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## EFFORTS TO IMPROVE MASTERY OF INDONESIAN LANGUAGE VOCABULARY BY USING ANAGRAM GAMES (WORD WALL) IN GRADE IV ELEMENTARY SCHOOL MIN 1 MEDAN IN THE 2023/2024 ACADEMIC YEAR

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### **ABSTRACT**

The purpose of this study is to determine the increase in Indonesian vocabulary mastery by using the Anagram Game (Word Wall) in Elementary School Class VI MIN 1 Medan in the 2023/2024 academic year. This study uses PTK (Classroom Action Research). Data analysis is an activity after data from all respondents or other data sources are collected. The subjects and objects of this study were all 24 students in grade IV. This research procedure used Cycle I and Cycle II. The research instrument used a test. The data analysis technique uses three steps, namely: (1) Data reduction, (2) Data presentation, and (3) Drawing conclusions or verification. So from the explanation above, it can be concluded that Indonesian vocabulary can increase by using the anagram game (word wall) in Elementary School Class IV Min 1 Medan. The results of the study showed that the use of Wordwall was proven effective in improving the mastery of Indonesian vocabulary in grade IV Min 1 Medan students, as evidenced by an increase in the average test score of 173%. In addition to improving vocabulary mastery, Wordwall was also proven to be able to motivate students to learn more actively and improve their interpersonal skills through interaction in Indonesian. This study opens up opportunities for the development of more interactive and meaningful learning models for students. Wordwall, with its various features and ease of use, has the potential to be an effective learning tool in improving Indonesian language mastery at various levels of education.

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## A. INTRODUCTION

Learning is basically an effort to direct students into the learning process so that they can achieve learning goals according to what is expected. Learning should pay attention to the individual conditions of children because they are the ones who will learn. Students are individuals who are different from each other, have their own uniqueness that is not the same as others. Therefore, learning should pay attention to the individual differences of the child, so that learning can really change the condition of the child from not knowing to knowing from not understanding to understanding and from behaving badly to being good. As one of the levels of education, Elementary School (SD) has an important role in instilling basic skills, including reading, writing, and arithmetic. This is given to equip students in studying subjects, preparing for higher education, and preparing students for life in the future (Indainanto et al., 2023).

The achievement of an educational goal cannot be separated from the role of teachers and parents in the learning process (Aly et al., 2023; Dalimunthe et al., 2023). The role of the teacher is as a facilitator in learning, while the role of parents is also very important in directing students in learning activities at home. In school learning, one of the subjects taught from elementary to higher education is Indonesian. Because, Indonesian as a means of communication between citizens, between regions, and between ethnic groups and Indonesian is an important means of communication for its speakers in the territory of Indonesia so that everyone can freely explore the territory of Indonesia without any language barriers. Language is the most important means of communication for humans (Sikumbang et al., 2024; Humaizi et al., 2024). The language possessed by humans is very dynamic so that it can develop continuously.

Language is used by humans to socialize and express their thoughts. Therefore, language is the most basic need for humans (Sari, et al. 2021: 3615). According to Sari, et al. (2021: 3615) stated that learning Indonesian on vocabulary material requires frequent practice so that students have a larger vocabulary. Therefore, teachers must choose the right media in teaching vocabulary mastery. Vocabulary is referred to as the whole word or vocabulary or term that usually refers to certain concepts owned by a person or a language in an environment. The statement explains that vocabulary plays a very important role in language, both as a channel for ideas and as a form of activeness in following modern developments (Ritonga et al., 2024). According to Halimatussakdiah (2019: 143), learning media is a tool in the teaching and learning process, namely everything that can be used to stimulate students' thoughts, feelings, attention, and abilities or skills so that it can encourage the learning process.

Teachers are guided to be able to develop learning media that they will use if the media is not yet available at school. In this study, the author provides a solution to the presentation of problems that have been described using Anagram game media. This media is expected to improve students' vocabulary during learning. Mastery of Anagram game media is needed so that the learning system can run well and actively, can motivate students compared to learning using conventional media (lectures). The word anagram comes from the Greek language, namely ana and grama. Ana in Greek means back, while Grama means letter. So it can be said that anagram is an activity of arranging letters into word forms. Anagrams are word games that are often used to introduce and train a person's language skills, especially children. Anagrams are usually used as a medium for learning students' vocabulary in language subjects, such as Indonesian, English, Arabic,

and others.

Low-grade Indonesian is designed in accordance with the 2013 Curriculum and combined with creativity, so that it can foster the habit of language and literary skills as something fun for students (Halimatussakdiah, 2019: 8). According to Jumriana (2020: 132) vocabulary is all the words in a person's memory that will immediately cause a reaction when heard or read. The three opinions above can be concluded that vocabulary is all the words that a person has when speaking which will cause a reaction when heard or read (Ritonga et al., 2024).

Observation of Indonesian language mastery learning in elementary schools was carried out on February 20, 2024. This observation was carried out to find out the problems that occurred in the classroom during the learning process. During the learning process, it was seen that the teacher had not used anagram game media in delivering the material. Students were asked to read a vocabulary listed in the textbook briefly and there was no understanding for the students. So there has been no student practice or student in-depth study of vocabulary mastery. The type of research that will be carried out is PTK (Classroom Action Research) based research with the title "Efforts to Improve Indonesian Vocabulary Mastery by Using Anagram Games (World Wall) in Elementary School Class IV MIN 1 Medan Academic Year 2023/2024".

## **B. METHOD**

In this study, the classroom action research method was used to describe students' vocabulary in learning Indonesian. This study involved 24 students. The research procedure used Cycle I and Cycle II. The data used were students' vocabulary obtained through tests. Data were obtained by providing test instruments. The analysis techniques used in this study were (1) Data reduction, (2) Data presentation, and (3) Drawing conclusions or verification (Denzin & Lincoln, 1994). In this study, data were collected through several main instruments, namely vocabulary tests to measure student mastery before and after the action, observation sheets to record student participation and responses during learning, and field notes containing reflections on student interactions and obstacles that emerged during the learning process. In addition, interviews and discussions were also conducted to explore students' understanding of the learning methods applied. The data analysis techniques used in this study include three main stages. First, data reduction, which is the process of simplifying and selecting data so that only relevant information is analyzed further. Second, data presentation, which is done in the form of tables or diagrams to facilitate interpretation and see patterns that emerge in the study. Finally, conclusions and verification are carried out by drawing conclusions based on the data that has been analyzed to assess the effectiveness of the action in improving students' vocabulary.

## **C. RESULTS AND DISCUSSIONS**

This study uses the Classroom Action Research (CAR) method which aims to describe the improvement of students' vocabulary in learning Indonesian. CAR was chosen because it allows researchers to intervene directly in the learning process and observe students' development gradually. The subjects of this study were 24 students who took part in Indonesian language learning at a junior high school. The research

was conducted in class by considering learning environment factors that support students' vocabulary development.

The research procedure consists of two cycles, namely Cycle I and Cycle II, each of which is carried out based on the stages of classroom action research according to the Kemmis & McTaggart model. The first stage is planning, which includes the preparation of a Learning Implementation Plan (RPP) that focuses on improving students' vocabulary, preparation of research instruments such as vocabulary tests, observation sheets, and field notes, as well as contextual-based learning strategies designed to help students understand and use vocabulary effectively. Furthermore, the implementation stage is carried out by implementing the RPP that has been prepared, providing vocabulary exercises to students through various interactive activities, and measuring student development by giving vocabulary tests at the end of each cycle.

The next stage is observation, where researchers observe the learning process and student involvement in learning activities, analyze vocabulary test results, and document findings related to changes in student vocabulary. Finally, the reflection stage is carried out to evaluate the effectiveness of the learning strategies applied, identify obstacles faced, and formulate improvements for the next cycle based on the results of data analysis.

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The success of this study was measured based on the increase in students' vocabulary test results from Cycle I to Cycle II, increased student participation and involvement in learning activities, and positive student responses to the learning methods applied. With this approach, it is hoped that the study can contribute to improving students' vocabulary mastery and improving the quality of Indonesian language learning in the classroom.

In the context of language learning theory, this study refers to the constructivism theory developed by Piaget and Vygotsky. According to this theory, language learning must be active and experience-based. The Anagram Game (Wordwall) used in this study supports the principle of constructivism, where students build vocabulary understanding through exploration and manipulation of words in interesting and interactive contexts. Furthermore, Howard Gardner's (1983) Multiple Intelligences theory also supports the use of word-based games in language learning. Gardner emphasized that game-based learning can improve students' linguistic intelligence,

which plays a role in developing their vocabulary.

Research conducted by Mika & Prima (2022: 279) shows that the use of technology-based learning media such as Wordwall can increase students' motivation and involvement in language learning. Another study by Nation (2001) in his book "Learning Vocabulary in Another Language" stated that vocabulary mastery can be improved through exploratory techniques such as anagrams, because this method trains phonological and orthographic processing which are important in language acquisition.

By referring to various theories of language learning, this study not only evaluates the effectiveness of the Anagram game in improving students' vocabulary, but also confirms that a game-based approach can be an innovative strategy in learning Indonesian at the elementary school level. Based on the test results given to 27 fourth grade students of MIN 1, the total student score reached 1585. This achievement shows that the average score of students is quite high, which reflects a good understanding of the learning material being tested. Of the total students, 14 students (93%) managed to reach the Good category, which indicates that they have optimal mastery of the material and shows the effectiveness of the learning method applied. Meanwhile, 10 students (67%) are in the Fairly Good category, 1 student (7%) is in the Less Good category, and 1 student (7%) is in the Not Good category. This shows that most students have a fairly good understanding, but there are still some students who need additional approaches to improve their vocabulary mastery.

The results of this study indicate that the Anagram (Word Wall) game in learning Indonesian vocabulary has proven effective in improving students' vocabulary mastery. Based on the test results, the average student score shows a high level of understanding of the material being tested. This finding is consistent with the constructivism theory developed by Piaget and Vygotsky, which emphasizes that effective learning occurs when students actively construct their understanding through interaction and exploration. By using the Anagram game, students are given the opportunity to actively construct the meaning of the words they compose, thereby improving their memory and understanding of vocabulary.

This approach can also be associated with the Multiple Intelligences theory proposed by Howard Gardner (1983), especially in relation to linguistic intelligence and logical-mathematical intelligence. Word-based games such as Anagram allow students to use their linguistic intelligence in understanding, remembering, and composing appropriate vocabulary. On the other hand, their ability to arrange letters and find patterns in this game also involves logical-mathematical intelligence, which enriches the cognitive process in language learning.

Empirically, the results of this study are also in line with the findings of Nation (2001) in his book *Learning Vocabulary in Another Language*, which states that effective vocabulary learning can be obtained through exploratory activities such as word games. Nation asserts that learning methods involving phonological and orthographic processing—such as those found in the Anagram game—can improve memory and speed of processing words in the target language. In addition, research conducted by Mika & Prima (2022: 279) shows that the use of digital learning media such as Word Wall can increase students' learning motivation and their involvement in learning activities (Indri, 2024).

The Cognitive Load Theory proposed by Sweller (1988) also supports the effectiveness of this approach. This theory explains that cognitive load in learning must be managed properly so that students can understand the material optimally. Technology-based games such as Word Wall help reduce cognitive load by presenting information in a more interactive and interesting format, so that students can learn in a more natural and less burdensome way.

Referring to various learning theories and previous research, it can be concluded that the Anagram game in Word Wall is an effective method for improving students' vocabulary mastery. The use of this method not only improves vocabulary understanding but also strengthens students' involvement in language learning. Therefore, Word Wall can be used as an alternative innovative learning strategy in Indonesian language education, especially at the elementary school level. The learning atmosphere created was very positive and fun, and students seemed more motivated to learn Indonesian vocabulary (Ahmad, 2021).

The learning experience using Wordwall provides valuable opportunities for students to learn vocabulary in an interactive and engaging context. Students can see new words in various forms of games, such as quizzes, matching, and word searches. This helps them understand the meaning of words and remember new vocabulary more easily. In addition, Wordwall also allows students to practice using new vocabulary in various situations, such as in games that require them to construct sentences or answer questions in Indonesian.

According to the constructivism theory developed by Piaget and Vygotsky, effective learning occurs when students actively construct their understanding through interaction with the learning environment. In this context, technology-based games such as Wordwall provide opportunities for students to actively explore and construct their understanding of Indonesian vocabulary. Vygotsky emphasized the importance of the Zone of Proximal Development (ZPD), where students can achieve higher levels of understanding with the help of teachers or peers in a supportive learning environment. Through Wordwall, students can learn gradually with the help of direct feedback from their teachers or classmates, which accelerates the process of internalizing new vocabulary.

The use of Wordwall also helps improve students' communication skills in Indonesian. Games that require students to interact with classmates or teachers in Indonesian provide an opportunity for them to practice their speaking and writing skills. They can also learn from their mistakes and get direct feedback from teachers or classmates. This is in line with the Sociocultural Learning theory which emphasizes the importance of social interaction in language learning (Syam et al., 2024; Dalimunthe et al., 2024). Through interaction in word-based games, students not only memorize vocabulary but also understand its use in various communication contexts (Dwi, 2021; Kholil et al., 2024).

The Cognitive Load Theory developed by Sweller (1988) also supports the effectiveness of this approach. Sweller explains that effective learning must manage cognitive load well so that students can understand the material optimally. Wordwall helps reduce cognitive load by presenting information in an interesting interactive format, allowing students to process information gradually without feeling burdened.

In addition, Paivio's Dual Coding Theory (1971) states that information processed through visual and verbal representations is easier for students to understand and remember. In the Wordwall game, students not only read words, but also see visuals and interact with words through various forms of play, thereby increasing their memory of new vocabulary.

Furthermore, research conducted by Nation (2001) in his book *Learning Vocabulary in Another Language* shows that effective vocabulary learning can be obtained through exploratory activities such as word games. Nation emphasized that learning methods involving phonological and orthographic processing—such as in the Wordwall game—can improve memory and speed of processing words in the target language. Another study by Mika & Prima (2022: 279) also showed that the use of digital learning media can increase student motivation and engagement in language learning (Ritonga et al., 2024). Overall, the results of the observation showed that the use of Wordwall in Indonesian language learning in grade IV MIN 1 created a positive, fun, and interactive learning atmosphere. Students seemed more motivated to learn Indonesian vocabulary, and they had the opportunity to practice using new vocabulary in various contexts. By referring to various learning theories and previous research, it can be concluded that Wordwall is an effective method to improve students' vocabulary mastery and communication skills in Indonesian. Therefore, Wordwall can be used as an alternative innovative learning strategy in Indonesian language education at the elementary school level (Ritonga et al., 2025).

#### **D. CONCLUSION**

This study examines the effectiveness of using the Wordwall language game in improving the mastery of Indonesian vocabulary in grade IV students of Min 1 Medan. The results of the study indicate that the use of Wordwall is proven to be effective in improving the mastery of Indonesian vocabulary in grade IV students of Min 1 Medan, as evidenced by an increase in the average test score of 173%. In addition to improving vocabulary mastery, Wordwall is also proven to be able to motivate students to learn more actively and improve their interpersonal skills through interactions in Indonesian. This study opens up opportunities for the development of more interactive and meaningful learning models for students. Wordwall, with its various features and ease of use, has the potential to be an effective learning tool in improving the mastery of Indonesian at various levels of education. Based on the results of this study, it is recommended that teachers at SD Min 1 Medan and other schools can utilize Wordwall as an effective learning tool to improve the mastery of Indonesian vocabulary and motivate students.

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