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The Differences of Anagrams and Un-jumble in Learning English Vocabulary for Junior High School

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Abstract

This research aimed to introduce the students through differentiate how to use Anagrams and how to use Un-jumble in vocabulary. This research used a descriptive method. The total sample was 17 students in Junior High School Number 18 Palembang in academic year 2021/2022, South Sumatera. The writer gave 10 questions of questionnaire to know about the results of their activities in learning process, especially, in writing English. The results showed that there were 47.05% students often like English, 47.05% students sometimes like English, and 5.8% students seldom like English. Therefore, this two items were very useful for them to increase knowledge and develop the way or concept to research. Besides at least, the students can use Anagrams and Un-jumble not only for English lesson, but also for another subjects

Keywords: Anagrams, Un-jumble, and Vocabulary

INTRODUCTION

Nagy and Scott (2000:269) describes that the meaning of vocabulary is several dimensions that the complexity of what it means to know a word. Firstly, word knowledge is *incremental*, which means that readers need to have many exposures to a word in different contexts before they “know” it. Secondly, word knowledge is *multidimensional*. This is because many words have multiple meanings (for example: *sage*: a wise person; an herb) and serve different functions in different sentences, texts, and even conversations. Thirdly, word knowledge is *interrelated* in that knowledge of one word (for example: *urban*) connects to knowledge of other words (for examples: *suburban*, *urbanite*, *urbane*). The degree of knowing a word are reflected in the precision with which we use a word, how quickly we understand a word, and how well we understand and use words in different modes (for examples: receptive, productive) and for different purposes (for examples: formal versus informal occasions).

In relation to Cullen (2008) describes that “some of the vocabulary in a unit will be new for students and some the words like familiar, but cannot yet use accurately. Even if the students feel know about a word, the students may be making collocation mistakes. For example using the incorrect preposition or verb. Therefore, the students have to write in a notebook and organise the vocabulary under the following categories, such as: learn new words, use the words as always as possible, words that students often make mistakes with, and the last, the students have to know about the topic words that will be learned. In addition, Novianty (2020) describes that the students had many difficulties in memorizing words, especially in vocabulary. After that, they got confused to differentiate kinds of words, such as, for examples: Noun, Verb, Adjective, and etc. Therefore, The teacher can introduce to students about and through differentiate how to use Anagrams and how to use Un-jumble in vocabulary

Furthermore, the writer took the questions of Anagrams and Un-jumble from the book. The title of the book is *English on Sky 1* related to their lesson, Curriculum 2013, for Junior High School Class VII. In this case, the students can understand the lesson that will be learned through differentiate of Anagrams and Un-jumble easier. After that, the teacher and students can access the frequently asked questions about Anagrams and Un-jumble answered, or review such section as “tidy” or “correct” the words / phrase in order to make full use in vocabulary. It is easy to build them created around classroom topics.

In this research, there are differences between Anagrams and Un-jumble. According to Swan (2010), “Anagram is a word of phrase that is made by arranging the letters of another word or phrase in a different order, for example : An anagram of ‘*elvis*’ is ‘*lives*’. Furthermore, the meaning of jumble is “To mix things together in a confused or untidy way”. It clear that unjumle means to make the words or phrase from untidy to tidy way, from confused words to correct words. For example : from “*Asya-cooking-likes*”, it becomes “*Asya likes cooking*”.

From what the writer has read, Anagrams and Un-jumble are important techniques that improves the way the student’s introduce new words, new ways to learn, new styles to enhances the creative in learning vocabulary. Through differentiate how to use Anagrams and how to use Unjumbe, they can quickly identify and understand the vocabulary of a subject. More than this, those items can make the students think more critically to compile and draft become the correct sentences or correct phrases.

Besides, after the writer’s interview some students in learning vocabulary process, she found that students seldom use Anagrams and Un-jumble in learning process, and almost never use the words of “anagrams” and “Un-jumble”. Therefore, it is a responsible of the teacher to make students keep spirit in study English, especially vocabulary. And then, the writer also asked the teachers of English there. She describes that the students find some difficulties in vocabulary, for instances: lack of vocabulary, and shy to pronounce the words, and seldom to remember the vocabulary because they never practice it in daily activities. The writer chose SMP Negeri 18 to the eighth grade students because of on the idea above the writer would to introduces how to differentiate of Anagrams and Un-jumble in learning vocabulary. Therefore, the writer is interested in doing research entitled “The Differences of Anagrams and Un-jumble in Learning English Vocabulary for Junior High School”.

RESEARCH METHOD

In conducting this research, the writer used descriptive research. Arikunto (1998: 117) states that sample is a part or representative of population investigated. Labovitz and Robert (1976) also state the population (or universe) refers to the larger body of individual (or other units) being researched. Besides, according to Wallen & Fraenkel (1991), sample refers to any group on which information is obtained and the lager group is called a population. The population in this research, there was 125 students, and the total of sample was 17 students in academic year 2021/2022.

Table 1
The Sample of The Research
The Eighth Grade Students of SMP Negeri 18 Palembang

No	Class	Students		Total
		Male	Female	
1	X.2	2	15	17

Source: SMP Negeri 18 Palembang in the academic 2021/2022

The Procedures of the Research

the writer gave the treatment through differentiate Anagrams and Un-jumble to introduce how to learn vocabulary of the students:

1. Pre Activities

The teacher:

- a. Greets the students as an opening the class.
- b. Checks the attendance of the students.
- c. Gives questions related to the lesson

2. Teaching-learning Activities

The teacher:

- a. Gives and explains how Anagrams and Un-jumble work and the rules to the students.
- b. Asks the students to do the Anagrams and Un-jumble
- c. After finding the Anagrams and Un-jumble from the phrases or sentences, the students correct the words and make it right sentences or phrases and try to remember and understand about Anagrams and Un-jumble topic.

3. Post Activities

The teacher:

- a. Gives the task and checks the students' task by showing their mistakes and explaining the correct answers of their vocabulary tasks.
- b. Gives homework and concludes the lesson.

The Differences of Anagrams and Un-jumble in Learning Vocabulary:

a. The Examples of Anagrams

Anagrams – Adjectives

No	Clue	Adjectives	Answer
1	Having or needing a lot of energy and enthusiasm	n e E g c t i e r	Energetic
2	Acting as a friend	l d n r e i y F	F.....
3	Friendly and thoughtful to others	n K d i	K.....
4	Intelligent	a s m S r	S.....
5	Having or showing patience	t e a t P i n	P.....
6	Embarrasse about meeting others	y S h	S.....
7	Causing laughter	n n y u F	F.....
8	Giving freely, kind	r u G o e s e n	G.....

b. The Examples of Un-jumble

Unjumble

Example : Zahra friendly is : Zahra is friendly

1. smart Faiz is : _____
2. Zaahiy reading likes : _____
3. Student is a Fathan : _____
4. Fathia two brothers has : _____
5. My school I like : _____
6. Big and clean It's : _____

FINDING AND DISCUSSION

Kollin (1994) states that questionnaire asks carefully selected respondents to supply answers to list of questions. The writer distributed the questionnaire in this research. It consisted of ten items. The writer distributed the questionnaire in order to obtain and know any information related to the problems and also to know whether the students like Anagram and Un-Jumble or not in learning vocabulary process.

The result of this research showed in 10 questions of questionnaire. For item 1, The result showed that there were 47.05% students often like English, 47.05% students sometimes like English, and 5.88% students seldom like English. For item 2, the result showed that there were 58.82% students often like reading for learning English, 35.29% students sometimes like reading for learning

English, and 5.88% students seldom like reading for learning English. For item 3, the result showed that there were 41.17% students often like listening about English material, 41.17% students sometimes like listening about English material, and 17.64 students seldom like listening about English material. For item 4, the result showed that there were 64.70 % often like speaking English, 5.88% students sometimes like speaking English, 23.52% students seldom like speaking English, and 5.88% students never speaking English. For item 5, the result showed that there were 47.05% students often like writing academic English, 29.41% students sometimes like writing academic English, 5.88 % students seldom like writing academic English, and 17.64% students never like writing academic English..

Furthermore, for item 6, the result showed that there were 29.41% students often have difficulties in learning vocabulary, 52.94% students sometime have difficulties in learning vocabulary, 5.88% students seldom sometime have difficulties in learning vocabulary, and 11.76% never have difficulties in learning vocabulary. For item 7, the result showed that there were 29.41% students often given about vocabulary exercises using media by the teacher, 35.29% students sometimes given about vocabulary exercises using media by the teacher, 11.76% seldom given about vocabulary exercises using media by the teacher, and 23.52% students never given about vocabulary exercises using media by the teacher. For item 8, the result showed that there were 29.41% students often know about Anagrams and Un-jumble before, 11.76% students sometimes know about Anagrams and Un-jumble before, 11.76% students seldom know about Anagrams and Un-jumble before, 11.76% students never know about Anagrams and Un-jumble before.

In addition, for item 9, the result showed that there were 29.41% students often studied English about vocabulary using Anagrams and Un-jumble, 52.9% students sometimes studied English about vocabulary using Anagrams and Un-jumble, 11.76% students seldom studied English about vocabulary using Anagrams and Un-jumble, 5.88% students never studied English about vocabulary using Anagrams and Un-jumble. The last, for item 10, the result showed that there were 82.35% students often said that Anagrams and Un-jumble help in learning vocabulary, and 17.64% students sometimes said that Anagrams and Un-jumble help in learning vocabulary.

Table 2
The Questions of Questionnaire

No	Questions	Often (70%)	Sometimes (50%)	Seldom(10%)	Never (0%)
1	Do you like English?				
2	Do you like reading for learning English?				
3	Do you like listening about English materials?				
4	Do you like speaking English?				
5	Do you like writing Academic English?				
6	Do you have difficulties in Learning Vocabulary?				
7	Does your teacher give vocabulary exercises using media?				
8	Did you know about Anagrams and Un-jumble before?				
9	Have you ever studied English about vocabulary by using Anagrams and Un-jumble?				
10	Can Anagrams and Un-jumble help you in learning Vocabulary?				

Table 3

The Results of Questionnaire

No	Items	The Number of students answered							
		1		2		3		4	
		Often (70%)		Sometimes (50%)		Seldom (10%)		Never (10%)	
1	1	8	47.05 %	8	47.05 %	1	5.88 %	0	0 %
2	2	10	58.82 %	6	35.29 %	1	5.88 %	0	0 %
3	3	7	41.17 %	7	41.17 %	3	17.64 %	0	0 %
4	4	11	64.70 %	1	5.88 %	4	23.52 %	1	5.88 %
5	5	8	47.05 %	5	29.41 %	1	5.88 %	3	17.64 %
6	6	5	29.41 %	9	52.94 %	1	5.88 %	2	11.76 %
7	7	5	29.41 %	6	35.29 %	2	11.76 %	4	23.52 %
8	8	5	29.41 %	2	11.76 %	3	17.64 %	7	41.17 %
9	9	5	29.41 %	9	52.9 %	2	11.76 %	1	5.88 %
10	10	14	82.35	3	17.64%	0	0%	0	0%

CONCLUSIONS

After doing this research, the writer concludes 4 conclusions. First, this Anagrams and Un-jumble is very useful for the students, because they can help the students in learning vocabulary. It showed from the results of the questionnaire that there were 14 students of 17 students answered that Anagrams and Un-jumble can help them in learning vocabulary. Secondly, Anagrams and Un-jumble have advantages for their learning activities, because those items were interesting for them to find and learn new vocabulary. It showed from 7 students of 17 students answered the questionnaire that they never research English about vocabulary by using Anagrams and Un-jumble. Third, Anagrams and Un-jumble can improve their knowledge because they actually ever research and drill the vocabulary about them, but they don't know that those items called "Anagrams and Un-jumble". It means that they can increase their vocabulary. Because it showed that there were 9 students of 17 said that they have difficulties in learning Vocabulary. Fourth, Anagrams and Un-jumble were very effective for them to research about vocabulary. It showed from 8 students of 17 students said they often like English, and from 8 students of 17 students said they sometimes like English. Of course, It can make them more creative and innovative in learning vocabulary. In conclusion, This results of the research believe that make students know and understand about how to the differences between Anagrams and Un-jumble.

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2	Tiara Eliza, S.Hum., M.Pd.	0214049001	Using Comic in EFL Classroom
3	Melisa Novianty, S.Pd., M.Pd.	0225118902	The Differences of Anagrams and Un-jumble in Learning English Vocabulary for Junior High School
4	Ressy Novasyari, S.Pd., M.Pd	0225118903	The use of media in ELT
5	Tiray Febria Zananda, S.Pd., M.Pd.	0218029101	The Use of Information, Communication, and Technology in English Language Teaching
6	Na'imatul Husni, S.Pd., M.Pd.	-	Improving Students' Writing Skill of Procedure Text by Using Canva Application

Untuk melaksanakan Penelitian dengan tema tersebut di tempat yang Bapak/ Ibu pimpin pada bulan **Desember 2022**.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan penuh rasa tanggung jawab dan melaporkan hasil kegiatan tersebut.

Palembang, 29 Oktober 2022
Ketua LPPM Universitas Palembang

Dr. Ir. Asmawati, M.Si.
NIDN. 02230506101

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Memang benar telah melaksanakan tugas kegiatan Penelitian dengan tema tersebut pada bulan **Desember 2022**.

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya

Palembang, 20 Desember 2022
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