CHAPTER II
ENRICHING STUDENTS' VOCABULARY THROUGH WORD JAR GAME

A. Theoretical Review

1. Vocabulary

Studying language cannot be separated from studying vocabulary because it is an essential component of language. Vocabulary is one components of language beside grammar. Students, who want to learn atarget language, have to learn those components.

a. Definition of vocabulary

Vocabulary is one of the language components which should be mastered by English learners. Vocabulary has role, which parallel with phonology and grammar to help the learner mastering four language skills.

Finocciaro explains that, "the students' vocabularies can be divided into two kinds, namely active vocabulary and passive vocabulary".

Active vocabulary refers to the words in which the students can understand and pronounce correctly and can use them in speaking or in writing used by person to encode his or her idea.

Passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in

speaking or in writing. The words or vocabularies can be spoken and also written.[1]

Another opinion by Marianne Celce and Murcia Elite Olshtain, "There are two kinds of vocabulary: they are function words and content words".[2]

1) The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs).

2) The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).The content words can be divided into three general classes:

   a) Words that refers to a person, a place or a thing that we might call   them nouns.

   b) Words that express an action, an event or a state are called verbs

   c) Words are used to describe the qualities of thing or action is called adjectives and adverbs.

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[1]M.Finocchiaro, *English As a Second Language ''From Theory to Practice'' (New York: Regent Publishing Company, 1974),* p.73.
[2]Marianne Celce-Murcia Elite Olshtain, *Discourse and Context in Language Teaching: A Guide for Language Teachers*, (New York: Cambridge University Press, 2000), p. 76.

Thornbury stated without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[3] Only with sufficient vocabulary one can express his ideas effectively, can understand the language task and foreign language conversation. With the limited vocabulary the students will have the difficulties in learning and understanding the foreign language.

Parts of speech are classified into its various types. The typesof part of speech consist of pronoun, adjective, verb, adverb, conjunction and preposition.

Each Part of speech will be classified into its various types. Such classification will be based chiefly on differences in structural form or in grammatical behavior, after that the part of speech will be described according to the observable signals that operate the grammar, functions, position, form, markers. Under functions will be a further consideration of how part of speech serves either as part of the central core, or a modifier or connector.[4]

From the statements above the writer concludes that vocabulary is a list of words with their meanings that accompanies a text book in a foreign language. So, it is important

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[3]Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), p.13.
[4]M, Frank, *Modern English "A Practical Reference Guide"* (New Jersey: PrenticeHall, 1972) p.4.

to teach vocabulary first to the students. Vocabulary plays a significant role in supporting the mastery of language skills such as listening, reading, speaking, and writing which are called by four skills of language. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

b. Teaching vocabulary

Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use appropriate techniques and enough practice for certain words, so that the objectives will be achieved. Concerning the appropriate techniques, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of the words but also has to use appropriate method for each other aspect of language.

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.[5] Learning language must be given special attention in order to get the goal of language learning. There are four skills of language. They are, listening, reading, speaking and writing. To support the developing of four language skills, English language component, vocabulary, grammar and pronunciation or

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[5]E-book: Jack C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), p. 4.

spellings are also taught. Besides that in constructing a sentence, we do not need just grammar and pronunciation correctly but also the appropriateness of choosing vocabulary.

Teaching vocabulary is very important for the students. More vocabularies the learners have, more chance they master the language.

In fact, teaching activities will be more fluently if the word is in a context form because students will know it clearly. Teaching vocabulary and grammar will be more effectively if it has relation with children's environment, so they can practice them easily.

c. Some techniques in teaching vocabulary

Techniques are way to doing something, especially one in which you have to learn special skills.[6] Brown has defined that technique is any of a wide variety of exercises, activities, or task used in the language classroom for realizing lesson objectives.[7]

Teaching techniques is important in teaching learning process not only determined by teacher and students' competence but also with in appropriate technique. We have to learn vocabulary whenever we come into contact with a new language and try to use it. However, studying language causes some

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[6]AS. Hornby, *Oxford Advanced Learner's Dictionary*,(New York: Oxford University Press, 2010), p. 1534.
[7]H. Douglas Brown, Te*aching by Principle: an Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman,2001),p.16.

problems, because many students consider learning vocabulary is a boring activity, teacher should keep looking for way to make learning vocabulary easier and more pleasant. Teaching techniques are very helpful for teacher. It is the teachers' task to use appropriate technique of vocabulary teaching, it does not mean that if the teacher uses a certain technique. From explanation above, it means that techniques in teaching learning is very important and the teacher should use appropriate technique to teach vocabulary, in order to motivate and help the students in learning process.

According to Ruth Gairns and Stuart Redman, there are many techniques of vocabulary teaching.[8] They are:

1) Mime and Gesture

This techniqueis useful for explanation of the actions and grammar items. Such concepts as: jumping, smoking or the words: "from, on, to, etc". are easy items to explain through performing those actions.

2) Visual Aid

In this technique, a teacher can use paper of song lyrics and whiteboard. The teacher uses paper to song lyrics and underlines the words that we need. One of the visual aids

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[8]Ruth Gairns and Stuart Redman, *Working with Words: a Guide to Teaching and Learning Vocabulary*, (New York: Cambridge University Press,19984), p.73.

is whiteboard. It is a writing the words and their meaning on the whiteboard.

3) Verbal Explanation

In this technique, a teacher should select and provide words will be taught based on the students' level, the aim, and the time allocated. A teacher can explain the meaning of the words. The use of this technique is often a quick and efficient way of explaining unknown words, but usually the students become bored in teaching learning process.

4) Contextual Guesswork

In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through deducing meaning from context, deducing meaning from form, word association and word formation.

Deducing meaning from context is looking the meaning of words through context in the sentences. For example, the word *nurse* in this sentence *Serena was a nurse. She worked in Hospital and she helped the doctor to cure the patient.* The students will the meaning of nurse from the context: *she helped the doctor to cure the patient.*

Deducing meaning from form is looking the meaning of word based on the meaning of morpheme. For example, the words *Freetown* in the sentence; *Jack's first port was*

Freetown in Africa. The word *free* is translated as not controlled by somebody else, rules a government, etc, and the word *town* as a place with many building and houses, larger than a village. So *Freetown* is a place that was not controlled by the government.

Word association is the ability to find the words that related to topic. For example, nurse, hospital, port, etc. Word formation is the ability to construct the word through affixation. It can be a prefix or suffix. For example, the word *married*. It is *marry* added by the suffix *–ed*

d. The principle of teaching and learning vocabulary

In teaching, a principle is beliefs and theories that teacher holds concerning effective approaches to teaching and learning and which serve as the basis for some of their decision-making.

There are several principles of teaching and learning vocabulary as follows:[9]

1) Focus On The Most Useful Vocabulary First

Some word can be used in a wide variety of circumstances. Others have much more limited use. Teaching useful vocabulary before less useful vocabulary give learners the best return for their learning effort. The most useful vocabulary that every English language learners needs

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[9] David Nunan, *Practice English language Teaching*, (America: McGrawHill Companies, 2003), p. 135.

whether they use the language for listening, speaking, reading or writing, or whether they use the language in formal and informal situations.

2) Focus On The Vocabulary in the Most Appropriate Way

The first principle looks at what words to teach and learn. This principle looks at how they should be taught and learned with appropriate method.

3) Give Attention to High Frequency Words Across the Four Stands of a Course

High frequency vocabulary needs to occur in all four stands of a course. It should get deliberate attention trough teaching and study and should be met and used in communicating messages in listening, speaking, reading and writing. High frequency vocabulary should also be fluently accessible for receptive use.

4) Encourage Learners to Reflect on and Take Responsibility for Learning

So far we have looked at principle that relate to choosing what vocabulary to teach and the conditions needed for learning it. There is an important principle that learners need to realize that they must be responsible for their own learning.

According to Wallace, there are six principles on which teaching learning vocabulary is to be based, they are:[10]

a) Aims

The aims have to be clear for the teacher, he or she should consider how many list of words, and he or she expects the learners to achieve and what kind of words they are.

b) Quantity

The teacher may have to decide the number of vocabulary items to be learnt. How many new words in the lesson can be achieved by learners? If there are too many words, the learners may become confused, discouraged, and frustrated.

c) Need

In some cases, one hopes that the choice of vocabulary will relate to the aims of a course and the objective of an individual lesson, it is also possible for the teacher to take responsibility of choosing the vocabulary to be taught for her or his students. In other words, the students put in a situation where they have to communicate and get the words that they need.

d) Frequent Exposure and Repetitions

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[10] J.M. Wallace, *Teaching Vocabulary*, (London: Biddles Ltd, 1982), p. 27

It is seldom, however that we remember a new word simply by hearing at the first time. There has to be a certain amount of repetition until there is evidence that students have learned the target word.

e) Meaningful Presentation

The learners must have a clear and specific understanding of what it denotes or refers to i.e. It is meaning involves many other things as well. This requires that the words can be presented in such a way that it denotation or reference is perfectly clear and ambiguous.

f) Situation Presentation

The choice of words can be various according to the situation in which we are speaking and according to how well we know the person whom we are talking (from informal to formal). So, a student should learn words in the situation in which they are appropriate.

The six steps in teaching vocabulary are as follows:

a) The teacher provides a description, explanation, or example of the term.

b) Linguistic definition – students restate the description, explanation, or example in their own words.

c) Nonlinguistic definition – students construct a picture, pictograph, symbolic representation, or act out the term.

d) The teacher extends and refines understanding of the word by engaging students in activities that help them add to their knowledge of the terms in vocabulary notebooks.

e) Periodically ask students to discuss the terms with one another.

f) Involve students in games that enable them to play with the terms and reinforce word knowledge.[11]

The vocabulary that the teacher introduces must be suitable with the book. But he can choose to bring the other vocabulary that is relevant to the students. By doing this, hopefully they will get a lot of vocabularies in their mind.

Students, especially the student of elementary school are interested in game, such as Word Jar game. They can find that studying with this game is enjoyable and satisfying.

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[11]Kimberly, "Marzano's 6-Step Vocabulary Process", http://www.learningunlimitedllc.com/2012/12/marzanos-6-step-vocabulary-process/. On February 08 2014.

2. Teaching Children at Elementary School

English at elementary school is emphasized on four skills in order to fulfill the development era that requires English. With the four skills in listening, speaking, reading, and writing in the simple form, the students of Elementary School are expected to have language competence, which includes the language components.

There are five categories may help giving some practical approaches to teach children, which are:

a. Intellectual Development

An elementary school teacher once asked their students to take a piece of paper and pencil and write something. Rules, explanation, and other even slightly abstract talk about language must be approached with caution. Children are centered on the here and now, on the functional purpose of language. They have little appreciation for adult notions of "*correctness*", and they certainly cannot grasp the met language teachers use to describe and explain linguistic concepts. Some rules of thumb for the classroom:

1) Don't explain grammar using terms like "*present progressive*" or "*relative clause*".

2) Rules started in abstract terms (make a statement into a question by adding *do* or *does*) should be avoided.

3) Some grammatical concept, especially at the upper levels of childhood, can be called to learners' attention by showing

them certain patterns (notice the–*ing* at end of the word) and example: *I'm walking to the door.*

4) Certain more difficult concepts of patterns require more repetition than adult need. For example, repeating certain patterns (without boring students) may be necessary to get the brain and the ear to cooperate.[12]

b. Attention Span

Short attention spans do come into play when children have to deal with material that to them is boring, useless, or too difficult since language lessons can at time be difficult for children, the teacher must try to make them interesting, lively and fun.

1) Because children are focused on the immediate here and now, activities should be designed to capture their immediate interest.

2) A lesson needs variety of activities to keep interest and attention alive.

3) A teacher needs to be animated, lively, and enthusiastic about the subject matter.

4) A sense of humor will go a long way to keep children laughing and learning.

5) Children have to a lot of crucial curiosity.

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[12]H. Douglas. Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, Inc, 2001) , p. 87

c. Sensory Input

       The points of stimulated for a classroom is:

1) Proper lessons with physical activity.

2) Projects and other hands on activities go a long way toward helping children to internalize language.

3) Sensory aids here and there help children to internalize concepts.

4) Remember that nonverbal language is important because childrenwill indeed very sensitively in facial features, gestures, and touching.

d. Affective Factors

       Teachers need to help children to overcome such potential barriers to learning.

1) Help students to laugh with each other at various mistakes that they all make.

2) Be patient and supportive to build self-esteem, yet at the same time be firm in expectations of students.

3) Elicit as much oral participation as possible from students, especially the quieter ones, to give them plenty of opportunities for trying things out.[13]

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[13]H. Douglas. Brown, *Teaching by Principles...*, p.88-89.

e. Authentic, Meaningful Language

There are several points of authentic and meaningful language that are:

1) Children are good at sensing language that is not authentic; therefore, "*canned*" or stilted language will likely be rejected.
2) Language needs to be firmly context embedded.
3) A whole language approach is essential, if language is broken into many bits and pieces, students won't see the relationship to the whole. And stress the interrelation ship among the various skills (listening, speaking, reading, and writing), or they won't see important connections.[14]

In other opinion, Linse said that as a teacher, there are many different ways that they can make input comprehensible, here are some suggestions:

a. Set the stage. Provide context for example: if teachers are going to talk about animal, they may want to put up a bulletin board at a scene with pictures of cows, chickens, horses, and other animals.
b. Build – schema by relating a new topic to the student prior knowledge and experiences.
c. Provide a variety of input. Be sure to provide visual, auditory, and tactile input. Use props, realia, and pictures. Freely boxes (boxes with tactile items inside that children can feel and touch,

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[14]H. Douglas. Brown, *Teaching by Principles...*, p.89.

such as items that are *hard, soft, fury, smooth, metal, etc*) and head phones at listening centers are often neglected but good sources of input.

d. Make the classroom language rich with environmental print such a labels on the wall, posters with words and children's books.

e. Model each instruction as it is given. Be sure to give only one instruction at a time so that children can directly link the instruction with the actual directions.

f. Use the language while teachers are performing different actions[15]

3. Game

a. Definition of Game

"Game is an activity that has rules and that students do for pleasure (Khan 1991)."[16]Game is one of the media to develop students' abilities in speaking, writing, listening, and reading. With games, students have more motivation to engage the class. Often, students are involved in playing the games do not realize that they are practicing language.

According to the experts' experience, a communicative language games have some typical features, they are:[17]

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[15]T. Linse, Caroline, *Practical English Language Teaching: Young Learners*, (New York:McGraw Hill, 2006), p. 13-14.

[16]Kasihani K.E Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2010), p.117

[17]Kasihani K.E Suyanto, *English for Young...* , p.118.

1) Player has to interaction each others.

2) Player has to understand the regulation in that game.

3) Game has a clear purpose.

4) Context of the activity must clear.

5) Player has to participate actively.

6) Player has certain regulation in that game.

It concluded that games are the activity that is done based the certain regulation. Students learn through games. When playing together, students have interaction each other. In that interaction, language skill can be built for them.

b. **General Concept of Games**

There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games.[18]

Games play an important role in teaching and learning process. They can often help the students understand something presented better than telling them verbally. The enjoyment of games is not restricted by age. Some individuals, regardless of

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[18]Lee Su Kim, *'Creative Games for the Language Class',*http://www.teflgames.com/why.html. On February 06 2014

age, maybe less interested in games and the role of the player. It is generally accepted that young learners and adults are verywilling to play games.

Games can be used in a variety of learning situations. They are:

1) When the teacher wants to introduce new vocabulary
2) When the students need to practice or review the language points they have learned
3) When the teacher wants to energize the class[19]

c. Types of Games

Games usually use variety of techniques which are important in language teaching. The simplest games are shorting, ordering or arranging games. These are usually played in pairs or small groups. There are types of game as follows.

1) Collaborative games are those in which students cooperate with one another rather than compete with each other.
2) Board games are usually played in groups of 3 up 5. Each group has a game board, a die, and small objects to indicate steps and positions. Example of this type of game is *Snake and Ladders*.

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[19]Halimi, Sisilia S., *Becoming a Creative Teacher: A Manual for Teaching English to Indonesian Elementary Students,* p. 72

3) Card game, consist of a pack of cards and can be bought or made by the teacher.

4) Movement games require students to move around the class and talk to friends.

5) Role play games are given the name and some characteristics of a fictional character. It can be done in pairs, small groups or with the whole class.[20]

Playing games allows students to explore and become familiar with words and phrases. There are many advantages of using games to teach English, they are:

1) Games help the teacher create contexts in which the language is useful and meaningful.

2) Games help the teacher build better class relantionship and encourage class participation.

3) Games provide language practice, review and consolidation in the various skills; speaking, listening, writing, reading.

4) Through games, children experiment, discover and interact with others.

5) Games encourage the creative and spontaneous use of language and promote real communication.

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[20]Halimi, Sisilia S., *Becoming a Creative Teacher:...,* p. 73-74

6) Games are enjoyable and challenging but not threatening. They are a nice break from the normal routine of the language class.

7) Games promote healthy competition and help students overcome shyness about using the language.[21]

Besides the advantages, games also have disadvantages such as games take a long time to prepare and it is difficult to organize the classroom. Moreover, games also represent a disturbance of traditional organization of the classroom. It provides few opportunities for input of new language and not all students like playing games.

d. Word Jar Game

1) Definition of Word Jar game

There are many games that can be used in connection with language teaching. In this way teacher should be able to find or create games that will help their students learn something as they play them. In order to make English games could be taught easily the types of games should be suitable for the students and can be applied in class.

Word jar is word game for help learners to memorizing word and the definition. This game can help teacher to get students to pay attention the words they read,

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[21]Halimi, Sisilia S., *Becoming a Creative Teacher: ...,* p. 72

saw or heard. On the slips of paper, students wrote down words, indicated where they had heard/read/seen the words, and said what students thought the words mean. These slips of paper were then stuffed into a jar. After that, the teacher gives example to the students to takes one of slips of paper from the jar, read and talked about the word and the definition.[22] This game can modify with other game and activity.

Word jar game was inspired by Monalisa DeGross's book Donovan's Word Jar. Where is the main character, Donovan was to collect words in each category. Donavan is fascinated by words. They seem to leap out at him from books, signs, even the back of cereal boxes. He savors each word as he learns to say it and discovers its meaning. He keeps the words he collects on slips of paper in a big glass jar and then gives them to people who needed them.

2) The Use of the Word Jar Game for Teaching English Vocabulary

The writer uses word jar game in teaching vocabulary. The students will play this game on the slips of paper and one or some jars. First, the students write down all the things that they were learned on the slips of paper.

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[22]E-book: Janet Allen, *Words, Words, Words: Teaching Vocabulary in Grades 4-12*, (Portland; Stenhouse Publishers, 2006), p. 72

And put the slips of paper into the jar. Then ask students one by one to come forward, to take one of slips of paper from the jar and ask he/she to read loudly and mention the meaning of the word.This activity can modify with another games. It is interesting game because the students will be taught to think creatively. Hopefully it would make the students excited in the teaching learning process. By write and read the words, then mention the meaning, the students will remembering the words well.

For example, play the word jar game as follows:

a) Ask the students to write down one of new words on the blackboard into slips of paper.

b) These slips of paper then stuffed into a jar.

c) The teacher give an example, takes one of slips of paper from jar, read the word and mention the meaning in Bahasa Indonesia.

d) Then the teacher asks one student to come forward and takes one slip of paper from the jar, read the word and mention the meaning in Bahasa Indonesia. And take one more; give it to the next student.

e) The next student reads the slip of paper and mention the meaning in Bahasa Indonesia. Then take one slips and give it to the next student, etc.

f) If there is student can't mention the meaning of word in Bahasa Indonesia, ask she/he to find out the meaning in the dictionary

e. **The Advantages and Disadvantages of Word Jar Game**

1. The Advantages of Word Jar Game

Word jar game is one of teaching methods that the students and the teacher need it in order to maintain interest and motivation. There are some advantages of word jar game as follow: word jar game can make creative activity in teaching learning process, word jar game can give motivation to the students in their learning, word jar game can help the students to memorize English word well, word jar game make the students active in class and reduce the students' boredom, word jar game help the students to give brief description about the things that are being taught, and word jar game is excellent learning method for the students from preschool to university.

If we appeal this game with the other word games, such as; scrabble game, word cross, etc. we can play this game by act. Not sit down and finish the game in the board or sheet of paper only, but we also can act the words. This game makes students more active.

2. The Disadvantages of Word Jar Game

There is weakness of word jar game as follow: if the teacher can't makes various activities for word jar game, so this game can make students feel bored.

B. Previous Research

The first research was conducted by Umiyatul Arifah (3105254), from English Language Teaching Departement of Tarbiyah and Faculty Institute State for Islamic Studies Walisongo Semarang,with the research entitles *Spelling Scrabble to Improve Student's Verb (A Classroom Action Research at the Fourth Grade Students of SD Al Azhar 25 Semarang in the Academic Year of 2009/2010)*. The result of the study shows that there is significant contribution of the use of spelling scrabble game in the teaching of vocabulary of verb, so scrabble game as an aid is effective for the success of the vocabulary teaching. The differences between her research and this research are in her research, she used spelling scrabble game, whereas the researcher used word jar game. The similarity between her research and this research is we used game as aid in teaching English vocabulary.

The second thesis by Maylinda Yuhana Setianingrum (063411076), from English Language Teaching Departement of Tarbiyah and Faculty Institute State for Islamic Studies Walisongo Semarang, *The Use of Song Lyrics as Teaching Media to Improve Students' Vocabulary about Animals' Name(A Classroom Action Research with 4th Grade of SDN 01 SekuroMlonggo- Jepara in the Academic Year of 2010/2011)*. She used song lyrics to teach vocabulary. The objectives of her study is to describe the implementation of using song lyrics as teaching media in improving students' ability in vocabulary about animals' name. The population of her study was the

fourth grade of SD. The participants are 33 students as the object of research. And the result was significant; teacher can improve students' understanding on vocabulary especially about animals' name by using song lyrics. The differences between her research and this research will be in media. The population of her study was the fourth grade of SDN 01 Sekuro Mlonggo- Jepara in the Academic Year of 2010/2011. And the writer do the research with fifth grade of MI Tinjomoyo Semarang in the academic year of 2013/2014.

The third thesis by Erni Yuliana (073411051), from English Language Teaching Departement of Tarbiyah and Faculty Institute State for Islamic Studies Walisongo Semarang, *The Use of Picture Word Inductive Model (PWIM) in Teaching Vocabulary* (*An Experimental Research at The Seventh Grade of Madrasah Tsanawiyah Sunan Kalijaga Bawang Batang in The Academic Year of 2010/2011).* The main objective of this study is to find out whether there is or not a significant difference of student's vocabulary achievement between students who taught by using Picture Word Inductive Model and those who are taught by using explanation only. The hypothesis of this study is there is a significant difference between the student" s vocabulary achievement between students who taught by using Picture Word Inductive Model and those who are taught by using explanation only. The researcher used Picture Word Inductive Model in teaching vocabulary at the seventh grade of MTs Sunan Kalijaga Bawang Batang in the academic year of 2010/2011. In this research, the population is the

seventh grade of MTs Sunan Kalijaga Bawang Batang in academic year of 2010/ 20011.The number of the population was 182 students. In taking the sample, the writer used cluster random sampling technique. Class VII B was chosen as a try out class, VII E as experimental class who Picture Word Inductive Model and class VII C as control class who were taught by explanation only. The research design used experimental quantitative research.

Basically, this study is almost the same to teach vocabulary. But it has different media, focus and research method. Umiyatul used spelling scrabble game as an aid to improve English vocabulary, Maylinda used Song lyrics to teach vocabulary and Erni Yuliana used picture word inductive model . But in this research, the writer tries to do another research related to them. The writer will do another research to teach vocabulary through word jar game. In those three studies, my research be further research of those studies in order to enrich students' vocabulary.

C. Action Hypothesis

In this thesis, the hypothesis can be stated that the implementation of word jar game can enriching students' vocabulary at the fifth grade students of MI Tinjomoyo Semarang in the academic year of 2013/2014.