

Innovation in Indonesian Language Learning Based on Anagrams to Enhance Reading Skills

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ABSTRACT : Reading skills, as a part of Indonesian language learning, are currently conducted in an indoctrinative and dogmatic manner, preventing the achievement of optimal learning objectives. Dynamic approaches are needed to make the learning process interactive and achieve its goals through various innovations. These innovations are created by teachers. One way to foster learning innovation is by utilizing educational technology to develop learning media. Learning media can stimulate students to stay focused, increase their interest and motivation, and improve their understanding of the material. Anagram media can be applied in Indonesian language learning, particularly for lower-grade elementary school students in vocabulary-building activities. Anagram media enhances students' attention to detail and supports brain development by training their knowledge. This method is especially appealing for elementary students who enjoy learning through play. Based on a literature review discussing the development of anagram-based learning media to enhance reading skills, it was found that anagram media is effective in Indonesian language learning and capable of improving reading skills. However, it was also identified that the development of anagram media for reading improvement remains limited. Therefore, further studies on the development of anagram media are needed. Expanding research in this area can improve the quality of education and learning in schools, given that anagram media is highly accessible, effective, and engaging.

KEYWORDS -learning innovation; Indonesian language; reading; anagram

I. INTRODUCTION

Language is an activity that always fills various fields of human life, including in the fields of economics, law, politics, and education. This activity can occur transactionally or interactionally. Through language, a person can convey ideas, thoughts, feelings, or information to others, both orally and in writing. This aligns with the notion that language is a means of communication among members of society in the form of sound symbols produced by human speech organs [1].

In the field of education, especially in Indonesian, language learning is packaged into four aspects of language skills: listening, reading, speaking, and writing. These four aspects of language skills have become the foundation of learning from elementary to university levels. For this reason, every educator is continually empowered to master these four aspects. Therefore, teachers must continue to strive to improve their success in teaching Indonesian in schools, such as by creating effective, innovative, active, creative, and enjoyable learning innovations [1].

The noble goal of a learning process in schools will be difficult to achieve if the learning process remains monotonous and merely adequate. The current phenomenon shows that most teachers in the learning process still tend to adopt an indoctrinative, dogmatic style and treat students as passive objects, unworthy of being invited to dialogue and interact. This is especially true at the elementary school level. For this reason, teachers need to take steps and initiatives in designing active, innovative, creative, effective, and enjoyable learning processes through a process approach. Teachers have the freedom to do so in the classroom [2].

The application of innovative learning activities will create a classroom atmosphere that is not trapped in a rigid and monotonous situation. Students will be more invited to discuss, interact, and dialogue, enabling them to construct their own concepts and scientific rules rather than being spoon-fed or lectured to [2]. Through a dynamic Indonesian language learning process, it is expected to create a form of verbal communication between students and others that is patterned through listening, speaking, reading, and writing skills, so that the learning atmosphere avoids boredom [3].

Reading is a primary skill that students must master. Students progress through several stages of reading skills. According to Efal in Chairina [4], the basic development of reading in early childhood to elementary school consists of five main stages, including: First, the Fantasy Stage (Magical Stage), where children begin to learn to use books. Second, the Self-Concept Formation Stage (Self Concept Stage), where children see themselves as readers and start involving themselves in reading activities, pretending to read books, using book language even if it doesn't match the writing. Third, the Picture Reading Stage (Bridging Reading Stage), where children recognize visible print and begin to find familiar words, express meaningful words to them, retell written stories, recognize printed words from familiar poems or songs, and have memorized the alphabet. Fourth, the Reading Recognition Stage (Take Off Reader Stage), where children begin to use three cueing systems (graphophonic, semantic, and syntactic) together. Children become interested in reading and start reading environmental signs such as milk cartons, toothpaste boxes, and others. Fifth, the Fluent Reading Stage (Independent Reader Stage), where children can read various types of books freely, construct meanings from signs, experiences, and familiar cues, and form ideas from the reading materials.

Elementary school-age children are in the bridging reading stage to take off reader stage as they begin to recognize many vocabulary words in books. Some books present vocabulary or sentences alongside pictures. Practically, the bridging reading stage to the take off reader stage may face several challenges, such as low student learning motivation or lack of interest in learning [4].

Reading learning that can provide students with experience involves directly engaging students in the learning process, such as through language games or using media that can involve students. Teachers need to provide interesting learning to engage students' interest in being active and creative. Many media can be used to develop children's reading skills, especially in lower grades, such as picture word cards, magazines, interactive videos, big books, and many more [4].

Learning media can be described as tools that stimulate students to learn. Sanjaya states that learning media include hardware that can deliver messages and software that contains messages. Learning media can be concluded as anything that can convey messages, stimulate thoughts, feelings, and willingness of students, thereby encouraging the learning process [5].

One Indonesian language learning media currently being developed by Indonesian language teachers at the elementary school level is the anagram. Anagram comes from Greek, Ana, meaning "back, backward," and grama, meaning "letter." According to the Collins Cobuild English Dictionary, an anagram is a word or phrase made by rearranging the letters of another word or phrase, using every letter in creating the new word or phrase. It can be concluded that an anagram is an activity of rearranging scrambled letters into the correct or appropriate word. An anagram is a word game by rearranging letters into the original word or phrase. This media trains students to learn vocabulary by playing and arranging letters. In this media, students are asked to rearrange scrambled letters into the original word [6].

Examples of words in anagram media rearranged into their original words according to elementary-level materials:

- (1) A - B - A - R - E - N - G - K - T becomes "Berangkat"
- (2) A - P - A - U - C - A - R becomes "Upacara"
- (3) H - O - L - A - S - E - K becomes "Sekolah"
- (4) E - R - B - D - E - N - A becomes "Bendera"

Scrambled letters become original and correct words or phrases. Anagram media will enhance students' attention to detail and cognitive development to train their knowledge. Anagrams are very engaging when applied in learning media, especially for elementary school students who enjoy learning while playing.

This media is highly beneficial for expanding students' vocabulary, especially during their developmental stage. Besides adding vocabulary, anagram media promotes critical thinking, sharpens the eyes to recognize each word presented, and some words cannot be rearranged into new words. Anagram media becomes more enjoyable when combined with games. Students can compete to accurately place the letters to match the original word. Each team will face scrambled letters given to achieve results from a game. This game using anagram media can be done individually or in teams. Games using teams or groups will train participation within a group [6].

The effectiveness of using anagram media can be traced through various studies conducted by educators. Research reports on the effectiveness or success of using anagram media in Indonesian language learning in this paper are compiled from various research journals accessed through Google Scholar.

Research titled **Image of Figure and Anagram Media Development in Optimization of Vocabulary Mastery** by Agus Zainuddin, Prima Cristi Crismono, and Maryati Nutafia [7]. The results of the study stated that there is a significant difference in vocabulary mastery in experimental classes using picture and anagram media compared to groups only taught using lecture methods [7]. Research titled **The Influence of Anagram Media on Indonesian Language Learning Outcomes in Grade II SD Negeri 064023 Kecamatan Medan Tuntungan Academic Year 2022/2023** by Desy Yanti Debora Simanjuntak [8]. The conclusion of this research is that anagram media influences Indonesian language learning outcomes in grade II SD Negeri 064023 Kecamatan Tuntungan Academic Year 2022/2023 [8].

Research titled **Efforts to Improve Indonesian Vocabulary Mastery Using Anagram Games in Elementary Schools** by Maftuhatul Ulumiyah Kumala Sari, Suharmono Kasiyun, Syamsul Ghufron, and Sunanto [9]. The results of the study show that there was a very high improvement in vocabulary mastery after using anagrams [9]. Research titled **Developing Anagram Game Learning Media (Wordwall) to Enhance Students' Vocabulary Mastery** by Mia Oktaviani and Prima Gusti Yanti [10]. Anagram media proved effective in improving grade V learning outcomes in mastering Indonesian vocabulary. The use of anagram media also made students more interested and actively involved in Indonesian language learning activities [10].

Based on the research matrix, it can be concluded that anagram media has been developed by teachers to address various problems in reading skills, particularly for lower-grade elementary school students. Anagrams are effective in optimizing students' vocabulary mastery, as shown in studies by Agus Zainuddin, Prima Cristi Crismono, and Maryati Nutafia [7], Maftuhatul Ulumiyah Kumala Sari, Suharmono Kasiyun, Syamsul Ghufron, and Sunanto [9], and Mia Oktaviani and Prima Gusti Yanti [10]. Anagrams are also effective in improving learning outcomes, as evidenced by Desy Yanti Debora Simanjuntak's research [8]. Therefore, it can be concluded that anagrams have been proven effective in enhancing vocabulary skills and learning outcomes. This significance or improvement indicates that learning innovation and media usage play an essential role in achieving educational objectives effectively and efficiently. Teachers can use this as practical insight to develop anagram learning media to improve Indonesian language skills, especially in reading.

II. RESULTS

The researcher conducted field observations by directly practicing the use of anagram media. The

research subjects were 25 second-grade students at SDN 3 Bengkel. The effectiveness of using anagrams was measured by administering pre-test and post-test questions. Previously, the researcher compared teaching methods using the lecture technique. However, the learning outcomes were not significant and did not meet the researcher's expectations. There was no improvement in learning outcomes regarding the goal of enhancing vocabulary arrangement skills, prompting the implementation of anagram media as a solution in Indonesian language learning in the classroom.

The pre-test data collection technique involved providing 10 vocabulary questions using a paper-based test. The students were guided to arrange scrambled words with detailed questions as follows:

Nama : _____ Kelas : _____	NILAI
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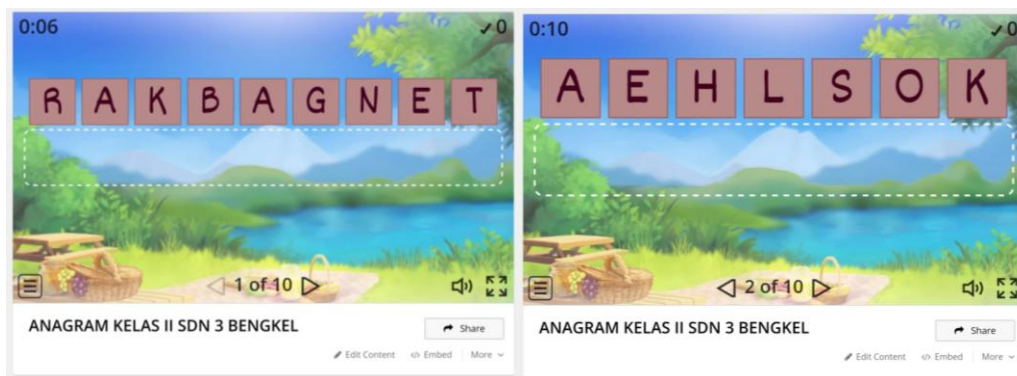
Susunlah huruf-huruf acak berikut menjadi kata yang tepat dan benar!

1. A - B - A - R - E - N - G - K - T
Jawaban : _____
2. A - P - A - U - C - A - R
Jawaban : _____
3. H - O - L - A - S - E - K
Jawaban : _____
4. E - R - B - D - E - N - A
Jawaban : _____
5. S - L - E - A - A - S
Jawaban : _____
6. O - P - T - I
Jawaban : _____
7. G - T - I - N - A
Jawaban : _____
8. N - A - T - I - K - N
Jawaban : _____
9. M - A - K - S - I
Jawaban : _____
10. R - A - B - E - L - A - J
Jawaban : _____

Figure 1. Pre-test Questions for Arranging Vocabulary

Based on the pre-test results, the average score for students' vocabulary arrangement was 68.5. This result is below the minimum passing grade (KKM) of 70, indicating that students' ability to arrange vocabulary using the lecture method remains low.

Anagrams were implemented with an engaging and interactive design. Students were divided into five groups to ensure the learning process using anagrams was effective and efficient. The appearance of the anagram used is as follows:



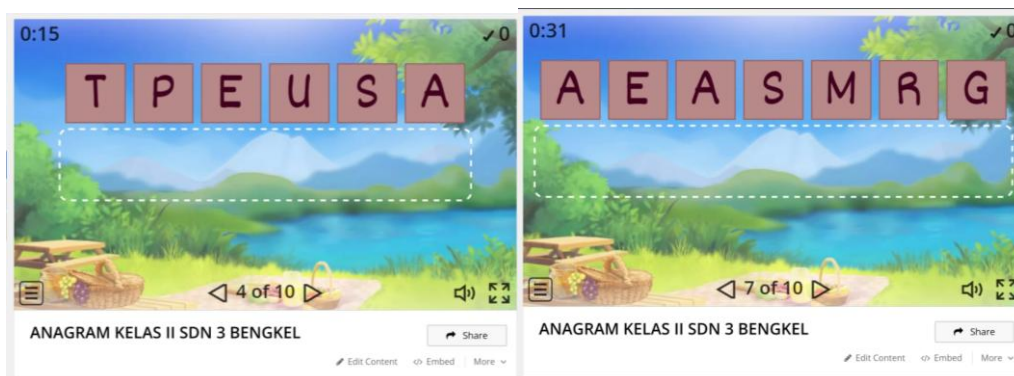


Figure 2. Anagram Display

Students, divided into several groups, competed to be the fastest in guessing the words displayed on the anagram chart, where the letters were arranged randomly. The students showed great enthusiasm during the learning process, especially as educational games and media were incorporated into it.

The implementation of anagram media was also used to gather the students' post-test scores. The learning outcomes of the groups using anagrams showed an average post-test score of 87 for the second-grade students. This result indicates an improvement compared to the previous pre-test stage. In addition to the increased post-test results, direct field observations revealed that the enthusiasm for learning to arrange vocabulary also improved. Students demonstrated better interest and motivation compared to when the lecture method was previously used in vocabulary arrangement lessons.

III. DISCUSSION

Based on the results of field research and observations on the use of anagram media for second-grade students at SDN 3 Bengkel, it was found that students' vocabulary arrangement skills improved, with the average pre-test score rising from 68.5 to 87 in the post-test stage. This result indicates that anagrams are effective in enhancing students' vocabulary arrangement skills.

These findings align with studies conducted by Agus Zainuddin, Prima Cristi Crismono, and Maryati Nutafia (2022), Maftuhatul Ulumiyah Kumala Sari, Suharmono Kasiyun, Syamsul Ghuftron, and Sunanto (2021), as well as Mia Oktaviani and Prima Gusti Yanti (2022), which concluded that anagrams effectively improve students' vocabulary arrangement skills. The results also support research by Desy Yanti Debora Simanjuntak (2023), which found that anagrams effectively enhance students' learning outcomes, particularly in reading skills.

Innovative learning has made the learning process more dynamic, creative, and engaging. Learning media developed by teachers can also address various learning challenges faced by both teachers and students. One of the challenges in Indonesian language lessons is the development of reading skills. On the other hand, reading skills are the most crucial element for students to master other knowledge.

Anagrams are one of the media that teachers can develop to address learning challenges, such as low learning outcomes and limited vocabulary mastery among lower-grade elementary students. This has been demonstrated by various studies conducted by teachers, which show the effectiveness of using anagrams in improving vocabulary mastery and students' learning outcomes in Indonesian language lessons..

IV. CONCLUSION

Based on the researcher's study on the development of anagram-based learning media, it was found that the development of anagram-based learning media remains very limited. On the other hand, there are many supporting online tools, such as the Worldwall application, which are easily accessible via PC or laptop. Therefore, there is a need for broader and more in-depth studies on the effectiveness of using anagram media to improve reading skills. The scope of research should not be limited to aspects such as learning outcomes and vocabulary mastery but should also expand to other aspects, such as the ability to arrange words or sentences, as

well as students' motivation and interest in learning the Indonesian language.

Based on the direct application of anagram media to second-grade students at SDN 3 Bengkel, the results showed a significant improvement in their vocabulary arrangement skills. The pre-test results indicated an average score of 68.5, while the post-test results showed an average score of 87. These results demonstrate that anagram media is effective in enhancing students' vocabulary arrangement abilities.

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