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## IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH ANAGRAM GAME AT THE TENTH GRADE OF SMK NEGERI 1 GUNUNGSITOLI BARAT IN 2022/2023

### Abstrak

Kosakata merupakan komponen terpenting dalam belajar bahasa Inggris untuk dapat memahami materi yang akan dipelajari dalam bahasa Inggris. Penguasaan adalah kemampuan yang diharapkan dapat dicapai oleh setiap siswa dalam suatu tujuan pendidikan. Namun pada kenyataannya siswa kelas 10 SMK Negeri 1 Gunungsitoli Barat mempunyai permasalahan dalam penguasaan kosakata: siswa tidak memiliki banyak kosakata dalam bahasa Inggris, Siswa tidak dapat mengetahui kata-kata bahasa Inggris dan penggunaannya, siswa sulit untuk mengidentifikasi dan memahami arti kata-kata. Berdasarkan masalah, penelitian ini bertujuan untuk mengatasi masalah siswa untuk meningkatkan penguasaan kosakata siswa melalui Permainan Anagram. Penelitian ini menggunakan metode kuantitatif dengan desain penelitian tindakan kelas (PTK). Penelitian ini dilaksanakan dalam siklus II dan terdiri dari 2 pertemuan pada setiap siklusnya. Hasil penelitian pada siklus 1 menunjukkan bahwa dari 27 siswa yang berjumlah 27 siswa, terdapat 23 siswa yang tidak tuntas dan rata-rata nilai siswa sebesar 45,57%. Dan pada siklus II seluruh siswa tuntas dalam MCC dengan nilai rata-rata siswa sebesar 97,74%. Berdasarkan hasil tersebut, peneliti menyimpulkan bahwa penggunaan permainan Anagram dapat meningkatkan kosa kata siswa dan mengatasi masalah siswa dalam penelitian ini.

**Kata Kunci:** Vocabulary, Anagram Game, Classroom Action Research (CAR)

### Abstract

Vocabulary is the most important component in learning English to be able to understand the material to be studied in English. Mastery is the ability each student is expected to achieve in an educational objective. However, in fact the students in class 10 SMK Negeri 1 Gunungsitoli Barat had a problem in vocabulary mastery: students do not have a lot of vocabulary in English, Students were not able to know English words and their use, students are difficult to identify and understand the meaning of words. Based on problem, this research aims to overcome students problem to improve students' vocabulary mastery through Anagram Game. This research used quantitative method with design classroom action research (CAR). This research was conducted in II cycles and consisted of 2 meeting in each cycle. The result of research in cycle 1 showed that 23 students did not pass the MCC out of 27 students with and the average of students mark was 45,57%. And cycle II all students passed the MCC with the average students score of 97,74%. Based on the result, the researcher concludes that the use of the Anagram Game can improved students' vocabulary and overcome students' problems in this research.

**Keywords:** Vocabulary, Anagram Game, Classroom Action Research (CAR)

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## INTRODUCTION

English is one of the communication tools used in the world. In learning English There are four skills namely reading, writing, listening and speaking. In the learning process student are expected to master these four skills. To make it easier for students to master English language skills, student must master the vocabulary first. Vocabulary is the most important component in learning English to be able to understand the material to be studied in English, because without an understanding of vocabulary it is difficult for students to understand the material to be studied. According Natalia and Bhakti in Hadith and Rosdiana (2021) stated that vocabulary is considered to be one of the most important factors for comprehending lesson material, especially when learning a foreign language. According to Astriyanti and Anwar (2016), in Farida and Kareviati (2021) Vocabulary is needed to improve the four English skills; listening speaking, reading and writing. It could be interpreted that student had difficulty understanding the text, understanding what other people are saying, and not be able to say what they want to say both orally and in writing if they lack vocabulary.

Vocabulary mastery is fundamental for second language learning because it reflects the learner's understanding of the language. Vocabulary mastery refers more to one's understanding of recognizing and expressing meaning words. according to Hiebert & Michale L, in Septian Dwi Anggara (2023) say that Vocabulary mastery is essential in the teaching of L2 in any language skills. It can be concluded that vocabulary mastery is fundamental for learning a second language or a foreign language, with vocabulary mastery it will make it easier to learn English.

For learning in class, every students were required For own good ability for language vocabulary English so can support the learning process in Language English. According Richard and Renandya, in Indrawaty and Resty (2020), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that vocabulary cover all aspect of English when student have a lot of vocabulary, students could become listeners or writers, speaker or readers and could provide feedback in the learning process.

According to Shanahan (2006) in Widianingsih , Jubaedah (2020), Vocabulary learning objective is to build a sense of word, and should not be surprised that an approach that is both a demanding teaching student connects more deeply, to think about the meaning of word. So, in learning English, for example in delivering material, students did not understand what was being studied because of lack of understanding of vocabulary. With the vocabulary students could provide feedback from the discussion that was discussed. According to Richard and Renandya (2002) in Kartikasari , Arjulayana , son ( 2021 ) Vocabulary is one of the most crucial elements in a language. For Could communicate with Good vocabulary had role important in understand what was said in Language English.

Writing was a skill of a write to communicate information to the rider. Through writing activity, the students could develop their thinking knowledge and their ability in English such as grammar. According Rainmes in Jayanti (2019), says there are some function of writing : to communicate of with reader, to express idea without pressure a face to face communication, to explore a subject, to record experience and to become familiar with the conversation of written English discourse. According to Johns In Fahmi, Rachmijaty (2021), stated that's there are several purpose of writing first is to express the writers feeling and thinking, second to entertain the reader, than to inform to reader what the writer purpose, and to persuade the reader. It could be said that writing was a communication skill to convey idea or message to readers. Based on the theory above the writer draw conclusion that vocabulary could not be separated from writing. On the other hand, to express ideas, both are closely related which need to support each other.

In the 2013 curriculum syllabus of SMK Negeri 1 Gunungsitoli Barat stated that core component: 3 (knowledge) were Understanding, applying, analyzing, and evaluating basic factual, conceptual, procedural, and metacognitive knowledge according to the field and scope of English study at a technical, specific, detailed, and complex level, with respect to science,

technology, art, culture, and humanities in the context of self-potential development as part of the family, school, world of work, national, regional and international citizens. Furthermore, in the syllabus there were basic competencies that require students to be able to differentiate social, text structure, and linguistic elements of several oral and written recount texts by giving and asking for information related to historical events according to the context of their use. The success of these two competencies was demonstrated by the ability of students to reach MCC 70 which has been formulated and determined in English subjects. But in reality, according to the results of observations made by researchers while carried out internship activities at SMK Negeri 1 Gunungsitoli Barat, there were still many students who cannot reach the MCC, some of factors was that students were unable to write recount text because students did not had a lot of vocabulary in English, Students are unable to know English words and their usage, which was caused by differences in vocabulary in the target language and the language they use. Differences in the way of writing and pronunciation. Students do not have a lot of vocabulary because students were more lazy to learn to memorize and remember because of differences in how to write and how to read in English. Students have difficulties in understanding and interpreting the meaning of words.

Based on the problem above, the researcher was use the game method to teach in increasing students' vocabulary. One of the relevant game methods that was in accordance with the material that was used by researchers in teaching students is the anagram game. Researcher choose to use anagram games based on the needs or problems found by researchers, where using anagram games could increase students' vocabulary by arranging letters so that they form words but using the same letters from the previous vocabulary. Using the anagram game could motivated students who were interested in learning English vocabulary, and also helping students to improving vocabulary and making students had the ability to develop their vocabulary. So, According to researcher through Anagram game could make it easier for student to understand and be interested in learning English. This game was used by teacher to teach student, especially to teach vocabulary and could help teacher and student to achieve learning goals in improving the learning process in the classroom. This anagram game is a game of one word forming a new word that was different from the previous word so that it adds a new vocabulary. Its supports according Meriam – Webster in Barus, Tampubolon (2022), Anagram is the change of one word or phrase into another by the transposition of its letters. So, this anagram game could help students to increase their vocabulary. For example, from the word butterfly, it could become a new word, namely; blue, but, fly, bye, try, and so on. Its support by According to Echols and Ahadily (2003) in Kartika, Arjulayana, Putra (2021) anagram means “Exchange of the latter in words has another meaning of the world before”. Therefore, in implementing the use of this anagram game, the researcher chooses a form of Classroom Action Research (CAR) in its implementation.

Classroom action research (CAR) was a cyclical research method and which uses problem solving faced by teachers in learning. That was classroom action research is research that is used by teachers in the classroom to solve problems directly faced by teachers in the learning process in the classroom. according to Garpersz and Uktolseja (2020) stated that classroom action research (CAR) is research that is reflective in nature by taking certain actions with the intention of improving or increasing learning practices that are carried out in a more professional manner in class. According to Burns (2010) in Marsevani and Habeebanisya (2020), stated that classroom action research (CAR) was conducted in four steps: planning, observing, action and reflection.

Based on the previous explanation, the researcher was interested in conducting a research by using the Anagram Game and classroom action research as research method. Therefore, this research is entitled: “Improving the Students’ Vocabulary Mastery Through Anagram game at the Tenth Grade of SMK Negeri 1 Gunungsitoli Barat in 2022/2023

## METHOD

In this research, the researcher would use classroom action research (CAR) could help the researcher to solve the problem about students vocabulary mastery. As stated according to Garpersz and Uktolseja (2020) stated that classroom action research (CAR) is research that is reflective in nature by taking certain action with the intention of improving or increasing learning practice that are carried out in a more professional manner in class. In study, to choose of methodology was very important to determine the quality of research success. The purpose Classroom action research (CAR) is to improve the quality of learning and assist teachers in empowering teacher and solving learning problems in schools. In other word, this research was based on the teacher activities paying attention to student success in class, such a learning abilities, students behavior, students difficulties when learning. And addition, according to Sogor “action research help educator be more effective at what they care most about their teaching and development of their students. In doing the research, the researcher arranged by procedure of the action in the some cycle, each cycle consist of two meeting. This study used Kemiss & Taggart research model which consisted of 4 stages, namely: Planning, action, observing, and reflection. In this research, the researcher chose the tent grade SMK Negeri 1 Gunungsitoli Barat. The number of student of class tent is 46 students’ consist of 2 classes. In this research the researcher was taken one class as the subject of the research. The subject of this research was Class X-ATPH which consist of 27 students. In this research, the research used three instrument to collecting data: observation sheet, field note, and evaluation sheet.

The data analysis technique, the researcher used quantitative and qualitative researcher.

1. Analyzing the Qualitative Data. The Analyzing data gained from the observation sheet. The researcher processed by following some steps as follows:
  - a. Reduction of the data. Evaluating and classifying the data based on the information from the observation and evaluation sheet and must be organized according to the statement of the research. In this step, the researcher categorized and reduced the unsuccessful data taken from the observation sheet and field notes.
  - b. Explanation of the data. All of the data that have been organized must be classified to get the meaning in the table, and graphic.
  - c. Conclusion. After making the explanation of the data, the researcher takes some conclusions about the data in the statement of formula form. Especially for observation sheet the researcher needs to analyze and evaluate the data
2. Analyzing the Quantitative  
 Quantitative data is necessary to analyze for knowing whether the students’ ability in mastering vocabulary in writing skill has been increased or not. The quantitative data is obtained from the evaluation sheet. The evaluation sheet is analyzed based on the question that is used to test the students. These tests are the questions that must be answered by the students.

## RESULT AND DISCUSSION

This research was conducted in 2 cycles, where each cycle consisted of 2 meetings. The time allocation for each meeting is 2x45 minutes, in accordance with the regulation that have been implemented at school.

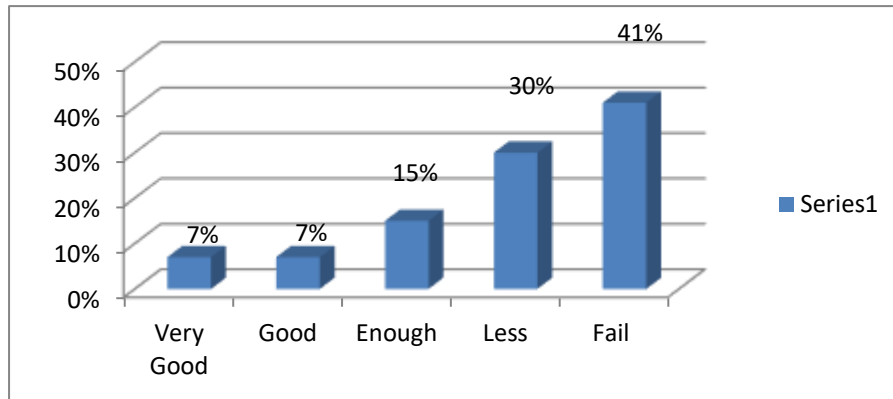
### Cycle 1

Based on the result in cycle 1 from the research analyzed and students evaluation sheet could be show in the table bellow:

The Ability Of Students’ Vocabulary By Using Anagram  
Game In Cycle I

Num.	Classification	Scoring	Frequency	Percentage (%)
1	Very good	85-100	2	7%
2	good	75-84	2	7%
3	Enough	60-74	4	15%

4	less	40-59	8	30%
5	Fail	0-39	11	41%



The data in the previous table explained above that the vocabulary mastery of students in cycle 1 explained that most students did not pass the MMC set at school, namely 70. This show through the scores that have been obtained by students that there was 2 (two) students classified “very good” that is with a value of 85 and 95, 2 (two) students classified “good” that is with a value 75, 4 (four) students classified “enough” that is with a value 60, 8 (eight) students classified “less” that is with a value 40 and 55, and the last 11 (eleven) students classified “fail” with scores of 25, 10, 15, and 30

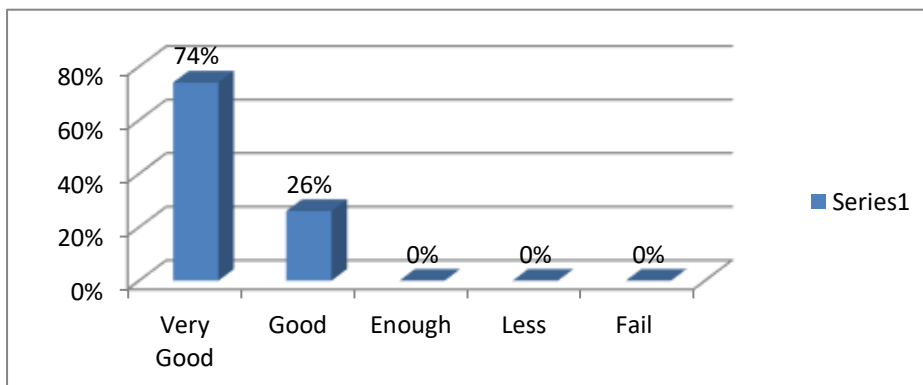
Based on the results of the explanatory data above, the researcher concluded that the level of students’ abilities in improving vocabulary still could not reach the MCC that had been set. Finally the researcher decided to continue the next cycle of research by making some improvements.

**Cycle 2**

Based on the result in cycle 2 from the research analyzed and students evaluation sheet could be show in the table bellow:

THE ABILITY OF STUDENTS’ VOCABULARY BY USING A NAGRAM GAME IN CYCLE 2

Num.	Classification	Scoring	Frequency	Percentage (%)
1	Very good	85-100	20	74%
2	good	75-84	7	26%
3	Enough	60-74	-	0%
4	less	40-59	-	0%
5	Fail	0-39	-	0%



From the data above, the students' vocabulary by using Anagram Game had improved from the first cycle. The all students pass the MCC that set by the school 70. There are 20 (twenty) students that categorized "very good", with scores of 85, 85 and 100, and 7 (seven) students that categorized "good" with scores of 75 and 80. Based on the data the researcher could be conclude that the using Anagram Game can improved the students vocabulary mastery.

## DISCUSSION

In this researcher, the problem being studied "how anagram game improve the students vocabulary mastery at tenth grade of SMK Negeri 1 Gunungsitoli Barat in 2022/2023. The general response in this researcher is that anagram can improve students vocabulary about writing, asking question and telling stories that happened in the past to share information with other people. After conducted the research in two cycles, the researcher analyzed the result of the research based on the observation sheet, students' score in evaluation sheet, and the opinion from teacher-collaborator.

In cycle 1 of the second meeting, the researcher gave an evaluation sheet to students to be able to measure how students' abilities were after using the Anagram Game during the teaching and learning process that was carried out in class. From the results of the test that were obtained from the students, it showed that most of the students did not pass the MCC which was set at 70. From these data there were 19 students who did not pass the MCC. There were 8 students (30%) who were classified as "Less", and 11 students (41%) were classified as "Fail". From the data in Cycle I, the researcher concluded that the students' vocabulary was still lacking.

There are several factors that affect the low scores of students in cycle I. Lack of background on students' ability to recognize the material being studied, students are more busy in their own activities and make noise in the classroom during learning takes place, students do not have the desire to write lists of vocabulary learned and students are still confused in doing the test that has been given by the researcher. To overcome this problem, the researcher carried out several activities in the classroom, such as the researcher asking the students' background about the material and also learning English, the researcher went to the students' seats one by one to get the students' attention while the researcher gave an explanation and the researcher related the explanation of the material to everyday life so that it is easy for students to understand, the researcher controls the class during the implementation of the Anagram Game and also the researcher provides opportunities for students to ask questions about material and explanations that are not clear.

After the researcher conducted analysis and evaluation in cycle 1. The researcher continued in cycle 2 because the results in cycle 1 were still lacking. In cycle 2 the researcher made several improvements to get an increase in student vocabulary and overcome problems in cycle 1. In the results of cycle 2 there was Improved in student vocabulary, it could be seen from the results obtained by students on the results of the evaluation sheet, this shows that all students passed MCC, 20 students (74%) are classified as "Very Good", and 7 students (26%) are classified as "Good".

Based on the results that have been obtained by students in cycle 2, the researcher concluded that the use of Anagram Game in Improved students' vocabulary was successful. Problems faced by students in vocabulary such as students do not have a lot of vocabulary in English, students are difficult to identify and understand the meaning of words can be corrected by using anagram game.

## CONCLUSION

Based on the data analysis and problem formulation and objectives researchers concluded that: in cycle I, it show the results of observation at each cycle that at first meeting of cycle I there were 78,63% of the activities that had been carried out and there were 81,03% of the activities that had been carried out at the second meeting. Beside that student scores in cycle I the highest scores was 86 and the lowest score was 25 and the average students score 86% of students not pass minimum competence criteria (MCC) 70.

In cycle II showed that, the students achievement in the first meeting showed there were 90,98% activities that the students done and in the second meeting there were 95,01% activities that the students done. Furthermore, the highest value in cycle II was 100 and the lowest value was 75 while the average was 90,74. In cycle II all the students had passed of minimum competence criteria (MCC) 70.

In addition, the average of the students' score shows that the students of SMK Negeri 1 Gunungsitoli Barat were able improved student vocabulary mastery especially in material recount text. The students' average score is higher than the MCC that is 70 points. It can be said that the students are successful. Therefore this research is stopped by the researcher in this cycle.

It can be concluded that the students problem were solved anagram game and improving the students mastery at the tenth grade of SMK Negeri 1 Gunungsitoli Barat 2022/2023. So, the students could be successful in teaching-learning process especially in learning vocabulary.

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