

**THE CRITICAL ANALYSIS ON SILENT WAY METHOD
IN EFL CLASSROOM**

THESIS



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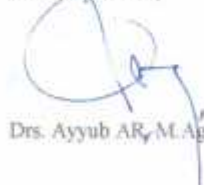
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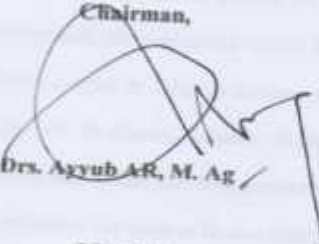
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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Saya yang membuat surat pernyataan,


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ABSTRACT

This study was conducted to find out the university students' opinion, activities and additional suggestion about the silent way method in EFL classroom. It took place at English Language Education Department of Ar Raniry Islamic State University. The research participants were the eight semester students of unit 01 from English Language Education Department. The method used in this research was a qualitative research design. The researcher used interview to get the data and the result presented descriptively. Based on this research, the students' opinion on silent way method was grouped into agree and disagree group's participants. The agree group was a group of participants that mentioned the silent way method was effective used in teaching English, while the disagree group participants was a group that explained the silent way method was not appropriate in teaching English. Moreover, the activities in silent way method were the students paid attention and did instructions given by teacher. The students were participated actively. In addition, teaching English using silent way method were encouraged to combine with other methods and added instructional media to create learning process to be more effective.

Keyword: *silent way method, the activities, additional suggestions*

CHAPTER I

INTRODUCTION

A. Background of study

English is a universal language, most of people use it as a tool of communication among the nations in all over the world. As an international language, English is important to be learnt of the people. There are some important techniques that are needed in learning English, such as modeling, imitating, instructing and implementing the method. In learning process, not all students can understand the material only by using one technique, but also need other elements. This is in accordance with Levert (1998, as cited in Abdurrahman, 2015, p. 24), the use of mimicking or modeling in learning process is not enough to produce the sound or phonetic string. For example, in teaching vocabulary the teacher not only becomes a model in spelling the words, but also she/he has to apply the method to make the students memorize it. Therefore, in teaching language the using of method is a significant key towards a successful teaching. According to Nunan (1991, p. 2), method is procedure and practice for orderly presentation of language materials that is used in teaching. In other word, the method is the procedure of teacher in teaching language, and as the effort to make learning effectively. As Xue & Fang states that “the approaches and methods of language teaching have cast light on the language teaching theory and practice” (2007, p. 69). In teaching language, there are a lot of

methods that can be used for teaching in English Foreign language (EFL) classroom, one of them is Silent way method.

Silent way is a method of language teaching devised by Gattecno. In this method, the teacher should be silent as much as possible in the classroom, when the learners are encouraged to produce more language (Richards & Rogers, 1986, p. 81). The procedure of silent way method in teaching language is giving instruction. For example, in teaching vowel sound, teacher will stick five blocks of vowel sound (a,i,u,e,o) on the whiteboard with different colors. Then, the teacher will point each letter without saying the sound for the second times. In the third time, she will mention the sound of the letter. The students will repeat the sound by themselves when teacher points the block of vowel sound. Thus, “student is expected becomes independent, autonomous and responsible in learning” (Gattecno, 1979, cited in Richard & Rodger, 1986, p. 100). The students can take a role in learning activity by themselves. The silent way method has the aim to give beginner level student oral and aural facility of the target language in basic elements (Richards & Rogers, 1986, p. 103).

In this study, the researcher will critically analyze the silent way method used in EFL classroom. Critical analysis means the opinions that express by someone to give recommendations about the arguments. There are some differences of technique and approach in language teaching methods. According to Xiu & Fang (2007, p. 69), “there are still many controversies about their usefulness and appropriateness” .The

silent way method is taken from match method. Thus, this study tries to gain the information about students' opinion on silent way method implemented in the classroom, whether it is effective or have to add some activity to make the method appropriate with learning English.

B. Research question

The research questions are formulated as follows:

- 1.What is the university students' opinion on silent way method in EFL classroom?
- 2.How is the activity of silent way method in EFL classroom?
3. What are the additional suggestions to help the silent way method become more effective?

C. Aim of study

- 1.To know the opinion of university students on silent way method in EFL classroom.
- 2.To know the activity of silent way method in EFL classroom.
3. To find out the additional suggestions in helping silent way method become more effective.

D. Significance of study

The result of this research is expected has some significance:

1.Theoretically

This research provides advantages for general knowledge of the using silent way method in teaching English and expected to be able to give information for the researcher herself and people for educational field in general, for using English in particular.

2.Practically, the result of this study is useful :

a.For English teachers

The results of this research become an input to determine the good strategy, and give information about the additional activity and weakness of silent way method.

b.Readers / other researcher

Hopefully, this research will contribute as a good reference and additional knowledge for readers and researcher in conducting further research of the similar topics.

E. Terminology

In this research the researcher needs to explain the term related to this research to avoid misunderstanding among the readers, the term is explained as follows:

a.Critical analysis

Critical analysis is an evaluation that aimed to give the recommendation based on opinion. According to Norquist (March 23, 2017), critical analysis is a careful

examination and evaluation of a texts, images or other work or performance. In this study, the researcher will critically analyze the silent way method.

b. Silent way method

Method is the way of learning in teaching process. According to Brown (2000, p. 16), a set of classroom specifications for reaching the objective of learning is method. Silent way is a method that devised by Gattecno. The students thrust for working together with their friends to think and comprehend the meaning. Teacher and students position is more cooperative (Richard & Rodger, 1986, p. 99). The teacher only gives the instruction to students and they will response it. In this research the researcher wants critically analyze students' opinion on silent way method when implemented in EFL classroom.

F. Methodology

1. Research method

This research will be conducted through qualitative method to know the students' perceptions on silent way method in EFL classroom. According to Creswell "the feature of qualitative method is the process to explore the problem and develop detailed understanding of a central phenomenon"(2012, p. 16).

2.Subject of the research

The participant of this research is the seventh semester students of unit 01 of English department at Ar-Raniry Islamic state University. To get the sample, the researcher will use purposive sampling. The members of unit 01 are 33 students. The researcher will choose 10 students that have good achievement in learning and have a lot of ideas.

3.Data Collection Procedure

In this study, the researcher will collect the data from students' opinion. The researcher uses interview. Interview is a way for gathering information about people's opinions, thoughts experiences, and feeling (Easwaramoorthy & Zarinpoush, 2006). In other word, interview is the verbal conversation between two people to get more relevant information for the purpose of the study. The researcher will download some video about silent way method, show to participants and ask them to focus on watching the video. The participants are students who know about silent way method and have a lot of idea in giving opinion. After watching, the students have to write the opinion about the video. The researcher will interview the students about their opinion on silent way method, record it, and write the script of interview. The result will discuss descriptively.

4. Research design

This study includes descriptive qualitative research design. According to Bogdan and Biklen (as cited in Rynanta & Ruslan, p. 3), the characteristic of data in qualitative research is descriptive, because this taken from documents, audio-video recording, transcripts, words, and other instruments. The researcher will gain information of the students about their perception on silent way method, after watching the video. Then, the data will describe by the researcher.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher will present about critical analysis, silent way method, and the previous study. The researcher gathered information from books, journals, articles and the internet that related to this research.

A. Critical Analysis

Critical analysis is a written that express someone's opinion or evaluation of the text (Critical analysis, n.d). In addition, a careful examination and evaluation of a texts, images or other work or performance is called critical analysis (Norquist, 2017). Critical analysis examines an article, method or other works to determine how effective the work is. Therefore, the critical analysis used to evaluate something to give the recommendation or solution.

B. Silent Way Method

1. Definition

Methods have an important role in language teaching. It is a design or systematic effort of teachers to determine a series plan in various parts of teaching learning process. Methods have many different definitions. According to Parel and Jain (2008, p. 71), method is a process of planning, technique of teaching, selection and grading language materials and items. As Brown described in his book, method as "an overall plan for systematic presentation of language based upon a selected

approach” (2000, p. 14). Therefore, the use of methods in teaching language becomes an influential thing on learning process. There are many kinds of method that can be used in teaching language. One of them is silent way method.

The silent way method is a method of language teaching that triggered by Caleb Gattegno. The silent way is called because “the aim of the teacher is to say as little as possible in order can be in control of what she wants to say” (Nosrati, Karimi, Malekian & Hariri, 2013, p. 210). In this method, the students are the center of the learning process, and the teacher should be largely silent. In other word, the teacher should be less talk during learning activity in the classroom, and the learners are encouraged to be more active in producing language (Richard & Rodger, 1986, p. 99). In addition, students are responsible for their own work.

2. Characteristic of Silent Way Method

Each method has particular characteristic that shows the feature of that method. A general characteristic in silent way method is the teacher less talk during teaching activity. The silent way method also have elements, which drawing the activity of teaching in the classroom. According to Richard & Rodger (1986, p. 99), the particularly elements used in silent way method are color charts and the colored Cuisenaire rods. In addition, Brown also described the material of silent way in a language classroom is utilized a set of Cuisenaire rods-small colored rods of varying lengths and a series of colorful wall charts (2000, p. 29). In other theory mention “the

method may not be separated from the use of the rods and word charts with different color” (Setiyadi, 2006, p. 75).

Furthermore, in introducing the vocabulary (verb, adjective, noun) and syntax (tense, comparatives, pluralization, word order, and the like) is used the rods, but in introducing pronunciation models, grammatical paradigms and the like is used charts (Brown, 2000, p. 29). These elements grow out after Gattecno observed a European educator who used them for teaching math. Furthermore, Gattecno got the idea to apply them in teaching language (Richard & Rodger, 1986, p. 99). The rods are the thin and straight colored wooden or plastic sticks (Setiyadi, 2006, p. 75). Therefore, the rods and color charts becomes main point of silent way method in language teaching. A problem-solving approach in learning is the characteristic of this method (Brown, 2000, p. 28).

3. The Objectives

According to Richard & Rodger (1986, p. 103) there are several objectives of silent way method:

- a. To confer the basic elements of target language for the beginner students’ oral and aural facility.
- b. To supply an underlying practical knowledge of the language grammar to the learners.
- c. To get a near native fluency, correct pronunciation and prosodic elements mastery in the target language.

As Gattegno (1976, p. 45 cited in Setiyadi, 2006, p. 78) stated, “the aim of good teaching is to make language learners independent, autonomous and responsible. The language learners are expected to do their own learning at their own rate.

4. The Principles of Silent Way Method

The principles of the method not only applied in language learning, but also applicable in general learning. In silent way method the basic principle is that “teaching should be subordinate to learning (Larsen-Freeman, 1986, p. 51 cited in Setiyadi, 2006, p.77). The following are some principles in silent way method based on Larsen-Freeman (2000, p. 64-67):

- a. Self-expression to express thought, perceptions and feelings should be used in language by students. In order to make this happen, the teacher should give to develop independence of students and students’ inner criteria for correctness. The relying on students themselves can make them independently.
- b. The nature of student-teacher interaction, the teacher tends to be silent in the class. She is still active in setting the situations to force awareness of students and listen to their speech. She uses nonverbal gestures and available tools to help the students produce language. When the teacher speaks, it is not to model the language but to give clues. The nature of student-student interaction is the student can learn from their friends. This is one of student verbal interaction desirable, the silence of teacher is a way to do this.

- c. The language area that emphasize on this method is pronunciation. The sounds are basic to any language. Therefore, the pronunciation is taught at the beginning of learning language. It is also focused on structure of the language, but the grammar rules may never be supply explicitly. In addition, all four skills are emphasized on this method.
- d. The teacher constantly observes the students. When the student's feeling in bad situation, the teacher will find way to overcome them. Also, in the end of learning session, the teacher will give feedback, and the students have an opportunity to express how they feel in learning activity.
- e. Students' errors are natural parts of learning process. Students are encouraged to do self and peer-correction. If the students are unable to self and peer-correct cannot help, the teacher would supply correct language, but only as the last resort.
- f. The teacher does not give any formal evaluation to students. She assesses students learning all the time. The teacher must be responsive to students learning needs. Students is hoped to learn at different rates. She wants to know the progress of students learning not the perfection.

5. Teacher's and Learners' Roles

As Gattegno (cited in Larsen-Freeman, 2000, p. 65) says, "the teacher works with the student; the student works on the language".

a. Teacher's roles

According to Stevik (1980, p. 56 cited in Richard and Rodger 1986, p. 107), “the silent way teacher has task as to teach, to test, and to get out a way”. Teaching is meant the using nonverbal clues to get across meaning in the presentation of an item at once. During learning process teacher will know students' interaction with each other by silently monitoring. The designing teaching sequences, creating individual lesson, and lesson elements are responsibility of teacher. In addition, teachers who are responsible for facilitating learning and creating an environment that can encourage students to take risks.

Moreover, one of the neutral observers, neither delighted by correct performance nor disappointed by error is role of teacher. Teachers should be fluent and creative as pantomimes and models in using gestures, charts, and manipulatives in order to get and build student responses. However, the teacher should help students in learning about what is necessary. In other word, “the teacher relying on what his students already know” (Larsen-Freeman, 2000, p. 64).

b. Students' roles

In students' roles, there are some points that should be developed by students in learning, such as independence, autonomy, and responsibility. According to Stevick (1980, p. 42 cited in Richard and Rodger 1986, p. 106) stated, “Independent learners are those who realize that they can use the knowledge of their own language

to open up some things in a new language or that they can take their knowledge of the first few words in the new language and figure out additional words by using that knowledge”. The proper of expressions in a given set of circumstances and situations will be selected by autonomous learners. Student’s autonomy is deliberately planted by teachers in order to build choices into situations.

In addition, responsible students will be free to choose any set of linguistic choices. The evidence that students are accountable can be seen from the ability to choose intelligently and carefully. Students are expected to interact and give alternatives to each others. Students must learn to work cooperatively rather than competitively. They have themselves in learning and the group to rely on. They must feel pleasure and accept the feedback both correcting each other and corrected by each other. Moreover, students must have different roles to be productive members in the group learning. The roles that appropriate in learning situation are usually determined by students.

6. The Techniques and Materials

According to Larsen-Freeman (2000, p. 68) there are some techniques and materials can be used in silent way method, they are:

a. Sound-color chart

Sound-color chart is used to teach pronunciation. The chart contains color blocks, where each block has difference sound. The teacher will point the color block

on the chart to show the syllables, words and even the sentences. The students will do it later. To introduce stress pattern of the word, teacher will point the particular color block hardly. The use of the chart can make students' focus on language. When students perceive is not able to distinguish particular sound between one sound and two. The using of the sound color chart can give feedback on sound which sound they are producing. The students will know what they have learned and what they need to learn, if the sound color chart presents all sound of target language at once.

b. Teacher's silence

Teacher is silent, but she gives much help to students if necessary. In other way, the teacher sets up an unambiguous situation, puts a language structure into circulation (for example, 'Take a____ rod'), and then she will silent. Even in error correction, the teacher will only supply a verbal answer as the last resort.

c. Peer correction

When one student is experiencing difficulty in learning, the other students are encouraged by teacher to help their friends. Peer correction is important used to offer help. A cooperative manner is better than a competitive. The teacher will monitor the students when they are doing peer correction.

d. Rods

Rods are used to provide visible actions or situation for any language structure, to introduce it, or to enable students to practice using it. Colors and numbers can be

taught by using rods for beginning level. Furthermore, it is also can be applied teach to more complicated structures; for example, preposition “the blue rod is between the green one and the yellow one” and conditionals; “if you give me a blue rod, then I will give you two green ones”. Sometimes to represent each word in a sentence, teacher can use different rods, put it down on the desk in a line. The teacher can obtain the sentence from students while remaining silent by pointing to each rod in turn.

e. Self-correction gesture

The teacher uses some particular gestures in silent way class. For example, based on the observation class, to signalize the students about the need to lengthen particular vowel they were working on, the teacher put his/her palms together and moving them outwards. In another instance, for representing a word in a sentence and using this to locate the trouble spot for students, the teacher shows each of his/her finger.

f. Word chart

The teacher and later the students point to the wall charts that contain words. Thus, students can read aloud the sentence in the wall chart. The letter colors of the word based on the sound-color chart are used. This can help students when pronounce it. There are 500 words contain in twelve English chart with the functional vocabulary.

g. Fidel charts

In this technique, teacher will point to the color-coded fidel charts to make students associate the spelling with the sound of their language. For example, in the color block there are sound /ey/ are *ay, ea, ei, eigh*, etc, showing that these are all way of spelling the /ey/ sound in English (e.g. in the words 'say', 'steak', 'veil'). There are eight Fidel charts in all that contain the large number of ways sounds in English can be spelled.

h. Structured feedback

Students have to make observations about the day's lesson and what they have learned. Students will give comments to teacher. Thus, the teacher can get direction for what she/he should do in the next meeting. Students become aware of and can control the way they use of learning strategies in the class to learn how to take responsibility for their own learning.

Moreover, the teacher may use other physical object, whose purpose is to make meaning perceptible. The teacher deals more with speaking and listening by using rods. She/he can deal with reading and writing by using pictures and word charts (Setiyadi, 2006, p. 85).

7. The Advantages and Disadvantages

a. The Advantages

According to Montasir (2011, p.1), there are three advantages of silent way method such as:

- 1) The interaction of students not only with teachers but also with each other
- 2) The errors are corrected by students themselves, and this errors is become the feedback for teacher to help the students
- 3) Silent way teachers are less spoken, therefore they are available to their students and free to observe them.

In addition, Shoiruroh (2012, p. 25) in her thesis stated, the advantages of silent way method are:

- 1) The silent way method can encourage cooperative learning between individuals.
- 2) The use of rods without repeat too much is succeeded in teaching language, it really saves the time and energy for both teacher and students.

b. The Disadvantages

The disadvantages of silent way method based on Montasir (2011, p.1) are as follows:

- 1) The teaching objectives must be known by teachers clearly and they should utilize the teaching aids effectively
- 2) The symbols of the colored wooden rods may be make students confuse
- 3) The silence of teacher can make students rarely hear many active models of the true usage of language that might be useful for them
- 4) This method is criticized only focus in building structure of language while the cultural input through the language is missed.

Furthermore, according to Rhalmi (2014) states, the disadvantages of silent way method is the material (rods and charts) in this method cannot be used for introducing all aspect of language.

C. Previous Study

The researcher found two previous researches related to the research being conducted, while writing this research. One of them is Suchanek's research entitled "Interactive Whiteboard, Critical Analysis of Material for Teaching English. He conducted this research in 2017 at Masaryk University BRNO. The purpose of Suchanek's thesis is to analyse material for interactive whiteboard. He wants to see the mistaken about the material for teaching English that make by the teacher themselves.

In addition, Shoroirah also did research on "The Effectiveness of Silent Way Method for Teaching Vocabulary Achievement". This research conducted in 2012 at

seventh grade students of MTs Assyafi'yah Gondang Talunggagung. She examined students' achievement before and after teaching the vocabulary by using silent way method. The result showed that the silent way method was effective in teaching vocabulary in junior high school.

Therefore, after there has been research about critical analysis and silent way method, this research is expected to provide the critical analysis of silent way method that is implemented in language teaching in EFL classroom.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method of study. It focuses on the method used in conducting this study. It covers location of research, research design, research subject, and data collecting procedure.

A. Location of Research

The data will be collected at English Department of UIN Ar-Raniry. This university is located in Darussalam, Banda Aceh. Although it is the Islamic University, UIN Ar-Raniry does not only focus on Islamic affair, but also on general knowledge. English Language Education Department is one of the major in Tarbiyah faculty. This department concentrates on education and teacher training. It has the purpose to train students to be English teachers. The researcher will take students in this place as the subject of research, because the students of English Language Education Department have learned about teaching methodology.

B. Research Design

This study is a qualitative research design. The researcher describes the students' perceptions on silent way method in EFL classroom. This study can be characterized as qualitative research because the technique of data analysis is descriptive data without using statistic formula. According to Bogdan and Biklen (as cited in Rynanta & Ruslan, p. 3), the characteristic of data in qualitative research is

descriptive, because this taken from documents, audio-video recording, transcripts, words, and other instruments. In addition, Slavin (2007, p.123), also mention that “the written results of the research often contain quotations from the data to illustrate and substantiate the presentation”. The researcher will gain information of the students about their perception on silent way method, after watching the video. Then, the data will be described by the researcher.

C. Research Subject

The participant of this research is the eight semester students of unit 01 of English language education department at Ar-Raniry Islamic state University. The researcher chooses the eight semester of students, because they have taken and learned about teaching methodology. Creswell in his Educational Research book wrote that the participant is ranging from 1 to 30 to gain an in-depth data, he also continued “one objective of qualitative research is to present the complexity of a site or information provided by individuals” (2012, p.217).

Therefore, in this study the researcher will interview 10 students from 33 students of unit 01. The researcher uses purposive sampling in choosing this participant. The participants that selected are students that have good achievement in learning and have a lot of ideas in giving opinion.

D. Data Collection Procedure

In this study, the researcher will collect the data from students’ opinion. The researcher will use interview. Interview is a way for gathering information about

people's opinions, thoughts experiences, and feeling (Easwaramoorthy & Zarinpoush, 2006). In other word, interview is the verbal conversation between two people to get more relevant information for the purpose of the study. The researcher will interview all of 10 students of participant. It was conducted directly. The interviews conduct face-to-face interviews, telephone interviews or engage in focus groupinterviews with participants by the researcher (Creswell, 2014, p.240).

In this study, the researcher contacts the participants and meets them face to face and asks question orally. The researcher will use structured interview in order to get more detail information. Structure interview is when the interviewer has a list of the same questions that must be answered by all the interviewers. The interviews took place at the campus environment, at cafeteria, and private researcher residence. The researcher prepared the videos and some questions that emphasize on students' perception of silent way method in EFL classroom. The language that use in interview is English, then the researcher will be describe results.

The researcher will show videos about silent way method in EFL classroom to the participants and ask them to focus on watching the videos. After watching, the researcher will interview the participants and they must give comment about the video. The researcher will record it, and write the script of interview in order to ease researcher in describing on the paper. The result will discuss descriptively.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses about the university students' opinion, activities and additional suggestion about the silent way method in EFL classroom. It covers research's findings and discussion of the research.

A. Findings

Findings are the information found based on the data. To gain the data, the researcher conducted the interview. The participants of interview section were students from eight semester of English Language Education Department who had grade point average (GPA) more than 3,60 and engaged in teaching methodology class. The participants were selected purposively in this research. In this chapter, the researcher discussed about the findings of the students' opinion, activity and additional suggestion on silent way method.

1. The students' opinion

The students' opinion covers the participant's perception on the silent way method of teaching English. The participants learnt about the silent way method in teaching methodology class at the fifth semester. After interviewing ten students of English Language Education Department, the findings showed the various students' opinions toward silent way method. Those participants that had been interviewed,

three of them mentioned that the silent way method was appropriate to be used in teaching English and the others said that it was not appropriate for using in teaching English. Based on the interview, the results were divided into two groups, namely; agree group's participant and disagree group's participant.

a. Agree group's participant

The agree group's participants is the group that assumed the silent way method was effective to be used in EFL classroom. Based on the interview, there are two categories of silent way method, which appropriate according the students' perceptions namely; active students and students' attractive.

1) Active students

The active students lead to greater attention, more participate and good behavior. In active students classroom the teacher can apply the various method include the silent way method. According to the first participant Tara mentions: "that method is very good, it can be used for active students to increase their critical thinking". The active students expressed their ideas or creativity directly when the teacher gave instructions or clues without asking their name. In this method, the students were demanded to build a critical thinking in guessing what the information taught by the teacher. For example, in teaching narrative text, the teacher told story by using gesture and did not use his/her voice. That means the teacher only did action

without saying anything. Thus, the students would pay attention on their teacher and think critically to guess the story taught.

Another participant said that: “the silent way method is a method used in the teaching English course, and it is very good for mastering English”. Based on statement above, the silent way method was appropriate to be used in teaching English, because this method centralized on students. In other word, the teacher was only a model who gives instructions to the students. Moreover, by using the silent way method in teaching English, it could encourage the students to study hard and pay more attention to their teacher. The students who taught by using silent way method were more participating in learning, because they had to guess the teacher’s action in the classroom.

2) Students attractively

Teaching English by using the silent way method make students attractively in learning. It is based on the third participant Diana illustrated that: “this method can also attract the students’ attention and motivate them in learning”. The students interested in learning process using the silent way method because they have to guess and mention the meaning that illustrated by teacher actions. In addition, the students have different learning style in learning, such as kinesthetic, visual, verbal, social and solitary. The silent way was appropriate used to kinesthetic students. The kinesthetic students need body movement in learning because the information they learnt via

body movement would be store in the brain. Therefore, if they restate the movement of the teacher, it could help them to remember what they had learned.

b. Disagree Group Participants

Disagree group participants on silent way method was categorized as inappropriate method in teaching learning process. In spite of those statements, seven of ten participants argued that the silent way method was not effective to be used in teaching English. The following are some factors that cause the silent way method is not effective to be used in teaching English:

1) Lack of English background knowledge

The students who were lack of English background knowledge, they tended to be silent when the teacher asked them to guess what information that was illustrated by his or her gestures. The English background knowledge includes the vocabulary, materials and cultures. Referring to the participant nine, the procedure of this method was the teacher just pointed the words, gestured and used rods without saying anything. The students who are not enough English background knowledge did not mention the instruction given by the teacher. It is because they are less vocabulary. For example, when the teacher teaches the students about the material giving instruction, they did not know the vocabulary about that. Therefore, they will be silent in the classroom when the teacher makes action.

2) The passive students

The passive students lead to attract in her or his own thoughts, without pay attention for what is happening in the classroom. They also less participate in the classroom. Further along in the interview, all participants described that the silent way method could not be applied to the passive students. It was because passive students did not dare and did not want to be volunteer when teachers asked about the lesson, even though they have a lot of ideas. They needed more attention such as asking them to express their ideas, asking them to guess the gesture or asking them to repeat the gesture that was made by the teacher.

In other perception, the participant six also mention, “this method needs students who have high creativity and a lot of ideas for saying or guessing something provided by the teacher”. The passive students usually will be silent and do not pay attention in the classroom during the teaching learning process. For example, in teaching descriptive text about the table, the students have to illustrate something that draws all categories of the table. The passive students do not know how to describe that thing because when the teacher teaches them about the material in classroom, they do not pay attention. They also have to be pushed in order to participate in learning.

3) Inappropriate for all levels

According to ten participants illustrated that the silent way method could not be applied to all level of students. There were three level of students; beginners,

intermediate and advance students. The beginner students were the students who learn about the basic material or the students who did not have prior knowledge of English. For example, the kindergarten students still learn about the basic vocabulary, such as the things in the classroom, the name of animals and the name of the fruits. Therefore, it was not effective for teacher to teach them using silent way method. The students could not pronounce the words which pointed by the teacher, because they did not have enough background of English. They still need teacher's help to read or pronounce the vocabularies.

2. The activity on silent way method

A teaching method may have an activity that encourages both teachers and students to get involved in the classroom. The activity of students and teacher could be seen when a method was applied in teaching learning process. In learning English by using silent way method, some activities could be done such as, using rods to teach preposition, role play for telling story, and pronounce the words in sound color charts. In teaching preposition, the teacher pointed the rods to make students guessing the part of preposition. While in telling a story, the teacher used gesture to make role play. Then, in using sound color chart, the teacher pointed some words and asks the students to pronounce it. In this research, the researcher interviewed the participants to know the students' activities on silent way method in EFL classroom. Based on ten participants that had been interviewed, there are two activities in the silent way method. The activities are as follows:

a. Listen attentively

The activity in using the silent way method in teaching is the students listen attentively. This statement based on the participant five illustrated that the students have to be active in the class during applying this method, because it focused on students' activity. They should speak up and express whatever they have in mind, while the teacher was only facilitator for the students and being in silent. Others participant also agree that:

In this method, students are participating more and taking big role in the class than the teacher. The teacher is only as the guide or facilitator, while the students are the center in the class. Teacher facilitates learning, neutral observers, but he/she should be silent. The students have to pay close attention, the students are expected to interact and suggest other alternatives to each other, the students should learn to work cooperatively rather than competitively.

In this method, the students participate more and take bigger role in the classroom than the teacher. The teacher only showed the media of the silent way method and asked the students to pay attention of it. For example, the teacher stuck the color sound word in the white board, and he/she pointed word by word. Then, the students mentioned the word that was pointed by the teacher. In this method, the students only did the instructions given by the teacher. Furthermore, the participant ten explained

that: “the students sit on the chair, pay attention to the teacher’s movement, guess the meaning of the teacher’s gestures and the last, they speak up”.

The students focused on the action that was made by the teacher. For example, the teacher gave instruction in guessing new vocabulary by using gestures. The students paid attention to the teacher’s movement. Then, the students think critically what the teacher taught about. The students spoke up about the activity that was made by the teacher. In this case, the interaction of students with their friends was closer, because the students discussed the gestures shown by the teacher before guessing or mentioning the words.

b. Using rods and sound color charts

According to participant eight the activity of the students in learning process were using the rods and sound color charts. In using the rods, the teacher could teach about preposition, numbers, colors, telling the time, describing places, preposition of places, giving directions, words stress, and adverbs of frequency. Using the rods could encourage students to speak up in the classroom. The teacher showed the rods and asks students to answer or guess what did he/she point out. For example in teaching preposition, the teacher made the frame of the house by using the rods and points some parts to make students guess the preposition that was used in the house. Therefore, the students could easily remember the preposition taught by the teacher.

The participant seven illustrated that the sound color charts is used for teaching the sound of the word. In using the sound color charts, the teacher could teach the vocal, consonant sound and pronunciation. For example, he or she pointed the word in the chart and asked students to read the particular word. Then, the teacher did not pronounce the word directly when he/she points them out at first time. The teacher gave the clue like point the other word that had same sound. The teacher used gesture to explain the meaning of the words to the students. Then, the students made sentences about the word that they have read. Therefore, reading the words, pronouncing vocal and consonant sound and making sentences included in students' activities using sound color charts.

3. The additional elements for silent way method

The methods in teaching English have roles, characteristics, objectives, principles and techniques to help learning process effectively. Nevertheless, sometimes all aspects provided by the method are not effective used in teaching. Several factors that make a method was not appropriate to use are: students' background, students' level or students' learning style. Therefore, the teacher needed to add something new in all aspect to make the method more effective in the classroom.

The silent way method also has several aspects, such as sound-color charts, and Cuisenaire rods (Richard & Rodger, 1986, p.99) that can be used in teaching.

Nonetheless, there were disadvantages that make this method was not right to be used in teaching learning process. There are four additional elements can be used to develop the silent way method to be more effective:

a. Combining the methods

Combining the methods is the first additional elements for teaching English using silent way method. The participants explained that this method needed some additional aspects to make it effective used in teaching English. All participants pointed out that the silent way method should be combined with other method:

This method should be combined with other method such as communicative language teaching, total physical response and project base learning. By mixing the silent way method with some other method, it will be useful and efficient. The silent way method is effective being used in reviewing the materials that is taught by the teacher

Based on the participants' explanation above, the silent way method required other methods to make the teaching learning process more effective. For example, the silent way is combined with communicative language teaching (CLT). CLT is “an approach in teaching language that emphasizes authentic communication from beginning of the class (Horwitz, 2008 cited in Manalulaili, 2015, p. 1). The silent way required active students and communicative language teaching also required active

students. Thus, the combination of two methods were applied in the learning process, it would be great in teaching learning process.

b. Classroom observation

The second additional element for silent way method to help teaching learning process more effective was classroom observation. According to the participant six mentions: “the teacher has to observe students’ behavior and students’ attitude toward learning English”. Classroom observation was done to find out the students’ need in teaching learning process. Thus, the teacher known whether this method was appropriate to be applied in the class or not. Because of the students have various learning style, the teacher needed to prepare her or himself before teaching. The teacher could make more preparation toward teaching learning process, after observing the class.

c. Instructional media

The participants described that this method needs to add some instructional media. The using of instructional media could make students more motivated and interested in learning, based on participant three’s explanation: “the teacher can use realia, pictures with full color, in focus and games to avoid something bored from students themselves”. The teacher provided the interesting media to make the students more attractive in learning. For example, in teaching narrative text using projector, played the video and asked students to watch it. Then, asked them to retell

the video in silent way by using gestures. When a student told a story, the teacher asked other students to make summary about the story by speaking or writing. So, the teacher only facilitated and instructed them during teaching learning process.

d. Grouping students

The last element that the participants mentioned was grouping students. Based on the participant ten's argumentation, teaching English with the silent way method was more effective by using groups. Grouping students into small number made them focused on the objects shown by the teacher. Thus, the students could discuss the teacher's explanation before express it to the class. It is also encouraged students to work cooperatively. In addition, the use of grouping can get learning process more active.

B. Discussion

Discussion is the conclusion of the topic of the research. The purpose of discussion is to interpret and describe the significance of the findings. The researcher divides the discussion into three points to answer the research questions.

First, the students' opinion on silent way method in EFL classroom was various. Based on the finding shown, there were two groups of students' perception on silent way method, namely; agree and disagree group participants. The agree group participants mentioned that the silent way method was appropriate used to teach English, while the disagree group of participant assumed that the method was

not appropriate to be used in teaching English. The participants' opinion dominantly presented that the silent way method was not effective method being used in EFL classroom. This finding was contrast with the previous research conducted by Shorairah (2012). In shorairah research finding showed that the silent way method effective to be used to teach English vocabulary. Whereas based on finding of students' opinion explained that the silent way method was not effective used to teach English even though teaching vocabulary. It is because three factors; lack of English background knowledge, passive students and inappropriate for all level.

The lack of English background knowledge meaning was the students did have enough prior knowledge of English. The passive students did not pay attention about what that happen in the classroom. They have to be pushed in order make them participate in the class. At the school had level of students, such as beginner, intermediate and advance students. The beginner students were still learning very basic English. They did not how to read and pronounce the words. Therefore, the silent way method could not be applied to all level of students because not all level had the same background knowledge of English. From the finding above, first, it could be conclude that the silent way method was not effective being used to teach English.

The second aspect was the activity of silent way method in EFL classroom. There were some activities could be done in teaching English using silent way. The findings of interview showed that the activity of silent way method was the students

more take a role than the teacher. The students were the center of learning process. It was balance with the theory that explained by Larsen-Freeman (2000), the teacher is responsible in facilitating learning process. It means the teacher only as observer and facilitator. In addition, the teacher gave the instruction or the clue to make the students easier to guess the teacher movement. The teacher taught the lesson using rods, and sound color charts. Then, the students paid attention toward teacher action in teaching learning process. From the findings, it could be concluded that there were two activities of silent way method in teaching English namely; listen attentively and using rods and sound color charts.

The third research question was the additional suggestions to help the silent way method become more effective. In English teaching method, has provided the steps and ways for applying it in the classroom. Nevertheless, there were methods still have deficiency when it used in teaching English. The silent way method was one of the old methods for teaching English. Moreover, this method was rarely used in teaching English especially in Indonesia. It was because a lot of Indonesian students had not good basic knowledge of English. The findings showed that the silent way method could not stand alone because the students had different learning style.

The silent way method should be combined with other method to help teaching learning process effectively. This finding found there was different result with Suroirah (2012) that mentioned the silent way method succeeded in teaching and can

save time because did not require more repeating. This method has to add some elements to make the learning process more effective. There are four elements based on the finding. That were; combining method, classroom observation, use instructional media and grouping students.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter is divided into two sections of explanations, conclusion and recommendations. The first sections will explain about the finding of the research questions related to students' opinion, the activity and additional suggestion about the silent way method. The second section, recommendations, will offer suggestions for the future research related to critical analysis on the teaching method.

A. Conclusion

The research was conducted to find out the perception of students on silent way method. The students selected purposively based on researcher's observation. The participants that were selected are the students who have good academic achievement and interested in teaching methodology.

The first aspect of this research was students' opinion on silent way method in EFL classroom. The findings shown three of ten students assumed that the silent way method was effective used in teaching English and the others mention that it was not effective used in teaching English. The findings were divided into two groups, called; agree and disagree group participants. The agree group participants explained that the silent way method can be used to teach English, because of two factors, that are active's students, and students attractively. The active students were more interested

in learning and students attractively will pay attention on their teacher. Therefore, the silent way method is appropriate to be applied to teach English.

The disagree group participants described that the silent way method was not effective to be used in teaching English. The teacher was talk less in teaching by using this method. Some the students could not only learn the material using visual object but they also need the audio. On the other hand, the students who lack of English background knowledge tend to be silent in the classroom. Furthermore, the passive students did not pay attention to the teacher's action or instruction. They have to be pushed in order to participate in the classroom. In addition, this method was not appropriate used to all level of students. For example, the beginner of the students, they did not have enough background knowledge of English. Thus, it was difficult to teach them using this method.

The second aspect of this research is the activity on silent way method in EFL classroom. The findings showed that the activities of silent way method in EFL classroom were listen attractively and use the rods and sound color charts. The students followed the instruction that was made by the teacher and guess the meaning of the gestures. Therefore, the students took part more and took a big role in the classroom than the teacher.

The third aspect is the additional elements of silent way method for helping the learning more effective. Based on the findings, the silent way method needs to

combine with other methods and observe the classroom, to make teaching learning process run effectively. In addition, the teacher should add the instructional media and make group in the classroom to make the students interested in learning. Therefore, the students would pay attention toward interesting thing that was shown by the teacher and work cooperatively in the classroom.

B. Recommendations

Concerning the critical analysis on silent way method in EFL classroom, the researcher recommended some point to be studied by the future researchers. The following recommendations are offered for related research to improve the pedagogical process.

1. This research only investigated the students from eight semester of English department perception on the using silent way in EFL classroom. It is hoped that the future research will complete and seek the perception from higher level of English education, such as English teachers and English lecturers.
2. The silent way method is rarely used to teach English in Indonesia especially in Aceh. It is hoped after this research investigating, the teachers can apply this method in teaching English.
3. The silent way method needs to be combined with other method and add instructional media while applied to teaching English. It is hoped the lecturers

in English department of Ar-Raniry State Islamic University suggested this aspect when they teach the teaching methodology class.

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Semester	: VIII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
A l a m a t	: Jl. Utama Rukoh No. 14, Rukoh - Darussalam

Untuk mengumpulkan data pada:

Prodi Pendidikan Bahasa Inggris

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Critical Analysis on Silent Way Method in EFL Classroom

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,


H. M. Said Farzah Ali

UNDILASAR - 0402 00001

Kode 7803



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

SURAT KETERANGAN

No: B-200/Un.08/KJ.PBI/TL.00/06/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-6697/Un.08/TU-FTK/TL.00/06/2018 tanggal 26 Juni 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	: Raudhatul Jannah
NIM	: 140 203 011
Prodi /Jurusan	: Pendidikan Bahasa Inggris

Telah melakukan penelitian dan pengumpulan data terhadap mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul

The Critical Analysis on Silent Way Method in EFL Classroom

Demikianlah surat ini kami buat agar dapat dipergunakan sepenuhnya.

Banda Aceh, 29 Juni 2018
Ketua Prodi Pendidikan Bahasa Inggris

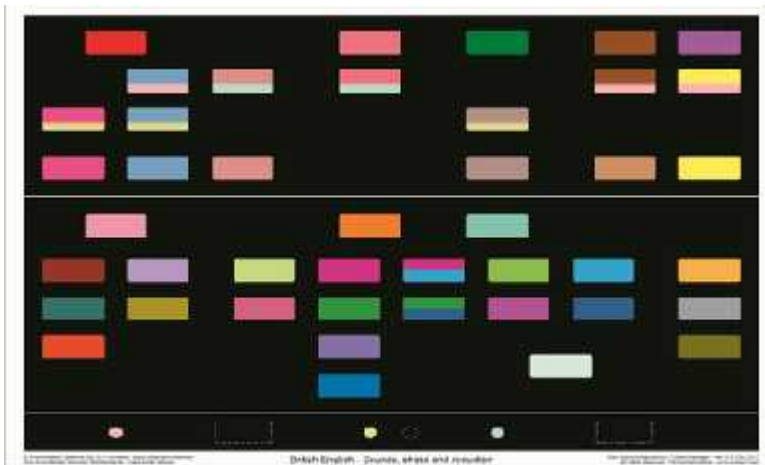
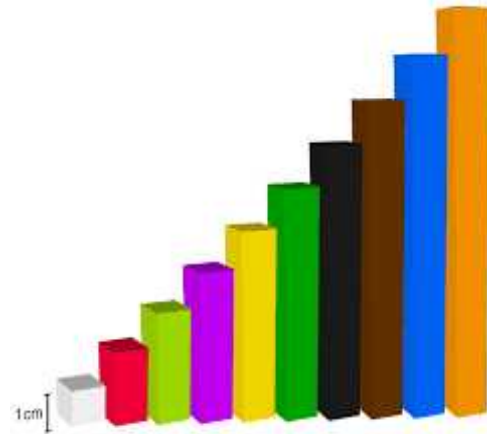
Instrument interview

Research Question	Interview Sheet
<p>4. What is university students' opinion on silent way method in EFL classroom?</p> <p>5. How is the activity of silent way method in EFL classroom?</p> <p>6. Is there any additional suggestion on Silent way method for EFL classroom?</p>	<p>1. Have you learned about teaching methodology?</p> <p>2. Have you ever learned about silent way method?</p> <p>3. Have you ever seen the implementation of silent way in teaching English?</p> <p>4. After seeing the implemented video of silent way method in teaching English, what do you think about that method?</p> <p>5. What do you think about the implementation of this method to the passive students in learning English?</p> <p>6. How are the students' activities in learning English using this silent way method?</p> <p>7. Do you think this method is able to be applied to all level of students?</p> <p>8. How effective is the silent way method being used in teaching English?</p> <p>9. How to make an effective English teaching by using silent way method?</p> <p>10. Do you think this method should be combined with other methods or do you have any other suggestion?</p>

APPENDIX OF PICTURE



picture1custainer rods



picture2 Sound color chart

a	u	i	e	o	a	ar	al	er	l	a	or	a	u	e	o	a	ore	a	o	oo	ou	ee	ay
ai	o	y	le	oh	e	ar	ia	er	y	a	ar	ay	eu	eo	oe	ai	air	or	oo	ou	ee	ay	
	oe	ey	oa	ho	u	ur	io	er	igh	oo	oor	nigh	ew	ei	owe	ee	oor	ah	ough	e	ear		
	ou	e	ai	ow	a	or	oi	ere	ie	oo	aur	nigh	ou	ie	oz	e	ere	ear	ou	u	e	ere	
	oo	o	u	ou	y	ir	eo	arr	eye	oo	oor	el	eue	i	ah	ae	eir	ear	u	ue	ie		
up	e	oy	a	ou	is	our	ai	ear	ye	hoo	her	ai	ieu	eo	ew	ayor	ayor	et	ue	ie	o		
	ai	oe		is		ler	oe	olo	igh	ough	ort	ai	lew	ee	eau			arr	ui	ew	ier		
	ee	eo				r	he	our	is	ough	ore	oo	ui	ay	ough			ar	wo	ew	ir		
	is					ure	oor	err	ais	awe	ure	ot	owe	ey	oo				eu	eev		oir	
						oor		ir				ae	you	ee	ou				eev				
															ot								

p	t	s	s	m	n	f	f	d	y	l	th	th	w	k	r	b	h	g	sh	ch	s	ng	j	qu	x
pp	tt	ss	ss	mm	nn	ff	vv	dd	uu	ll	tho	tho	wh	kk	rr	bb	hh	gg	ch	ch	z	n	g	qu	xe
pe	te	se	se	me	ne	fe	ve	de	u	le		h	o	ke	re	be	wh	gu	t	che	ge	ngue	d	xc	
ph	ed	's	's	mb	kn	ph	lra	nd	j	lle			u	ck	rh	bu		gh	s	z			cc		
	cht	z	c	gm	pn	lf	ph	ld						ch	we			gue	co	che					
	ct	zz	ce	ma	gn	gh								c	rrh				ss						
	dt	zo	sw	lm	mn	ft								ik					sch				r		
	pt	zi	st	mme	dno	ffe							wh	qu					cc						
	th	z	sch			pph								qua					cc						
			ps			e								qua					cc						
			ssa											ccb					cc						
			sco											che					cc						
			sth											ck					cc						

Silent Way English Word Charts

<p>a red -s -s blue brown green red yellow black take color not give 's and as it is to this 's his two white here too orange the is her them these do another that on the one are he me out end him back there</p>	<p>which your my so get have many has mine 've our light I their how name out dark you we did what she same for different in of am none us got those both yet with on if had be no yes does let done they</p>	<p>at some longer -est given apart go right shall together taken who gave than long -er but short by told 'm much were all come n't was can took tell -ing left like very will 's 're 'll ed ed 't ed 'll</p>	<p>don't up top or won't easy want speak show now because first more next then shows from between fall would low high underneath less last any behind front under showed beside 'd should down could nar</p>
<p>big each gone away near either also before far box goes few wish hard after again most where every hold said lid pick say little old further enough neither self new young bad ask better good best worse</p>	<p>once word lot drop saw small seen length thing feel count talk listen see when across throw why thank well hear whom look heard whose answer towards bigger twice about went -ly above close been slow</p>	<p>wrong measure held quickly stand during size loud heavy fall must exactly fast soft make quiet made stood fell just below quite begin forward heavier begin among off -ness weight although began</p>	<p>know impossible mean sure own came sat spoke least used knew caught else addition chose brought touch move choose able bring threw already thrown meant such might able zero except often life</p>
<p>keep ever through kept equal open man write spill women teach read shut since read age men never boy girl opposite learn anxious unless meet love buy always woman easily present past future</p>	<p>until summer ago still date winter month time spring early while year day autumn soon hour noon week o'clock may night mid minute born tomorrow late moment yesterday half evening quarter morning today</p>	<p>mon tues wednes -day thurs fri satur sun novem octo decem -ber septem july april bi- august march january season may february century june vacation holiday father weather whether family mother</p>	<p>seven two four one eight nine ten a -ty forty three six -teen twenty eleven twelve five and thirteen -eth thirty eigh fif ain -th thousand times twelf million hundred billion second minus third plus</p>

AUTOBIOGRAPHY

1. Name : RaudhatulJannah
2. Place/ Date of Birth : Idi, 21 Juli 1996
3. Religion : Islam
4. Nationality/Ethnic : Indonesian/ Acehnese
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8. Address : DesaAlueDuaMuka S, Kec. Idi Rayeuk, Kab.
Aceh Timur
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10. Parents' name
 - a. Father : Razali (Alm)
Occupation : -
 - b. Mother : Jamaliah
Occupation : Civil Servant
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Aceh Timur
11. Educational background
 - a. Kindergarten : TK TjutNyakDhien (2001-2002)
 - b. Elementary School : MIN Kp. Baro (2002-2008)
 - c. Junior High School : MTsN Model Idi (2008-2011)
 - d. Senior High School : MAS. Ulumul Qur'an Langsa (2011-2014)
 - e. University : UIN Ar-Raniry (2014-2019)

Banda Aceh, 18 November 2018

RaudhatulJannah