IMPROVING STUDENTS’ SPEAKING SKILL USING SILENT WAY METHOD

(A Classroom Action Research in the Eleventh Grade Students at SMA N 1 Cepogo, Boyolali 2014/2015 Academic Years)

By:
Azwin Chris Prastawa
Sri Handayani

ABSTRACT

This research aims at: (1) finding out the use of silent way method in teaching English can improve the students’ speaking skill at the eleventh grade students of SMA N 1 Cepogo in 2014/2015 academic years; (2) knowing how far silent way method improves the students’ speaking skill at the eleventh grade students of SMA N 1 Cepogo in 2014/2015 academic years.

This research was conducted to the eleventh grade students of SMA N 1 Cepogo in 2014/2015 academic years. The researcher used classroom action research because the researcher found problems in the classroom. In this research, the researcher used Silent way Method to solve the problems in XI-2 grade students of SMA N 1 Cepogo 2014/2015 academic years. That was conducted in May 4th until June 27th 2015 at eleventh IPA 2 in SMA N 1 Cepogo. In this action, the researcher conducted two cycles. Each cycle consisted of two meetings and one test. The cycle consisted of identifying the problem, planning the action, implementing the action, observing, reflecting and revising the plan. The researcher used two kinds of collecting data, qualitative and quantitative. In collecting qualitative data, the researcher used interview, observation, and documentation. In quantitative data collection, the researcher used pre test and post-test. The researcher compare between the score of pre-test and post-test to know about the students’ improvement in speaking skill.

Based on the result of the study, there are some improvements in the students’ speaking skill after teaching the students by using Silent Way Method. It can be proven by increasing the mean score from pre-test until post-test 1 and post-test 2. The mean score from pre-test is 55,59, the mean score of post-test 1 is 67,74 and the mean score of post-test 2 is 80,10. It could be concluded that the use of silent way method can improve the students’ speaking skill during learning English. The students can speak English better. The students could speak with correct grammar. They could speak more fluently and made students more creative to produced words and arranged to be sentences. Silent Way Method can be an alternative to teach Speaking.

Keywords: Speaking Skill, Silent Way Method, Classroom Action Research
ABSTRAK


Kata kunci: Ketrampilan berbicara, Metode Silent Way, Penelitian Tindakan Kelas.
INTRODUCTION

English are the one of many language that human need in their life. English also the second language that Indonesian people used. That is make Indonesian people should be mastering English language. There are four skills that included in English language. One of those skills is speaking. Speaking is process delivering some information to another people by producing a sound that contains a meaning. When someone mastery the speaking skill, they can understand what they will tell to another people in second language also they can deliver information well to another. My opinion is support by Brown (1994: 267) peoples often shares their opinion with each other. Sometimes they do this in order to persuade someone to do something, or to get someone to agree with them, or they may do it simply to maintain social contract and speaking mainly exist to cover activities.

Speaking activities can fail miserably due to some very real problems in the English class. According to Ur (1996: 121), there are some problems faced by the learners in speaking activities. The problems include student inhibition, nothing to say, the low of participation, the theme to be spoken, and the use of mother tongue. The students feel not confident with English language so they don’t like to speak in English. They cannot manage motivation, self-confident, motivation and themselves.

For the basic speaking skills, the student of Eleventh IPA-2 grade at SMA N 1 Cepogo is hard to understand. It is not only the knowledge, the desire, self-
confidents to speak English and most of student nervous when they speak and fear.

From the problem above the researcher chose about the suitable method to solve those problems. Then the researcher used Silent Way Method as an alternative method. If the students can accepted this method, this method could improve the student’s self-confident and made the students speak fluently. The aims of Silent Way to the students are: 1) They can improve their imagination, 2) They can solve the problem, 3) They had opportunity to express they idea, 4) They could speak fluently.

METHOD

This research was conducted in eleventh IPA-2 grade students of SMA N 1 Cepogo. The research was conducted from May to June 2015. In this research, the researcher chose one class on eleventh grade that’s XI-IPA 2 students at SMA N 1 Cepogo. The number of students was 23 include 9 boys and 14 girls. At the first time the researcher’s observation, the researcher found that XI-IPA 2 has a big motivation to learn speaking. It was seen when the students tried to make a sentences by little vocabulary mastery. Sometimes, they used Bahasa Indonesia to explain what they wanted to speak.

In this research, the researcher used classroom action research. Classroom action research is the first and foremost situational, being concerned with identification and solution of problem in specific context. (Nunan, 1992: 18)
According to Wallace (1998:4), action research is done systematically collecting data on your everyday practice and analyzing them in order to make some decision about what your future practice and what should be.

In this Classroom Action Research, the techniques of collecting the data were test and non test. The test was given before the action as pre-test, and after the action is as assignment and at the end of each cycle as post-test.

The non-test techniques of collecting data were interview, observation and document to collect the qualitative data.

This research used two techniques of analyzing data. They were Qualitative and Quantitative:

1. Qualitative Data

The research used qualitative data analysis in analyzing data. Miles and Hubeman (1994: 247) describe the interactive models of data analysis as follows:

   a. Data reduction.

   In qualitative analysis, the analyst decides which data are to be singled out for description according to principles of selectivity. This usually involves some combination of deductive and inductive analysis. Data reduction refers to the process of selecting, focusing, amplifying, abstracting, and transforming the data that appear in written up field notes. Data reductions process continuous after field work, until a final report is complete.

   In this research, the researcher used data reduction to describe information from observation, field note and their activity during
teaching and learning process. In data reduction, the researcher made a conclusion about students’ responses and describe the researcher did when taught the students. From this process, the researcher knows about the weaknesses of the students.

b. Data Display

Data display is the second element or level in Miles and Huberman's (1994) model of qualitative data analysis. Data display goes a step beyond data reduction to provide "an organized, compressed assembly of information that permits conclusion drawing..." A display can be an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data. Its mean that, data display is an organized assembly of information that permits conclusion drawing and action taking. Looking at display help us to understand, what is happening and to do further analysis or action based on the understanding.

The students were not interested with all of the skills in English material but the students have a huge motivation to learning English especially speaking. They were just interested in speaking skill in English. The teacher always made a good preparation before her taught in a class. The teacher always tried to improve students’ vocabulary mastery to speaking. The teacher used up to date E-book
and books as additional references to teach. It could made the students interested and when learning English.

c. Conclusion drawing/ verification

This activity is the third element of qualitative analysis. This activity is the third element of qualitative analysis. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification integrally linked to conclusion drawing, entails revisiting the data as necessary to cross-check or verifies these emergent conclusions. In this step, the data which had been displayed and linked were checked again to see systematic patterns and interrelationships between the data. The data were analyzed to draw the conclusion.

2. Quantitative Data

The quantitative data analysis is used to analyze the data from the speaking test. This analysis was done after pre-test and post-test. The result was used to conclude that their student’s skill is improved or not.

RESULT AND DISCUSSION

This research conducted in class XI-IPA 2 of SMA N 1 Cepogo. The research was done in May until June 2015 with four times teaching and three times test. The number of students was 32 students. This class included 9 boys and 14 girls.
In this research, the researcher conducted two cycles. The first cycle was held in four meetings, two meetings for conducting the pre-test and post test and two meetings for conducting the teaching-learning process. The second cycle consisted of three meetings, two meetings for conducting teaching-learning process and one meeting for conducting the last post-test.

Each cycle of the research consisted of: identifying the problem, planning the action, implementing the action, observing the action, reflecting and revising the plan. Before implementing the research first cycle, the researcher was conducting a pre test. Pre test is to know the ability of the students in speaking skill. The researcher also held post test in the end of every cycle. The reason of post test was to find out whether their speaking skill improved or not.

Speaking skill is very complex and it’s difficult to be mastered. There are some characteristics of successful speaking activities. Ur (1996: 120) states that there are four characteristics of successful speaking activity. They are:

1. Learners talk a lot

   As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher’s talk or pauses.

2. Participant is even

   Classroom discussion is not dominated by a minority of talk active participants. It means that all students get a chance to speak and contributions are fairly evenly distributed.
3. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

4. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easy comprehensible to teach others and of acceptable level of language accuracy.

It means that when we have good skill in speaking, we can speak without nervous, nothing to say, and scary to speak. That can make us comfort to speak. The result of the research indicated that the difference of students’ speaking skill score in the class after treatments was significant. It can be seen for the mean of pre-test and post-test, the mean score on pre-test and post-test. The score of pre-test is 55.59 while the score of post-test is 67.74 in cycle 1, and the score of post-test is 80.10 in cycle 2. We can see the improvement the students score in speaking. It can be happened because the students feel happy when they try to observe the students when silent way methods used. Students made many sentences and feel comfort when teaching learning process. Many students scary to make a questions and not interest about the materials before, but when the researcher use the silent way methods, the students shared their opinion and answer the questions from the researcher.
CONCLUSION AND SUGGESTIONS

Conclusion

After discussing and analyzing the data which were obtained from the action research, the researcher concluded that:

1. Teaching speaking using Silent Way improves the students’ speaking skill in XI-IPA 2 grade of SMA N 1 Cepogo. It is seen from the mean score on pre-test and post-test. The score of pre-test is 55.59 while the score of post-test is 67.74 in cycle 1, and the score of post-test is 80.10 in cycle 2.

2. The students become active to speak English in the classroom when Silent Way method is applied in learning speaking. By using silent way method, students can produce sentences by guessing from another student act. This method makes the teaching learning process more interesting and most of students can improve their skill in speaking to express their speaking ideas. They get more motivation to join English speaking class. They can express their ideas accompanied by gesture. This method can improve the students’ self confidence in speaking. But in this method the researcher needs some tools to support the teaching learning process. The tools are words card, power point and handout.

Suggestion

After conducting the research of teaching and learning process and obtaining the conclusion of the research, the researcher hopes that the suggestion will be useful for the English teacher, the students, and other researcher.
1. For English Teacher

For the English teacher, the teacher should learn how to enhance students’ ability in teaching learning. They should create an enjoyable situation and create the suitable condition of the class for the students. It can make the students feel comfortable to learn English, especially speaking. In order to get the students’ interest, the English teacher should be more creative in designing speaking material. And to improve the student’s speaking skill. The teacher should make the students more familiar with using English language. One of the ways is implementing Silent Way method in speaking. If the teacher wants to continue the Silent Way method the teacher has to prepare media (realia, pictures, cards, and slides) to make silent way more interesting for the students. The teacher has to give variation about the themes or topic to improve the students’ vocabulary. The teacher can use the topic around their daily live, it will make the students can practice their lesson in their real world.

2. For Students

The students should change their mind set in learning speaking. They should think that English speaking is interesting and easy to be learned. The students also should think that learning English speaking will be easy if we want to enjoy it. The students should develop themselves by doing some useful activities such as building motivation themselves to learn speaking. The students should think that speaking is important for their future. The students should learn English outside and inside their school environment to
improve their English. They can use English when greeting their friends in class; they can also use English when they want to ask for permission, or the other situation. It can improve students’ speaking skill. They can use media to improve their English, such as a technology of internet, using modern technology of computer which has English as basic language, seeing movie which using English language, and the other.

3. For School

To improve student’s knowledge, the school should have a good facility in facilitating the students needed, especially in English lesson. They should improve the class condition becomes better. The school also needed to add more hand book in English subject much more to give variations in teaching and learning process.

REFERENCES


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