



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 3 Tahun 2024 Page 6914-6922

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Anagram Games: A Strategy for Young Learners to Learn English Vocabulary

Rani Sofiana Rahmawati^{1✉}, Valentina Dyah Arum Sari²

Universitas Mercu Buana Yogyakarta

Email: ranisofiana110@gmail.com^{1✉}

Abstrak

Penelitian ini dilatarbelakangi oleh permasalahan yang dihadapi oleh peserta didik muda di salah satu Sekolah Dasar Negeri di Bantul Yogyakarta. Siswa menghadapi kesulitan dalam belajar menguasai kosakata sehingga kesulitan mengetahui cara menulis yang benar. Mengenai karakteristik pembelajar muda, penelitian ini menggunakan media pembelajaran berbasis permainan sebagai solusi permasalahan penguasaan kosakata. Penelitian ini bertujuan untuk menganalisis penerapan permainan Anagram untuk mengajarkan kosakata bahasa Inggris kepada pelajar muda dan untuk menunjukkan manfaat penggunaan permainan Anagram sebagai media pembelajaran berbasis permainan. Penelitian ini menggunakan pendekatan penelitian metode campuran. Instrumen yang digunakan adalah angket dan wawancara. Hasil penelitian mengungkapkan bahwa permainan Anagram dapat digunakan sebagai media pembelajaran kosakata bahasa Inggris di kelas. Hasil penelitian mencapai kualifikasi sedang dalam penerapan dan manfaat. Penerapan permainan Anagram mencapai 73,4% dan manfaat yang diperoleh sebesar 81,2%.

Kata Kunci: *Kosakata, Permainan Anagram*

Abstract

This research is motivated by the problems faced by young learners at one of the State Elementary Schools in Bantul, Yogyakarta. Students face difficulties in learning to master vocabulary so they have difficulty knowing how to write correctly. Regarding the characteristics of young learners, this research uses game-based learning media as a solution to the problem of vocabulary mastery. This research aims to analyze the application of the Anagram game to teach English vocabulary to young learners and to show the benefits of using the Anagram game as a game-based learning medium. This research uses a mixed methods research approach. The instruments used were questionnaires and interviews. The research results reveal that Anagram games can be used as a medium for learning English vocabulary in the classroom. The research results achieve medium qualifications for implementation and benefits. The application of Anagram games reached 73.4% and the benefits obtained were 81.2%.

Keywords: *Vocabulary, Anagram Games*

INTRODUCTION

Vocabulary is one of the basic elements in mastering English. Proficiency in vocabulary is crucial to master a language. If a learner has a comprehensive vocabulary, the process of understanding others in the four skills, namely listening, speaking, reading and writing, will become easier. According to Setyowati & Maknuun (2020) Building up a useful vocabulary is central to the learning of foreign language at primary level. This makes it easier for individuals to convey their thoughts, both orally and in writing, so that vocabulary plays a major role in supporting language and grammar skills. Thus, understanding and using appropriate words is a key element in effective communication for students. Learning vocabulary is more than just learning grammar when it comes to communicating in English. They need to acquire vocabulary to enable them expressing their ideas and to grasp the English learning itself (Nurhaliza & Sari, 2023). Students who lack vocabulary will struggle greatly with language use (Setiawan, 2010).

Based on observations made by authors at one of the schools located in Bantul, Yogyakarta. More precisely in fifth grade where the age of the learners is young. There are three types of learning styles, namely visual, auditory and kinesthetic. Visual, auditory and kinesthetic learning styles will influence student learning outcomes or achievements (Azis, 2020). Observations revealed that the students own the kinesthetic learning style by using all the senses - seeing, touching, tasting, breathing, hearing, following field studies, trial and error and learning from mistakes. According to Papilaya et al, (2016) kinesthetic learning style is a style of learning by moving, working and touching.

Apart from that, fifth grade students experience difficulty in writing words, they can pronounce a word but they have difficulty how to write the words that have been spoken.

This statement was explained directly by their English teacher through an interview session regarding the problems that exist in learning English. Everyday learning is only through text-based learning, while the learning style of fifth grade students is kinesthetic. Thus, the right strategy is needed, one of which is game-based learning. According to Lamrani & Abdelwahed (2020) Engaging in play during early stages enhances our ability to navigate real-world scenarios and interact effectively with the actual environment.

Moreover, they also suggested that using new media to assist children in resolving their vocabulary issues is crucial. In this instance, the authors used the anagram game as a straightforward method to address the aforementioned issues. According to Collins & Bachtiar (2014), an anagram game involves rearranging a word or phrase's letters to create a new word or phrase while using all of the unique letters at the same time. Playing anagram games can help pupils be more creative. In order to find and outline new words, students search for creative work on letters.

A previous study by Siregar et al. (2023) was published in *The Application of Anagram Technique to Improve the Vocabulary Mastery of Seventh Grade Students*. This study focuses on using anagram games as a teaching tool to teach vocabulary to junior high school students. This study looks at how students in elementary schools can learn vocabulary through anagram games. Subsequently, the assessment outcomes met expectations. Numerous pupils responded favorably.

The second study, entitled *The Use of English Anagrams to Improve the Students' Vocabulary to the Fourth Grade Students of SDN 196 Palembang*, was carried out by Ria & Setiawan (2020). Quasi-experimental design is the research methodology employed here. Students from SDN 169 Palembang's fourth grade participated in this study. Based on a rise in the number of pre- and post-tests, researchers discovered that the Anagram game improved students' vocabulary after data collection.

The study *Pengaruh Teknik Anagram Terhadap Penguasaan Kosakata Bahasa Jerman Siswa SMA PGRI 1 Ambon* was conducted by Anakotta et al (2023). The Anagram game was employed in this study to teach German vocabulary to participants. The purpose of this study is to ascertain how PGRI 1 Ambon High School students' grasp of German terminology affects them. The average score before treatment was 47.25, and it increased to 82.25, indicating that the Anagram game had an impact on the vocabulary knowledge of PGRI 1 Ambon High School pupils.

Furthermore, this research of *Anagram Games: A Strategy for Young Learners to Learn English Vocabulary* aimed to answer: 1) How is the implementation of the Anagram game

as a strategy for young learners to learn vocabulary? 2) What are the benefits of Anagram game as a strategy for young learners to learn vocabulary?.

RESEARCH METHOD

Authors applied mixed-method research approach. By using a number of procedures or data gathering methods, including pre-testing, implementation, questionnaires, and interviews, this strategy seeks to provide researchers with more reliable data. According to (Creswell, 2014), the most accurate study findings are thought to be obtained when the two forms of data and research are combined. According to (Creswell, 2014), the most accurate study findings are thought to be obtained when the two forms of data and research are combined.

First, a quantitative research approach was used, the authors gave a questionnaire with 20 questions to 18 students at a state elementary school in Bantul, Yogyakarta. The purpose of this questionnaire is to respond to the following study questions: 1) How is the implementation of the Anagram game as a strategy for young learners to learn vocabulary? 2) What are the benefits of Anagram game as a strategy for young learners to learn vocabulary? In addition, the researcher confirmed the findings of the study by interviewing five students to strengthen the questionnaire data and provided insight into how the Anagram game was implemented from their point of view.

RESULT AND DISCUSSION

This section presents the research results. This research presents two main findings for further discussion, including the implementation of the Anagram game as a strategy for young learners to learn English vocabulary and the benefits of the Anagram game as a strategy for young learners to learn English vocabulary.

Anagram Games Implementation as A Strategy for Young Learners to Learn English Vocabulary

The results of this survey provide insight into students' understanding of the Anagram game and their thoughts on its implementation. To aid students in understanding the purpose of the questionnaire, the researcher provided an explanation. Table 1 presents facts to support the implementation of the Anagram game.

Table 1. Anagram Games Implementation as A Strategy for Young Learners to Learn English Vocabulary

Statement	Agree	Disagree
<i>I followed the lessons explained by the teacher from the beginning to the end of class.</i>	78%	22%
<i>I can exchange ideas with my group members smoothly.</i>	100%	0%
<i>I can understand the instructions for the rules for using anagram games that have been given by the teacher in class.</i>	100%	0%
<i>I can understand each question given.</i>	89%	11%
<i>I can discuss with my group members well and smoothly.</i>	83%	17%
<i>I got my turn to arrange vocabulary on anagrams.</i>	89%	11%
<i>I got such positive support from my group members when I was arranging vocabulary.</i>	94%	6%
<i>I can arrange vocabulary quickly and precisely.</i>	72%	28%
<i>I can write correct vocabulary on the board.</i>	89%	11%
<i>I am cooperative in playing anagrams in groups.</i>	78%	22%
<i>I use a dictionary when playing anagram games.</i>	0%	100%
<i>I can understand the meaning from English to Indonesian from the vocabulary I write on the whiteboard.</i>	94%	6%
<i>I am motivated to arrange vocabulary through anagram games.</i>	94%	6%

Table 1 showed that 73.4% of fifth-grade students felt happy and interested in the Anagram game.; This figure was quite significant because the majority of students chose agree and strongly agree answers, showing that Anagram game presented attracted their attention and made them even more enthusiastic about learning. In addition to increased enthusiasm, 100% of students agreed with the statement that the teacher provided clear game instructions; This percentage showed that almost all students understood the methods and steps of the game. 89% of students agreed that they were able to understand every question given and this percentage can be concluded that all students had the opportunity to develop vocabulary from the Anagram game itself. In the statement "I got such positive support from my group members when I was arranging vocabulary." Showing a percentage of 94%, it can be stated that support from friends is very influential in the role of learning. According to Ari & Sadi (2019) The student-team division strategy was successful because it played a significant part in motivating students to actively engage in the class, stimulating their interest, and facilitating peer teaching through conversations with peers. 94% of students agree that they are able to understand the meaning of an English word into Indonesian and are motivated to use the Anagram game as a vocabulary learning

medium. Apart from that, the percentage figure shows 0% that students chose not to use a dictionary because they felt more challenged to use the Anagram game without using a dictionary. According to Sutherland (2009), the Anagram Game is the best game since it challenges and enjoys language acquisition while also encouraging children to examine words closely. According to Sartika (2013), anagrams are a fun and novel approach to practice vocabulary as they provide opportunities for work.

Students feel that learning activities implementing the Anagram game media are more enjoyable than classroom instruction, as seen by their engaged and animated participation in the game. Regular learning activities are boring and soon bore students, who even find it hard to remember word orders. As a result, many of them struggle to comprehend the content covered in English class. They still have a lot to learn in order to increase their vocabulary, particularly in vocabulary mastering. As a result, interest in anagram games is growing.

The following explanation provides context for the students' perspectives on the way the Anagram game was implemented:

[Excerpt 1: *Seru, senang, sama bisa mengetahui kata-kata juga*]

(It's very exciting, it's nice to know the words.)

[Excerpt 2: *Iya jadi suka, jadi mudah mengingat kata-katanya.*]

(Yes, I like it, so it's easy to remember the words.)

[Excerpt 3: *Iya, jadi lebih mudah diingat lebih seru.*]

(Yes, it's easier to remember and more fun.)

[Excerpt 4: *Senang sama seru, terus mudah diingat belajar bersama teman-teman.*]

(It feels happy, making it easier for me to remember vocabulary and study with friends)

[Excerpt 5: *Iya, jadi meningkatkan daya ingat, aku jadi lebih hafal.*]

(Yes, it improves my memory, so I can memorize more.)

Based on the interview, 7 students claimed that Anagram improved the classroom environment and stimulated their interest in the game. This demonstrates that students are eager to work through the difficulties and questions presented in the Anagram game, as well as their understanding of the rules and guidelines. By arranging letters and writing words from the game's questions on the board, students are seen to be actively engaged in the activity. It is clear from the students' opinions and the explanation given above that

they comprehend the objectives of the Anagram game as well as its phases and its benefits. Students' perceptions reveal how well they comprehend the Anagram game itself.

The Benefits of Anagram Games

The benefits of anagram games for vocabulary mastery acquisition are discussed in this section for students. The researcher provided students with an explanation of the questionnaire questions so they might comprehend their meaning. Table 2 lists the advantages of the Anagram game generally.

Table 2. The Benefits of Anagram Games as A Strategy for Young Learners to Learn English Vocabulary

Statement	Agree	Disagree
<i>By using anagram games, learning vocabulary will be easier to understand.</i>	89%	11%
<i>With anagram games, I can memorize vocabulary faster.</i>	89%	11%
<i>With anagram games, I can learn vocabulary well and it can help my writing skills.</i>	83%	17%
<i>With anagram games, I have the opportunity to practice interacting and communicating with all members of my group well and supporting each other.</i>	100%	0%
<i>By using anagram games, I feel more challenged to learn English.</i>	78%	22%
<i>By using anagram games, I can expand my English vocabulary.</i>	94%	6%
<i>By using anagram games, I am more enthusiastic about learning English vocabulary.</i>	100%	0%

Table 2 shows that 81.2% of students agree that the benefits of the Anagram game as a non-digital game-based learning medium show a positive response. Based on the percentages listed above, as many as 89% of students agreed that with the lesson material provided they could understand better. Then the statement that the Anagram game is a medium for training and increasing vocabulary shows a percentage of 94%, this percentage is a high number; This means that almost all students answered agreeing with this statement. In the following statement. The following percentage shows that 100% of students agree that Anagram games can increase enthusiasm for learning English. Setyowati & Maknuun (2020) stated that using anagram games encourages students to learn actively and enthusiastically.

Regarding the benefits of the Anagram game, the following is the student's statement as a student's point of view:

[Excerpt 1: *Dapat kata-kata baru terus jadi mudah juga belajarnya*]

(I get new words, so it makes it easier for me to learn them)

[Excerpt 2: *Jadi lebih gampang masuk ke otak, jadi mudah buat belajarnya, jadi mudah diingat.*]

(The process of entering information into the brain becomes easier, learning becomes simpler, and the ability to remember becomes more efficient.)

[Excerpt 3: *Dapat kata-kata baru kak, kayak uniform, hat, shoes jadi lebih hafal kak.*]

(I got new words, like uniform, hat, and shoes, so they make it easier to remember.)

[Excerpt 4: *Bisa jadi lebih mudah buat dipelajari lagi, jadi tau arti bahasa Indonesiannya juga*]

(It became easier for me to understand the material, so I could interpret from English to Indonesian)

[Excerpt 5: *Dapat menghafal Bahasa Inggris lebih mudah.*]

(I can memorize English more easily.)

After describing and interpreting the percentages as a frequency table through a question-based study utilizing descriptive data analysis, the data is examined using the formula proposed by Sugiyono (2016). It is possible to draw the conclusion that students were satisfied with the anagram's effects and advantages based on the student viewpoint presented above. The percentage shows 81,2% that every student was in agreement that there were numerous advantages to studying when playing an anagram game. According to students' opinions, the Anagram game itself is beneficial to students.

CONCLUSION

With a 73.4% implementation rate for the Anagram game, the anagram game has medium credentials as a non-digital game-based learning medium. and 81.2% of the advantages of playing the anagram game were realized. The purpose of this study is to determine the advantages of using the Anagram game as well as how to apply it. Even while the percentage of benefits is likewise extremely good, the implementation rate itself is still fairly moderate. The second piece of advice for educators, researchers, and readers is to figure out how to lessen the barriers that are now in the way of creating more anagram games as a tool for teaching vocabulary, particularly to younger students.

REFERENCES

- Anakotta, S. K., Serpara, H., & Lestuny, C. (2023). PENGARUH TEKNIK ANAGRAM TERHADAP PENGUASAAN KOSAKATA BAHASA JERMAN SISWA SMA PGRI 1 AMBON. *J-EDu: Journal-Erfolgreicher Deutschunterricht*, 3(2), 62-68.
- Ari, D., & Sadi, Ö. (2019). Effectiveness of Cooperative Learning on Students' Achievement in Genetics, Self-Efficacy, and Conceptions of Learning Biology. *ie: inquiry in education*, 11(2), 4.
- Azis, F. R. N., Pamujo, P., & Yuwono, P. H. (2020). Analisis Gya Belajar Visual, Auditorial, Kinestetik Siswa Berprestasi di SD Negeri Ajobarang Wetan. *Jurnal Mahasiswa BK An-Nur: Berbeda, Bermakna, Mulia*, 6(1), 26-31
- Creswell, J. W. & J. D. C. (2018). Research Design Qualitative, Quantitative, and Mixed Methods Approaches Fifth Edition. *SAGE Publications, Inc.* .
- Lamrani, R., & Abdelwahed, E. H. (2020). Game-based learning and gamification to improve skills in early years education. *Computer Science and Information Systems*, 17(1), 339-356.
- Manurung, S. (2013). Improving Students' Vocabulary Achievement By Applying Anagram Plus Flashcards at the SMP Negeri 7 Pematangsiantar. *TRANSFORM: Journal of English Language Teaching and Learning UNIMED*, 3(3).
- Nurhaliza, & Sari, V. D. A. (2023). Improving Eighth Graders' Vocabulary Mastery through Students' Learning Style-VARK-Based Flashcards . *SAGA: Journal of English Language Teaching and Applied Linguistics*, 4(1), 15–24.
- Papilaya, J. O., & Huliselan, N. (2016). Identifikasi Gaya Belajar Mahasiswa. *Jurnal Psikologi*, 15(1), 56-63
- Prayunisa, F., & Marzuki, A. D. (2023). ANALISIS KESULITAN GURU IPA DALAM PEMBELAJARAN IPA DI SMP DAN SD. *NUSRA: Jurnal Penelitian dan Ilmu Pendidikan*, 4(2), 268–275.
- Ria, N., & Setiawan, H. (2020). THE USE OF ENGLISH ANAGRAMS TO IMPROVE THE STUDENTS' VOCABULARY TO THE FOURTH GRADE STUDENTS OF SDN 196 PALEMBANG. *Didascein: Journal of English Education*, 1(2), 54-66.
- Setyowati, E., & Maknuun, L. (2020). THE VOCABULARY MASTERY OF THE EIGHT YEAR STUDENTS OF SMP BHAKTI MALANG USING ANAGRAM GAMES. *Journey: Journal of English Language and Pedagogy*, 3(2), 81-88.
- Siregar, H. M. S., Lumbanraja, V., & Pangaribuan, J. J. (2023). The Implementation of Anagram Technique to Enhance the Seventh Grade Students Vocabulary Mastery. *Ainara Journal (Jurnal Penelitian dan PKM Bidang Ilmu Pendidikan)*, 4(2), 39-43.
- Sugiyono. (2015). Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif dan R&D. Alfabeta.
- Sutherland, P. (2009). Vocabulary in Language Teaching. Cambridge: Cambridge University Press.