

EFFECTIVENESS OF SILENT WAY METHOD IN IMPROVING STUDENT'S SPEAKING SKILL AT SMP ISLAM DARUL HIKMAH MAKASSAR

Indrawati

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
indrawatisuriaddin@gmail.com

Irmawaty Hasyim

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
Irmawaty.hasyim@umi.ac.id

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas metode hening dalam meningkatkan keterampilan berbicara siswa serta persepsi siswa terhadap peningkatan keterampilan berbicara di SMP Islam Darul Hikma Makassar. Populasi penelitian ini adalah siswa kelas VIII B SMP Islam Darul Hikma Makassar. Pengambilan sampel dilakukan melalui purposive sampling. Jumlah sampel adalah 21 orang. Peneliti memberi siswa pre-test dan post-test. Data dianalisis dengan menggunakan IBM SPSS 26. Untuk menganalisis data ditentukan skor yang meliputi ketelitian, kelancaran dan pemahaman peneliti. Hasil penelitian ini menunjukkan rata-rata pre-test 46,10 dan rata-rata post-test 60,29. Peneliti menyimpulkan bahwa penggunaan metode silent way efektif meningkatkan kemampuan berbicara siswa. Adapun persepsi siswa 80% mereka sangat tertarik menggunakan metode silent way untuk menunjang pembelajaran speaking mereka.

Kata kunci: cara diam, meningkatkan bahasa inggris, keterampilan berbicara

Abstract

This study aims to determine the effectiveness of the silent method in improving students' speaking skills and students' perceptions of improving speaking skills at SMP Islam Darul Hikma Makassar. The population of this study were students of class VIII B at SMP Islam Darul Hikma Makassar. Sampling was done through purposive sampling. The number of samples is 21 people. The researcher gave the students a pre-test and a post-test. Data were analyzed using IBM SPSS 26. To analyze the data, a score was determined which included the accuracy, fluency and understanding of the researcher. The results of this study showed that the pre-test average was 46.10 and the post-test average was 60.29. The researcher concluded that the use of the silent way method was effective in improving students' speaking skills. As for the perception of students, 80% of them are very interested in using the silent way method to support their speaking learning.

keywords: silent way, improve English, speaking skill

INTRODUCTION

English is one of the foreign language subjects in elementary and high school. However, as we know, many things can make the learning process not as expected. In other words, students learned passively or the teaching methods of teachers at that time were not suitable for the needs

of students. This method or approach (which Gattegno himself was reluctant to use) is based on the philosophy that teachers should be as silent as possible in the classroom. At the same time, learners are encouraged to participate in the production as much as possible. This method views learning as a problem-solving process (Shirban Sasi et al., 2020). Silent Way is based on the "deep study of how the mind works", not a clear teaching style, but a fun approach to teaching a foreign language. According to this strategy, moments of silence are used to attract students' attention; get feedback and ask them to correct their mistakes. This method is a description or model of a silent way method. This method views learning as a problem-solving process. As an educator and researcher, the materials and activities he proposes for language teaching are like prepared materials.

The most exciting part of this method is that students are challenged to develop a sense of internal norms that guide them to spot mistakes in their use of the English language and improve themselves. In SMP Islam Darul Hikmah Makassar, it was found that the second grade students' speaking skills in this school needed more attention because of the lack of speaking skills. Students respond positively when they struggle to speak by example, and students follow without being given much explanation. Bariroh, 2014; Sarah, S., Muhajir., Sulastrri. (2023) on whether the Silent Way method improves his 8th-grade speaking skills in his SMPN 2 Surabaya. This is because a language teaching method that seems to reflect the influence of cognitive code learning theory is a system developed called the "Silent Way". A language teacher guides the learner through the language unit in question, and the teacher provides the learner with materials to help them master the target language. The following functions are useful for providing sources of information. A functional part is a provider of resources that leads to how the theme is delivered. If students cannot solve the problem among themselves, they can discuss it among themselves. Evaluators are language teachers who assess whether a learner's contribution to the learning process is valid, relevant, and correct. In Error Correction, assessors evaluate whether the student can find and create the expected form and how the student provides the necessary assistance.

Sismindari & Sudjadi, (2022) This method is almost the same concept as the lingual audio method. The most exciting part of this method is that students are challenged to develop a sense of internal norms for spotting mistakes in their use of the English language and for self-improvement. Skill attention. When it is difficult to lead by example, students respond positively and students follow without much explanation. This method is a description or model of a silent way method. This method views learning as a problem-solving process. As an educator and researcher, the materials and activities he proposes for language teaching are like prepared materials. (Bariroh, 2014) In his eighth grade at SMPN 2 Surabaya on whether the silent way method improves speaking skills. This is because the language teaching method, which seems to reflect the influence of cognitive code learning theory, is a system developed as the "Silent Way". The language teacher guides the learner through the language unit in question, and the teacher provides materials to help the learner master the target language. The following functions are useful for providing sources of information. A functional part is a provider of resources that leads to how the theme is delivered. If students cannot solve the problem among themselves, they can discuss it among themselves. Evaluators are language teachers who assess whether a learner's contribution to the learning process is valid, relevant, and correct. During error correction, evaluators assess whether the student can find and create the expected forms and how

the student is providing the necessary assistance. The subtle approach's theoretical underpinnings are more based on cognitive than emotional reasoning. Much of the quiet way has been identified as a problem-solving approach to Education (Ali and Kadim 2022). Grammar, vocabulary, pronunciation, fluency, and comprehension are the five elements that make up speaking skills. These elements are produced based on accuracy and fluency, the two main components of speaking abilities. A standard for successfully learning a language is almost always the ability to carry on a conversation in that language with proficiency. The importance of speaking abilities in ESL and EFL contexts is further supported by this (Rajendran and Md Yunus, 2021).

METHOD

This research is quantitative. The researcher conducted a quantitative analysis using the pre-experimental design method, type one group pretest-posttest (single group initial-end test). One group pretest-posttest design is a research activity that gives a pretest before being given treatment, after being given treatment, then giving a final test posttest (Sugiyono, 2021). The researcher conducted research at Darul Hikmah Makassar Islamic Middle School, one of the schools that are easily seen by all passersby-located on Jl. Abu Bakar Lambogo Makassar. While the research was carried out in the 2022/2023 school year, it was carried out for one month. The population of this study was all students of class VIII B which consisted of 27 students of SMP Islam Darul Hikmah Makassar for the academic year 2022/2023 who had low learning motivation, especially in English. The research sample was conducted in one class, namely class (VIII B) which consisted of 21 students.

FINDINGS

This finding and discussion about using the silent way method in improving students' speaking skills at SMP Islam Darul Hikmah Makassar.

A. The effectiveness of the silent way method in improving students' speaking skills

Table 1. Pre-test Result

No	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total	Score
1	2	3	2	1	4	12	58
2	2	2	1	1	4	10	50
3	2	1	1	3	3	10	50
4	2	2	2	1	1	8	36
5	1	2	1	3	2	9	45
6	1	2	1	3	2	9	45
7	2	2	1	2	1	8	36
8	2	2	1	1	2	8	36
9	2	3	2	1	4	12	58
10	2	2	3	2	3	10	50
11	2	3	2	2	3	10	50
12	2	1	2	2	2	9	45
13	2	1	1	3	1	8	36
14	2	3	1	4	2	12	58

15	2	2	1	2	1	8	36
16	2	3	1	2	1	9	45
17	2	2	1	3	4	12	58
18	2	2	2	1	3	10	45
19	2	3	2	2	1	10	45
20	2	1	1	2	2	8	36
21	1	2	3	2	2	10	50

Table 2. Classification student score pre-test

Score	Classification	Frequency
80-100	Very Good	-
66-79	Good	-
56-65	Fair	3
40-55	Poor	11
≤39-25	very poor	6
Total		21

From the pre-test results, 6 students had very poor grades or at intervals of <40, 11 students had grades at intervals of 40-55 and were classified as poor, 3 students had grades at intervals of 56-65 and were moderate, none of the students had grades at intervals of 66-79 and were classified as good and none of the students scored very well or between 80-100. This means that students' abilities are still lacking in speech.

Table 3. Post-test Result

No	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total	Score
1	2	4	4	3	4	17	75
2	4	3	3	2	3	15	60
3	4	3	2	3	3	15	60
4	3	2	2	2	3	12	45
5	4	4	2	2	2	14	55
6	4	3	2	3	3	15	60
7	2	3	2	2	3	12	45
8	2	3	2	2	3	15	55
9	4	3	2	4	4	17	75
10	4	3	4	4	4	19	78
11	4	3	3	2	3	15	60
12	3	4	2	3	3	15	60
13	2	2	3	2	3	12	45
14	4	2	4	4	4	18	78
15	2	2	3	2	3	12	45
15	3	4	2	3	3	15	60
17	4	4	4	4	4	20	80

18	3	2	4	3	3	15	60
19	4	2	3	3	3	15	60
20	4	2	3	2	2	14	55
21	4	3	2	2	2	14	55

Table 4. Classification student score post-test

Score	Classification	Frequency
80-100	Very Good	1
66-79	Good	4
56-65	Fair	8
40-55	Poor	8
≤39-25	very poor	-
Total	21	-

To obtain post-test results, researchers performed the same speaking test when the pretest was performed. The student was treated for four sessions before post-tests were administered. No student had a very poor grade or interval below her 40 as a result of the post-test. The remaining eight of her students had a poor grade or interval she was 41–55 and eight students had an interval of 56–65 and were categorized as follows: In fairness, 4 students she was graded on an interval of 66-79, and classified as "good" and 1 student scored very good or between 80-100.

1. Descriptive Statistics

Table 5. Descriptive Statistics

	Pre-test	Post-test
N		
Valid	21	21
Missing	0	0
Mean	46.10	60.29
Std. Deviation	7.943	11.172
Minimum	36	45
Maximum	58	80
Sum	968	1266

Source: IBM SPSS26

This descriptive statistic serves to describe the minimum, maximum, and mean values that students get. The table above shows that the total student scores in the pre-test were 968 with a mean score of 46.10 std deviations of 7.943, a maximum score of 58, and a minimum score of 36, then in the post-test, the total student total increased to 1266 with a mean score of 60.29, std deviation 11.172, a maximum score of 80 and a score minimum 45.

2. Normality Test

Table 6. Normality Test

Pre-test	.869	21	.009
Post-test	.874	21	.011

Based on the output table "Tests of Normality" in the Shapiro-Wilk test section, it is known that the value of Significant for the Pre-Test value of 0.09, and the Post Test value of 0.11. Because the value is greater than 0.05, it can be concluded that the Pre-Test and Post Test data values are normally distributed. Thus, the requirements or assumptions of normality in the use of the paired-sample t-test have been met.

3. Paired Sample Test

Table 7. Paired Samples Test

		95% Confidence Interval of the Difference							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre-test - Post-test	-14.190	5.537	1.208	-16.711	-11.670	-11.744	20	

Paired sample test aims to prove the hypothesis using SPSS. Based on the "Paired Samples Test" output table above, it is known that the value of Significant (2-tailed) is $0.00 < 0.05$, then H_0 is rejected and H_a is accepted. So, it can be concluded that there is an average difference between the Pre-Test and Post-Test learning outcomes, meaning that students of SMP Islam Darul Hikmah Makassar students can improve their speaking skills by using the silent way method.

B. The students' perceptions about the application of the silent way method at SMP Islam Darul Hikmah Makassar

To find out students' reactions, to find out whether their speech increased or not by using the silent way method, analysts used opinion polls. The results will be displayed as follows:

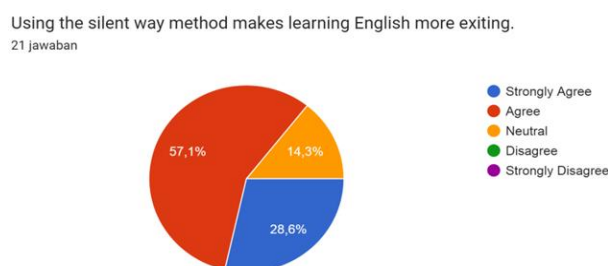


Figure 1. The Result of Question No.1

From the results of filling out the perception questionnaire respondents, the indexes were 57.1% (agree), 28.6% (Strongly Agree), and 14.3% (Neutral). This proves that 85% of students agree that the using silent way method makes learning English more exciting.

Using the silent way method motivates me to speak English.

21 jawaban

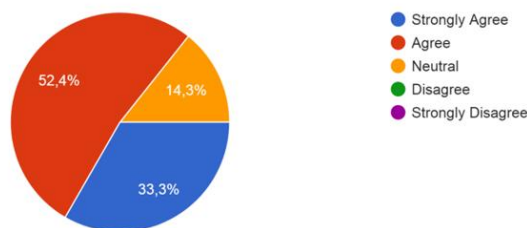


Figure 2. The Result of Question No.2

From the results of filling out the perception questionnaire respondents, the indexes were 52.4% (agree), 33.3% (Strongly Agree), and 14.3% (Neutral). The statement of 85% of students proves that the use of the silent way method makes students motivated in speaking English.

Using the silent way method makes students passive in class.

21 jawaban

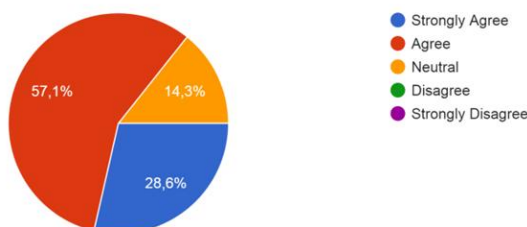


Figure 3. The Result of Question No.3

From the results of filling out the perception questionnaire respondents, the indexes were 57.1% (agree), 28.6% (Strongly Agree), 14.3% (Neutral). From the statements of 85% of these students, it proves that the use of the silent way method makes students passive and enthusiastic in class.

I like to learn English using silent way method.

21 jawaban

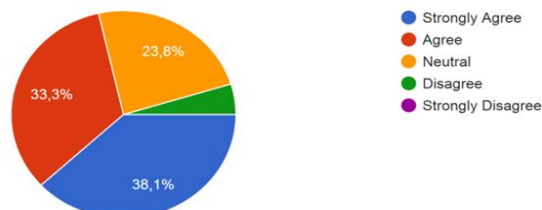


Figure 4. The Result of Question No.4

From the results of filling out the perception questionnaire respondents, the indexes were 33.3% (agree), 38.1% (Strongly Agree), and 23.8% (Neutral). These statements prove that 78% of the students like learning using the silent way method.

Learning by using the silent way can improve myself in speaking English.
21 jawaban

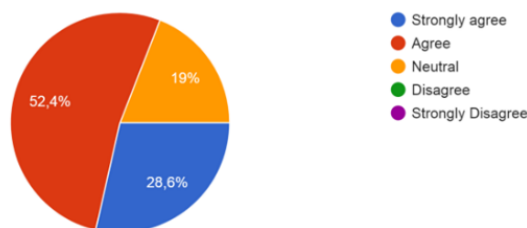


Figure 5. The Result of Question No.5

From the results of filling out the perception questionnaire respondents, the indexes were 52.4% (agree), 28.6% (Strongly Agree), and 19% (Neutral). From this statement, 80% of students chose to agree with the statement that this silent way method can improve students speaking skills in English.

Learning to speak with the silent way method is very boring.
21 jawaban

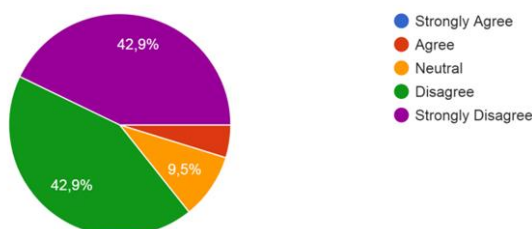


Figure 6. The Result of Question No.6

From the results of filling out the perception questionnaire respondents, the indexes were 42.9% (Strongly Disagree), 42.9% (Disagree), and 9.5% (Neutral). Then in this last statement, 90% of students chose to disagree with the statement that learning English using the silent way method is very boring. The conclusion that the researcher can conclude from this questionnaire is that the silent way method is good for use in learning English. 85% of students admit that the silent way method is very useful and can improve students speaking skills.

DISCUSSION

Using the right methods can influence language learning, especially the performance of English-speaking students. Data analysis showed an average pre-test score of 46.10 and an average post-test score of 60.29. The silent way method can affect students' speaking skills, increasing their scores using the silent way method when speaking, which shows that using and speaking can affect students' speaking skills based on the learning above.

Based on the output table for the paired sample test above, it is known that the significance value (2-tailed) is $0.00 < 0.005$ rejects H_0 and accepts H_a . From this, it can be concluded that there is an average difference between pre-test and post-test learning outcomes, which means that the use of self-directed interactive learning strategies improves students' speaking skills. So, this hypothesis H_0 is not accepted and so is H . During the pre-test, some students may have

difficulty speaking because they are not used to pronouncing English words, but during the post-test, they have acquired English skills and their speaking skills have improved. This means that the silent mode method is used.

The results of progress of students' speaking after implementing the silent way method in materials that use speaking have increased. This model is very useful for contributing to teaching speaking. Teachers have no trouble finding material and students dare to speak and are not shy anymore. In addition, students become creative and easily express their ideas. The researcher distributed a series of questions to students in collecting data to get real data about Using the silent way method in fun English learning. The results of the questionnaire using the Google form show that in the first statement of the respondent's perception questionnaire an index of 57.1% (agree), 28.6% (Strongly Agree), and 14.3% (Neutral) is obtained. This proves that 85% of students agree that the use of the silent way method makes students enjoy learning English.

The second statement Using the silent way method motivates me to speak English from the results of filling out the perception questionnaire by respondents, the indexes were 52.4% (agree), 33.3% (Strongly Agree), and 14.3% (Neutral). The statement of 85% of students proves that the use of the silent way method makes students motivated in speaking English.

The third statement using the silent way method makes students passive in class From the results of filling out the perception questionnaire respondents, the indexes were 57.1% (agree), 28.6% (Strongly Agree), and 14.3% (Neutral). From the statements of 85% of these students, it proves that the use of the silent way method makes students passive and enthusiastic in class.

The fourth statement I like to learn English using the silent way method. From the results of filling out the perception questionnaire respondents, the indexes were 33.3% (agree), 38.1% (Strongly Agree), and 23.8% (Neutral). This statement proves that 78% of the students like learning using the silent way method.

The fifth statement Learning by using silence can improve self-speaking English. From the results of filling out the respondent's perception questionnaire, an index of 52.4% (agree), 28.6% (Strongly Agree), and 19% (Neutral) was obtained. From this statement, 80% of students chose to agree with the statement that the silent way method can improve students' speaking skills in English.

The sixth statement Learn to speak silently. From the results of filling out the respondent's perception questionnaire, an index of 42.9% (Strongly Disagree), 42.9% (Disagree), and 9.5% (Neutral) were obtained. Then in this last statement, 90% of students chose not to agree with the statement that learning English using the silent way method is very boring. A conclusion the researcher can conclude from this questionnaire that the silent method is good for use in learning English. 85% of students admit that the silent way method is very useful a can improve students speaking skills.

Survey materials were used to determine students' interest in language learning using the silent way method from the results of a student survey. This study presents the results of an effective and interesting method analysis. The silent way method can improve your speaking skills. Based on the results above, it is hoped that this method can improve students' speaking skills and increase students' confidence in speaking. That concluded that it is possible. From the researcher's point of view, most of the students seemed interested in discussing the Silent Way method.

CONCLUSION

This study found the average scores of students before and after the test. In the pretest, the average student score was 46.10, and in the posttest, the student's average score was 60.29. In addition, it is also based on paired sample tests with a sig 2 value of $0.00 < 0.05$. This shows that when the null hypothesis (H_0) is rejected and the alternative hypothesis is accepted (H_1), the use of the silent way method is effective and improves the speaking skills of class VIII B students of SMP Islam Darul Hikmah Makassar. means it has a positive effect. Questionnaire Results for Students This study describes the results of data analysis from questionnaires to determine the percentage of student' interest in learning language using the silent way method. This shows that most students are very interested in learning to speak using this silent method. Learning to speak silently is an effective and interesting way. The silent method can improve your speaking skills. It is hoped that this method will improve students' speaking skills and increase their speaking confidence based on the results above. The researcher concluded that the Silent Way Method can improve students' speaking skills. Through this method, students are expected to be able to improve their speaking skills, and based on the above results, students' confidence in speaking can increase. The conclusion that researchers can draw from this questionnaire is that the Silent Way method is effective in learning English. This means that it is targeted. Thus, 85% of students find the Silent Way method very useful in improving their speaking skills.

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