IMPROVING STUDENTS’ VOCABULARY USING SILENT WAY METHOD IN NARRATIVE TEXT
(A Classroom Action Research in Eight Grade of SMP N 17 SURAKARTA in 2015 / 2016 Academic Years)

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ABSTRACT

The aims of the study are: (1) to know that Silent Way Method can improve students’ vocabulary, and (2) to find out about the class condition when Silent Way Method is applied in teaching learning vocabulary. In order to achieve the aim, the researcher conducted a Classroom Action Research.

This research was conducted to the eight grade of SMP N 17 Surakarta from July 2015 until August 2015. The subject of the research was the eighth grade students which consisted of 30 students. It was a Classroom action Research. The researcher took two cycles. In each cycle consisted of two meetings. Each cycle had four steps: planning, action, observation and reflection. In collecting the data, the researcher used observation, interview, document and test (pre-test and post test).In analyzing the data, the researcher used quantitative and qualitative data.

Based on the result of the study, there were some improvements in the students’ vocabulary. The students’ mean score of Pre-test was 55, 32, it improved to 68,34 in cycle one and improved to 74 in cycle two. And the atmosphere of the classroom became alive and the students were active during in lesson.

In teaching learning English, especially Vocabulary, the teacher should choose the suitable method in teaching learning English. It was necessary to create students motivation and attention during teaching learning English, so the students can get better score in English lesson. Therefore Silent Way Method is the best method to improve students’ vocabulary.

Keywords: Vocabulary, Silent Way Method, Classroom Action Research.
ABSTRAK


Tujuan penelitian ini (1) untuk mengetahui bahwa metode Silent Way dapat meningkatkan kosa kata siswa, dan (2) untuk mengetahui kondisi kelas ketika metode Silent Way diimplementasikan dalam belajar mengajar kosa kata. Untuk mencapai tujuan tersebut, peneliti melakukan penelitian tindakan kelas.


Berdasarkan hasil penelitian, terdapat beberapa peningkatan kosa kata siswa. Nilai rata-rata pre test 55,32 meningkat menjadi 68,34 di siklus pertama dan meningkat menjadi 74 di siklus kedua. Selain itu atmosfir kelas menjadi lebih hidup dan para siswa aktif dalam pembelajaran.

Dalam pembelajaran bahasa Inggris khususnya kosa kata, guru sebaiknya memilih metode yang sesuai. Pemilihan metode ini penting untuk membangun motivasi dan perhatian siswa selama pembelajaran sehingga siswa dapat memperoleh nilai bahasa Inggris yang lebih baik. Oleh sebab itu metode Silent Way merupakan metode yang terbaik untuk meningkatkan kosa kata siswa.

Kata kunci: kosa kata, metode Silent Way, penelitian tindakan kelas.
INTRODUCTION

English language is an important part language in the world, because by using English we can express our ideas and communication each other around the world. In Indonesia, English has important roles in daily life especially in education. There are four language skills in teaching learning English. There is reading, listening, writing and speaking. Those of the skills are supported by elements of English; there are grammar, pronunciation and vocabulary. One of the important elements is vocabulary, According to Murcia (2001: 285), vocabulary is central to language acquisition, whether the language is first, second, or foreign. With vocabulary people can easy to speak, write and read text of language. So, vocabulary is important basic in skills of language. It is the first step to know and to understand English.

Vocabulary is divided into two types. According to Haycraft (in Hatch and Brown, 1995: 370) vocabulary is dividing by two. They are receptive vocabulary and productive vocabulary. Receptive vocabulary is words that the students recognize and understands when they occur in a context, but which he cannot produce correctly. Productive vocabulary is words which the students understand, can pronounce truly and use constructively in speaking and writing.

In teaching learning vocabulary can be done by combining it with a text. According to Jack C. Richards and Richard Schmidt (2002: 549) “text is a segment of spoken or written language that has characteristics”. Based from definition is means that text can help students learn vocabulary because text is spoken or written language that has characteristics, so with the text’s characteristics more enjoy to learn vocabulary. And in this problem narrative text
is one of the genre of text which suitable to learn vocabulary. Gerot and Wignell (1994: 204) states that Narrative is aimed to amuse, entertain and to deal with actual or various experiences in different ways. Based from the statements narrative text can entertain the readers with actual or various experiences in different ways.

Teaching learning vocabulary is not easy to do, should use new vocabulary and need more concentration. According to Roger (1995: 143-144) how easy or difficult a vocabulary item depends on a number factor, they are: Similarity to L1, Similarity to English words already known, Connotation, Spelling and pronunciation, Multi-word items, Collocation, Appropriate use

From the definition above, the student’s problem is a lot. Most of the students have that problem, especially in 8E class of SMP N 17 Surakarta in 2015/2016 academic years. They are not able to find similarity what the English words, cannot spell well, have bad pronunciation, and cannot distinguish multi words items.

Based on the student’s problem in vocabulary, the researcher should be able to solve this problem. And one of the ways to solve those problems is using Silent Way Method. In a language classroom, the silent way can improve vocabulary mastery with color, adjective, verbs and syntax. The teacher provided single word stimuli, or simple word and sentences, once or twice and the students refined their understanding and pronunciation among themselves from minimal corrective feedback from the teacher. (Brown, 2000:29).

Based from definition above, The Silent Way Method is the method in teaching learning vocabulary which suitable to improve student’s vocabulary in
narrative text. With Silent Way Method, the student can discover some new words and try to remain the words then they performance in front of the class.

Based on problem above the aim of the study are:

1. To know the used of Silent Way method in Narrative Text improve students’ vocabulary for eight E grade students of SMP N 17 Surakarta in 2015/2016 academic years.

2. To find out that Silent Way Method in Narrative Text can be useful for the students’ vocabulary for the eightE grade students of SMP N 17 Surakarta in 2015/ 2016 academic years.

METHOD

This research used Classroom Action Research. 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”. And in this research used technique of analyzing data, they are Qualitative and Quantitative.

1. Qualitative data

In Miles and Huberman (in Sugiyono, 2014: 430) describe the interactive model of data analysis, they are:

a. Data Collection

Data collection is all the data that is collected during the research, such as: the data about the school situation, the data about the students’ ability, the data about the teacher especially the English teacher, etc
b. Data reduction

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.

c. Data display

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.

d. Conclusion drawing/ verification

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 have been displayed and linked is checked again to see systematic patterns and interrelationships between the data. The data are analyzed to make conclusion.
2. Quantitative Method

The researcher gives some test to training student’s vocabulary. In this research, the researcher gives some pre-test and post-test. Then, the researcher analyzes the results of the test to know whether there is an improvement of the student’s ability.

1. The mean of the pre-test and the post-test can be calculated with the formulas as follows:

\[ x = \frac{\sum x}{N} \]

\[ y = \frac{\sum y}{N} \]

In which:

\[ X = \text{means of pre-test} \]

\[ Y = \text{means of post-test} \]

\[ N = \text{the number of sample} \]

2. The t-value can be calculated with the formula as follows:

\[ t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{\overline{D}^2}{N}}{N(N-1)}}} \]
Where:

\[ T \] = the t-value for non-independent means \\
\[ D \] = the difference between the paired score \\
\[ \bar{D} \] = the means of the differences \\
\[ \sum D^2 \] = the sum of the squared differences score \\
\[ D \] = the number of pair

(Ary, Donald; Jacobs, Lucy Cheser; and Asghar Razavieh.1979: 162)

RESULTS AND DISCUSSION

A. Results

This research was held in SMP N 17 Surakarta. It is located on Jl.Tempurejo, Sumber, Surakarta. The research was conducted on July 2015-August 2015, 2015/2016 Academic Year. The number of students was 30 students. This class included 21 girls and 9 boys.

In this research, the researcher conducted in two cycles. The first cycle was held in four meetings, two meetings for conducting the pre-test and post test 1 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 post-test 2.

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’ vocabulary.
The researcher also held post test in the end of every cycle. The reason of post test was to find out whether their vocabulary improved or not.

The result of the research indicated that the difference of students’ vocabulary score in the class after implementation was improved. It can be seen for the mean of pre-test and post-test 1. The score of pre-test is 55.32 while the score of post-test 1 is 68.34 in cycle 1, and the score of post-test 2 is 74 in cycle 2.

Based on the result of the analyzing using t-test, the result of test between pre-test and post test 1 is 1.15. And the result of pre-test and post test in cycle 1 is compared with $db = (n-1) = (30-1) = 29$. The $t$ table in significance $5\% = 2.045$. It can be concluded that $t_0 < t$ table is significance $5\% (1.15 < 2.045)$. It means that there is no significance from learning vocabulary using Silent Way Method in pre-test and post test 1.

Then the result of analyzing using t-test between post test 1 and post test 2 is 4.91 and the result of post test 1 and post test 2 is compared with $db = (n-1) = (30-1) = 29$. The $t$ table is significance $5\% = 2.045$. It can be concluded that $t_0 > t$ table is significance $5\% (4.91 > 2.045)$. It means that there is significance from learning vocabulary using Silent Way Method.

**B. Discussion**

After analyzing the result of the research such as: field notes, observation, interview, and score of pre-test and post-test, and lesson plan it shows that there are some improvements.

The implementations of teaching learning process through Silent Way Method improved the students’ vocabulary. The Indicators which were used by the researcher was: (1) the students were able to pronounce the words fluently,
(2) the students were able to write down the word in correct spelling, (3) the students were able to mention the meaning of each word related topic.

The students were able to pronounce the words fluently; it can be shown when the students guessing the words and the researcher gave example of the right pronunciation about the topic and the students repeated the researcher pronounced in class.

The students were able to write down in correct spelling, students were wrote the correct answer in a paper and then the researcher checked one by one the students answer.

The students were able to mention the meaning of each word related the topic. The students tried to guessing the friends’ act in front of class and wrote down the answer in paper.

Based on the explanation above, the researcher concludes that Silent Way Method is the best method to teach English vocabulary. After the implementing of the Silent Way Method, the students mean score of vocabulary and the students’ motivation were increased. So, Silent Way Method is appropriate and useful to improve students’ vocabulary, actually for the 8E at SMP N 17 Surakarta.

Generally, the students were encouraged to join the learning process. They make some progress as well as improving their vocabulary of English. When the researcher implied Silent Way Method, this method improved the students’ self confidence and memorizing vocabulary easily. However, the researcher needs more preparation if she wants to use this method. The results of Pre-test and post-test 1 have an improvement in vocabulary. By using this method, the students’ vocabulary improves significantly.
CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research of teaching learning English vocabulary using Silent Way Method in Narrative text to the eighth grade, especially 8E at SMP N 17 Surakarta include:

1) The use of Silent Way Method in Narrative Text can improve students’ vocabulary for eight E grade students of SMP N 17 Surakarta in 2015/2016 academic years.

The Silent Way Method can improve vocabulary of students, it can be shown the students became more active in teaching learning process when they tried to act and guessing the words. The improvement of the students’ vocabulary is reflected from the increasing score. The increasing score of student’s mean score through pre-test, post test 1 and post test 2. The score of pre-test is 55.32 while the score of post-test is 68.34, in cycle 1, and the score of post-test is 74 in cycle 2.

2) The Silent Way Method in Narrative Text is useful for eight E grade students of SMP N 17 Surakarta in 2015/2016 academic years.

The Silent Way Method can improve vocabulary as far as the students did not fell difficulty in getting meaning the words, the students can pronounce the words fluently, the students can use grammar in a context and the students can divide the kinds of words. The atmosphere of teaching learning English was different. The students became active in classroom, enthusiastic, excited and motivated during teaching learning process. The students gave more attention to the lesson and they were
attracted to do the exercise during teaching learning process. The students more focused on the lesson during the activity in teaching learning process. The activities of Silent Way method can attract the students’ motivation and it is interesting to the students. The researcher found that that Silent Way Method made the class become conducive.

**B. Suggestion**

The researcher would like to propose several suggestions. The suggestions are:

1. **To The English Teacher.**

   For the English Teacher should find the appropriate method to the teaching learning based on the student’s ability and to help students study English easier. They can create the enjoyable situation in the classroom and choose the interesting material in teaching learning English.

2. **To The Students.**

   In the teaching learning English, the teacher cannot make teaching learning vocabulary effectively by themselves, so the students should cooperative with the teacher. The students should focus on the teacher’s explanation, the students should give good participation. And the students should improve vocabulary by themselves by often opening dictionary and reading some texts then finding the new words.
To The Other Researcher.

This research studies about Improving Students’ Vocabulary using Silent Way Method in Narrative Text. This study is to improve students’ vocabulary in SMP N 17 Surakarta, especially in 8E. The researcher hopes that this study can be used as an additional references to the other researcher who will use Silent way Method as the study.

REFERENCES

Ary, Donald; Jacobs, Lucy Chesar; and AsgharRazavieh. 1979. Introduction to Research in Education. Holt, Rineheartand Winston, Inc.


