

The Effect of Using Silent Way Method Toward the Students' Speaking Performance

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Abstract: In English there are fourth ability that ought to be ached, they are listening, speaking, reading and writing. Speaking is a type of correspondence and essential aptitude that must be faced by students since it is significant for them to convey. Moreover, additionally help students ready to propose brainchild and feeling. In Speaking, students ought to have the teacher who instructs with appealing technique, all together their enthusiasm for contemplating. On the off chance that they enthusiasm for contemplating, so the teacher simply to improve their speaking execution. In view of the perception, the specialist found that the students' speaking execution was low. There are 4 issues in this exploration, from recognizable proof the researcher centered and underlined the issue as follows: (1) The students have no trust in communicating in English. (2) The students are terrified of communicating in English. (3) The students cannot' meet the least prerequisite. (4) The strategy that utilization isn't fascinating. The data was analyzed by using a formula t_{test} . From the result and discussion it is proved that there is an effect of silent way method in learning speaking. So, the teacher needs to introduce to the students a silent way method in order to make the students successful in speaking.

Keywords: *Silent Way Method, and Speaking Performance*

1. INTRODUCTION

Education in Indonesia is in development. So the government in Indonesia obligates students to follow education until university. Based on government regulation “students are society members who are trying to develop their self potency through available study process at band, ladder, and certain education type” (PERMENRI/SNP/NO19.2005/Bab1Pasal1 Ayat16/3). The student must get a good education, because they have the right to

get a good education and develop their competence.

In English language, there are coordinated abilities to be ached, for example, speaking, listening, reading, and Writing. There are various skills in mastering language: receptive skill, listening (understanding the spoken language), reading (understanding the written language), and productive skills-speaking and writing.

The ability that is generally hard to learn is speaking. Numerous students experience issues in communicating in

English since certain components, for example, they have no certainty communicating in English or they fear communicating in English. To confront this issue the teacher must assist students by giving an inspiration with the goal that the students need to communicate in English.

Showing English needs explicit technique. Students need great circumstances to keep them learning. A well disposed condition can make them get inspiration in examining English. So showing English obviously needs an alternate strategy. In showing the learning process, instructors ought to have fascinating exercises for them and the exercise must be introduced in an alluring way. The teacher must make students dynamic and fun in the learning process. On the off chance that the students are not inspired by the exercise it will be exceptionally hard to cause them to comprehend the exercise.

One of the strategies that can cause the students to improve their speaking is the silent way method. The silent way method is the showing technique which accentuates the speaking aptitude. The silent way method can make the situation of educating in the class more life. The silent way is progressively powerful to make articulation and speaking performance. In this strategy all students are dynamic since the teacher requests that all students speak. In any case, this technique doesn't accentuate sentence structure in detail. In this technique, English instructor must be imaginative in introducing the materials when they are instructing before the class. There are a few causes that can make students prevent from learning English, they are feeling awkward, befuddled, tired, and exhausted. Along

these lines, showing English needs a particular strategy and procedure. The English instructor needs the procedure and strategy to pull in the students to learn English. At the point when the students are keen on contemplating English, it will assist the instructor with making simple improvement information about English and teach the teacher simply to pull in students in speaking. It ought to be done by the teacher when they show English subject. Utilize this strategy very assistance improving students speaking since this technique is fascinating.

1.1 Concept of Speaking Performance

The achievement of English learning is seen commonly through the speaking execution. These days, in spite of the fact that students have learned English for quite a long time; a large number of them are as yet unfit to utilize English orally. These might be brought about by the constraint of chance to rehearse, absence of jargon, or mental elements which more worry to the dread of committing errors when communicating in English. This dread groping originates from the low self-idea they have. Somebody with low self-idea is accepted to be unconfident, while certainty is required by students to introduce their English orally (Coopersmith in Bintang Bangsaku: 2008). This mental factor affected the students' capacity in speaking.

Speaking is a significant angle in language learning. By speaking, we can pass on data and thoughts, and keep up social relationships by speaking with others. Moreover, an enormous level of the world's language students studies English so as to have the option to convey fluidly. It is fortified by British Council's report

(1998) which expresses that in excess of two billion individuals utilize English to convey. A few people frequently imagine that the capacity to communicate in a language is the result of language learning. They accepted that speaking is a vital piece of language learning process. Numerous language students see speaking execution as the proportion of knowing a language. That is the reason the principal motivation behind language learning is to create capability in speaking and informative productivity. They view speaking as the most significant expertise they can secure and assess their advancement as far as their achievements in spoken correspondence. Despite what might be expected, for the vast majority, speaking is the most troublesome part when they gain proficiency with an unknown dialect.

There are numerous impediments in learning English. For individuals who needs to be capable in speaking with English, they should change and extend way of life as she or he learns the way of life, social, and even political elements of English, that expected to talk fittingly with another 'voice', it is as Englishman (Hughes, 2002 in Fitriana 2004:1). Other than changing and extending the character, they likewise need grit and certainty to introduce their English well. Valiance and fearlessness are remembered for non semantic angles which legitimately demonstrated one's self idea that can decide one's effectiveness or disappointment in communicating in English.

As indicated by Wijaya (2007) "convey a discourse out in the open isn't simple yet in addition isn't hard to do". We ought to accept that the capacity to talk before individuals isn't intrinsic however an aptitude that can be scholarly. The last

explanation was the normal circumstance which occurred as a rule speaking class. The vast majority of students are regularly especially hesitant with regards to speaking movement in their study hall. They got apprehensive when required to communicate in English before the class. Now and again, they additionally maintain a strategic distance from this opportunity by giving numerous reasons. They for the most part say 'I am bashful' and 'I can't do that'.

Pudji Jayanti state Actually, to have the option to communicate in English in their speaking class, students are not expected to have an incredible capacity in sentence structure, jargon, or composing, however daring they express their thought and utilize their English before others. In this examination self idea is the thing that one comprehends about themselves. It might be incorporated that one's social character or capacities and physical appearances and self-perception, Each individual can change their self idea to be all the more emphatically to get a decent accomplishment however it relies upon what one sees and comprehends on their inclination, disposition. Better one's self-idea, it will be higher self-ability can be created.

Referenced on representation above, unmistakably mental factors such as self-idea will give a few commitments in fruitful adaptation particularly. In addition, the teachers have a significant job in building up students' self ideas by concentrating on rousing them so as to be increasingly dynamic and bold to utilize their English orally. On the off chance that they generally imagine that they will be fizzled in communicating in English, they won't have the option to talk well. This circumstance

shows that this dread demonstrates they have low or even negative self ideas. In other words, it could be said that if a student has no clue about what to state, they may lose certainty, feel no great, and commit error.

1.2 The Concept of Teaching Speaking

Brown states that from a communicative, pragmatic view of the language classroom, listening and speaking skills are closely interviewed. More often than not, ESL curricula that treat oral communication skills will simply be labeled as “Listening/ Speaking” courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession.

Language students need to perceive that speaking includes three subject matters:

1. Mechanics (elocution, syntax, and jargon): Using the correct words organized appropriately with the right articulation
2. Functions (exchange and association): Knowing when lucidity of message is basic (exchange/data trade) and when exact comprehension isn't required (collaboration/relationship building)
3. Social and social principles and standards (turn-taking, pace of discourse, length of stops between speakers, relative jobs of members): Understanding how to consider who is addressing whom, in what conditions, about what, and for what reason.

In the open model of language education, teachers help their students build up this assemblage of information by giving genuine practice that gets ready students for genuine correspondence circumstances.

They help their students build up the capacity to deliver syntactically right, legitimately associated sentences that are fitting to explicit settings, and to do so utilizing adequate (that is, understandable) articulation.

Model of language educating and learning:

1. They are language teachers with experience instructing in their nations of starting point, however almost no preparation in the encouraging methodologies usually utilized in the United States.
2. They are experts in different fields who are local speakers of the language, yet are not prepared as instructors
3. They are graduate students who have broad information on language, writing, and culture, however are not prepared as language instructors.

These teachers regularly should start their work in the homeroom with practically no direction to assist them with acknowledging which techniques work, how, and why. Accordingly, they may count on an obsolete model for understanding language educating and language learning. This teacher focused model perspectives the instructor as dynamic and the understudy as in a general sense detached. The teacher is answerable for transmitting the entirety of the data to the students. The instructor talks; the students tune in and retain (or sleep).

The teacher focused model might be appealing to new dialect teachers for a few reasons:

1. It is the technique by which they were instructed

2. It bodes well: The teacher ought to be the focal point of the study hall, since the instructor knows the language and the students don't
3. It requires moderately little planning: All the instructor needs to do is available the material sketched out in the proper section of the book
4. It requires generally little idea about understudy or understudy exercises: All understudy tune in to the equivalent (teacher) introduction, at that point do related activities

Not with standing, experienced language teachers who think about their instructing practice have seen that the instructor focused model has two significant disadvantages:

1. It includes just a minority of students in real language learning
2. It gives students information about the language, however doesn't really empower them to utilize it for purposes that intrigue them

In this student focused model, both understudy and teacher are dynamic members who share an obligation regarding the understudy's learning. Teachers and students cooperate to recognize how students hope to utilize the language. The teacher models right and proper language use and students at that point utilize the language themselves by and by exercises that mimic genuine correspondence circumstances. The dynamic, joint commitment of student and instructor prompts a unique study hall condition in which educating and learning become fulfilling and pleasant.

Language teachers who have never experienced student focused guidance can

think that it's overwhelming in a few different ways.

1. It requires more planning time: Instructors must consider students' language learning objectives, recognize study hall exercises that will interface those with the material introduced in the course reading, and find suitable genuine materials to go with them
2. It is puzzling: It's not satisfactory what, precisely; a teacher does to make a study hall student focused
3. It feels like it won't work: When students initially are welcome to take an interest effectively, they might be delayed to begin as they evaluate the assignments and make sense of study hall elements
4. It feels riotous: Once understudy begin working in little gatherings, the study hall gets uproarious and the teacher must be alright with the possibility that students may commit errors that are not heard and remedied
5. It seems like a poorly conceived notion: The expression "student focused" makes it sound like the teacher isn't in charge of the homeroom

This last point is a significant one. Actually, in a compelling student focused study hall, the teacher has arranged the substance everything being equal, has set time limits on them, and has set them with regards to teacher demonstrated language use. The teacher isn't generally the focal point of consideration, yet is still in charge of students' learning exercises.

This site is intended to help new dialect teachers become nice with student focused guidance and set up it as a regular occurrence in their homerooms. The pages on showing objectives and techniques,

arranging an exercise, and rousing students give rules and guides to incorporating student focused guidance. The pages on showing punctuation, showing tuning in, showing speaking, and encouraging perusing delineate student focused guidance comparable to every one of these modalities.

As indicated by Adrienne Robertson, while most newcomers could likely rundown around a hundred things that alarm or stress them over venturing out from home and moving to another, new spot, these issues – getting a new line of work, picking a specialist, making companions – are affected by our capacity to convey inside our networks.

Valid, numerous individuals settle in zones close to family or different outsiders from a similar piece of the world so the language is simpler, however there comes when each newcomer needs to step out of their wellbeing zone. Learning and communicating in English is a significant advance in the settlement procedure since it assists newcomers with acquiring better occupations, engage in their networks, take an interest in occasions, vote with certainty and communicate.

Based on the hypothesis that public speaking skills. Public speaking is a significant piece of improving speaking capacity in English. It can help with finding a new line of work for example, which requires having the option to address a questioner or a gathering of questioners under moderately distressing conditions. Public speaking is likewise required for school introductions. Practice by giving introductions before a gathering of companions who are likewise improving

their English speaking abilities. Attempt to keep in touch, talk easily without interference and figure out how to utilize cheat sheets just negligibly, ideally not in any way.

1.3 The Concept of Silent Way Method

Silent way didn't stem legitimately from the Cognitive Approach; it imparts certain standards to it. For instance, one of the fundamental standards of the quiet way is that "Educating ought to be subjected to learning." At the end of the day, Gattegno accepted that to encourage intends to serve the learning procedure as opposed to rule it. This standard is with regards to the dynamic quest for rules credited to the student in the Cognitive Approach.

Gattegno saw language gaining from the point of view of the student by contemplating the manner in which infants and little youngsters learn. He reasoned that learning is a procedure which we start without anyone else by preparing our inward assets (our discernment, mindfulness, perception, creative mind, instinct, innovativeness, and so forth.) to address the current difficulty. Over the span of our learning, we coordinate into ourselves whatever 'new' that we make, and we use it as a venturing stone for additional learning.

The silent way rested on more cognitive the affective arguments for its theoretical sustenance. While Caleb Gattegno, its founder was said to be interested in a "humanistic" approach (Chamost McKeon 1984:2) to education, much of the silent way was characterized by a problem solving approach to learning. Richard and Rodgers (1986:99)

summarized the theory of learning behind the Silent Way:

1. Learning is encouraged if the student finds or makes instead of recalls and rehashes what is to be realized.
2. Learning is encouraged by going with (interceding) physical items.
3. Learning is encouraged by critical thinking including the material to be educated.

2. METHOD

This research is Quantitative research. Research design that will be used in this research is true experimental design. The kind of design is "Pre-test – Post-test Control Group Design". The type of data in this research is interval data. This experimental technique deals with two classes: one is an exploratory class and another is a control class. Along these lines, the analyst utilized two classes, to be specific trial class and control class. The researcher would learn of speaking performance to the Experimental class by silent way method.

The population of this research is all students' class of the Eight Grade at SMP N 9 Metro in Academic Year 2019/2020 which consists of 150 students. And most of them have low ability in speaking English. From this sample, the research will conduct research to get the data.

The sample is a part of the population that is observed. The sample of this research is students of VIII A which consist of 30 students and VIII B which consist of 30 students. The researcher uses cluster random sampling technique to get the sample.

Test reliability refers to the degree to which a test is consistent and stable in measuring what it is intended to measure. Reliability is the degree to which a test consistently measures whatever it measures (Arikunto, 2010:255). Reliability alludes to consistency of test outcome. Unwavering quality alludes to the consistency of the students' achievement. It implies that the students will consistently get a similar outcome. In this exploration, specialists utilized the scorer/rater unwavering quality. Scorer rater unwavering quality alludes to the circumstances for which dependability must be examined, for example, paper test, short answer test including more than single word response, rating scale, and perception instrument. The formula most widely used is a modified by HJX Fernandes (Arikunto, 2010: 244). The reliability used the cohen kappa formula is as follows:

$$KK = \frac{2S}{N_1 + N_2}$$

Note:

- K : The coefficient of agreement
- S : Agreed, the same code for the same object
- N₁ : The amount of code that made the observer I
- N₂ : The amount of code that made the observer II

After going through several procedures, the formula is further refined, known as Rough Suitability Index (CCI)

$IKK = \frac{n}{N}$ with n as the same code, and N is the number of objects being observed. The smaller the value of KK is a list of checks or instruments of observation are more reliable.

3. FINDING AND DISCUSSION

The researcher gave an illustration of research class. There were two classes in this research, those are experiment class and control class. The researcher gave a method in the experiment class after pre-test that was silent. In this class, the researcher asked the students to socialize with their partner. They interviewed their partner with some questions prepared by the researcher. The researcher gave help, gave information clearly if they asked and handled the situation of class. And then, the researcher gave post-test, each student presented their speaking to the class retelling about their identity and about their best experience. While in control class, the researcher only gave pre-test and post-test without giving a method, they were learning with a teacher method. So there were no activities' learning with the researcher.

In this section, the research did try out to know the quality of the test. Tried out to know the validity and reliability of the test items.

3.1 Pre-Test

The purpose of administering the pretest is to know the students' speaking performance. The oral test that consisted of 2 items was used in pre-test. The pre test was given in experiment and control class. It consisted of 30 students in every class. The result pre test in experiment class the highest score is 64 and the lowest score is 52 which has a mean 57. Meanwhile, in the control class the highest score is 56 and the lowest score is 44 which has a mean 50.

3.2 Result of Treatments

The treatment was given after pre test. The researcher had done three treatments in experiment class.

3.2.1 Experiment Class

In this occasion, the researcher had done the treatments in an experiment class. The treatments used a silent way method. In the first treatment the highest score is 68 and the lowest score is 56 which have a mean 62. In the second treatment the highest score is 72 and the lowest score is 60 which have a mean 66. And in the third treatment the highest score is 76 and the lowest score is 64 which have a mean 70.

3.2.2 Control Class

On this occasion, the researcher had not done the treatments. The treatments had been given by the teacher. In the first treatment the highest score is 60 and the lowest score is 48 which have a mean 54. In the second treatment the highest score is 64 and the lowest score is 52 which have a mean 58. And in the third treatment the highest score is 68 and the lowest score is 56 which have a mean 62.

3.3 Result of Post Test

The researcher was given a test to the students'. The answer from questions of the test, it was done to know the students' speaking performance in the dialogue. The questions of the test consist of 2 items of dialogue. The highest score is 80 and the lowest score is 68 which have a mean 74 in experiment class. In the control class the highest score is 72 and the lowest score is 60 which have a mean 66.

The pre-test and post-test had comparative sort. There were two things about the discourse. The motivation behind

the post-test was to know the noteworthy outcome among test and control class. The researcher determined the ordinariness and homogeneity utilized in the SPSS program to know whether the information of both classes are ordinary and homogen or not. The yield insights SPSS, it very well may be realized that skewness estimation of pre-test control class is $- .003$, and posttest control class is $.000$ and skewness estimation of pre test class is 0.95 , and post trial of trial class is $.000$. Skewness estimation of pretest and posttest are still in run between $- 0.5 - 0.5$. Thus, it very well may be said that the information of pre test and post trial of control class are disseminated ordinarily.

After populace information has been demonstrated that have ordinary circulation, so the researcher likewise directs the assessment of homogeneity variation from both examples. As indicated by yield of homogeneity test that leavened test esteem is 0.035 with likelihood 0.991 . In this way, likelihood esteem > 0.05 , H_a acknowledged H_o isn't acknowledged or different methods test of differences is homogeny.

In view of yield of combined examples test that pair 1, pair 2, and pair 3 sig.(2-followed) is $0.000 < 0.025$ so H_o isn't acknowledged or different methods there is diverse mean between students who give medicines and don't give the medicines.

From the past count, yield of matched examples test that pair 1, pair 2, and pair 3 sig.(2-followed) is $0.000 < 0.025$ so H_a is acknowledged and H_o is dismissed or different methods there is distinctive mean between students who give medicines and don't give the medicines. In light of the information, the essayist presumes that

there is an impact on students' speaking execution in the wake of being instructed through utilizing the Silent Way Method. Silent Way Method can accomplish the students' enthusiasm for learning.

The statement of silent way class from Gattegno (2009:11), who said:

The Silent Way is one of these inventive techniques. In Fact, Caleb Gattegno, the originator of the Silent Way, dedicated his speculation to the significance of critical thinking approach in training. He battles that the strategy is constructivist and leads the students to build up their own theoretical models of the considerable number of parts of the language. The most ideal method of accomplishing this is to assist students with being test students. The benefits of this learning will be Learning through critical thinking looks appealing and the backhanded job of the instructor features the significance and the centrality of the student who is capable in making sense of and testing the theories about how language functions. As it were instructing is subjected to learning

So for this situation, the researcher might want to state that Silent Way Method on the speaking execution is one of acceptable techniques in propelling students in learning English, particularly in showing speaking, since that the essayist might want to explore how the best approach to improve students speaking.

4. CONCLUSION

After the researcher completes the exploration and dissects the information, at that point the analyst reaches the determination. In light of the target and the

outcome conversation of the information investigation, the researcher finds as follow:

There are many effects from the experiment class which are taught by the silent way method. Between control class and experiment class has a significantly different score. It showed the information from pre test and post test in explore class. Silent way method is able to be applied in teaching, speaking and achieving the students to speak up and the students are also not bored with the teacher.

The silent way method can increase the students speaking performance of the eight grades at SMPN 09 Metro. They tried to speak and express their own idea. The students are more interested when the teacher uses the silent way method in the class. They are active and participative in following the process of learning. They also delighted in and they were fun in tolerating data particularly the new involvement with pick up speaking, while the teacher was simpler in moving material to get the hang of speaking. Thus, they could talk better than anyone might have expected.

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