

CHAPTER IV

FINDING OF THE RESULT OF RESEARCH

A. Profile of MI Tnjomoyo

School of MI Tinjomoyo Semarang was located on Jln. Kebunbinatang Kel. Sukorejo Kec. Gunungpati Semarang. The headmaster of this school is Mr. M. Turkhamun, S. Pd. I. MI Tinjomoyo totally has 74 students. School's activity started from 07.00 A.M. until 10.00 A.M. for first and second grades. And 07.00 A.M. until 01.00 P.M. for three to six class. The holiday of this school in every Sunday.

1. School identity

Name of school : Madrasah Ibtidaiyah (MI) Tinjomoyo Semarang
Address : Jln. Kebunbinatang Kel. Sukorejo Kec.
Gunungpati Kota Semarang
Since : 1973
Headmaster : M. Turkhmun, S. Pd. I

2. Point of view

“To realized the Islamic generation, diligent in the act of devotion, have good morals and superior in the achievement.”

3. Missions

- a) To realize establishment of Islamic character that can actualizing in the society.
- b) To organizing education that have a certain quality in the achievement of academic and non-academic.

- c) To realize learning and habituation of studying Al-Qur'an and perform the Islam guidance.
- d) To increase the knowledge and professionalism of educator appropriate with the development of education.

4. Objective of Madrasah education

- a) Optimizing learning process using active learning approach.
- b) Habituation Islamic behavior in the school environment
- c) To increase student's academic achievement in average of score is 6,00.

B. Finding of the Research

In this chapter, the researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the researcher wants to know the implementation of word jar game to enriching students' vocabulary and to find out the effectiveness of the use of word jar game to teaching vocabulary to young learners. In this research, the researcher uses classroom action research. Its purposes are to know students ability in receiving and memorizing new vocabulary. In these findings, the researcher presents the result of research and the analysis of the data collected which are conducted through five cycles that consist of pre-cycle, three cycles of treatment and post test. Pre-cycle considered as the preliminary reflection, three times of treatment are the teaching and learning

processes using word jar game and the assessment tests, and the last activity is post test. The results descriptions of all cycles are as follows:

1. The Analysis of Pre-Cycle

Pre cycle was held on March 20th, 2014. In this activity, the teacher was doing teaching practice as usual. Mr. Turkhamun said that the students' interest and ability toward English subject were low, they thought that English is very difficult because of limited vocabulary they had. It might be caused of some possibility reasons, such as the less facility or method supported in English lesson for example there is no interested technique or media in teaching learning process.

Besides, the researcher also did the observation used in this activity. From the observation, the researcher found some facts that happen in the classroom during in English lesson. It could be described as below: the English teacher explained the material and still used conventional method; the teacher only used LKS, and used conventional method (teacher learning center). When the teacher explained the material, there were some students who did not pay attention to teacher' explanation. In teaching learning process, the students were not active by asking to the teacher related to the material learn. They just kept silent and did the exercise from the teacher without understanding the point of the material.

Tabel 2
Score of observation in pre-cycle

| No | Indicators | None (0%) | A few (< 20%) | Half (20- 49%) | Many (50%- 69%) | Majority (>70%) | Total Score |
|----|---|--------------|------------------|----------------------|-----------------------|--------------------|----------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1 | The students are enthusiastic in listening to teachers' explanation of new vocabulary | | | V | | | 3 |
| 2 | The students are enthusiastic in responding the teacher's pronunciation | | | V | | | 3 |
| 3 | The students show curiosity by asking the questions | | v | | | | 2 |
| 4 | The students ask questions to clarify understanding | v | | | | | 1 |
| 5 | The students are enthusiastic in responding teachers' quiz or drills | | v | | | | 2 |
| 6 | The student answer teachers questions | | | | v | | 4 |

| | | | | | | | |
|----|--|---|---|----|---|---|----|
| 7 | The students answer peer's questions correctly | | | v | | | 3 |
| 8 | The students are enthusiastic in participating the game | | | | | | 0 |
| 9 | The students complete the task correctly | | | | v | | 4 |
| 10 | The students help other peers to answer/complete the task | | | v | | | 3 |
| 11 | The students are enthusiastic doing the test | | | v | | | 3 |
| 12 | The students are enthusiastic in repeating the teacher's pronunciation | | | v | | | 3 |
| 13 | The students pay attention on English game | | | | | | 0 |
| | Total score | 1 | 4 | 18 | 8 | 0 | 31 |

$$\text{Score} = \frac{\text{Total score}}{\text{maximal score}} \times 100\%$$

$$= \frac{31}{65} \times 100\%$$

$$= 47,7\%$$

Based on the results of observation above it can be concluded that only half of the students were active and enthusiastic, a half of students need more attention from the teacher in teaching learning process.

In the last activity, students had to do some assessments. The researcher gives a test that contains 25 items of 15 multiple choice questions and 10 matching test. All of the questions were about the materials that have been thought. It was followed by 11 students as the participants of the study. The teacher provided 30 minutes to do the test. The purpose of the test was to measure the increasing of the students' ability in receiving and memorizing vocabulary. And the minimum standard passing criteria of English at MI Tinjomoyo Semarang is 60.

After implementing the test, the researcher examines the answer sheet and finds the result.

Tabel 3
Score test in pre-cycle

| No | Nama | Score |
|----|------|-------|
| 1 | S1 | 50 |
| 2 | S2 | 55 |
| 3 | S3 | 70 |
| 4 | S4 | 65 |
| 5 | S5 | 50 |

| | | |
|-------------|-----|-----|
| 6 | S6 | 70 |
| 7 | S7 | 55 |
| 8 | S8 | 40 |
| 9 | S9 | 60 |
| 10 | S10 | 75 |
| 11 | S11 | 50 |
| Total Score | | 640 |

$$M = \frac{\Sigma X}{N}$$

Explanation:

M : the average of the students' score

ΣX : total score

N : the number of students

$$\begin{aligned}
 M &= \frac{640}{11} \\
 &= 58,2
 \end{aligned}$$

The average score of the students test for pre cycle test is 58,2 it means that the result is low.

The result of pre-test is not satisfying yet. The researcher is aware of the most of the students in class V who still have difficulties in memorizing new vocabulary. From this reason, the researcher intended to help them to improve their vocabulary in learning English by using word jar game so that it could improve

their new vocabulary. The researcher considers that by giving continuous improvement to the students, they will get better result, and the researcher is also aware that teacher's ability to carry out the material in teaching learning process is an important part.

2. The Analysis of the First Cycle

The first cycle was held on March 27th, 2014. The first cycle was about teaching and learning process and the assessment test. The topic was name of day. In this cycle the teaching and learning process was begun. The researcher prepared the slips of paper and a jar for the game. The teacher told them that during the lesson they had to listen to the lesson carefully. Moreover, the teacher asked them to be quiet and not to make any noises in the class.

The problem faced by the researcher in the previous cycle are the students who sit in the backside of the class like to talk with their peers, look bored, and feel sleepy. To solve this problem, the teacher gives more attention to the students who sit in the backside of class, and sometime the teacher walk behind of class.

The teacher began the class by showing them the new vocabulary. The teacher pronounced the words and asked the students to pronounce the words correctly. The students pronounced the words together for two until three times. The teacher gave the students the meaning of the word in Bahasa Indonesia and they repeat the meaning of the word. Then, the students played the word

jar game guided by the researcher. After playing the game, the teacher and the researcher gave quiz and review of all the vocabulary. At the end of the lesson, she gave assessment test.

Tabel 4
Score of observation in first cycle

| No | Indicators | None (0%) | A few (< 20%) | Half (20- 49%) | Man y (50% - 69%) | Majorit y (>70%) | Total of Score |
|----|---|--------------|------------------|----------------------|-------------------------------|------------------------|----------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1 | The students are enthusiastic in listening to teachers' explanation of new vocabulary | | | v | | | 3 |
| 2 | The students are enthusiastic in responding the teacher's pronunciation | | | | v | | 4 |
| 3 | The students show curiosity by asking the questions | | v | | | | 2 |
| 4 | The students ask questions to clarify understanding | | v | | | | 2 |
| 5 | The students are enthusiastic in responding teachers' quiz or drills | | | v | | | 3 |
| 6 | The students answer teachers' questions | | | v | | | 3 |

| | | | | | | | |
|----|--|---|---|----|----|----|----|
| 7 | The students answer peer's questions correctly | | v | | | | 2 |
| 8 | The students are enthusiastic in participating the game | | | | | V | 5 |
| 9 | The students complete the task correctly | | | v | | | 3 |
| 10 | The students help other peers to answer/complete the task | | | v | | | 3 |
| 11 | The students are enthusiastic doing the test | | | | v | | 4 |
| 12 | The students are enthusiastic in repeating the teacher's pronunciation | | | | v | | 4 |
| 13 | The students pay attention on English game | | | | | V | 5 |
| | Total score | 0 | 6 | 15 | 12 | 10 | 43 |

$$\text{Score} = \frac{\text{Total score}}{\text{maximal score}} \times 100\%$$

$$= \frac{43}{65} \times 100\%$$

$$= 66,2\%$$

According to the result of the observation above, it can be concluded that more students joined the class enthusiastically. They paid attention to the lesson, although some students made noisy when played the game, because they felt still confused with the researcher direction and they never played this game before. They tried to cheat and discussed the answer with their friends.

After implementing the test, the researcher examined the answer sheet and found the result.

Tabel 5
Score test in first cycle

| No | Nama | Score |
|----|-------------|-------|
| 1 | S1 | 66 |
| 2 | S2 | 53 |
| 3 | S3 | 73 |
| 4 | S4 | 60 |
| 5 | S5 | 66 |
| 6 | S6 | 73 |
| 7 | S7 | 60 |
| 8 | S8 | 46 |
| 9 | S9 | 66 |
| 10 | S10 | 73 |
| 11 | S11 | 60 |
| | Total Score | 696 |

$$\begin{aligned} \text{Mean} &= \frac{\text{Total Score}}{\text{Number of the students}} \\ &= \frac{696}{11} \\ &= 63, 3 \end{aligned}$$

From the analysis above, it is clear that the average of the students test result of the first cycle was 63, 3. There is improvement compared with to the pre-cycle. The students still had difficulty in understanding and memorizing new vocabulary. So, the researcher decided to conduct the next cycle and the teacher intended to give better explanation to them.

3. The Analysis of Second Cycle

The second cycle was held on April 03rd, 2014. The second cycle was the same with the first cycle. It was about teaching learning process and the assessment test, but the materials were different from the first cycle. The students learned about daily activity. There were 11 students. There was no student who is absent that day. In the second cycle, the researcher prepared the word jar game. Before the lesson started, the researcher asked the students to give more attention to the lesson.

The problem faced by the researcher and the teacher in the previous cycle is the students made noisy when playing the game;

they still felt confused with the researcher's direction. They tried to cheat and discussed with their friends. In this cycle, the researcher gave directions more slowly and clearly to the students when they played the games.

The teacher started the class by asking the students to mention some vocabularies that were discussed at the previous meeting. After that, the teacher showed the new vocabulary and pronounced it. The teacher asked the students to pronounce the words correctly. The students pronounced the words together for several times. The teacher asked students the meaning of words in Bahasa Indonesia. Then the students played the word jar game. After playing the game, the researcher reviewed all of the vocabulary. At the end of the lesson, the researcher gave the test to measure students' ability in comprehending the new vocabulary.

Tabel 6

Score of observation in second cycle

| No | Indicators | None (0%) | A few (< 20%) | Half (20- 49%) | Man y (50% - 69%) | Majorit y (>70%) | Total of Score |
|----|---|--------------|------------------|----------------------|-------------------------------|------------------------|-------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1 | The students are enthusiastic in listening to teachers' explanation of new vocabulary | | | | v | | 4 |
| 2 | The students are | | | | v | | 4 |

| | | | | | | | |
|----|--|--|---|---|---|---|---|
| | enthusiastic in responding the teacher's pronunciation | | | | | | |
| 3 | The students show curiosity by asking the questions | | | v | | | 3 |
| 4 | The students ask questions to clarify understanding | | V | | | | 2 |
| 5 | The students are enthusiastic in responding teachers' quiz or drills | | | v | | | 3 |
| 6 | The students answer teachers' questions | | | | v | | 4 |
| 7 | The students answer peer's questions correctly | | | v | | | 3 |
| 8 | The students are enthusiastic in participating the game | | | | | v | 5 |
| 9 | The students complete the task correctly | | | v | | | 3 |
| 10 | The students help other peers to answer/complete the task | | | v | | | 3 |
| 11 | The students are enthusiastic doing the test | | | v | | | 3 |
| 12 | The students are enthusiastic in repeating the teacher's pronunciation | | | | v | | 4 |
| 13 | The students pay | | | | v | | 4 |

| | | | | | | | |
|---------------------------|---|---|----|----|---|----|--|
| attention on English game | | | | | | | |
| Total of score | 0 | 2 | 18 | 20 | 5 | 45 | |

$$\begin{aligned} \text{Score} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\ &= \frac{45}{65} \times 100\% \\ &= 69,2\% \end{aligned}$$

Based on the result of observation above, it can be concluded that many of the students joined the class enthusiastically. Teaching learning process ran well, but in the last time in the lesson, the bell made students did not concentrate to the lesson as they wanted to take a rest. The researcher said that they will take a rest soon after they did the test.

In this cycle the researcher analyzed and gave more attentions to seven students that in first cycle still got lower score. They had some difficulties in memorizing the words. It might be caused by their lack of motivation in learning English. The difficulty also might be caused by their ability in memorizing the words. Basically, they had already known the words in Indonesia, but they found difficulty in identifying the words in English. So, the researcher always repeated the words by the end of the lesson and asking them to say the words.

After implementing the test, the researcher examined the answer sheet and found the result.

Tabel 7

Score test in second cycle

| No | Nama | Score |
|-------------|------|-------|
| 1 | S1 | 60 |
| 2 | S2 | 60 |
| 3 | S3 | 80 |
| 4 | S4 | 80 |
| 5 | S5 | 70 |
| 6 | S6 | 80 |
| 7 | S7 | 70 |
| 8 | S8 | 50 |
| 9 | S9 | 80 |
| 10 | S10 | 80 |
| 11 | S11 | 50 |
| Total Score | | 760 |

$$\text{Mean} = \frac{\text{Total Score}}{\text{Number of the students}}$$

$$= \frac{760}{11}$$

$$= 69,0$$

The analysis above shows that the result of the second cycle was better than the previous one. There was a little increase in this cycle. However, there was improvement for the students' ability although it was step by step. There were 2 students still have lower

score. So the researcher decided to continue the action to the next cycle.

4. The Analysis of Third Cycle

The third cycle was conducted on 10th of April 2014. The researcher prepared the slips of words. The materials were about adjective. Before the lesson, the researcher told to the students that will give reward to the students who can answer the question correctly. If they want to be able to answer the question, they must pay attention to the lesson carefully, because the materials were quite difficult, and if they made noise, the researcher would give punishment to them. There were 11 students, and there were no absent students that day.

There are no significant problems faced by the researcher in the previous cycle. In this cycle, the researcher just continues what the researcher has done in the previous cycles to repair methods and strategy used in teaching learning process. The researcher and the teacher just add attention and motivation to the students and also various games.

The teacher started the class by reviewing the previous lesson. The teacher asked the students to mention some vocabularies that were discussed at the previous meeting. After that, the researcher showed the new vocabulary and pronounced the words. The researcher asked the students to pronounce the word correctly. Then the researcher asked them to repeat the words pronunciation

many times until they were fluent enough to pronounce the words. In the end, the students played the word jar game. After playing, the researcher reviewed all of the vocabulary. At the end of the lesson, the researcher gave the test to measure students' ability in comprehending and memorizing new vocabulary.

Tabel 8

Score of observation in third cycle

| No | Indicators | None (0%) | A few (< 20%) | Half (20- 49%) | Man y (50% - 69%) | Majorit y (>70%) | Total Score |
|----|---|--------------|---------------------|----------------------|-------------------------------|------------------------|----------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1 | The students are enthusiastic in listening to teachers' explanation of new vocabulary | | | | | v | 5 |
| 2 | The students are enthusiastic in responding the teacher's pronunciation | | | | | v | 5 |
| 3 | The students show curiosity by asking the questions | | | v | | | 3 |
| 4 | The students ask questions to clarify understanding | v | | | | | 1 |
| 5 | The students are enthusiastic in responding teachers' quiz or drills | | | | v | | 4 |
| 6 | The students answer teachers' questions | | | | v | | 4 |

| | | | | | | | |
|----|--|---|---|---|----|----|----|
| 7 | The students answer peer's questions correctly | | | v | | | 3 |
| 8 | The students are enthusiastic in participating the game | | | | | v | 5 |
| 9 | The students complete the task correctly | | | | v | | 4 |
| 10 | The students help other peers to answer/complete the task | | | | v | | 4 |
| 11 | The students are enthusiastic doing the test | | | | v | | 4 |
| 12 | The students are enthusiastic in repeating the teacher's pronunciation | | | | | v | 5 |
| 13 | The students pay attention on English game | | | | | v | 5 |
| | Total of score | 1 | 0 | 6 | 20 | 25 | 52 |

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\
 &= \frac{52}{65} \times 100\% \\
 &= 80\%
 \end{aligned}$$

Based on the result of observation above, it can be concluded that the majority of the students joined the class enthusiastically. All activities in the third cycle could run well. It can be seen from their responses. No students were noisy. While the researcher was presenting the lesson, majority of the students were paying attention to the researcher. The students played the game

orderly, when they did their test, they were calm and paid attention to the researcher, they tried to answer the questions correctly and enthusiastically.

Tabel 9
Score test in third cycle

| No | Nama | Score |
|-------------|------|-------|
| 1 | S1 | 60 |
| 2 | S2 | 70 |
| 3 | S3 | 85 |
| 4 | S4 | 70 |
| 5 | S5 | 70 |
| 6 | S6 | 85 |
| 7 | S7 | 75 |
| 8 | S8 | 65 |
| 9 | S9 | 70 |
| 10 | S10 | 90 |
| 11 | S11 | 65 |
| Total Score | | 815 |

$$\begin{aligned} \text{Mean} &= \frac{\text{Total Score}}{\text{Number of the students}} \\ &= \frac{815}{11} \\ &= 73,2 \end{aligned}$$

The result of the third cycle was also considered as implementation. It was better than previous one. There was an improvement in this cycle. The condition of the class was getting better. The students did not run around the class again and did not speak loudly in the class. It was because they were interested in studying game that the teacher never uses it to teaching English before and also the researcher gives reward to the students who can answer the question correctly and give punishment to the students who made noisy.

The researcher concluded that the problems have been solving through word jar game to teaching English vocabulary.

5. The Analysis of the Post Test

In the last activity, the researcher was conducted post-test on April 17, 2014. At the first, the researcher reviewed all lessons given from cycle I until cycle 3 by using word jar game. In this post-test, they had to do a test about vocabulary that was taught.

The test totally runs well and smoothly. The students did the teachers instructions correctly. They did not make any noise. They fully concentrated on the test. After that, the researcher had analyzed the result of post test.

Tabel 10

| No | Nama | Score |
|-------------|------|-------|
| 1 | S1 | 75 |
| 2 | S2 | 70 |
| 3 | S3 | 95 |
| 4 | S4 | 80 |
| 5 | S5 | 70 |
| 6 | S6 | 100 |
| 7 | S7 | 75 |
| 8 | S8 | 65 |
| 9 | S9 | 80 |
| 10 | S10 | 100 |
| 11 | S11 | 75 |
| Total Score | | 885 |

$$\begin{aligned}
 \text{Mean} &= \frac{\text{Total Score}}{\text{Number of the students}} \\
 &= \frac{885}{11} \\
 &= 80,4
 \end{aligned}$$

From the analysis above, the average achievement of the students post-test was 80,4. The researcher felt that the implementation of word jar game to enriching students' vocabulary in teaching English was successful.

C. The Analysis of the Whole Meetings

Tabel 11

Comparison percentage students enthusiastic in response teaching learning process on pre-cycle, cycle 1, cycle 2 and cycle 3.

| No | Cycle | Total Score | Percentage (%) |
|----|-----------|-------------|----------------|
| 1 | Pra cycle | 31 | 47,7 |
| 2 | Cycle 1 | 43 | 66,2 |
| 3 | Cycle 2 | 45 | 69,2 |
| 4 | Cycle 3 | 52 | 80 |

Tabel 12

Comparison the average of students score on pre-cycle, cycle 1, cycle 2, cycle 3 and post-test.

| No | Cycle | Mean |
|----|-----------|-------|
| 1 | Pre-cycle | 58,2 |
| 2 | Cycle 1 | 63, 3 |
| 3 | Cycle 2 | 69,0 |
| 4 | Cycle 3 | 73, 2 |
| 5 | Post-test | 80,4 |

All the meetings ran well. There was some significant improvement from cycle one to cycle three.

In the pre-test, all of the students have been doing the test, and the average result was 58,2 in this activity, the teacher still uses conventional method. The teacher did not use word jar game as teaching method. In teaching learning process, only half of the students are active and enthusiastic to the lesson. A half of students did not give response

maximally, especially the students who sit down in backside. They like to talk with their pairs. The students look bored and sleepy.

In the first cycle, the average result was 63, 3. The teacher began use word jar game to teach the students. In teaching learning process, there were many of students joining the class enthusiastically. They paid attention to the lesson, although many of students still felt confused with the researcher and the teacher direction. It made the class noisy, it caused that they never play this game in class before.

In the second cycle, the average result was 69,0. The teaching learning process in this cycle does not many different with the previous one. The researcher just analyzed and gave more attention to some students that still have lower score.

In the third cycle, the average result was 73, 2. Before the lesson began, the researcher asked the students to give more pay attention to the lesson. Because the materials were quite difficult, the researcher would give reward to the students who can answer the question correctly, but the researcher would give punishment if they make trouble. In teaching learning process, majority of the students joined the class enthusiastically. All activities in this cycle run well. According to the researcher, it was caused by their interesting play the word jar game. They like to receive the reward and afraid with punishment if they made trouble in the class.

In the last meeting, there was post test. The average result was 80, 4, it was higher than result in the pre test. It showed that there was some significant improvement in students' achievement.

The researcher felt that the implementation of word jar game as teaching method to enriching students' vocabulary was successful. Because games are interesting teaching method to the students and a great way to present, practice, and recycle vocabulary. So, word jar game is helpful in the process of learning vocabulary of a new language.

D. Word Jar Game to Improve Student's Attitude Performance

Word jar game is one of the teaching methods that can be used by the teacher to help the teacher in teaching vocabulary of new language. Teaching English vocabulary through word jar game is interesting to the students, because this game can applied in various fun activities. Young learners are interested in something like this. If the students are interested in this game, they can enjoy and be interested in the teaching learning process, they can memorize the words easily, and they were not confused to understand the vocabulary.

Word jar game can be played with some activities. It depends on creativity of the teacher. The teacher can play some interesting activities through word jar game to the students and the students will be fun and enjoy in learning. They did not have feel bored in teaching learning process.

When the students are interested in this game, it will stimulate them to study vocabulary deeply. Indirectly, word jar game helps the students who have low motivation in learning new vocabulary. The teacher also must give motivation to the students in order to learn English well.

It can be shown that the data analyzes result of the student's successful indicator of observation in classroom action research with fifth graders on MI Tinjomoyo Semarang in the academic year 2013/2014 that have been done the researcher as follow:

Tabel 13

| No | Indicators | Score each cycle | | | |
|----|---|------------------|---------|---------|----------|
| | | Pre-test | Cycle 1 | Cycle 2 | Cycle 3 |
| 1 | The students are enthusiastic in listening to teachers' explanation of new vocabulary | half | half | many | majority |
| 2 | The students are enthusiastic in responding the teacher's pronunciation | half | many | many | majority |
| 3 | The students show curiosity by asking the questions | few | few | half | half |
| 4 | The students ask questions to clarify understanding | none | few | few | none |
| 5 | The students are enthusiastic in responding teachers' quiz or drills | few | half | half | many |
| 6 | The students answers teachers questions | many | half | many | many |
| 7 | The students answers peer's questions correctly | half | few | half | half |

| | | | | | |
|----|--|------|----------|----------|----------|
| 8 | The students are enthusiastic in participating the game | - | majority | majority | majority |
| 9 | The students complete the task correctly | many | half | half | many |
| 10 | The students help other peers to answer/complete the task | half | half | half | many |
| 11 | The students are enthusiastic doing the test | half | many | half | many |
| 12 | The students are enthusiastic in repeating the teacher's pronunciation | half | many | many | majority |
| 13 | The students pay attention on English game | - | majority | many | majority |

Based on the result of observation above, it can be said that word jar game is interesting teaching method to the students. Children are enthusiastic when they are taught through word jar game and fun activities. This game can reduce their boredom and defeat their feeling of sleepy, and word jar game can give stimulate to the students who have low motivation in learning.

E. Discussion

The result of the research is the word jar game can improving students' vocabulary. With game, especially word jar game students can enjoy, fun and enthusiast in the learning process. By write, read and act the word, students can absorb the vocabulary maximally and also can longer to memorizing the vocabulary.

In the class V of M Tinjomoyo Semarang, there were 11 students. The wide of this class is about 6,5x4 (m²) and so each student has about 2m of space for their activity in the English lesson. That is the first factor that proved the use of word jar game can improve students' achievements. Second factor is the collaboration between teacher and researcher can control and handle the class easily. The last is from class facilities to help us to teach English vocabulary through word jar game.

When the teacher and researcher applied the word jar game for the first meeting, all of the students paid attention to the instructions of the game. They were interested in playing this game. When students come forward and try to read the word on the slip of paper and mention the meaning, all of the students were paid attention. If a student in the front of the class can answer correctly, he/she gets applause and praise from his/her friends, and if he/she cannot answer or gives a false answer, he/she gets "hhuuuuu" from his/her friends. And they ask him/her to find the meaning from the dictionary. That makes motivation for the students to want to know and understand and also memorize the new vocabulary.

In the last meeting the teacher asks the students to learn more and carefully on memorizing the vocabulary, because in the next meeting the game will be more challenging for them. And all of the students were joyful with the challenge. That shows to us that the students can do the important part of learning that is independent learning. So, the students can automatically understand more about English especially in memorizing vocabulary.

Every meeting the teacher always gives motivation, and the researcher gives the other activity of word jar game by combining with the other game. So the students interested and not bored to learn the lesson.

From these, we can see that the improvement of students' achievement was reached. The average from pre test to post test showed us the improvement of students' achievement in the learning English vocabulary through word jar game.