

## **THE EFFECT OF USING SILENT WAY METHOD TOWARDS STUDENTS' SPEAKING ABILITY AT 7<sup>th</sup> GRADE OF SMP DARUL MA'ARIF**

Eva Nurul Candra

English Education Program, School of Language and Arts, University of Indraprasta PGRI  
Jalan Nangka No. 58 C (TB. Simatupang), Tanjung Barat, Jagakarsa, Jakarta 12530  
evanurulcandra@yahoo.com

### **Abstract**

*The objectives of this research are to find out the effect of silent way method towards students' speaking ability at 7<sup>th</sup> grade of SMP Darul Ma'arif. The research used the experimental research design to identify the effect of silent way method. The samplings were 20 students of class 7C as experimental group and 20 students of class 7D. To test a significant effect of silent way method towards students' speaking ability used t-test. The finding showed that the mean of students taught using silent way method was 78.9 and the mean of those taught using conventional method was 61.85. The research hypothesis result where  $H_0$  does not have an effect and  $H_1$  has an effect. With using statistic hypothesis from a similar test result (t-test) is a score of  $t_{test} = 13,42$  and  $t_{table} = 2,024$  at 0,05 significant level then both of them are compared. The result is  $t_{test} > t_{table}$  ( $13,42 > 2,024$ ). The conclusion is there is a significant effect towards students' speaking ability which was taught by using silent way method than students' speaking ability which was taught by conventional method.*

**Keywords :** effect, speaking ability, silent way method

### **Abstrak**

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh metode silent way terhadap kemampuan berbicara siswa di kelas 7 SMP Darul Ma'arif. Metode yang digunakan dalam penelitian ini adalah metode silent way yang tujuannya adalah untuk mengidentifikasi kemungkinan sebab akibat dari perlakuan dan pengendalian variabel bebas. Sampel acak yang digunakan dalam penelitian ini adalah siswa kelas VII C sebanyak 20 orang sebagai kelas eksperimen dan siswa kelas 7 D sebanyak 20 orang sebagai kelas kontrol. Untuk menguji efek signifikan metode silent way terhadap kemampuan berbicara siswa digunakan t-test. Berdasarkan hasil penelitian, siswa yang diajar dengan metode silent way mendapat mean 78,9 dan siswa yang diajar dengan metode konvensional mendapat mean 61,85. Hasil hipotesis penelitian dimana  $H_0$  tidak berpengaruh dan  $H_1$  berpengaruh. Dengan menggunakan hipotesis statistik dari hasil uji yang serupa (uji-t) adalah skor  $t_{test} = 13,42$  dan  $t_{tabel} = 2,024$  pada 0,05 tingkat signifikan maka keduanya dibandingkan. Hasilnya adalah  $t_{test} > t_{tabel}$  ( $13,42 > 2,024$ ). Kesimpulannya adalah ada pengaruh yang signifikan terhadap kemampuan berbicara siswa yang diajar dengan metode silent way daripada kemampuan berbicara siswa yang diajar dengan metode konvensional.

**Kata kunci:** efek, kemampuan bicara, silent way method

### **Introduction**

Education in every country is set under the law. How the education is set depends on the history, culture, and goal state. Each countries has a different educational setting. In Indonesia, education is set and described in regulation of UU SISDIKNAS No. 20 Tahun 2003.

*"UU No. 20 Tahun 2003, tentang sistem pendidikan nasional, pendidikan adalah usaha sadar dan terencana untuk mewujudkan*

*suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta ketrampilan yang diperlukan dirinya, masyarakat, bangsa dan Negara."*

One of points that students need to get mentioned above is about intelligence. Schools teach how students can gain their intelligences. They are taught many subjects in order to they

can understand step by step about subjects they learn. From the subjects students learn, they are expected to have an ability to think, to proceed, and to understand the material given. The method to gain their intelligences is from learning.

One of the subjects that students learn in their school is English. English is an international language because most people in the world use English to communicate, especially to communicate with people who live in the different country. In Indonesia, English also has an important role where students are taught to be able to master this language. English must be taught in schools because English is a foreign language in this country. Government expects that students can communicate and use English in the conversation with everyone especially with foreigners in the future. They want to produce people in the future who can speak English because nowadays many workers in Indonesia are foreigners. English can help native to communicate with them in working, so both native and foreigners can build a good teamwork.

In English subject, students learn writing, listening, reading, and speaking regularly from Elementary School to Senior High School even until in the University. Writing is a skill that students can reveal their thoughts in the paper. In writing, students also can persuade the reader about topic written. Listening is a skill that students are drilled to hear what the speaker says. They have to catch the meaning and purpose of the speaker. Good listeners can know about content they are listening to. Reading is a skill in English that students have to catch the meaning and purpose from the passage in the paper. Students also learn how to read passage with techniques. The last is speaking. Speaking is an oral skill that students are expected to speak in English. Students are taught how to produce sounds like native speaker from pronunciation until intonation.

Speaking in English becomes an important part recently due to globalization factors. Globalization is the process of world shrinkage, of distances getting shorter, and things moving closer. It makes someone easier to know what happens in the other side of this world without visiting it. It also has an effect in

the communication aspect. People can communicate with others in different countries. To communicate, they usually use English as a language. In speaking English learning, students are expected to answer the challenging. They have to be able to speak English well. They are also hoped to be able to convey their thoughts when they are speaking, and use pronunciation and intonation correctly.

Speaking skill has some purposes. Those are giving and asking opinion, recommendation, suggestion, imperative, and speech. To achieve the goals, students have to learn about pronunciation, intonation, and fluency. It is very important for them to learn, to understand, and to practice them. Those are vital parts in speaking because students can change the meaning if they make a mistake to produce words and sounds. Students need to learn them first before saying the full sentences with the purpose one.

Students must learn how the words are pronounced. They also must know the meaning of every vocabularies they want to say. In speaking section of English, they are one of important parts of speaking. Every words is pronounced differently with the written words. It is what makes students sometimes confused about how to pronounce the words are. The second problem we find in the field is that not all of the students know vocabulary list a lot. Students must understand a lot of vocabularies in order to speak fluently without thinking what the meaning of the word in English is. It is very important due to of the fact that we cannot speak English with others if we do not know the meaning of the word in English we want to say. In the learning of the schools, teacher must prepare the method to learn about pronunciation and to memorize the words, then they practice them in speaking.

Silent way is an English method to teach. The general goal of the silent way is to help beginning-level students gain basic fluency in the target language, with the ultimate aim being near-native language proficiency and good pronunciation. An important part of this ability is being able to use the language for self-expression; students should be able to express their thoughts, feelings, and needs in the target language. In order to help them achieving this, teachers emphasize self-reliance. Students are

encouraged to actively explore the language and to develop their own inner criteria as to what is linguistically acceptable. This method teaches students to recognize sentence in the target language. They will be taught the words in the target language, the function of it, and the using of the sentence in speaking. Students will get an easy way to speak like native speaker with this method.

Students have problem in introducing a new vocabulary. Sometimes they also don't know about the meaning of some words in English and how to pronounce it. In conclusion, the writer wants to conduct a research over those problems. The writer is going to find out whether silent way can affect students' speaking ability or not.

## Methodology

### Technique of Data Collection

#### 1. The Variable of the Research

There are two types of variable in this study, they are:

- a. Dependent variable : The students' speaking ability
- b. Independent variable: Silent Way learning method

#### 2. Data Source

Data is gained from 7<sup>th</sup> grade of SMP Darul Ma'arif, in East Jakarta. The sample is 40 students who are given post-test for each students. Student are given a spoken test, after that the writer gives them a score of their capability.

#### 3. Technique of Data Collecting

##### a. Observation

Technique of data collecting which is done by holding a real observation. Observation is taken to acquire a variety of information, factual data, and understanding situation and dynamic condition of research object. Observation is taken by visiting SMP Darul Ma'arif.

##### b. Experiment

It is collecting data which organizes a trial towards English speaking ability in 7<sup>th</sup> grade of SMP Darul Ma'arif.

##### c. Oral test

In this research, the writer gives an oral test to students of 7<sup>th</sup> grade at SMP Darul Ma'arif.

## Research Instrument

Test is a way to measure the students' ability in learning process. There are many kinds of test. It depends on the aspect which wants to be measured. Speaking skill learning is an activity in English learning which needs an independent scoring.

Students' speaking skill is to measure the score about how student can produce the sounds in English. The learning and teaching process should be conducted in Silent Way learning of experimental class, and not for control class. The type of test is speaking.

### Instrument Outline

#### 1. Speaking Test Indicator

It is general instrument blueprint of speaking test indicator:

Standar Kompetensi	Kompetensi Dasar	Indikator	Jumlah Soal
Berbicara	Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> .	Mengungkapkan berbagai informasi dalam teks monolog berbentuk <i>descriptive</i>	5

#### 2. Test Rubric

In this test rubric, the writer uses rubric as a standard. Rubric is an assessment guide which has score level in each aspect. This rubric has some criterions of speaking assessment. It is a reference for scoring students' speaking ability

Aspect	Score	Detail
Pronunciation	5	Easy to understand and having a good accent
	4	Easy to understand although the accent is not good
	3	Having problem with pronunciation which makes listener has to concentrate and sometimes misunderstanding occurs
	2	Hard to understand because of the pronunciation problem, often repeat the sentence
	1	Getting serious problem in pronunciation, so it is hard to understand

## Technique of Data Analysis

### 1. Technique of Descriptive Analysis

Descriptive statistics as basic statistics are used to present quantitative descriptions in a research study. The measurements are usually used as follows:

#### a. Range

$$R = X_{\max} - X_{\min}$$

#### b. Total interval class

$$K = 1 + 3.3 \log n$$

#### c. Length of interval class

$$I = \frac{R}{K}$$

#### d. Distribution Table

#### e. Mean is the average or the sum of all numbers divided by the number of values.

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

$$\bar{X} = \text{Mean}$$

$\sum$  = Sum of (or add up)

$X_i$  = Center values

$f_i$  = Number of values

#### f. Median is the number falls in the middle of a range of numbers

$$Me = b + p \left[ \frac{\frac{1}{2n} - F}{f} \right]$$

Me = Median

b = Under border of median

p = Length of median class

n = Number of the data

F = Sum up

f = Frequency

#### g. Mode is the measurement that has the greatest frequency/ the most frequent occurring number in a list of numbers:

$$Mo = b + p \left[ \frac{b_1}{b_1 + b_2} \right]$$

Mo = Mode

b = Under border of mode

p = Length of mode class

$b_1$  = Mode class frequency is reduced by frequency before mode class frequency

$b_2$  = Mode class frequency is reduced by frequency after mode class frequency

#### h. Variance

$$S^2 = \frac{n \cdot \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$S^2$  = Data Variance

n = Sample Total

f = Frequency Total

$x_i$  = Median of Interval

f = Frequency at Class Sign

#### i. The Standard Deviation shows the relation that set of scores has to the mean of the sample. Standard deviation is a measure of how spread out the data points.

$$S = \sqrt{S^2}$$

S = Standard Deviation

$S^2$  = Data Variance

### 2. Technique of Analysis Pre-requisite

#### a. Normality Test

The test is to find out that the sample taken in this research is normal or not. The writer uses liliefors analysis, test equality of frequency at the significant level  $\alpha = 0.05$ . The result of the sample is  $L_{\text{test}}$ . The criterion of its examination is sample assumed to normal if the result of  $L_{\text{test}} < L_{\text{table}}$ . Here are the following steps:

1. Make the data in frequency distribution
2. Determine the mean and standard deviation
3. Determine the edge of class interval
4. Determine the distribution table of liliefors analysis.

Liliefors analysis:  $Lo = \max | F(Z_i) - S(Z_i) |$

5. Determine the z-score  $Z_i = \frac{x_i - \bar{x}}{s}$

6. Determine  $s(Z_i) = \frac{\text{number } z_1, z_2, \dots, z_n \text{ which } \leq Z_i}{n}$

7. Determine the score of normal distribution table from every z score.
8. Determine F (Zi), It is opportunities the area of the normal curve before Zi. If Zi score > 0, it means F (Zi) = 0.5 + table score and if Zi score < 0, it means F (Zi) = 0.5 – table score.
9. Compare the computed liliefors statistic with the critical value of liliefors; rejected the null hypothesis if the liliefors is equal to or larger than critical value; accepted the null hypothesis if liliefors is less than critical value. It means that  $L_{table} > L_{test}$ , so the data is normal.

b. Homogeneity Test

The purpose of homogeneity test is to know a variety of sample which originates from same population. This homogeneity test used in this research is Fisher test. According to this test, variance will be homogen if  $S^2(X_1) < S^2(X_2)_{table}$ . The steps of this test is:

$$F_{arithmetic} = \frac{\text{the biggest variance}}{\text{the smallest variance}}$$

3. Technique of Research Hypothesis

To examine the hypothesis is done by  $T_{test}$  with the significance  $\alpha = 0.05$ , and the formulation:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s_{gab} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ Meanwhile } s_{gab} =$$

$$\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}}$$

Degree of freedom (df) =  $n_1 + n_2 - 2$

Details:

$\bar{X}_1$  = the average of experimental class score

$\bar{X}_2$  = the average of control class score

$n_1$  = the average of number of experimental class data

$n_2$  = the average of number of control class data

$S_1^2$  = variance group of experimental class

$S_2^2$  = variance group of control class

S = Standard deviation

## Discussion

### Method in Teaching English

“A teaching theory is viewed as something that is constructed by individual teachers. From this perspective, teaching is viewed as driven by teachers’ attempts to integrate theory and practice.” (Jack C. Richards and Willy A. Renandya, 2002). Based on the theory above, teacher has a responsibility to arrange the classroom learning by teaching method he uses. The method of teaching which teacher delivers to the classroom is arranged based on theory and practice of the teacher’s experiences and education.

### Silent way

There are many methods to teach language in the classroom, especially for foreign language. One of them is silent way method. Silent way is a method to teach a new language to the students in the classroom.

“The silent way is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible” (Richards; Rogers, 2001). In this method, teacher should be silent, and students should be more active. Teacher will ask students to say something based on the instruction.

Prof. Dr. Iskandarwassid, M. Pd and Dr. H. Dadang Sunendar, M. Hum (2008) explained that “*metode ini mengharuskan pembelajar memanfaatkan sumber-sumber yang ada dalam diri mereka: struktur kognitif, pengalaman, emosi, wawasan atau latar belakang pengetahuan.*” Silent way is a method of learning language which students need to have cognitive, experience, emotion, and educational background as a fundamental knowledge. It will help students when they learn about new introduced vocabulary and students know what they should do when teacher asks them to be more active

### Speaking Ability

Speaking is an ability to express and convey the meaning to the listeners. In speaking, speaker also can reveal his thought. It is relevant to what Pageyasa said. “*Keterampilan berbicara adalah kemampuan mengungkapkan pendapat atau pikiran dan perasaan kepada seseorang atau sekelompok*

orang secara lisan baik berhadapan ataupun dengan jarak jauh” (Pageyasa, 2004: 43). The main opinion is that speaking is an ability to reveal an opinion whether the distance is close or not.

“Kemampuan berbicara adalah kemampuan bertutur dan menggunakan bahasa sesuai dengan fungsi, situasi, serta norma-norma berbahasa dalam masyarakat yang sebenarnya” (Ibrahim, 2001: 36). Speaking is used to base on the function, situation, and norms which exists in the society.

Then, Moris (in Novia, 2002: 67) reveals that “kemampuan berbicara merupakan kemampuan menggunakan alat komunikasi yang alami antara anggota masyarakat untuk mengungkapkan pikiran dan sebagai sebuah bentuk tingkah laku sosial. ” People have tools to communicate such as speaking and writing. One of them is speaking. Speaking is an ability of natural communication tool in the society. The function is to reveal thoughts directly to the listener.

### **Findings**

Based on the research the writer conducted at 7<sup>th</sup> grade of SMP Darul Ma'arif, control class which got conventional method is obtained range (R) 65, total interval class (K) 6, median (Me) 63, 5, Mode (Mo) 79, 676, variance 385, 608, and standard deviation 19, 637. Meanwhile, the result of experimental class which received silent way method is achieved for range (R) 60, total interval class (K) 6, median (Me) 80, 5, modus (Mo) 80, 7, variance 158, 778, and standard deviation 12, 601. Descriptive data of speaking ability at control class is achieved  $X = 315$  and at experimental class is achieved  $X = 484, 5$ . From the statistic calculation, we know that the score of experimental class  $>$  control class, so it has an effect. At the technique of analysis pre-requisite of normality test in control class is obtained 0, 1217 and in experimental class is 0, 1641. Then those data are tested again by  $t_{test}$ , and the result is  $t = 13, 42$ . After that the writer compares with  $t_{table}$  by significant level of 0, 05 and the score is  $t = 2, 024$ . Hypothesis test after comparing with  $t_{table}$  is achieved  $t_{test} > t_{table}$  because of  $13, 42 > 2, 024$  having an effect silent way method towards students' speaking ability at 7<sup>th</sup> grade of SMP Darul Ma'arif.

Based on descriptive data which is achieved by statistic calculation at control and experimental class, it shows a difference which is very significant. The result can conclude the writer that based on the research at SMP Darul Ma'arif, in fact, has an effect of teaching by silent way method towards English speaking ability.

There is a relation between the result of research and the explanation of teaching English by silent way method which it will exercise students' ability in speaking using English as a media of language and the device of communication.

A learning process by silent way method will help students to know how to make a sentence, pronounce the words, and choose the best word to communicate. From this method, we will also know that students have to be independence, autonomy and responsibility. When the students have those characteristics, the goal of the teaching can be achieved.

### **References**

- B.R Hergenhahn & Matthew H. Olson. (2008). *Theories of learning*. Jakarta: Kencana.
- Bafadal, Ibrahim. 2001. *Pengelolaan Perpustakaan Sekolah*. Jakarta: Bumi Aksara.
- Daryanto. (2010). *Belajar dan Mengajar*. Bandung: CV Yrama Widya.
- Depdiknas. (2005). *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Dimiyati & Mudjiono. (2006). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- Harmer, Jeremy. (2004). *How to Teach English*. England: Pearson Education Limited.
- Hasibuan J.J dan Moedjiono. 2000. *Proses Belajar Mengajar*. Jakarta: Remaja Rosdakarya.
- Hornby. (2010). *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press.

- Iskandarwassid, dan Sunendar, D (2008). *Strategi Pembelajaran Bahasa*. Bandung: PT Remaja Rosdakarya.
- Novia, T. (2002). *Strategy to Improve Student's ability in Speaking*. Padang: UNP Padang.
- Pageyasa, Wayan. (2004). *Peningkatan kemampuan Berbicara Siswa Kelas 1 MTs Sunan Kalijogo Melalui Strategi Pemetaan Pikiran (Tesis)*. Malang: Universitas Negeri Malang.
- Richards, J.C. & Willy, A.R. (2002). *Methodology Language Teaching*. USA: Cambridge University Press.
- Setiyadi, Bambang. (2006). *Teaching English as a Foreign Language*. Yogyakarta: Graha Ilmu.
- Sudjana, Nana. (2009). *Dasar-Dasar Proses Belajar Mengajar*. Bandung: Sinar Baru.
- Suardi, Moh. (2002). *Pengantar Pendidikan: Teori dan Aplikasi*. JakartaBarat: Indeks.
- Sugiyono. (2010). *Statistika Untuk Penelitian*. Bandung: Alfabeta.
- Tarigan, Henry Guntur. (2008). *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Winkle, W.S (2004). *Psikologi Pengajaran*. Yogyakarta: Media Abadi
- Bobsusanto. (2015, March 8). *16 pengertian bahasa menurut para ahli terlengkap*. Retrieved March 4, 2016, from <http://www.seputarpengetahuan.com/2015/03/16-pengertian-bahasa-menurut-para-ahli.html>
- Sabota, B. Prof. Dra. (2009). *Silent Way*. Retrieved March 4, 2016, from [http://www.slideshare.net/libiaespecializacao/silent-way-2461139?qid=8b49d4b9-2bf3-4efe-8769-de7df2d73ed7&v=qfl&b=&from\\_search=2](http://www.slideshare.net/libiaespecializacao/silent-way-2461139?qid=8b49d4b9-2bf3-4efe-8769-de7df2d73ed7&v=qfl&b=&from_search=2).