

THE USE OF ANAGRAM TECHNIQUE IN TEACHING VOCABULARY AT SENIOR HIGH SCHOOL IN CIMAHI

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Abstract

Vocabulary is one of the essentials needs for language learning. Likewise, in learning English lack of vocabulary is a problem still faced in learning the English language. The purpose of this research is to describe the use of anagram technique in learning vocabulary. This research was conducted by using descriptive qualitative research methods. The subject of this research consisting of first grade students of Vocational High School at SMK Pusdikhub, consisted of thirty-one male students and two female students during the second semester of the academic year 2019/2020. The researcher collected the data from observation and questionnaire. The implementation of this technique follows the main steps of anagram technique there were (1) Finding the spesific material (2) Getting a words that can be formed to produce new word (3) Using the new words for learning vocabulary. Based on the observation and the questionnaire, the researcher found a positive effect in learning vocabulary using the anagram technique. The students became more enthusiastic and enjoyable in learning vocabulary and increase of students' participation in the class. Additionally, the anagram technique can help to motivate the students to enrich vobabulary.

Keywords: Anagram, Vocabulary

INTRODUCTION

English has become an international language which is the language of communication used by most communities in the world. By the language people can share information with others(Ningtyas, 2016). Therefore, at the present, English ability needed for requirements in various fields. Now, English is growing opportunities to find good work, but most people in Indonesia are still confused to reacted in English, even though English is taught for a long time from elementary to university because there is

still a lack of vocabulary. In language, vocabulary is one of the tools used to convey the idea, message, purpose, feeling, and opinion to other people (Ningrum, 2015).

Vocabulary is all about words. Language well that means know how to write words and how to say its words. During the class observation, the researcher found that issues related to the mastery of vocabulary did not allow students to understand the explanation in English. Students typically only learn new vocabulary through their textbooks or obtain it throughout classroom exercises that require them to open a dictionary to check for the meaning of a word.

It is difficult for EFL students in pronunciation, spelling, and understand meaning of the word because some factors are very different from the language known as inflection. Therefore, the teachers have to use various techniques in teaching vocabulary to make the students active in a teaching learning process. Besides that, game-based learning can make learners become the center of learning, make the learning process easily and more effectively (Apsari, 2018).

Furthermore, the various of teaching method in learning-process will make students more interest and can motivate in learning vocabulary that by a variety of word games (Lube & Nuraeni, 2020). There are several types of word games. They are puns, riddles, crossword puzzles, anagrams, palindromes (Richard Devara Candra Kumara, 2016). There are clues in the anagram makes the students have high curiosity when answering the question. That also given a chance to learn how to write every word correctly in enjoyable learning process (Richard Devara Candra Kumara, 2016) Anagram technique is a form of word play, the product of reformatting the letters of a word or phrase to create a new word or phrase by juggling the letter of a word. (Edward J. Kame'enui, 2012).

There are so many researches that use anagram technique. For example, the research is entitled The Effectiveness of Anagrams on Students' Vocabulary Size. It showed that there was a huge effect of anagram on the scale of students' vocabulary. Anagrams makes students learn more easily and helps teachers provide materials for teaching English. (Muhamad Arrofi Rahman, 2016). Then, the research is entitled The Effectiveness of Anagram Technique in Teaching Vocabulary. By using this technique, many words will be got through. Automatically, this technique will increase students vocabulary and the student not bored because this technique is appropriate to their characteristic which is they incline more interested to play (Rosadi, 2017). The result from previous study can be concluded that the use of anagram technique have contributed in learning process. This technique is able to enhance students vocabulary.

In order to solve the problem in learning English because lack of vocabulary. The researcher chooses the anagram as a technique in teaching students vocabulary. The researcher wants to describe the use of Anagram technique in teaching vocabulary.

METHOD

The method used for this research was descriptive qualitative research method. According to Sodik & Siyoto (2015:27) descriptive methods are research methods by describing aspects of understanding naturally about the problem from the results. In other hand, qualitative research is a study conducted with using an investigate approach (Abdurrahman, 2014). Based on the statement, qualitative descriptive shown the general actually description through as it is in the field according to the data from research has investigated. This research was conducted at SMK Pusdikhub Cimahi for four meetings on February, 2020. The data of this research obtained from observation and questionnaire. The observation was used to find out information about learning activities in implementation using anagram technique. The questionnaire was used to collect the specific response based on response indicators by (Muhlisin, 2018). The questioner was used open-ended question to make students give the respond freely toward the detailed information.

RESULTS AND DISCUSSION

Results

The main step of teaching using anagram technique are follows :

- 1) Finding the specific topic.

The first stage that has been carried out is looking for teaching materials for students. The research was conducted in this research is teaching recount text in appropriate to the material that must be given in the second semester. In this recount text material

students learn the past vocabulary form or V2. At this stage the teacher learns that in this material it can be learned through anagrams because it has words that can be formed into new words.

2) Get a word can be form to produce new word.

There are words that can be reshaped into new words related to the material. Researchers have searched for words contained in the recount text according to the topic to be conveyed related to past tense or V2. There are several words that students can use in learning their vocabulary using anagrams. Examples of words : NOW = WON, LEFT = FELT, SLOT = LOTS.

3) Use the word for learning vocabulary.

After making a list of the anagram vocabulary that is covered in the material that has been taught. Researchers have used new words from anagrams to learn vocabulary by implemented this stages in the classroom:

a. Clarify the spesific topic

First, the teacher explained the topic of the teaching and introduced the teaching program. The teaching material is about recount teks related to the simple past tense such as the rule of simple past tense, reguler and irreguler verbs, and some examples of sentences using simple past tense.

b. Forming group

The teacher formed the students into groups. Then, each group was given a different part of recount text. Students are then asked to look for difficult words in the text. Students must know the contents of the script that has been given.

c. Share to the other group

The teacher asks the students from each group to explained the contents of the part of the recount teks that has been given to the others. After that each group exchanged information about difficult vocabulary.

d. Answering anagram questions

After stimulated the student knowledge in the previous stage. The teacher gives a question of a word. The teacher asks students to find answers to that word to form a new word form according to the given clue. Then, students are asked to discussions to find words that can be formed from the words given. Each group competes to guess the right word.

Discussion

Based on the data attached it found positive effect in learning vocabulary using anagram technique, that can be seen in every meetings the students in learning process using anagram technique is really have fun learning. As stated by Dale & O'Rourke that anagram is the word games excercises that makes learning more enjoyable (Richard Devara Candra Kumara, 2016). This technique automatically encourage students in learning vocabulary. Besides that, in the first meetings the students looked confused with anagram, but in the second meeting, students had begun to understand about the anagram technique. In third meeting, some students could be not controlled because their was too exited makes the classroom noisy. Thus, the teacher should manage the class well so some students are not distracted and stay focused.

CONCLUSION

After carrying out the research and analyzed data from the result, the conclusions of this research in learning vocabulary using Anagram Technique on first grade students at SMK

Pusdikhub Cimahi was satisfied. The students are stimulated by desire to guess the correct anagram word answer. Although the thing that needs to be considered in using this technique is class hard to control because in this technique makes learning more actively. The research found some students made some noisy in the class. But even this case, the result is still a massive positive effect overall in efficiency. Thus, in this research learning vocabulary using Anagram technique are very good. Anagram technique is be able used to helps the students willingness to learn vocabulary.

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