



The use of Anagram Game to Improve Vocabulary at the Second Grade Student of SD IT ULIL ALBAB KAMAL

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Abstract: Speaking is the art of communicating in social situations so that people compete to learn languages because this is an interesting goal for them to achieve. Communicating using English is very popular in the current era of globalization. English has many benefits for increasing your chances of making friends with other people from various countries and for getting a job abroad. Many schools from elementary school to university level have English learning materials. In this case, the research took place at SD IT Ulil Albab Kamal and focused on vocabulary, because the students' vocabulary was lacking so that they were not fluent in speaking English and did not have the courage to speak. The researcher also concluded questions that focus on the problem that occurred, namely: 1. How does the Second Grade Students of SD IT Ulil Albab Kamal improve vocabulary through anagram game? 2. How do the students respond toward the use of anagram game in the class? With this problem, researchers introduced the Anagram game and the methodology by using Descriptive Qualitative Method. Anagram game is a brain-teasing puzzle game, where players have to change one word into another word by rearranging the letters. This game is very good for improving vocabulary skills and prolonging memory for new words in English. Researchers used two instruments, namely observation and interviews. From the instruments used in collecting data in the field, producing conclusions by using the Anagram game, the Second Grade Students at SD IT Ulil Albab Kamal can understand the meaning of words when communicating by using English.

Keywords: Anagrams, Improve, Games, Vocabulary.

Introduction

Language is the most important in socialization, many people learn to understand the language of others just because they like to communicate. Not far from English which is much sought after and studied, especially by millennial children today. Millennials are racing to understand the English language. In addition to learning, English is also used to communicate with other people or to visit. English has many useful things besides being an international language, many of young people who want to master the English language or meet the growing needs of work, English is necessary to facilitate our communication and socialization (Zhao, 2021). Right now, English in various countries is almost used as a daily language, so important is English that it is not uncommon in various schools to be one of the most popular subjects, even people are competing to master English by attending

courses and so on. (Fakhroh & Hidayatullah, 2018a). Someone is able to communicate with other if they have gotten some vocabulary and understood grammar.

Vocabulary is one of the most crucial elements in a language. Because without vocabulary we cannot deliver a message, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Sihombing, 2020). Vocabulary refers to the set of words and phrases that a person knows and uses in a particular language. It encompasses all the words a person can understand vocabulary and those they can use effectively. It also includes specialized terms and jargon related to specific fields or interests (Pansera, 2019). However, there are some strategies to create an enjoyable atmosphere in classroom. One of them is through game. Game is to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. A rich vocabulary can enhance communication, comprehension, and expression (Asranida & Melansari, 2019). Vocabulary is one of the keys in English communication that must be developed independently in grammar. However, it cannot be denied that there are many problems that arise when vocabularies, especially in the world of education such as lack of confidence, mastery of vocabulary that is still low and many more (Asyiah, 2017).

Based on Pre- research by using interviews with the teacher that have been conducted with Vocabularies in teaching the second class said that there are still many students whose vocabularies skills are still low in the development of language to be spoken and lack of enthusiasm in participating in learning. Even though the teacher has used media, one of which is word media, it is still not effective, so researchers want to use other media where the media is easier to understand and effective in learning (Panagiotakopoulos & Sarris, 2013). Vocabulary is one of the most crucial elements in a language. Because without vocabulary we cannot deliver a message, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Sihombing, 2020). Currently, in the world of education, many teaching media are used to arouse students' interest, especially for learning vocabulary. In learning vocabulary, it can be divided into two, respectively:

- 1) The active dictionary A word that children can accurately pronounce, comprehend, and utilize in both writing and speaking is considered active vocabulary. The term "active vocabulary" describes the linguistic components that children are able to employ appropriately when writing and speaking. Another name for active vocabulary is productive vocabulary.
- 2) Words that are passive Words that are recognized and understood in a particular context make up passive vocabulary. It covers the linguistic components known as receptive vocabulary, which are identifiable and intelligible when reading and listening to the text.

In this study, the researcher took the students of the Second Grade at SD IT Ulil Albab Kamal as a subject and focused on the vocabulary, as the student' the vocabulary s was lacking, because they could not speak fluent. The researcher also completed the questions that focus on the problem that occurred, namely: 1. How do the students of the Second Grade Students of SD IT Ulil Albab Kamal improve their vocabulary through an anagram

game? 2. How do students respond to use the anagram game in the classroom? Poor vocabulary of learner is a necessary problem that it is very necessary to study the English language. The focus of students' abilities is on successful students, but the issue with teachers is that they constantly misunderstand the term "ability" in a narrow context. (Wahidin et al., 2023). Cohen and Macro (2007) identify four key factors that affect how second language learners apply vocabulary learning strategies: (a) learners' proficiency level; (b) gender and individual differences; (c) strategy use development; and (d) context and situation of learning. When learning a language, vocabulary is crucial. It makes a significant contribution to language proficiency in speaking, writing, listening, and reading. If vocabulary mastery is insufficient, those skills are not functioning well. Because they constantly employ words to express their ideas and utilize them in four English skills, the students need to absorb as much vocabulary as they can (Lalani, 2020).

In facing their problem, the researcher tried to introduce strategy. The teacher must have some strategy in solving like a media. It can be done by using media. According to Apsari (Apsari et al., 2020) said that Learning media refers to any resource used within a teaching and learning framework to engage the mind, emotions, focus and learning capacity. The aim is to enhance the learning journey, foster enjoyment and effectiveness in the educational process (Herawati Daulae, 2019). Media can be used in teaching learning process like game. Game as a Character Education Strategy. Today, character education is very important to be instilled in children from an early age. Modern life with increasingly diverse social activities is feared to change and influence the character of children (Aprilianto & Mariana, 2018). Because of the large number of learning resources available, teacher must be adept at selecting the best resources to implement in the classroom to ensure the achievement of learning objectives. There are various kinds of learning materials which includes the visual materials, audio media and audio-visual materials. One form of visual media is Anagram games (Asranida & Melansari, 2019).

Anagram game is a brain-teasing puzzle game, where players have to change one word into another word by rearranging the letters (Ramadhan et al., 2024). Anagram can motivate and encourage the students' interest learning vocabulary. Anagram will make the students able to emphasize on the importance of letters position in relation to words meaning This game is very good for improving vocabulary skills and prolonging memory for new words in English. Forming anagrams is not easy, one type of word can change into another type of word (Komninos, 2022). A noun can change into a verb or it can also remain another noun, an adverb can change into an adjective, and so on. The teacher can determine one word, then with the same letters the learner must change it to another word, the example used the anagram game:

1. Listen = silent
2. Earth = health
3. Despair = praised
4. Conversation = conservation

When using a teaching method, there are always strengths and weaknesses. Since it depends on the students we teach, it is impossible to declare one technique to be the greatest

all around. We should carefully consider whether a technique is appropriate for the students. Because it can provide students with enjoyment or challenge in language study and encourage them to examine words closely, anagrams are regarded as an effective, fun, and engaging method of teaching vocabulary. Students can practice forming other words from the clues provided, match words with definitions, practice spelling, see how the letters of many words can be manipulated to form other words, and emphasize the significance of letter position in relation to words (Bachtiar, 2005).

This attracts the attention of the researcher to use Anagram game in learning vocabularies and this is in accordance with the problems experienced by learning vocabularies (Sinaga et al., 2020). Based on problems, researchers are interested in conducting research entitled: the use of Anagram Game to improve vocabulary at the Second Grade Students of SD IT Ulil Albab Kamal.

Methodology

In this study, the researcher will use qualitative methods that focus on discovery. Qualitative research involves observation techniques such as field notes, interviews, photographs, and recordings. This approach involves the study of phenomena in their natural context, with the aim of understanding or interpreting them based on the meanings given by the people involved in them. (Dr H.zuhri abdussamad, sik, M, n.d.). So this research is descriptive or analyzes and focuses research according to the facts in the field. Thus, the research's data were written in form of descriptive that obtain from observation classroom and interview the informants involved. The interview was used to get the information from the students about the teaching strategies and impact toward the students (Querol, 2021).

This is one of the most important things in a study, with data collection, the researcher will know the problems and answers experienced by students. With data collection, researchers can be said to have succeeded in conducting research because they managed to collect data from several existing students. By using qualitative methods, the researcher will use several kinds of data collection methods ranging from observation and interviews. The subject of study was at the Second Grade Students of SD IT Ulil Albab Kamal that consisted of 30 students but the researcher took 2 students as participants

Result and Discussion

In this section, researchers present research findings obtained from instrument used, Namely observation, interview.

This study in data collection was carried out by observation.

1. Observation

In this study, researchers used non-participant observers by check list as a technique to obtain relevant data that would be carried out at the Second Grade Students of SD IT Ulil Albab Kamal. Researchers the findings of this study into two parts, namely; 1) Implementation of Anagram game in learning vocabulary, 2) Student Response After the implementing of Anagram game. The researcher has done Anagram game in the

observation. by observing check list, teaching learning process in the classroom to be better than before. The researcher took the conclusion was the teacher will be happy because the students could improve and memorize meaning word.

Table I. The result of observation

| NO | STATEMENT | AVAILABLE | UNAVAILABLE |
|----|--------------------------------------------------------------------------------------------------|-----------|-------------|
| 1 | Using learning media in English language learning in the learning process | ✓ | |
| 2 | Using learning media to support the textbook | ✓ | |
| 3 | The teacher uses student-centered methods in the learning process | ✓ | |
| 4 | The learning process students actively participate and can increase student motivation | ✓ | |
| 5 | Using learning media in the learning process | ✓ | |
| 6 | The use of learning media in the learning process can improve students' English language skills. | ✓ | |
| 7 | The use of learning media in the learning process can motivate students | ✓ | |
| 8 | The teacher uses technology in the learning process | ✓ | |
| 9 | The teacher uses learning media in English language learning, especially in teaching vocabulary. | ✓ | |

According to the table above that contained of 9 point of available and 0 point of un available so the results showed to conclude that the use of Anagram games in the Second Grade Students of SD IT Ulil Albab Kamal was used to meet the needs of tasks in learning vocabularies to be better than before. Anagram game is one of the visual medias used in the learning process of vocabularies. It provides a new approach in the teaching and learning process, where students can learn while learning while playing Anagram game to improve it.

2. The interview

The result of interview

The researcher took two students in giving an interview as representative from all the student namely 2 students. As expressed by the Second Grade Students of SD IT Ulil Albab Kamal who revealed:

R : what are your difficulties in learning English?

S1 : I cannot memorize vocabulary, lack of self-confidence.

Anagram games are used by students for a wide range of objectives, including building confidence before using vocabulary in public, as may be inferred from the results of these

interviews. It is well known that a lack of confidence and a fear of making mistakes in both grammar and pronunciation can also be the reason why students are afraid to speak. Thus, the availability of anagram games helps pupils learn English more effectively. Students' confidence level was still low prior to using the Anagram game because of a number of factors, including their inexperience using their vocabulary in front of large crowds and their lack of vocabulary and grammar. Students consequently lacked confidence and felt scared to speak in. If students have not mastered these aspects, then their vocabularies ability cannot be said to be good.

R : What is your strategy to improve your vocabularies skill through Anagram game?

S2 : to improve vocabularies skills through playing Anagram game, namely memorize words, practicing every day, trying to be consisten in vocabularies practice.

It can be concluded that the strategy used to improve vocabularies skills through Anagram game is frequent vocabularies or practicing in public. It helps students become more confident and improve it in the classroom. Thus, their vocabularies ability in the game becomes better, more fluent, and not easily misinterpreted. In addition, mastering vocabulary can also be one of the factors that encourage students to be more confident.

Students that play the Anagram game undoubtedly encounter a variety of challenges. As a result, students have to learn more so that their Anagram game becomes easier and more efficient, thus producing maximum results. In this case, there are several obstacles experienced by students, including: not being used to vocabularies in public, which causes students to feel shy when playing; and mastery of grammar which is crucial in a grammatically correct anagram game in order to be effectively in conveying the audience. The student mentioned that Anagram game helped them in learning vocabularies, which was conveyed in the interview session.

R : Is Anagram game suitable to be applied in learning English?

S2 : I have played a lot of games to improve my vocabularies but Anagram game was suitable to learn it.

Based on their opinion above, the researcher can know that the use of Anagram game in learning vocabularies provides many benefits because not all students like learning by using books only but also the student who prefer to learn by using games. This game certainly makes it easier for students to improve and mastery their vocabulary.

R : How is your vocabularies after using Anagram game?

S2 : Show to student's vocabularies have improved in the target language and their accuracy in vocabularies

According to the findings of every interview, it was clear, well-received, and the use of the Anagram game was positively received. When asked to compare their use of the Anagram game before and after, pupils expressed this. Nearly every student surveyed

claimed that the Anagram game was very successful. This is because playing the Anagram game causes them to experience a variety of improvements, including a boost in confidence and an improvement in vocabulary.

In addition, many students said that before using Anagram they preferred to be silent when learning vocabularies because they did not have the courage to speak but after they used the game students became more active and began not to be afraid when vocabularies in class so for students Anagram game is a solution to overcome their lack of confidence when vocabularies. The first research question is related to the use of Anagram game in learning vocabularies. many argue that Anagram game is very effective to improve vocabularies skills and through Anagram game, students who are usually less active when vocabularies in front of the class can become confident as said by (Fakhiroh & Hidayatullah, 2018b) in the theoretical study that vocabularies skills are in important component in the language teaching curriculum, as highlighted in the previous section. vocabularies skills are in important component in the language teaching curriculum, as highlighted.

a. The Students' Responses about Anagram game

The second aspect is about students' response to the use of Anagram game as a medium for learning vocabularies. At first students felt to be shy during vocabularies lessons but after using Anagram game students felt there was an improvement in their vocabularies skills in (Muhammad Ridwan H. Umar, 2020). Theoretical study vocabularies is a tool to communicate ideas that are compiled and developed according to the needs of the listener or audience. Based on the theory as stated by (Daulay et al., 2021) In games, students can engage interactively and interact with each other. Games can also make students more engaged and motivated in studying language. Therefore, with this game, students can certainly become more interested in learning to speak because the learning is not focused on books alone as a learning medium but there is the use of games in it.

Students' response to the use of Anagram game is very good. This was revealed in the interviews that many changes were felt by the students between before and after using Anagram game. Especially, through the game, students can improve their short comings in vocabularies, such as pronunciation, vocabulary, grammar, and lack of confidence. In addition, through the game, students became more interested and comfortable in learning English. And also, many students who were always silent and afraid to speak during vocabularies lessons now appear more confident in the sense that students are not afraid to speak in front of many people.

Discussion

Based on the Result of data above, it can be concluded that the application of Anagram game has a positive impact on learning to speak by using Anagram game makes it easier for students to practice vocabularies skills because before Anagram starts students have seen the vocabulary that has been prepared on the board to answer Anagram game,

students prepare in advance what they will say. This can minimize mistakes when vocabularies, which is important in building students' confidence. One of the causes of low self-confidence is the feeling of worry and fear of making mistakes when vocabularies. Therefore, Anagram game is a solution in training students' confidence and can be used as a learning game that can be used independently and then it can be made a reference from my research where students are helped to have capability in developing their vocabulary by using Anagram game method so it is very suitable to use in the Second Grade Students of SD IT Ulil Albab Kamal to be well.

Conclusion

Drawing from the aforementioned findings and discussion, it can be inferred that the use of the anagram game has a beneficial to effect on speaking instruction. Students find it easier to practice speaking because they have seen the vocabulary prepared on the board before the game begins, allowing them to prepare their responses in advance. This can reduce speaking errors, which is crucial for boosting kids' self-esteem. Worry and the fear of speaking incorrectly are among the factors contributing to low self-confidence. As a result, the picture game can be utilized as a learning tool and is a way to help pupils develop their confidence.

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