the next clue will be located. On the second clue, describe where the third clue will be. Continue this process for the numbers of clues as determined previously. The final clue should instruct the team to return to the person running the game.
5. Each group is given the first card with instruction on finding the next card. The students begin the treasure hunt game. The winning group is the one who returns to class first with all of the instruction cards (Appendix A). The winning group receives prize.

### **Step 2 – Focus on meaning**

Each group, in turn, will present its instruction cards to the class. The members of each group take turns reading them out loud.

### **Step 3 – Noticing the form**

The students' attention is drawn to one set of the instruction cards (the imperatives are in bold). The class reads them out loud in the correct sequence.

**Part II (Step 4)**

Objectives:

1. To teach and reinforce the students' understanding of the imperative form and its use in a meaningful and authentic text
2. To practice the use of the imperative form, with both oral and written exercises
3. To review the verbs and vocabulary from the treasure hunt game.

**Step 4 – Focus on form**

The teacher will explain the structure of the imperative form deductively. This includes teaching of the rule, use and form

**Part III (Step 5)**

Objectives:

1. Students will produce an authentic text using the imperative form
2. Students will present their text orally

**Step 5 – Back to meaningful text**

Students will write a list of directions to their homes. At first students work alone silently, writing the directions to their homes. The teacher walks around the room, assisting when necessary.

When students are finished, they work in pairs. Student A will give the direction to his/her house to student B. Student B will draw a map according to the directions (confirming comprehension). They then switch the roles.

Some of the pairs can then volunteer to present their maps to the class or demonstrate on the blackboard.

**CONCLUSION**

Treasure hunt game is one of the games that can be implemented in teaching grammar especially teaching imperative to Junior High School students. Treasure hunt game can bring real life situation and can help teachers to create contexts in which language is useful and meaningful. This involve teaching form, meaning and function in teaching grammar. Therefore, grammar is taught based on context.

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