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

II. FRAME OF THEORIES

This chapter described about the concept of vocabulary, the concept of vocabulary mastery, concept of teaching vocabulary, concept of whispering game, concept of teaching vocabulary through game, the procedure of teaching vocabulary through whispering game and the advantages and disadvantages of teaching vocabulary by using Whispering game technique.

2.1 Concept of Vocabulary

Vocabulary is a component of language that cannot 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. Vocabulary is a set of lexis including a single words, compound words, and idioms. Lamb (1963: 19) defines a single words that may or may not have a prefix and/or suffix, for example; car, floor, house, school, etc. While a compound word is a word joined from two or more other words.

Trask (1999: 120) also states that compound words are two or more existing words which are simply combined. Compound words may be written as one word, two words, or hyphenate words. For example classroom, policemen, textbook, etc. Napa (1991:6) States that vocabulary is one of the language components and that no language exists without words. This means that to communicate well, we need

some stock of words to convey our thought. It is states by Wallace (1987: 30) that vocabulary defined as a stock of words used by people, a particular class, or even a person. Vocabulary such a crucial thing for everyone that needs to be learned it in order to understand someone else's utterances. In more specific word, Fries (1974: 4) classifies the vocabulary into four types as follow:

1. Content Words. They constitute the bulk of vocabulary of the language, In other word, content words represent the name of subject or things, those are;

a. Noun

Nouns are the name of subject or things which have a part of speech inflected for case signifying a concrete or abstract entity. Nouns also change form to show number and possession (*boy, boys, boys, boys'*)

Such as:

The boy sitting on the chair is my brother.

The boy is a handsome student.

The boys are visiting the zoo.

Those are the boys' car.

b. Verb

Verb is action done by those things which have a part of speech without case inflection, but inflected for tense, person and number, signifying an activity or process performed or undergone. Verb typically has four or five forms *(walk, walks, walked, walking)*, such as in:

They walk to the canteen on the corner of the street.

She walks out from the market.

The man walked into the bank.

The lady is walking in a catwalk.

c. Adjective

Qualities of the things, that is adjectives. Most short adjective has three forms to show degree (*pretty, prettier, and pretties)* for example;

Fatya is a pretty girl.

Nadya is prettier than Fatya.

Aisha is the prettiest of all girls in my class.

Such words as *beautiful* and t*errible* have no inflection. Adjective is used to modify nouns and pronouns. Frank (1972:109) categories the types of adjectives into three determiners articles (the, a, an), such as:

We will visit the museum today.

He buys a gold ring for his wife.

She gave me an expensive bracelet.

d. Adverb

How the action done, that is adverb. Adverb has a part of speech without inflection, in modification of or in addition to a verb. Adverb also does not change form, but has characteristic forms of it own. It is used to modify anything but noun and pronouns. Frank (1972: 148) summarizes the category of a adverb into five adverb of manner (slowly, silently) adverb of place (inside, there)

He works slowly.

We will visit an orphanage tomorrow.

e.Pronoun

The pronouns are *I, you, he, she, it, they, we, and who* with their compounds. Pronoun has a part of speech substitutable for a noun and marked for person. It is also used as substantives, and they might be considered sub-class of noun, but their inflections are quite different, and their use does not exactly parallel those of nouns.

2. Function Words are the words which are used as a means of expressing relation of grammatical structure, such as conjunction (*and, but, because,)* article (*a, an, the),* auxiliaries (*do, does, did).*

The examples of sentence are;

1) Conjunction:

Nida and Faty go to school together everyday.

He falls in love with me but I do not.

We did not buy the shoes because it was so expensive.

2). Articles

My neighbor bought a new beautiful yesterday

I fry an egg for you.

The Building was built by a famous architecture.

3). Auxiliry

Bahri does not see the traffic lamp so he gets the accident.

Dian does not bring his notebook today.

3. Substitute words, those which represent the individual things or specific action as substitutes for whole form classes of words, that is identifies (anybody, anyone). The example of sentences;

Anybody would think he is crazy.

Anyone can pass the exam if he studies hard.

4. Distributed Words, those are distributed words in use according to grammatical master as the presence or absence of a negative, such as: *some, any, other, etc*

The example of sentences:

We will find some other solutions as soon as possible.

You can come any day you like.

Turn it over on the other side.

This Classroom Action Research focused on vocabulary which is classified into content words because to be able to communicate in written form and orally well, at least the students should have mastered content words namely noun, pronoun, verb adjective and, adverb. According to Burton (1982: 98) a large number of vocabularies help the learners express idea vividly, precisely, and without repetition of words and larger vocabulary they can perform in aspects of English language better.

2.2 Concept of Vocabulary Mastery

Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels. In learning the four language skills (listening, writing, reading and speaking), vocabulary is one basic component to be mastered. It is reasonable, because of mastering the four skills need knowledge of words and someone would get nothing without vocabulary. The larger the students master vocabulary the better they perform their language. By having too limited vocabulary, the students would find difficulties in mastering speaking or other skills. Vocabulary mastery means the students had ability in understanding and using the vocabulary. Vocabulary mastery deals with words and meaning. That is why the teacher is hoped to select what words are suitable to be taught to the students, so the student will learn more easily.

There are several criteria that learner can master vocabulary, the learner:

1. are able to recognize it in its spoken and written form.

2. are able to re call it at will

3. are able to relate it to appropriate objects or concept

4. can use it in the grammatical form.

5. can spell it correctly

6. can pronounce it in a recognizable way

7. know in what way it can combine with other way

8. are aware of their connotations and associations, and

9. can use it on appropriate level of formality and appropriate situations.

(Modified from Wallace 1982: 27)

Dealing with the nine criteria of vocabulary mastery stated above by Wallace (1982: 27), she focused the research on three criteria: 1. the learners are able to recognize it in spoken and written form. 2. The learner can pronounce it in recognizable way and 3. The learner can use it in grammatical form to improve students ability to communicate well.

2.3 Concept of Teaching Vocabulary

Teaching vocabulary is making and helping the students to know, to understand, and to use it in written and spoken communication. As Brown cited (1987: 7)

that teaching is showing and helping the students to learn how to do something providing with knowledge, causing to know or to understand. Relating to the vocabulary teaching, the teacher provides the vocabulary that can make the students grasp the language in written and spoken form. One important thing in teaching vocabulary is that the teacher should realize that learning a language always deals with large numbers of words and it is difficult for the students to memorize a large number of words. Giving and asking students to memorize a large number of vocabularies is not an effective way in teaching vocabulary.

As stated by Allen (1983: 68) teaching vocabulary can be meaningful if the teacher can conduct the teaching process by combining the available techniques of teaching. It is hoped that a good technique will be more enjoyable, interesting, and

motivating so that the students will not be bored in process of learning. It means that the teacher has to be aware with the kinds of teaching technique that he or she will use to achieve the goal of teaching-learning process. Besides the technique that should be considered, the teacher also should consider the vocabulary will be taught. The teacher must select the vocabulary based on the curriculum.

Bismoko (1976: 64) states that the teacher must select the words which can be learnt once in time, which words should be chosen for teaching and which words should be left out. The selection of the words should be taken into account and should be related to the curriculum, student's level and age as well as their needs.

The best way to teach another language to anyone is not by translating, but by almost responding the process in which person learn the first language. It means that to make the students learn a new language optimally the teacher should use the method and technique that provide activity.

Nation (1990: 68) states that there are three things that the teacher should know when he or she teaches vocabulary, he /she teaches words, the meaning of words and the form of words together, However, the teaching process of vocabulary need a good technique in order to help the students to get the meaning and the use the words easily. He also states that one technique of teaching of vocabulary is by using a game.

2.4 Concept of Whispering Game

Whispering game is the game which is played by the group of students, their job is to whisper words or sentence to the other students. Whispering is one of such a form that sounds produced in certain a part of it is concentrated by reflection from the walls to another part, so that whispers or feeble sounds are audible at a much greater distance than under ordinary circumstances.

There are sixteen definitions of Whispering, they are: to speak or say (something) very softly, using the breath instead of the vocal cords, to make a low soft rustling sound: the leaf whispered, to speak softly, quietly and privately, as by way of gossip, slander, or intrigue, to make a soft rustling sound, To say or tell privately or secretly, to make a low, sibilant sound or noise, to speak with suspicion, or timorous caution; to converse in whispers, as in secret plotting, To utter in a low and no vocal tone; to say under the breath; hence, to mention privately and confidentially, or in a whisper, to address in a whisper, or low voice, To prompt secretly or cautiously; to inform privately, Something communicated in secret or by whispering; a suggestion or insinuation, a low, sibilant sound, Speaking softly without vibration of the vocal cords, The light noise like the noise of silk clothing or leaves blowing in the wind, Speak softly; in a low voice objectives in some limiting context. As in most elementary level when we can define game as an exercise of voluntary control systems in which there is an opposition between forces, confined by a procedure and rule in order to produce

an outcome. In other words game can be defined as a form of play with goal and structure.

The role of games in teaching and learning vocabulary can not be denied. However in order to achieve the success from vocabulary games, it is important that suitable game is chosen. In this case, the writer chooses "Whispering Game" because not only for more Fun but also more importantly, for the useful presenting, practice and review of vocabulary to improve the learner communicative competences.

2.4 Concept of Teaching Learning Vocabulary through Game

Students usually feel bored in vocabulary lesson because they have not changed their learning habits, such as writing words on paper, trying to learn by heart or learning passively through the teacher explanations. To help the students find language classes, especially vocabulary lesson more interesting, and to achieve more from game. In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of writing, speaking, reading and listening all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

Wallace (1988: 104) puts forward the objective of using language game in vocabulary Instruction as follow; the basic aim of vocabulary games and vocabulary exercise are usually very similar; to develop students' vocabulary, perhaps by extending his   vocabulary or perhaps by giving him practice in using what they already know receptively. In vocabulary game there will be the additional aim of adding an element of   fun, relax, and enjoyment to the lesson. Sometimes the fun element will be the main aim, and the teacher is not fussy about which language is being practiced.

Based on the statement above, the writer assumes that vocabulary game is a great technique for this purpose. The fact is with vocabulary game that the teacher cannot teach the same amount of new words as say translated text or other method that deal with Improving your vocabulary, but they can be fun alternative to take during those study breaks. Also remember that everything we learn while relaxing and having fun is assimilated a lot easier and for a longer period of time.

Wallace (1982: 105) puts two reasons of using language game in language interaction as follow: language game has become more widely used recently, probably for two main: First, an increasing emphasis on the importance of motivation, and of the appropriate kind of positive effective atmosphere in the classroom. Secondly, and increasing emphasis on the importance of "real" communication; if game is working properly; it is very often supplies a genuine desire to communicate in target language, even within the artificial confines of the classroom.

There are various teaching techniques for teaching vocabulary one of them is using language game. Allen (1983: 52) states the importance of game in teaching vocabulary as follow:

Game is helpful because they can make the students feel that certain words are Important and necessary because without those words, the object of game cannot be Achieve, guessing game for example, create condition in which use of the target Language is necessary for leading the player to correct guess.

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language. Ghada Sari (2006) Mentioned games has proven to have the advantages and effectiveness in learning Vocabulary in various ways;

1. Game brings in relaxation and fun for students, thus help them learn and retain new words more easily.

2. Game usually involve friendly competition and it keeps learners interested

3. Vocabulary game bring real world context into the classroom and enhance the student uses English in a flexible communicative way.

4. Game is highly motivating and gives the students more opportunity to express their opinions and feelings.

5. Game adds diversion to the regular classroom activities, "break the ice", but they are also use to introduce new ideas.

It is supported by Lee (1995: 35) and Lewis (1999), several main advantages when game is used in the classroom, including "a welcome break from the usual routine of the language class", "motivating and challenging" "effort of learning", and "language practice in the various skill".

Based on the explanation above, the writer assumes that game is useful and effective technique that should be applied in vocabulary classes. The use of vocabulary is a way to make the lesson more interesting, enjoyable, and effective.

2.6 Procedures of Teaching Learning Vocabulary through Whispering Game

There are three steps in teaching vocabulary by using Whispering game. They are; pre activity or motivating strategy, while activities or presentation and skill practice and post activities or review and assessment.

1. Pre Activity

In pre activity or motivating strategy, the teacher puts the students at the case so they will not feel threaten in following the lesson and ready to learn. In this stage the teacher the teacher can ask some questions, telling some jokes or humor and also can touch the lesson a bit so the students know what they are going to learn

2.While Activities

In this stage the teacher explains the students about the steps for playing whispering game and presents the material of vocabulary by using whispering game with the procedure as follow;

1.   The teacher divides the students into six groups, line up the player

2. The teacher is at one end of each group whispering some words to the ear of four Group members

3. When the teacher says 'Go" the first player of each group whisper a word to the next player

4. Each player successively whispers what that the player believes he or she heard to the next player

5. The last player announces the words or sentence to the entire group. Error typically Accumulate in the retelling, so the statement announced by the last player different significantly, and often amusingly, from the one uttered by the first.

6. Who could pronounce words correctly and firstly, their group becomes the winner.

In this case, the game is successful if the message transmitted accurately with each student.

3.Post Activity

In this stage the teacher asked the students about the difficulties of the lesson to be explained a bit more before they had assessment and the last stage was the teacher asks the students to do the written test or evaluation

2.7. Advantages and Disadvantages of Teaching Vocabulary by Using Whispering Game

1. Advantages

According to Allen (1983; 52) there are some the advantages of teaching by using Whispering game, namely:

1. Game is helpful, it brings in relaxation and fun for the students, thus help them to learn and retain new words more easily

2. Game is highly motivating and gives the students more opportunity to express their opinion and feeling.

3. Game brings real world context into the classroom and enhance the students use English in flexible communication way.

4. Games usually involves friendly competition and keep learner interested

5. Game adds diversion to the regular classroom activities, "break ice" but they also use to introduce new ideas.

2. Disadvantages

1. It needs a lot of time to practice whispering game for the students to achieve more vocabulary

2. It needs a good listening capability and a good pronunciation to be able to transform the words correctly but the students do not practice pronunciation frequently in this class.

3. The class becomes noisy

III. THE METHODS OF THE RESEARCH

In this chapter, the writer discussed: Research setting, General description of the research, Specification of research procedure, indicator of research, instrument of research and data analyzes.

3.1 Research Setting

This was a classroom action research one in which was implemented to see whether there was an increasing on students' vocabulary mastery trough Whispering game technique. The subject of this action research was the students of class VIIA of SMP N 2 Talangpadang, Tanggamus. This action research was done during the class period by using two teaching hours (2x40 minutes) per meeting using the material which were in accordance with those that should be presented at this class. So the action research did not disturb the regular teaching and learning activities at this school

She took one class and chosen class VII A in which the students had lower average score compared to the other classes in English test, had low motivation, looked unenthusiastic in following the subject and the students' achievement was unsatisfactory. Then as a solution she conducted the research by teaching applying Whispering game technique. Next, she analyzed the strength and weakness of the students' activities in learning process by using whispering game technique and learning result by giving vocabulary test. Based on the result of learning process

analysis and reflection, it was decided to conduct the next cycle by focusing on the weakness of the previous cycle.

3.2 General Description of the Research

Mettetal (2002; 1) states that classroom action research (CAR) is systematic inquiry with the goal of improving practice in particular situation. In addition, he says that classroom action research is a way for instructor to discover what works best in their own classroom situation.

Therefore, in this classroom action research, first of all, the researcher did an observation to the students i.e. diagnostic test activities to ensure the difficulties faced by the Students. Based on the problem found by the teacher (as researcher), identified problem causes and then found solution. Problem solution was done is teaching vocabulary by using whispering games. She made a lesson plan, noted the important things happened in teaching learning process. After finishing that, she analyzed the result of observation during teaching learning process. (such as strength and weaknesses which was done by the teacher and the students during teaching learning process by using whispering Games) and learning result in written test. The analysis of learning process was done based on her observation and students' score of the written test. Based on this analysis and reflection, she determined the next cycle, which was focused on the weaknesses in the previous cycle. Furthermore, when the result had met the indicator of learning achievement, she stopped the cycle.

3.3 Specification of Research Procedure

This research was done through the application of an action research, following Angelo and Cross, (1993:1) who defines the action research as follow:

"A systemic inquiry with the goal of informing practice in particular situation. It means that classroom action research is a way for instructors or teachers to discover what work best in their own classroom situation. thus allowing informed decision about teaching.

Moreover, action research provides teachers with the opportunity to gain knowledge and skill in research methods and application and to become more aware of the options and possibilities for change. It means that the teacher participating in action research become more critical and reflective about their own practice.

Kemmis' model follows the cycle of: Planning, Acting, Observation and Reflection. Planning involves the determination of the question that needs answering and the strategy to be used in answering it. During the acting stage. The practitioner tried out the strategy. The observation stage includes recording data on the result of the strategy. Finally, during the reflection stage, practitioner makes conclusions so that a new can begin.(Kemmis, 1982: 5). So this classroom action research can be figured out as the following scheme:
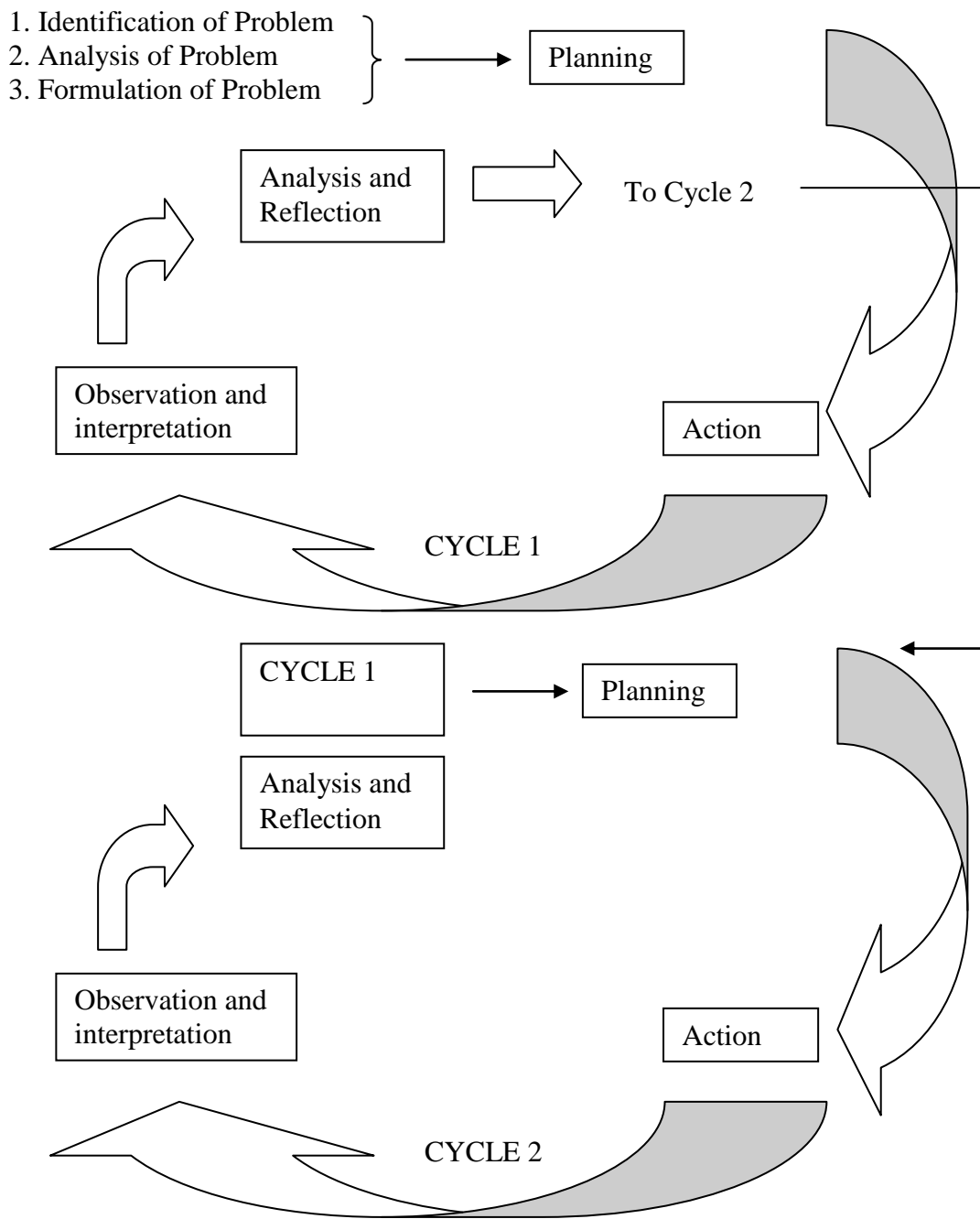
1. Identification of Problem
2. Analysis of Problem
3. Formulation of Problem → Planning

Analysis and Reflection ⟹ To Cycle 2

Observation and interpretation

Action

CYCLE 1

CYCLE 1 → Planning

Analysis and Reflection

Observation and interpretation

Action

CYCLE 2

Figure 1. the cycle of classroom action research (Suyanto: 2003)

1. **Planning**

Based on the teacher's experience in teaching learning process in her class, she identified the problem causes. After knowing the problem, she formulated them as the important things to be given an action immediately. Based on the formulation of the problem, she made a lesson plan that was teaching vocabulary by using whispering game.

2. **Action**

By using a lesson plan, which has been made before, she taught in her class while the observer (teacher partner or collaborator) was sitting in the back chair of the class to observe the teaching-learning activities and filled the students' observation sheet.

3. **Observation and Interpretation**

Observation and interpretation toward an action research was done during the teaching learning activity by focusing on whispering game. Shortly, this observation is done along with an implementation of action research as mentioned before at the implementation of research stage.

4. **Analysis and Reflection**

Analysis and reflection were done after a teaching learning activity was over. In this step she and the collaborator analyzed the result of the vocabulary test as the learning product. In analyzing the result of the vocabulary test, she used

percentage table of students score. She also observed the students' activities during the teaching learning process by using observation sheet, for students' activity. In this analysis, she and the collaborator also did reflection to find out the weakness and strength in each cycle.

3.4 Indicator of Research

To see whether whispering game technique could improve students' vocabulary mastery or not, she determined the indicator which deals with learning process and learning product.

3.4.1   Learning Process

In the learning process, the writer focused on one aspect that is students' activities.

Students' activity

The writer observed the students' activity, by using observation sheet of students' activities. The target determined by the writer concerning with the students' activities was 80% of students participate actively in teaching learning process, it meant that the students were active in teaching learning process by using whispering game technique. She decided to set 80% as the target since according Arikunto (1993: 2:6) states if more than 75% of the students were active in teaching learning process, the classroom action research was success.

3.4.2 Learning Product

For the learning product, indicator was 80% of students get score at least 65 (sixty five) or more in vocabulary test. The target of 65 was the standard score or KKM (kriteria ketuntasan minimum) stated by the school for English subject. So if at least 80% of students could reach score 65 or more for vocabulary test, it meant that whispering game technique could be used to improve students' vocabulary mastery. In giving the students' score, she used scoring criteria formulated by Arikunto(1997: 212) as follows;

$$S = \frac{R}{N} \times 100$$

Where;

* S refers to the score of test

* R relates to the total of right answer

* N the total item.

3.5 Instrument of the Research

In gaining the data she used two kinds of instruments. The instruments were vocabulary test and observation sheet.

3.5.1 Vocabulary Test

The first instrument used in getting the data was objective vocabulary test or multiple choice test and it was be an exact answer. The number test items were 40 with four options; A, B, C, and D) one was the correct answer and the rest were

distracter. The test was conducted for 80 minutes. It was given in order to see the increase of students' vocabulary achievement. In this research she asked the students to answer the test by choosing a correct option of four options given. Because objective test, so in the test she used individual rater. The writer acted as a judge or rate.

The test would be determined according to the material that has been taught to the students. In other word, she made the test based on content validity and material in KTSP 2006 SMP English curriculum for the first year of junior high school students. The items of the test evaluated the students' ability in finding out the meaning of vocabulary including noun, verb, adjectives and adverb, as the following table:

Table of specification (Vocabulary Test)

Words class/ Aspects of vocabulary	Test Items Number		Total	Percentage
	Test I	**Test II**		
Noun	1.,2.,3.,4.,5.,6.,7.,8.,9 .,17.,18.,19.,21.,23. and 40.	1.,3.,5.,6.,7.,10.,11., 12.,13.,14.,15.,33.,3 4.,35. and 39.	15	37,5%
Verb	11.,13.,14.,15.,,21., 24.,25.,26.,27.,31.,32 .,33.,35.,36.,37.,and 39.	16.,17.,18.,19.,20., 21.,22.,23.,24.,25., 26.,27.,28.,29.,and 30.	15	37,5%
Adjective and adverb	10.,12.,16.,20.,22., 28.,29.,30.,34.,and 38.	2.,4.,8.,9.,31.,32., 36.,37.,38. and 40.	10	25%
Total	40	40	40	100%

3.5.2 Observation Sheet

In the research, she as teacher and a senior teacher as collaborator observed directly what was occurring during teaching learning process when she was implementing Whispering game technique in teaching vocabulary and filled observation sheet by using check sign based on the real situation. She observed the aspects of students' activity and. The aspects of students' activity include, pre acting, while acting and post acting.

3.6. Data analysis

Analyzing the data was very necessary step in this research. Bambang Setiyadi (2006: 255) said that data analysis is the process of organizing the data in order to gain regularity of the pattern and form of the research. The term interpretation could be defined as procedure of giving meaning on the result of the analytic process.

In this research, she validated the data by using vocabulary test. In determining the vocabulary test score, the writer used scoring criteria for objective test proposed by Arikunto (1997: 212). After validating the data, she determined average score by using the formula proposed by Hatch and Farhady (1982: 55) as follow;

$$\overline{X} = \frac{\sum X}{N}$$

Where; $\overline{X}$: mean

$\sum X$: students' score

N: total number of student.

After that the average score of test I (cycle I) was be compared with test 2 (cycle 2) average score. The data of learning process was from observation toward students' activities after observed the teaching-learning process. In the mean time, the data of learning product was the score of students' vocabulary test. After the writer has got the data, she tried not only interpreted the data but also described them in a detailed report.