

USING ANAGRAM TO DEVELOP STUDENT'S VOCABULARY

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ABSTRACT

This social empowerment activity aims to apply and teach the anagram method as an effort to develop students' English vocabulary mastery. This anagram method is applied in face to face class. Providing several different words, share words to each group, each group writes a new word and the new word written only uses the letters from the source word. The results of the anagram method produce number of new words from the words of 'teachers, speakers and conductors' found 68 new words. The of teachers (33 new words), speakers (19 new words) and conductors (16 new words). The anagram method is succeeded in increasing students' motivational, abilities and skills in English vocabulary mastery

Keywords: Teaching method, English, anagram

## BACKGROUND

Vocabulary is the main constituent of language. Vocabulary is the second component of a language after the alphabet. Novianti (2020:553). Mastering vocabulary is the base to master a language. In English, vocabulary has many different forms and meanings in sentences. For example, The word of *'turn'* means *go round or change direction*. When the word *'turn'* is used in a sentence, it has a different meaning as in (a) *Take the U-turn and you see the school*; (b) *Roy turned back the camera yesterday on the table*. In a, the word *'U-turn'* means *'a turn made by a car in order to go back in the direction from which it has come.'* And in example b, *'turned back'* means *'the camera which was taken, Roy gave it back or placed back it on the table.'* In writing and conversation in English, the vocabulary used gives different meanings. It is very important to master vocabulary both in writing and in speaking. In all forms of writing, vocabulary is always there. Vocabulary can be found in reports, books, journals and letters.

### Vocabulary for speaking and writing

vocabulary is used when a person speak, for example when someone starts a conversation, Tarigan (2011:2) stated that a quality to speak is based on the vocabulary he or she mastered. They use language between one and another. the language used in the conversation, both speakers use vocabulary. All languages use words, e.g, English. When meeting someone, starting a conversation, saying hello, asking about works being done and asking directions. These are all done by interactions by using a language. the language is structured with a diverse and countless vocabulary. In our daily activities we also use quite a lot of vocabulary starting in the morning when we wake up, we will talk to our sister or brother at home and other families members. Conversations in the morning while making breakfast, talking about preparing for works, all we do with language interactions in the form of conversations. As students also use language when they leave their houses to school, for example greeting parents and greeting friends when they get to school. Interactions in the classroom also use quite a lot of language and vocabulary when they start learning. Teacher who teaches in front of the class uses language, before preparing the material, the teacher reads a lot of text and prepares exercises for students, the teacher read a lot of words. all of these activities use words when using language, reading texts and saying words which are a large number of words also used by students during discussions in class, asking questions and providing explanations of discussion material. language is built up by a vocabulary that has a lot of meanings and forms. Vocabulary is the main element that builds fluency in speaking English. The vocabulary used helps anyone to understand the message being conveyed. Without vocabulary, students cannot communicate as well but they are able to communicate through sign language or body language. Vocabulary are always used when students interact with others. In conversation, the present of vocabulary really helps a group to understand the meaning from one another. They can hear and respond clearly. The presence of vocabulary in the text and in writing determines the meaning of the text and determines the purpose of the conversation. because without vocabulary, language cannot be used and understood properly. Without words, language is colorless and can become extinct the language itself. And without words in a discussion, the interaction does not go smoothly.

### Forms and type of words

In Suyatno (2005:44) vocabularies are groups of words that provide meanings. Words in English have many different forms and meanings in sentences. Words with different forms can be seen when the words are used in talks about activities in the past. Telling experiences, the verbs used are in the past verb forms, for example the verb 'go' becomes 'went.' The two words have the same meaning but show different forms. The present verb 'go' changes form when it used in the past, becomes 'went'

In English, words are divided into several word classes. Word classes in English are nouns, pronouns, verbs, adverbs, adjectives, prepositions and connectors. The type of class word gives meaning in language and gives a form a different according to the time of use. Thornbury (2002:3-12) Words are word Classes, Word Families, Word Formation, Multi-word Units, Collocations and Homonyms

### Problem faced

Weakness in vocabulary mastery in conversation can have a bad impact. The dialogue that is being run stops. Bad writing works makes the reader unable to understand the purposes and any instructions for an activity because of limited word mastery. also face difficulties in new vocabulary and have to look up the meaning in the dictionary (Hulu, F., Dewi, Dirneti, Meilina, etl., 2022:32). Supposedly, as students are able to speak well and attract attention when explain the task in class. Students are able to write well, use the correct words and are easy to understand.

Students cannot respond when the other person speaks English, students often stop talking and cannot continue the conversation, students cannot write long texts, students might write words that have no meaning such as excess letters and missing of letters. Students make ungrammatical sentences. Words in

sentences do not form sentences completely and have no meaning. students faced problem in vocabulary, speaking, grammar and pronunciation (Hulu, Fasaaro, Dewi, T., & Meiliana, F., 2022:1)

### Problem solution implementation

Efforts to reduce the weakness of vocabulary mastery is by applying the anagram method. Kridalaksana (2008:56) anagram is group of words st from the same word. Anagrams teach students to develop many words from word sources. One word source creates many word classes and various meanings. Only letters in the word source that are used may not take letters from another words. For example, the word 'table' becomes; able, lab, beat, ate, tale, tab, tea, eat, bat, at, late, etc. So the new words set based on the letters from the word source. Nurhadi (1995:131) students are asked to arrange the letters become a word

### METHOD

The participants who took part in this activity were Secondary School students of St. Andrew's School Batam. The method used in carrying out vocabulary development is anagram method. Students are divided into several groups consisting of male and female as participants. Participants are divided into 3 group and participants for each group are 5 students.

Participants join their respective groups according to each groups that had been grouped. Group one's participants line up and face forward to the whiteboard follow single line formation. The first line is group 1, the second line is group 2 and the third line is group 3. participants stand apart from the whiteboard about 3 meters a part.

Then, participants listen to the guidance for the anagram game. First, participants were given 2 words as an example for developing the vocabulary using anagram method. After that, different words were prepared for each group.

Each group has their own words written on the whiteboard. after writing the word on the whiteboard for each group, participants are given the opportunity to read, observe the words. after look at the words, they try to think and find the another word by combining the letters from the word source. Then, each group is given about 1 minute to discuss. And let the students write any word they got. And in the end, whole words are summed to see which group got largest word numbers.

The activities purpose are to find references from words written in their groups, they have to find new words based on the available letters in the words written on the board. new words are written according to the letters available. Each group may not write words beside other than the letters on the blackboard in their group.

Next, participants were given markers to write several words, by starting with the participant who stood at the front and write a word and will be continued by other participants in the group. the participant provide time about 3-4 minutes to write a new word

After the time is over, participants are expected to return to their respective lines and pay attention to the results were written on the whiteboard. Next, the new word generated from the source word will be corrected. If there is found an inaccurate writing of the letters in the word, it's corrected. Count all the words obtained by each group. After counting the total of words of the 3 groups included group 1, group 2 and group 3, group which was found the most new vocabulary categorized as the best, the second group after the best is grouped as better or the last group categorized as good

### RESULT

Students activities in class and line up to write new words.



Picture 3.1

The picture above shows students queuing are taking part in thinking, finding and writing new words based on the letters in the showed from the words on the whiteboard. The participant whose is standing at the very front line holds a marker and writes only word. No more than one word is written. Then as quick as possible turn the marker to his friend behind to write another word and pass on to the third friend to write a new word then keep taking turns until time runs out.

Students are asked to stand up and form one straight line backwards following each group and staying focused on the aim of each group's activity is to write new words by looking at to the their word on the whiteboard.



Picture 3.2

The second picture shows student activities in developing vocabulary using the anagram method. students are let only to write one word on the board but no more. The word written are not the same as word that has just written by a friend from their group. The group mates in the back must look for new vocabulary following the available letters in the word on the board.

Teachers

Hat	Cheers	see (33)
hate	Tear	ache
ear	Tea	reach
ears	Teach	each
Cars	eat	at
Car	She	ate
Starch	Her	cat
Star	Hear	are
Seat	he	tech
See	Seat	Has
heat	See	as
sea	heat	he's
	sea	the

➔

Result transcribed below

**TEACHERS :**

Hat	cheers	sat
Hate	tear	ache
Ear	tea	reach
Ears	teach	each
Cars	eat	at
Car	she	ate
Starch	her	cat
Star	hear	are
Seat	tech	has
See	as	he's
heat	sea	the

Picture 3.4

Conductors

or	torn (19)
on	Sun
rot	nuts
doctor	not
count	corn
cut	dots
do	root
sort	
door	
don't	
donut	
to	

Result transcribed below

**CONDUCTORS:**

Or	torn
On	sun
Rot	nuts
Doctor	not
Count	corn
Cut	dots
Do	root
sort	
door	
don't	
donut	
to	

Speakers

Peak	(16)
Sea	
Ras	
see	
ape	
Seak	
ape	
keep	
Dec	
pear	
Rap	
Reas	
speak	
Reg	
as	
eat	

Result transcribed

**TEACHERS :**

peak	sea
ras	see
are	ape
seak	rap
secp	pee
pear	reacs
speak	pea
as	ear

missing letters:  
ras, secp, reacs  
these words don't have any meaning in English

Picture 3.5

Picture 3.6

Picture 3.4, 3.5 and 3.6 show the results from group 1, 2 and 3. Group one shows result as in picture 3.4, 33 new words developed from the word 'teacher.' Group 2 as seen in picture 3.6, there were 16 new words developed from the word 'speaker.' And group three is shown in picture 3.5, there were 19 new words developed from the word 'conductors' the highest numbers of words is group 1 and the lowest is group 3.

This activity really helps students to develop vocabulary mastery in English which are not understood and mastery. Students showed their enthusiasm and activeness in finding new words and motivate each participant wrote a word on the whiteboard. alternately with a very fast time shows the success of the anagram method is able to increase students' knowledge, motivation and vocabulary development

## CONCLUSION

The results of the activity show that students can create a lot of new vocabulary as seen from from the result, the 3 source words '*teachers, speakers and conductors*' gain 68 new words. 'from the word of teachers obtained 33 new words , speakers gained 19 words and conductors found 16 new words' The 68 new vocabularies have different forms and have different meanings from one another. source words ; teachers-speakers-conductors are the main source of new words. vocabulary development activities through the anagram method from one source word to several other words Anagram method has been encouraged students to learn English and active in developing vocabulary when they learn English with friends by new method.

- a. Students pay attention to the words written on the board
- b. Students think of other words that can be formed using the letters on the board
- c. Students write the word on the board in large numbers different words

Anagram method helps students to develop vocabulary mastery that has been considered difficult to understand during English class. The anagram method teaches students to be active, independently to look for new words using existing letters from source words. New vocabulary resulting from the development of the original word or source word can be used as the second source word, from the three source words produced 68 new words that can be used as source words for the next vocabulary development activities

## SUGGESTION

- a. Students are expected to be quickly to increase their knowledge of English vocabulary mastery using the anagram method
- b. Teachers, instructors and lecturers can apply the anagram to teach students to improve their vocabulary who learn English language
- c. For general, anagram method can be used as a practical and proper method to introduce the second language to the learners

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