

The Effect of Anagram Game on Students' Vocabulary at the Tenth Grade of Senior High School 4 Palopo

Wahidin^{1*}, Rustan Santaria², Jufriadi³

¹⁻³ Institut Agama Islam Negeri Palopo, Indonesia

* wahidin0062_mhs16@iainpalopo.ac.id

Abstract

This study investigates the impact of the Anagram Game on English language vocabulary acquisition among tenth-grade students at Palopo Public High School 4. Employing a quantitative approach, the research utilizes a quasi-experimental design with two classes: the experimental class (16 students) and the control class (16 students). Data collection involves pre-tests, treatments, and post-tests using a vocabulary test. The collected data are analyzed using the SPSS 20 program. Following hypothesis testing criteria, if the two-tailed significance (p) is less than alpha (α) 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. The study yields a two-tailed significance value of 0.003, indicating that $p < \alpha$. This result signifies a significant impact of the Anagram Game on vocabulary acquisition. The research findings support the acceptance of the hypothesis, concluding that there is a notable difference in scores for vocabulary skills between students taught with the Anagram Media and those without. In summary, the researcher concludes that Anagram Media is effective in enhancing students' comprehension of vocabulary skills among tenth-grade students at SMA Negeri 4 Palopo.

Keywords: *vocabulary, effect, anagram games*

Introduction

Mastery of vocabulary's role is central to understanding and mastering something language. If the students own a rich vocabulary, they will more easily communicate in four Skills language, that is listening, speaking, reading, and writing. Superiority This makes somebody more free in conveying thoughts, okay in a way oral or written. Vocabulary is not only an element of support in Skills in language and grammar but also holds the role of the principal in fourth aspect the. There students need to acquire and master vocabulary as well as know How to use these words in a way appropriate as a tool for communication.

Teaching process Vocabulary in School Upper Middle is often faced with some problems. One of the obstacles encountered by students is boredom during the learning process. Boredom This can be caused by strategy or technique teaching vocabulary used. Obstacles This can hinder the success of the teaching and learning process. However, problems in the mastery of vocabulary can originate from factors of students or even teachers. Factors students cover motivation, interest in learning, mastery of vocabulary, and so on, whereas the teacher's side can form method teaching or style teaching (Roinah, 2019). All constraints This needs overcome, one of them through the use game. As we know, games can be an

interesting medium used in learning the Language of English, and in the study, this is a game chosen as a technique For teaching vocabulary to students (Biyansyahna & Maulana, 2020).

It has been revealed that games can be beneficial in teaching the Language English (Lin, 2020). Although studying This does not focus on the eyes lesson Language English, but rather on learning a language, study this in a way Specifically highlighting the use of games in mastery vocabulary. Therefore it is expected that games can become a solution to reduce boredom for students during Study vocabulary, such as anagram games. The game proved effective in teaching vocabulary, and puzzles can increase the mastery of vocabulary for students (Tambaritji & Atmawidjaja, 2020). Game This includes in series game interesting and related to Anagram, an interesting game used in learning vocabulary (Dewati, 2020). Anagram Game has an role important in teaching vocabulary; matter This will help students more effective in learning and make teaching Language English more interesting (Barus & Tampubolon, 2022). Game This possible student forms new words based on letters, comments, or given phrases. From definitions and research, you can conclude that the Anagram Game is appropriate for mastery of vocabulary. Game This has an effect positive Effect on the mastery of vocabulary students. Based on the explanation above, the researcher wants to know the impact positive of the Anagram Game on the mastery of vocabulary students.

Students can enrich their mastery of their vocabulary through the use game This. Students can also Study vocabulary with full pleasure without feeling bored. Games can also be done to build a sense of trust self students Because they play in groups. From definitions and research, you can conclude that the Anagram Game fits for mastery vocabulary. Game This has an effect positive Effect on mastery vocabulary students. To overcome the problem of possible students not being enough interested, an Anagram Game is a technique for teaching vocabulary (Rubiani et al., 2020). This matter believed that One technique of teaching can make learning vocabulary more easy, interesting, as well can increase mastery of vocabulary among students.

Vocabulary is one of the elements of knowledge in learning Language. This is used in every Language as basic and supporting For the use of Language with Good (Widyahening & Ma'fiah, 2019). Vocabulary is an important aspect of studying when studying language; this is also an aspect that each student can use to help them understand and master Language. This covers all the words in something language accepted by the individual or group individual (Mutiah et al., 2020). Language is composed of many words generated by vocabulary, which includes in component Language. Vocabulary gives information or explanation in terms of Language. Vocabulary refers to all the words in all Languages or words or phrases used in variations of certain This own role is big in obtaining something Language (Schmitt, 2019). English has become a very necessary need for facing the future of every student. Besides that, a need will ability to learn English moment This Already become a mandatory thing moment get work (Sya & Helmanto, 2020).

Vocabulary poor learner Good is a necessary problem solved with Good Because vocabulary is very necessary For Study Language English. Ability students are focused on successful students, however, the teachers' problem is they always misinterpret the word ability in a context that is not wide. Therefore that's necessary exists innovation and creativity To increase vocabulary or lesson students (Suchandra et al., 2022). Grow interest in reading and studying is very important Because through read can increase the quality of education, so in the end can increase quality sources Power humans and create a culture of

reading and study for education throughout life, if interest in reading and studying, someone can keep going develop himself throughout his life. This is also one point most important If students want to increase vocabulary he said (Sondakh & Sya, 2022). Students Do know How to use a dictionary Language English, and students have no control over language vocabulary English from eye lessons taught by teachers because students do not use Language English in life daily. that studying English is difficult If Language English is not used in life every day, it is difficult to learn Language English. Students have difficulty understanding instruction treatment questions in learning videos, p This is Possibly caused Because students do not read and understand instructions about treatment carefully, so students have difficulty with face questions (Suhardiana, 2019; Aini & Nohantiya, 2020). that intelligence Affects progress Study students, under the same conditions student intelligence achievement is better than student intelligence (Anditiasari, 2020).

This is one of the components supported by language speakers in communication. This means vocabulary plays a very important role in the development and achievement of four Skills in language. Language is part important in learning, more than simply mastering grammar For communicating in an way effective (Mardiana et al., 2021). A lack of vocabulary can give rise to challenges big in the use of Language. Mastery of vocabulary This plays a very important role in learning a language, esp in Language England, which reflects a strong understanding of Language (Sari & Bakhtiar, 2023). There are two types of main vocabulary, ie active and passive, Vocabulary active involves students ' words recognized but Not yet can they be used, temporary vocabulary passive involves students ' words understood and used in speaking or writing. game is an activity competitively played in a context certain, where the player faces challenges To reach aim and win (Mahmoud Magdad Mayyas, 2022).

The same approach is also presented in the Oxford dictionary, where an Anagram is defined as words formed with a change in order letter from other words Accordingly general, anagram games can be categorized as a type of wordplay or game with objectives arranged to repeat the word or phrase For created the word or phrase new (Diwyarthi et al., 2022, p. 78). Game This includes one game that can increase motivation and ability to master vocabulary students. Using games as a method of teaching vocabulary is one fun way. This matter can make students more active and interested in the learning process. The game is also suitable For use in teaching vocabulary (Diana & Suryani, 2020). help make the teaching and learning process moreeasy and fun. Ali confirmed that games have benefits and are effective in learning vocabulary, giving motivation through a friendly and competitive environment of cooperative learning. Besides teaching vocabulary, games can also be applied to skills in Language English, like understanding reading, which has proven to have an impact on the achievement of reading students. This shows that anagrams can affect positively various aspects of language (Sulistianingsih et al., 2020). Games can increase Skills in communication with students and give they a chance To use the target language (Elaish et al., 2019). However, the anagram technique is not only an ordinary wordplay but also an effective approach to increasing mastery of vocabulary students, according to characteristics of those who search method interesting learning.

Therefore, the anagram technique is a word game that has Lots of profit. This is a fun way to teach vocabulary with a play on words. Using the technique of an anagram game can reduce boredom for students, and improve motivation for Study students (Abidin et al., 2022). Based on the explanation above, the anagram game is a technique for teaching vocabulary that can give benefits to mastery vocabulary students. This can increase mastery

of vocabulary students. On the other hand, p This can motivate students to study vocabulary and reduce boredom during the teaching and learning process.

Method

This research uses this type of research. This type of research uses a quantitative type of research with a quasi-experimental design. This research was conducted at SMAN 4 Palopo where the research population consisted of students in classes XA and XB. The research population included 32 students. Samples were taken from two classes, namely class XA as an experimental class which was taught using the Anagram technique. and XB as a control class taught without using the Anagram technique, the researcher used purposive sampling, which was based on the researcher's confidence and judgment in selecting the sample. The selection of these two classes as the experimental class and the control class was carried out by considering the results of the pre-test scores and also getting recommendations from teachers at the school.

This research aims to determine the cause-and-effect relationship between two variables. Neuman states that quantitative research emphasizes careful measurement of variables and testing hypotheses, as well as verifying and refuting relationships that may already exist in our thinking. Therefore, our research focuses on outcomes or impacts found in the Lots case (Ahmadin, 2022). This research involved two classes, one as an experimental class and the other as a control class. Students in both classes were given a pre-test and post-test. In the experimental class, teaching techniques using the Anagram method were applied, while in the control class, only the lecture method was used. After giving treatment to the experimental class, the researcher held a post-test for both classes to evaluate the effect of the Anagram technique on students' vocabulary. In the end, researchers analyzed the data obtained from both classes, both experimental and control

Table 1. Quasi -Experimental Design: Pretest and Posttest Design

Pre and Post-Time Test Design			
			
Group Control	Prates	No There is Treatment (only use lecture and presentation)	Posttest
Group Experimental	Prates	Maintenance Experimental (using Anagram Technique)	Posttest

The instruments used in this research include written test instruments in the form of essays which will be used by researchers and will be tested for validity and reliability first. An instrument is considered valid if it can accurately measure what it wants to measure.

The validity test was carried out by 3 experts. In this study, the instrument validators were 2 English lecturers at IAIN Palopo and 1 English teacher at the school. The validators who have been selected are then given a validation sheet for each instrument. The validation sheet is filled in with a check mark (v) and according to a Likert scale of 1-5.

Table 2. Likert scale

Score	Information
1	No Good
2	Not good
3	Currently
4	Good
5	Good Very

After the validation sheet is filled in, the validity of each instrument is then calculated. The Aiken's V coefficient value ranges from 0-1 with the Aiken's V statistical formula as follows:

$$\frac{\sum s}{[n(c - 1)]}$$

Information :

$S = r - lo$

r = Score given by the validator

lo = Lowest validation assessment score

n = Number of validators

c = Highest assessment score

The calculation results fill compared to using interpretation as follows:

Table 3. Content Validity Interpretation

Intervals	Interpretation
0.00 – 0.19	Very Invalid
0.20 – 0.39	Invalid
0.40 – 0.59	Less Valid
0.60 – 0.79	Valid
0.80 – 1.00	Very Valid

Instrument reliability test for validation tests fill in study This uses the formula as follows:

$$(PA) = \frac{d(\bar{A})}{d(\bar{A}) + d(\bar{D})}$$

Information :

(PA) = Percentage of Agreements

$d(\bar{A}) = 1$ (Agreements)

$d(\bar{D}) = 0$ (Disagreements)

Table 4. Interpretation Reliability

Intervals	Criteria Reliability
0.80 - 1.00	Very high
0.60 – 0.79	Tall
0.40 – 0.59	Enough
0.20 – 0.39	Low

Results

Instrument Validity Test

The test instrument was validated by three experts in the field of English for evaluation to the test instrument. The instrument test validator can: be seen in the table below:

Table 5. Test Instrument Validator

No.	Name	Work	Institution
1	Muhammad Iksan, S.Pd., M.Pd.	Tadris English Lecturer	IAIN Palopo
2	Amaliya Yahya, SE, M. Hum	Tadris English Lecturer	IAIN Palopo
3	Drs. Tomas Padandi, MM	English teacher	SMAN 4 Palopo

Table 6. Results of pre-test and post-test instrument validation

No	Aspects Rated	Validator Assessment			V	Note
		1	2	3		
1	Suitability question with indicator achievement results Study	5	5	4	0.92	Very Valid
2	Clarity instruction processing question	5	5	4	0.92	Very Valid
3	Clarity Meaning of the question	5	4	4	0.83	Very Valid
4	The possibility question can resolved	4	4	5	0.83	Very Valid
5	Suitability the language used in the questions with rule Language English	4	5	4	0.83	Very Valid
6	Sentence question No has a double meaning	4	5	4	0.83	Very Valid
7	Formulation sentences are communicative, using simple language for students, easy to understand, and known language for students.	4	5	4	0.83	Very Valid
Average					0.86	Very Valid

Based on Table 4.3 shows that the average value of Aiken's V is $V = 0.86$. The Aiken coefficient value ranges between 0.00-1.00, therefore based on the value obtained on each item the question This Already can use and own validity fill adequately with very valid category.

Reliability Test

After the validity testing expert is done, then step further is carry out reliability tests to test that. Test the reliability of the instrument, namely something tool gauge is said to be reliable if a tool That measures something symptoms at different times always shows the same result.

Based on table 7, the results and of $\overline{d(A)} = 0,89$ and $\overline{d(D)} = 0,11$, then $(PA) = \frac{\overline{d(A)}}{\overline{d(A)} + \overline{d(D)}} \times 100\% = 89\%$. Because it is located in the interval $0.80 < R \leq 1.00$, the test instrument (test) can be declared reliable in the very high category.

Table 7. Pre-Test and Post-Test Instrument Reliability Results

No.	Rated aspect	Frequency					$d(A)$	$\overline{d(A)}$	Note
		1	2	3	4	5			
1	Suitability of questions to indicators of achievement of learning outcomes				1	2	0.93		Very high
2	Clarity of instructions for working on questions				1	2	0.93		Very high
3	Clarity of the meaning of the question				2	1	0.87		Very high
4	It is possible that the problem can be resolved				2	1	0.87		Very high
5	Conformity of the language used in the questions with English rules				2	1	0.87	0.89	Very high
6	The question sentence does not contain a double meaning				2	1	0.87		Very high
7	Formulate communicative sentences, use language that is simple for students, easy to understand, and uses language known to students.				2	1	0.87		Very high
Average								0.89	Very high

Experimental Class Data

Table 8. Pre-test, Post-test, and Experimental Scores Class Students

Student	Pre Test	Post Test
R1	59	86
R2	66	85
R3	68	83
R4	75	80
R5	70	80
R6	70	90
R7	72	85
R8	78	87
R9	78	87
R10	59	80
R11	61	83
R12	70	75
R13	64	78
R14	66	75
R15	60	85
R16	62	85
Σ	1078	1324
Mean	67.38	82.75

The data shows a value of 16 students in class X with an average pre-test score was 67.38, the lowest pre-test score of 59 and the highest score is 78. Temporary Therefore, the average post-test score was 82.75, is score The lowest post-test score was 75 and the highest is 90. It is known to matter that there is a significant difference in class pre-test and post-test scores experiments.

Control Class Data

The control class is student X at SMAN 4 Palopo Which consists of 16 students who were not taught to use anagram games. Data is collected from student pre-test scores and post-test scores.

Table 9. Pre-test, Post-test, and Gain Scores Control Class Students

Student	Pre Test	Post Test
R1	53	80
R2	63	76
R3	72	78
R4	73	75
R5	70	78
R6	72	79
R7	70	69
R8	64	80
R9	60	87
R10	60	75
R11	70	70
R12	67	75
R13	62	78
R14	56	75
R15	60	85
R16	58	80
Σ	1030	1240
Mean	64.38	77.5

The data shows the scores of 16 students in class 53 and the highest score amounting to 73. Meanwhile, the average post-test score is 77.5, namely the lowest post-test score is 69 and the score highest is 87. It is known that there is a significant difference in the pre-test and post-test scores of the control class.

The data shows a difference students in class experiments and control that is score class taught experiments with the use of more anagram games from score class control the learning with technique conventional.

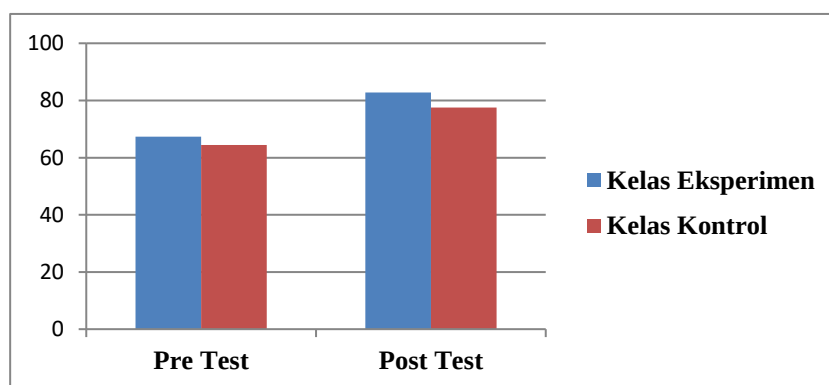


Figure 1. Differences in Student Scores in the Experimental and Control Classes

Normality Test

normality test is carried out before calculating the t-test. He aims to find out whether the data from the two classes is normally distributed or not. The author used Kolmogorov-Smirnov and Shapiro-Wilk to carry out normality tests. SPSS was used to analyze the data.

Table 10. Normality Test Pre-test

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Pretest	Experimental Class	.114	16	.200 *	.936	16
	Control Class	.189	16	.132	.933	16

The data shows the significance of the experimental class is 0.302 and the control class is 0.271. If the data has a higher significance $\alpha = 0.05$ then the data is normally distributed. It can be concluded that the data is normally distributed because both class significance is above 0.05.

Table 11. Normality Test Post-Test

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	df	Sig.
Posttest	Experimental Class	.197	16	.097	.938	16
	Control Class	.170	16	.200 *	.947	16

The data shows the significance of the experimental class is 0.324 and the control class is 0.441. If the data has a higher significance $\alpha = 0.05$ then the data is normally distributed. It can be concluded that the data is normally distributed because both class significance is above 0.05.

Homogeneity Test

After carrying out the normality test, the researcher carried out a homogeneity test to test the similarity of the samples in the two classes. The researcher used Levene's statistical test to calculate the homogeneity test. The results are presented as follows:

Table 12. Homogeneity of Variance Test

Levene Statistics	df1	df2	Sig.
.024	1	30	.877

The data shows that the pre-test significance between the experimental class and the control class is 0.877. Therefore, the pre-test data is homogeneous because it is higher than 0.05

Table 13. Homogeneity of Variance Test

Levene Statistics	df1	df2	Sig.
.017	1	30	.896

The data results in Table 4.8 show that the post-test significance between the experimental class and the control class is 0.896. Therefore, the pre-test data is homogeneous because it is higher than 0.05.

Hypothesis Testing

After completing the normality and homogeneity tests, the researcher carried out a hypothesis test to check whether there were significant differences in the pre-test and post-test results after the treatment was carried out. SPSS 20 software was chosen and used to test this research hypothesis. Then, using the formulation of the average score of the experimental and control classes, the data is input and calculated. Furthermore, the significance value or alpha (α) is 5% or 0.05. The results of the t-test can be seen as follows:

Post-test results t-test

	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental Class	16	82.75	4,359	1,090
	Control Class	16	77.50	4,648	1,162

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	Q	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	.017	.896	3,296	30	.003	5,250	1,593	1,997	8,503
	Equal variances not assumed			3,296	29,877	.003	5,250	1,593	1,996	8,504

The average post-test score for the experimental class was 82.75 while the control class was 77.50. The T-test results in Table 4.7 show that the calculated t-value is 3.296 with Sig. (2- tailed) 0.003. Then the t table is compared with the t table to find out whether the anagram technique has a significant effect on students' vocabulary. This table is taken from existing needs to become a standard for analyzing data. The table shows 2.042 with 30 degrees of freedom (df) at a significance level of 0.05. The comparison shows the value of t (value) (3.296) > t_{table} (2.042) and the value of Sig. (2- tailed) post-test score value is lower than α , 0.003 < 0.05. This means that there is a significant effect of anagram techniques on students' learning abilities.

Discussion

In an analysis of data from 16 students' class experiments, Table 8 illustrates the score class before applying the Anagram technique, with The average pre-test score was 67.38. After applying the Anagram technique, occurs enhancement the average post-test score was 82.75. In contrast, Table 9 provides a description score class control with An average pre-test score was 64.38 and an average post-test score was 77.5. That means, secondly class

experience enhanced post-test scores, however, class experiment take notes enhancement more value tall than class control. In terms of statistics, research shows enhancement points in class experiments as much as 15.37 points (from 67.38 to 82.75), whereas class control experiences enhancement by 13.12 points (from 64.38 to 77.5). The t-test results using device SPSS software show that p-value (sig. (2-tailed)) $< \alpha$; $0.003 < 0.05$. That is, hypothesis zero (H_0) which states that Anagram techniques do not have a significant effect on mastery vocabulary students in class X at SMAN 4 Palopo rejected, and hypothesis alternative (H_a) which states that Anagram technique has a significant effect is accepted. Findings This is in line with the results study that showed that the Anagram technique is effective in increasing student vocabulary. Besides technique, it can encourage a facilitating learning process for students to increase mastery of vocabulary. This helps them expand their understanding of vocabulary in Language England while giving motivation and fun in the learning process. Use Proven Anagram techniques effectively to increase the ability of vocabulary students, esp for student class X at SMAN 4 Palopo.

Research result in This is supported by study relevant past, among other research conducted by (Khotimah & Zumaro, 2023) with the title The Effectiveness of Online Anagram Game on Students' Vocabulary Mastery. As for the results from the study, this found technique compatibility in mastery of EFL vocabulary applied to students class V MI Miftahul Ulum Jatisari Jenggawah. In the study, this results data analysis shows that the "make a match" technique provides enough Effect in learning vocabulary. However, researchers advise researchers To do a study by applying other techniques that are possible more motivate EFL students to Study vocabulary, The next research was conducted by (Sulistianingsih et al., 2020) with the title Effect Anagram Games on Achievement Read Secondary Level Students. As for the results, these are research results This shows that Anagrams are effective in teaching and learning to read. This matter happens Because, in Anagram implementation, students' role as participants, and teachers play a role as facilitators. Therefore, the researcher states that method This is easier, more useful, and more flexible for teachers to apply Because No need for Lots of time, media, reality, and place. Thus, research gives recommendations for teachers and students for applying method This.

Research conducted by (Rachmawati et al., 2020) with the title " Perception Student Men and Women Against Use Song Popular in Increase Mastery Vocabulary Students" Jadila: Journal Development and Innovation in Language and Literature Education" as for results study states that when listening to music popular, students will hear several vocabulary new many times. Musical language Affects accent, grammar, memory, atmosphere heart, joy, and motivation. Research conducted by (Li, 2021) titled Does Game-Based Vocabulary Learning APP Effect Chinese EFL Learners' Vocabulary Achievement, Motivation, and Self-Confidence? Research results This research results show that the application of learning vocabulary game-based delivers benefits for students in achievement vocabulary, motivation, and beliefs self.

Findings from the study This shows the Effect of significant Anagram technique on the ability Study vocabulary students. In context, research shows that students who learn with the use Anagram technique experienced more improvement in mastery of vocabulary compared to students who follow learning conventional. Findings This is consistent with the study that previously supported the effectiveness of Deep Anagram technique in learning vocabulary. Thus, research This contribution is significant to understanding We method

effective learning in context development vocabulary student. findings This gives a base for English teachers To consider using Deep Anagram technique to design more learning strategies innovative and interesting. Anagrams, with involving interactions students in a way active, proven can increase Skills and vocabulary with an effective and fun way.

Conclusion

From the results research, can be concluded that the application Anagram game has an impact positive to enhancement vocabulary students class X at SMAN 4 Palopo. This conclusion is based on statistical data analysis with a level significance of 5%, which is calculated through device SPSS software version 20. The average class score experiment after given learning with the use Anagram game achieved 82.75, which is significantl more tall than the average value before the application of Anagrams, namely 67.38. The results of data analysis also show that Sig value. 2-Tailed ($p < \alpha$; $0.003 < 0.05$). That is, hypothesis null (H_0) is rejected and the hypothesis alternative (H_a) is accepted. Thus, research show that the use Anagram game can have Effect positive on enhancement vocabulary student class X at SMAN 4 Palopo.

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