

1. INTRODUCTION

I.1 Background of Problem

In accordance with the guideline of KTSP 2006 of SMP curriculum of English, one of the objectives of teaching English was that the students at the first year should have learnt vocabulary, at least 500 words and are able to put it into practice so that they can use them for communication. Naturally, Vocabulary is a component in language that can not be separated when learning the language. Harmer (1993: 153) states that if the language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs. In fact, vocabulary is a complex language element should be mastered since vocabulary has some parts of speech, namely: noun, verb, adjective, pronoun, adverb and so on. So, It was very difficult for the students of junior high school to master English vocabulary appropriately.

Concerning with the KTSP 2006 curriculum above, it was very difficult for the students of SMP N 2 Talangpadang to master vocabulary so that they had difficulties in communication, and in understanding not only sentences, text, but also test item. That was why most of the students of SMP N 2 Talangpadang still had low score for English whether in daily tests or standardized tests such as midterm tests or semester test.

These problems arose because of some causes: from motivation side, the students had low motivation in learning English. It could be seen in teaching learning process. In teaching learning process the students did not show enthusiasm, did not interact well or did not have critical ideas related to the material discussed. It happened because of some factors; first, the students thought that English was a terrible subject or very difficult so that it was very difficult for them to understand the material given, second it was a funny or strange thing for the students to hear English words sound and pronounce it. Third, educational environment gave contribution to the students' low motivation. Based on the researcher's analysis, educational surrounding (social factors) also really influenced the students' learning motivation.

Besides that, SMP N 2 Talangpadang has not had English laboratory yet which could motivate the students in learning English because by having English laboratory could increase the students' motivation in learning, so that they would learn in a new atmosphere, which was motivating, pleasant and not bored.

Academically, most of the students had low ability in English subject, it was because of they had low vocabulary mastery. It made the students had difficulties not only in learning process but also in understanding text and the test item. As the result, the students' score of daily test, mid term test, and semester test still low and under the KKM, for example; the average score of semester test in Academic year 2010-2011 was 4.7 for the most classes. In addition, the average of score of the first semester in Academic year 2022-2012 was also low, from 4.5 to

4.8 for all classes. It occurred because the students could not understand the test items they answered. The students' had difficulty in understanding the test items caused by their poor vocabulary. Nevertheless, these test were not vocabulary test, it could be stated that vocabulary was the urgent aspect or element of language that influenced the process of communication and the success of students in learning English.

One factor that caused the students poor vocabulary was the technique in teaching vocabulary was not appropriate, so the students did not get success in mastering the vocabulary taught by the teacher.

All the problems above also happened in the class V11 A where the writer taught, for this reason, the writer did this Classroom Action Research to improve the students' vocabulary mastery, students' activity in learning process of vocabulary and to improve learning process of vocabulary by implementing Whispering Game technique. She chose Whispering Game technique in teaching vocabulary because game was interesting for the students. Often, the students involved so much in playing the game so that they did not realize that they were practicing language. Studying English vocabulary in game could avoid boredom and made the situation or the atmosphere more enjoyable. It was hoped, when the students involved in vocabulary learning process by having enjoyable situation and atmosphere, the students' vocabulary mastery could be improved.

I.2 Identification of the Problem

Based on the background of the problem above, the identification of the problem in this classroom action research were as follow;

1. The students lacked vocabulary
2. The students found difficulties in learning and mastering English vocabulary.
3. The students did not have enthusiasm and they were passive, in other words, during learning process, the students seldom asked questions, gave comment or opinion and answer the questions, it might be because most of the students are lack of learning motivation.
4. The students' score of mid semester and semester test were still under the minimum achievement or KK

1.3 Limitation of The Problem

In focusing the problems mentioned in identification above, she focused her research on improving students' learning process and increasing students' vocabulary mastery by implementing Whispering game technique in teaching vocabulary at class VII A of SMP N 2 Talangpadang.

1.4 Formulation of The Problem

Based on the background above, the formulation of the problem were as follow:

1. Can students' vocabulary mastery be improved by using whispering Game technique?

2. How the process of learning vocabulary can be improved by using whispering game technique?

1.5 Objectives of The Research

In reference to the problem, the objectives of the research were formulated as follow:

1. To investigate whether Whispering Games technique can be used to develop the students' vocabulary mastery at SMP N 2 Talangpadang.
2. To investigate whether the process of learning of vocabulary can be improved by using Whispering Games technique.

1.6 Uses of the Research

It was hoped that the uses of research were;

1. Theoretically: as confirmation of the previous theories about teaching vocabulary by using whispering game.
2. Practically it was expected that the result of this research had the uses as Follow:

- a. For writer

Hopefully, she would get the real experience by conducting this classroom action research and improved her ability as an English teacher, so the optimal result of teaching learning process could be achieved.

b. For students

The students in this case were the subject of the research. By conducting this action research, hopefully the students would be active in the teaching- learning activity .Therefore by practicing a lot of vocabularies through whispering game, their English vocabulary would increase significant

c. For teacher

Hopefully this research might give contribution to the English teacher to increase the English teaching- learning process in term of increasing teachers' professionalism as an educator.

1.7 Scope of Research

This research was conducted at SMP Negeri 2 Talangpadang, Tanggamus. The object of the research was the students of the first year, class V11A in 2011/2012 academic year. This class consists of 33 students. Before doing the research, she selected and prepared the material. The material was based on the guideline of the KTSP 2006 English curriculum of junior high school which indicates that the students at first year should have learned vocabulary, at least 500 words. She focused on the students' vocabulary related to content words; noun, verb and adverb. In implementing the research she implemented Whispering Game technique. The students' achievement of vocabulary was evaluated based on the result of their written test.

1.8 Definition of Terms

There were some terms needed to be clarified as shown below aiming at avoiding misunderstanding.

a. Vocabulary

Vocabulary is a set of lexime including single words, compound words, and idioms, Vocabulary is a set of words known to person entity, or it is a part of specific language which would make the language meaningful. Vocabulary is classified into four types, they are: content words, function words, substitute words, and distributed words. She focused on using content words.

b. Vocabulary Mastery

Vocabulary mastery means having ability in understanding and using the vocabulary in practice, in other words the learners were able to recognize the English words spoken and written form, and to use it in the grammatical form correctly.

c. Teaching Vocabulary

Teaching vocabulary is making and helping the students to know, to understand, and to use it in written and spoken communication.

d. Content Words

Content words constitute the bulk of the vocabulary of the language which represents:

- a. Noun, this is a word used as the name of person, place or thing.

- b. Verb, this asserts a part of the sentences and expresses the action, events, or states of being.
- c. Adjective, this is a word used with a noun to add something to its meaning or qualities of the things.
- d. Adverb, this word describes how the action is done.

e. Whispering Game

Whispering game was a technique of teaching, it was a game which is played by groups of students, where their job was to whisper words or sentence to the other student