



EFFECTIVENESS OF THE SILENT WAY IN TEACHING ENGLISH AT EIGHTH GRADE OF SMP 7 DENPASAR

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Abstract

In learning a foreign language, the method has a very important position to achieve learning objectives. One of the language teaching methods that is widely discussed in Europe and America is the Silent Way. Silent Way Which has generally proven effective for teaching English in French and around the world. This research aimed to reveal the effectiveness of the Silent Way in teaching English subjects at class VIII of SMP Negeri 7 Denpasar. In this research, the method that was used is a class action method with a descriptive qualitative approach. The data was collected by using observation and documentation method. The subject of this research was class VIII of SMP Negeri 7 Denpasar. Data that has been collected, then analyzed by descriptive method. Based on the results that have been analyzed, it showed that the silent way method (silent teacher) resolves that students will learn better if they develop personal responsibility for their own learning. Without coercion from outside but comes from commitment from within oneself.

Keywords: Effectiveness, Silent Way, Teaching English

INTRODUCTION

English as an international language is not only taught in schools but also in courses. The purpose of teaching English as a substitute for courses in general is to improve students' ability in using English both orally and in writing. These abilities include listening, speaking, reading and writing skills. In other words, the aim of learning English in courses is to achieve communication targets through student achievement. Student achievement is the result or product of learning and not just the learning process itself (Riswanto & Aryani, 2017). There are three causes that influence student learning, namely: talent (ability, development and motivation), direction (educational strata/level and overall quality of experience), and surrounding circumstances (home, peers, class conditions and television broadcasts) (Al-Hawaj et al., 2007).

Appropriate teaching methods are also very important in improving students' ability to understand the subject being taught (Kurniliawati, 2016). The teacher must know how to use effective teaching methods by paying attention to the teaching time. In addition, the ability of the teacher is also important because the teacher cannot teach effectively if the teacher does not have the ability. In other words, teacher resources are essential for developing a good teaching-learning process. The teaching and learning process in the world of education does not always run smoothly, especially for those who do not like some of the subjects they have to study. There are always obstacles in the teaching and learning process in any educational institution. These learning difficulties will also have an impact on decreasing the academic achievement of students who are currently carrying out this education. Therefore, teachers have a responsibility in achieving learning objectives. Achievement of these learning objectives, generally caused by several obstacles, those are external and internal factors.

Teacher as educator certainly feel responsible for the development of students. Therefore educator in the teaching process should pay attention to students' ability individually. It aims to identify and assist the student' development optimally. By knowing the strengths and weaknesses of students, educator can develop learning methods and research in the classroom. Educators must understand the factors that influence the process and learning outcomes of Students (Kartikowati, 2020). That's why educator continue to conduct research that aims to find out the difficulties of students in the learning process will be very useful for other teachers to find solutions in dealing with the difficulties experienced by these students.

teaching method is a way of providing learning materials to students to achieve predetermined teaching goals (Landøy, 2020). The teaching method is a way to convey messages in the curriculum. The method must match the material to be studied. Teaching methods have an important function in the teaching and learning process (Munawaroha, 2017). The silent way is a method that has silence or silence. In this method, a teacher is only silent and gives instructions for short periods of time. He or she only acts as a guide, organizer, and evaluator of student errors. Instead, every student who is involved in learning will think actively to follow detail after detail of the material provided by their teacher.

The Silent Way is included in the field of foreign language teaching. It is based on the premise that teachers should be as quiet as possible in the classroom and learners should be encouraged to actively use the language as much as possible (Richards & Rodgers, 2010). Silent Way elements in particular use colored maps and colored rods. The Silent Way method will not be effective if the method does not make students feel comfortable learning English. Therefore, students need teachers who can teach effectively.

In several decades, several researches has been conducted to find out the effectiveness of using the Silent Way method, including: 1) Lestari et al., (2022) with the research title "The Effectiveness of Using Silent Way Method on Students' Vocabulary Achievement (Quasi-Experimental Research at The Second Grade of SMPN 29 Bengkulu Tengah)". The result of this research showed that Silent Way Method of teaching had a significant effect on vocabulary achievement among students at SMP N. 29 Bengkulu Tengah. 2) Indriana, (2019) with the research title "The Effectiveness of Silent Way in Improving Student Linguistic Performance in Intensive English Course (IEC) Class". Indriana stated that Sient Way Method indeed has a number positive effect, from an axcited, quetioning approach to teaching to improved classroom interaction and involvement with the students.

Based on the two reaserch above, there are some similarities with this research, but there are some differences, namely the subject and time of research. For this reason, the researcher conducted research with the aimed to find out the effectiveness of the Silent Way in Teaching English At Eighth Grade of SMP Negeri 7 Denpasar.

RESEARCH METHODS

This research used the classroom action method with qualitative approach. The classroom action research is research conducted by the teacher in the classroom and where teacher teaches who is interested in perfecting processes and praxis learning. Classroom Action Research serves as a tool to solve problems that arise in class and also as tools for in-service training, where teachers use skills and new methods and sharpen analytical skills (Khasinah, 2013). This research was conducted at SMP Negeri 7 Denpasar and students of class VIII as a research subject. The population of this research was SMP Negeri 7 Denpasar. The samples were taken by using purposive sampling technique. Collecting data in this study using the method of observation and documentation. The research collected data in teaching learning process. After the data is collected, the data is analyzed using descriptive method.

RESULTS AND DISCUSSION

The silent way method emphasizes student autonomy and active student participation. Silence is used as a means to achieve learning goals. The teacher used a mixture of silence and gestures to focus students' attention. In addition, the silent way method is used to get feedback from them, and encourage them to correct their own mistakes. There are several procedures in implementing the silent way method:

1. The teacher points to meaningless symbols on a wall card. The symbols represent the syllables of spoken language. The students read the sounds aloud, first together and then individually.
2. After the students can pronounce the sounds, the teacher switches to the second set of cards which contain words that are often used in that language, including numbers. The teacher guides students to pronounce long numbers.
3. The teacher used colored blocks and moving cards to guide students towards producing or forming the necessary or desired words and basic grammatical structures

Data was collected in teaching learning process and it was analyzed by using the descriptive qualitative method. Based on the analytical data, there some benefits of the silent way method in improving students' English skills:

1. The class becomes active with the tasks and activities.
2. Students respond without verbal instructions from the teacher and without giving repeated examples Train students to make appropriate conclusions and decisions by making their own analogies.
3. It Can help the student's own memory function.
4. The indirect role of the teacher demonstrated the importance and centrality of the learner being responsible for finding out and testing hypotheses about how language works.



Figure. 1 Learning and Teaching Process

The results of the observation and documentation above showed that there are several benefits to be gained from implementing the silent way method. However, Research has also found some problem when taught in a silent way of learning English. In teaching and learning process, some student who were low level students be confused and they were confused to know whether their responses are right or wrong.

CONCLUSION

1. Conclusion

The results showed that the silent way method assumes that students learn better when they develop personal responsibility for their own learning. In the learning process, the teacher used as little verbal communication as possible, so students developed sensitivity and hearing in depth. Students learn from assumptions and analogies that grow independently, with a little encouragement and stimulation from the teacher. In this case the teacher only acts as a facilitator and guide in learning.

2. *Suggestion*

For other researchers who are interested in doing the same research type, researchers can make this research as information material. Researchers can include additional research variables. English teachers must always motivate their students during the teaching and learning process. They can also use the silent way method in class because it has been demonstrated to improve English speaking skills.

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