

# **INCREASING STUDENTS' VOCABULARY ACHIEVEMENT BY USING SILENT WAY METHOD AT THE FIRST GRADE OF SMP N 3 WAY PENGUBUAN**

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## **Abstract**

Penelitian ini bertujuan untuk mengetahui apakah ada peningkatan pada kemampuan kosa kata siswa dengan menggunakan metode *Silent Way*. Jenis penelitian ini adalah kuantitatif. Sampel penelitian ini adalah siswa VII A di SMP N 3 Way Penubuan. Test kosa kata digunakan sebagai alat untuk pengambilan data. Hasil penelitian menunjukkan bahwa adanya peningkatan kemampuan kosa kata siswa dengan menggunakan metode *Silent Way*. Dengan ini dapat disimpulkan bahwa metode *Silent Way* dapat membantu siswa dalam menguasai kosa kata dengan lebih mudah.

This study was aimed at finding out whether there was an improvement in students' vocabulary achievement by using *Silent Way* method. This research was quantitative. The subject of this research was class VII A of SMP N 3 Way Pengubuan. A vocabulary test was administered as the instrument of this research. The result showed that there was an improvement in students' vocabulary achievement by using *Silent Way* method. This suggests that *Silent Way* method facilitates the students to master the vocabulary easily.

**Keywords:** method, silent way, vocabulary

## **INTRODUCTION**

English is one of the compulsory subjects in primary education in junior high school (Curriculum 2013). In learning English, students need to master speaking, writing, listening, and reading skills. In mastering the English skills, the students have to master vocabulary as the component of the English skill. Nation (2001) says that second language learners need to know a large number of words or vocabulary for mastering the speaking ability. It means that the ability to speak English needs the mastery of adequate vocabulary.

According to Hatch and Brown (1995), vocabulary refers to a list of words for particular language that individual speakers of language might use. Furthermore, Lehr, Osborn, and Hiebert (2005) defines vocabulary as knowledge of words and word meaning in both oral and written language and in productive and receptive forms. It means that vocabulary is a set of word which can be used in all skills of language. Therefore, vocabulary is important for the students in order for them to master English language.

Richards and Renandya (2002) point out clearly that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It is defined that learning new vocabulary does not only mean memorizing the form of the word but also understanding the word, so the students can speak or write vocabulary items meaningfully. Regarding Thornbury (2002), without grammar, there are very little things which can be conveyed, but without vocabulary, it is nothing that can be conveyed. It definitely means that people can still understand what other people say or write in incorrect grammar, but people will not understand what other people say or write if they do not have enough knowledge about the vocabulary and the capability of using it accurately.

However, vocabulary is a difficult aspect of language to master. After conducting a pre-observation at SMP N 3 of Way Pengubuan, the researcher found several problems in students' learning English, especially in mastering vocabulary. Most of the students experienced difficulties in any target planned. In curriculum 2013, English vocabulary should be mastered 1500 words at least by the students in junior high school. But in fact, the performance of the first grade students is far from the expectation of the curriculum. From the students' final result, it was found that the result cannot reach the target aimed as the KKM (Standard Score Criteria) of that school which is 60 and the average score of the final result was 55. Obviously it can be said that the English score is very low. The English teacher confirmed that most of the students in SMP N 3 Way Pengubuan did not master English vocabulary.

Considering the fact above, the researcher focused to increase the students' vocabulary achievement in English. Therefore, the researcher used the interesting teaching media and silent way method in the teaching-learning process. The materials were about things around students and focused on the content word (noun and verb) and function word (preposition). Nouns discussed the name of things around them, verbs about the use of things or what a person did around them and preposition about the time and place of things around them.

One of the methods, which can present an effective and meaningful activity in the class is the silent way method. In this method, the role of language teachers is relatively less silent so that language learners are encouraged to be more active in producing as much language as possible. It means that the teacher will make the students more active than the teacher in the teaching-learning process. The interaction should be given to the language learner, not to the teacher (Setiyadi, 2006).

Susanti (2014) conducted research on the implementation of Silent Way method in teaching a narrative text to improve the students' vocabulary mastery. The researcher found out the use of Silent Way methods in narrative text to improve students' vocabulary and to find out that Silent Way method in narrative text can be useful for the students' vocabulary at grade VIII of SMP N 17 Surakarta in 2015/2016 academic year. The result of the research indicated the difference in students' vocabulary score in the class after the implementation of silent way was

improved. The second research, conducted by Syai'un (2015). He observed the improvement of students' speaking ability after the implementation of Silent Way. The aim of this study was to improve students' speaking ability of second grade of SMA Muhammadiyah 2 Wuluhan. The sample of this research was XI IPA class consisting of 27 students. The result of this research showed that the students' speaking ability improved by using Silent Way technique. Based on the research result, it can be concluded that Silent Way is able to improve speaking ability. Another research conducted by Negara, Sukirlan and Sudirman (2015) who observed two phenomena in teaching young learners. The aim of the research were to find out students' vocabulary type that improved after being taught by using Silent Way, and find out what problems the students faced when taught using Silent Way in teaching vocabulary. The result of the research indicates that Silent Way technique improved the students' vocabulary achievement. The fourth research was conducted by Prastawa and Handayani (2014) at XI grade students of SMA N 1 Cepogo. This research was to find out the use of silent way method in teaching English could improve the students' speaking and find out how far silent way improved the students' speaking skill. The result of this research showed that there were some improvements in the students' speaking skill after teaching the students by using silent way method. The last research was conducted by Asliaty (2012) at grade VII of SMP Muhammadiyah 3 Bandar Lampung. This research was to find out how the use of picture through silent way could improve the students' vocabulary achievement and to find out how the use of picture through silent way could improve the quality of teacher's teaching performance. The result of the research showed that the students' vocabulary achievement improved through the use of silent way technique.

Referring to the previous research stated above, the researcher used silent way method to improve the students' vocabulary achievement in this research. The researcher conducted the research to find out the improvement of the students' vocabulary achievement before and after the implementation of silent way method. Therefore, the purpose of the research was to find out if there was a significant improvement in students' vocabulary achievement after the implementation of silent way method.

## **METHOD**

This research was quantitative by using one group pre-test and post-test. Design of this research is T1 X T2. Scientific approach was used in the treatments of this research. The subject of this research was the students. The research took one class as an experimental class, the class was Class VII A consisting of 30 students. This research was conducted through several procedures: (1) Determining the population and selecting the sample, (2) Administering try-out, (3) Administering a pre-test, (4) Conducting treatments, (5) Administering a post-test, and (6) Analysis. The instrument of this research was a vocabulary test used in the pre-test and post-test. The test was conducted at the first and the last meetings.

The researcher administered try-out test before pre-test and the implementation of the method in order to find out the validity and reliability of the test. For measuring the test, the researcher used level of difficulties, discrimination power, split-half technique and spearman browns' formula in order to determine the qualities of the questions. The result of validity test shown that from 60 questions, there were 10 questions which were invalid and 50 questions were valid. Besides, the result of reliability test shown it got 0.987. It means that the reliability of the test was very high.

## RESULT

The result from the calculation by using *Paired Samples T-test* shows that the mean score of pre-test is 49.9 while in the post-test is 75.3 in which the difference is 25.4 point (Table 1). It means that there is an improvement of students' vocabulary achievement by using silent way method. The hypothesis ( $H_1$ ) proposed in this research was accepted because the result of significant in this research was .000, it is lower than 0.05 (Table 2). It means that  $H_0$  was rejected and  $H_1$  accepted. It is shown in Table 1 and 2 below:

Table 1. The mean score of pre-test and post-test

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Posttest	75.3333	30	7.67141	1.40060
Pretest	49.9333	30	10.01355	1.82822

Table 2. Result of students' vocabulary achievement

		Paired Differences							
					95% Confidence Interval of the Difference				
					Mean	Std. Deviation			
Pair 1	Post-test - Pre-test	2.54000E1	5.70904	1.04232	23.26821	27.53179	24.369	29	.000

## **DISCUSSION**

From the result, it can be stated that silent way method improved students' vocabulary achievement in class VII A of SMP N 3 Way Pengubuan from the pre-test to post-test. It means that silent way method helped the students to memorize the vocabulary that has been learnt. In this method, the teacher is relatively silent and the students should be more active. The researcher as a teacher did not dominate the class, but gave instructions and illustrations the words or sentences so that the students could respond to those instructions. Responses to commands, questions and visual cues thus constitute the basis for classroom activities. Negara, Sukirlan and Sudirman (2015), silent way influences the students to be the problem-solvers, to be active and independent learners, and helps them to be creative thinking learners. Furthermore, the students can also teach and learn from each other, and form good interaction with their friends. It is also in line with Richard and Rodgers (1986), who state using silent way method was intended to assist the students in expressing their idea in learning vocabulary. Each student had a chance to give and share information in learning process.

The result of this study is in line with the previous research by Susanti (2014) that silent way can be applied to improve students' vocabulary mastery. The result signified that there was an improvement of students' vocabulary mastery from the pre-test to post-test. This findings also supported by the previous finding done by Negara, Sukirlan and Sudirman (2014), the result of the research indicated that silent way improved the students' vocabulary achievement.

According to Sidhakarya (2002), in teaching vocabulary the teacher should select the vocabulary and the media well. It means that choosing good media is important to interact and motivate the students to learn vocabulary. In this research, the researcher used pictures as media in order to get students' attentions and helped the students to remember new words. It makes the students keep the new words in their long term memory.

In summary, it could be concluded that silent way method could be considered as a good method to teach vocabulary in teaching-learning process at the first grade of SMP N 3 Way Pengubuan.

## **CONCLUSIONS AND SUGGESTIONS**

Referring to the data analysis, the researcher concluded that there was a significant improvement in the students' vocabulary achievement by using silent way method. Silent way was considered suitable to be used in teaching and also helped the students to improve their vocabulary mastery because, it makes the students be independent learners and helps them to learn from each other from good interaction with their friends and do self-correction.

Based on the result of the study and conclusion, the researcher would like to suggest the teacher to referring the findings, the researcher suggest English teacher to use silent way method as one of effective strategy in teaching vocabulary. Before applying this method, the teacher should be able to select the material which is suitable for this method. The teacher needs to find a good media that will be used to get the students' attention. By choosing a suitable material and media in teaching-learning process, it can help the teacher to make the students focus, understand, and remember the material even the teacher will be silent in teaching. For the future researcher, the researcher suggest try to improve this method on a different level of students with different media in teaching learning process. The result of this research can be used as a reference for another researcher who wants to conduct a research about teaching vocabulary

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