

**IMPROVING STUDENTS VOCABULARY ACHIEVEMENT THROUGH SILENT WAY IN
SMP NEGERI 2 SIPOHOLON IN ACADEMIC YEAR 2020/2021**

Dewi L Simamora¹, Musrafidin Simanullang², Lamma Sihotang³

dewilaris17@gmail.com
musrafidinsimanullang@gmail.com
lammasihotang98@gmail.com

**English Study Program, Faculty of English Teacher's Training and Education University of
Sisingamangaraja XII Tapanuli**

Abstract

Simamora L Dewi.2021. Improving Students Vocabulary Achievement Through Silent Way In Smp Negeri 2 Sipoholon In Academic Year 2020/2021. A Thesis. English Department. Faculty of Teachers' Training and Education, University of Sisingamangaraja XII Tapanuli (UNITA).

This thesis is about improving students vocabulary achievement through silent way. This study was conducted by using classroom action research at the eight grade of SMP NEGERI 2 SIPOHOLON. To answer the problem the writer follows theories that support the research. The object of the study is to find out wheter the silent way method improves student's vocabulary achievement. It is expected that this research would be useful for the teachers and students in the process of the teaching and learning. The subject of this study was the eight grade students of SMP Negeri 2 Sipoholon in Academic Year 2020/2021. The total of the students were 36 students. The writer took all them as the subject of this study. The data researcher was applied in two meetings. The data was collected by using the quantitative data and qualitative data. The result showed that the improvement of the student's score from pretest to post test of cycle I and cycle II. The students' mean from pretest was 31,66, for the first cycle was 48,33, and the second cycle was 71,52. The pretest result 2,7% of the students got point 70 to up, the competence test cycle I was 5,6% and the improvement of the students showed in the last competence of the cycle II was 44,4%.

Keywords: Improving; Vocabulary; Achievement Through Silent Way

Introduction

Language is the most important aspect in the human life. Not only communicate each other but also for interacting and negotiating. Brown (2007:6) says that language is more than a system of communication. It involves whole person, culture, educational, developmental communicative process. It means that language is considered as a tool of communication, we can use language to express our ideas, thoughts, opinions, and feelings.

In globalization era, communication becomes more important. People want to get as much information as possible. There are many languages in this world. One of international languages is English.

English is the world's important language. It is important to be learned in order to improve the quality of social life. In Indonesia, English has been determined as the first foreign language as stated in 1994 national curriculum. English is taught from the elementary level up to university level. The purpose learning English in Indonesia as stated in 1994 national curriculum is to enable the learners in communication, spoken and written.

The curriculum in nation curriculum is the Education Unit Curriculum 2013. Students in order to enable to communicate well in English, they intend to be able to speak, to listen, to read, and to write in English. To achieve these aims, students must master a number of vocabularies. With mastery a number of vocabularies we will able to conceive what we hear and read, and the

better we will be able to say what we want to speak or write.

Vocabulary is very essential for success to comprehend the language well. Hornby (1989:959) states "vocabulary is the total numbers of word which containing specific concepts possessed by someone in what rules are used to combine them being a language. Speak better, or compose a good writing, it is expected that the learners have to increase their vocabulary. It is impossible for the learners to communicate well without mastery vocabulary. Vocabulary is one of the important subject to study by the learners actually. Vocabulary can enrich the learners and words used to communicate.

But in fact, most of the students have many problems in mastering English words and this situation makes them lazy to study English. Learners usually have many problems in mastering English words. They have limited vocabulary to comprehend the meaning of the text, they do not know the context of word use in text, they cannot recognize the meaning of do not word, they are not able to hear the English words from the speakers, they are not able to hear the English words from the speakers, they cannot compose their writing task successfully, and they get difficult to state some sentences in English. Especially in the writer is interested in discussing the improving student's vocabulary achievement. The object of the research to do writer previous experience in teaching practice program (PPL) about the three months SMP 2 SIPOHOLON, the students in majority are difficult to understand what their teacher taught. Those problems cause them too difficult to communicate receptively or productively in English. So, it can be concluded that vocabulary emerged as the cause of the most difficult for the students.

In teaching and learning process, the method of study is one important key to get the goal teaching. Method also has important role in teaching and learning process. Method was described as overall plan from the first until the end of the meeting. If the teachers choose a good method in the teaching and learning process, it is possible that the students will be more interested to study.

Many students today are not aware of the importance of studying vocabulary. They feel bored with the way of teaching in which they are asked to find out the meaning of difficult words in dictionary and then try to memorize the words. It seems that they need something different in studying the vocabulary. It is the teacher's duty to find out the way to provide the students different style of teaching vocabulary. The teacher should be able to use different method in teaching vocabulary so that the students enjoy to study.

Teaching vocabulary is one of the basic elements in achieving all four language skills. Hornby (1989) states that teaching vocabulary the process of teaching and learning which the theories are considerable to the teacher's teaching and technique. The teacher should build a good method to push the students in learning vocabulary. This is important to do in order to make the students feel enjoy and relax. The teachers should apply a good and different method in teaching them so that they do not lazy to study.

Every teacher wants to get their teaching and learning process being successful. The measure of the successful in teaching and learning process is the students' achievement. If the students have achieving the material, it can be concluded that the goal of teaching was successful. Of course, to get the successful in teaching and learning process, the teachers have to use the method which can solved the problem in the teaching and learning process.

One of the methods that can use to solve the problem in teaching English especially in teaching vocabulary is by using Silent Way. Gattegno (1972) believed that the learners should develop independent and experimental learners. Learners in silent way classroom have to cooperate with each other in the process of solving language problem. In silent way, the teacher is silent much of the time.

For example, the topic to teach is about colors. The teacher silently two a blue rod, pause and then say, a blue rod. The teacher shows a red rod, pause and then say", a blue rod and etc, in this case, the learners can be introduced with the use of the article "a". By using silent way, it will help the students get new words and enjoy while they are studying the vocabulary and will

motivate and encourage the students in learning. In this method, the students are the start. The students are encouraged to be more active in producing as much language as possible. The time of learning and teaching interaction should be given to the students not to the teacher, by using silent way, the teacher and the students feel enjoy in teaching and learning process.

The Problem of the Study

Based on the background above the writer formulated the problem as following “does the use of silent way method improve the students’ vocabulary achievement at the eight grade students of SMP N 2 SIPOHOLON?”

The purpose of this study is to find out whether the silent way method improves the students vocabulary achievement.

There are many methods to improve students' vocabulary achievement, but the writer only discusses the students' vocabulary improvement through silent way students vocabulary through silent way.

Review of Related Literature

The basic concept of this research should make clear from the start. This is considered important to understand the ideas of conveyed. There is clarification of the concept will prevent possible misunderstanding between the writer and the reader. In other words, these theories help the writer to explain the words which are used in this research and then the reader can get the information.

Student's Achievement in Vocabulary

An achievement is a process of developing skills or knowledge. Hornby (1989:8) states that achievement is something which done successfully with effort and skill. Similarly, Procter (1978:7) explain the words 'achievement; derives from a verb 'achieve' which means: a) to finish successfully especially something or anything, b) to get as the result of an action, c) gain the something.

Evaluation of students' achievement is necessary. Teacher must gives scores to the students' work in order to know the success of teaching and the students' achievement in learning. The goal of evaluation is not only to know the students' achievement but also the

development and the progress of the students in studying. A good picture of where the pupil is and how is and how he is progress is fundamental of effective teaching by the teacher and to affective learning by students.

Based in the definition, it can be conclude that evaluation conducted is meant to evaluate the students' progress and development in mastering the knowledge, skill, attitude and value. However, evaluation can motivate the learners because:

1. Education last continually and so does the evaluation. The achievement got at that time should be connected with the before or in the past.
2. Evaluation should be done objectively. So, like or dislike is not available in the process but it should be done.

Improving

By etymology, formerly, the word 'improve' came from the Middle English (Originally, late 1425 - 1475) that was improving, from Anglo-Norman and Old French means that to turn, to profit or to better. Improving, the best way is practicing. Similarly, Hornby (1979:427) states that improving is make or become better. Improving is important in order to make the learners easier to reach what they want to reach. In other word, Improving means better than before.

Vocabulary

There are many definitions of vocabulary by experts. According to Richard and Rennadya (2002: 255) say that vocabulary is a core component of language proficiency and provides much of the basis for how learners listen, speak, read and write. Similar to the explanation of the expert above, Cameron (2001: 72) states that vocabulary is central to the learning of foreign language at primary level.

In learning foreign language that must be focused first is learning vocabulary. David Wilkins in Thornbury (2002:13) stated that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed. You can say very little with grammar, but you can say almost anything with words”. It has to be realized that the student’s ability to listen, to speak, to read, to write is conditioned by their

vocabulary. This shows that people will do nothing in communication if they do not know the words or vocabulary.

Types of Vocabulary

Hiebert and Kamil (2005:3) discussed with vocabulary items consist of two types, receptive/passive vocabulary and productive/active vocabulary. Vocabulary classifies into working recognition vocabulary. The first consist of words that people use daily in their vocabulary mastery. On the other hand, the second type consists of words that people recognize in the text.

1)Receptive/passive Vocabulary

It is defined as the set of all words that are understood at reading or Listening but not used in the spoken or written expression. Receptive vocabulary as word which can be recognized when it is heard (what is the sound like); when it is seen (what it is look like). In the other word, it knows all hang far that word.

2) Productive/Active Vocabulary

It is the set of all words that are not only understood, but also used meaningfully when create new sentences. Productive vocabulary is word which is able to be pronounced, to be written, to be spelled, how to use grammatical pattern. However and whatever the term are used by the language experts. It refers to recognition and production of word when the person does communication to the other they usually refer to some meanings.

So the writer concludes that vocabulary can be found in four skills. They are listening, speaking, reading and writing. For listening, we can find vocabulary by listening a radio or a song. For speaking, we can find vocabulary by watching television and words that people use in their daily life. For reading, we can find vocabulary by reading books, newspaper, or magazine. The last, we can find vocabulary in writing lesson.

Teaching Vocabulary through Silent Way

Silent way is a method to language teaching designed to enable the students to become independent, autonomous and responsible learners (Cattegno:1972). It is part of a more general pedagogical approach to teaching and learning created by Caleb Cattegno. It is

constructivist in nature, leading the students to develop their own conceptual models of all aspect of the language. The best way of achieving this is to help students to be experimental learners.

The students are guided into using their inherent sense of what is coherent to develop their own "inner criteria" of what is right in the new language. They are encouraged to use their mental powers to make connections between sounds and meanings in the target language. In Silent Way class, the students express their thoughts and feeling about concrete situation created in the classroom by themselves or the teacher. In Silent Way classroom, the teacher as stimulator but not a hand holder.

The Silent Way has techniques for using pictures and Cuisenaire-rod stories to help foreign-language students' master large numbers of vocabulary items while having fun. According to Cattegno (1978) this method may be not separated from the use of the rods and word charts with different colors. The rods were used to introduce the vocabulary (colors, numbers). The chart introduced the pronunciation models. They are used to present the target language physically in order language Learners to use their senses in learning the language.

Achievement

Based on oxford advanced Learners dictionary, Hornby "Achievement is a thing one successfully, especially with afford and skill. Based on taxonomy bloom (1956:16) there are three aspects of learning achievement actually. The three aspects are cognitive, affective and psychomotor.

Cognitive consist of knowledge, understanding, application and analysis. In cognitive, the learners tend to use their thinking or their brain to study. In this aspect, the learners included the ability.

Affective is the changing of behaviors that affects some lies to do something. There are acceptance, sign with the acceptance by using their senses and respond. Decision, decided a problem with is simple up to complex.

Psychomotor, the skill to do something, ready to do it based on physic and emotion, self control and become a habit. Therefore, it is concluded

that the achievement is a success in reaching particular goal, status or standard, especially by effort, skill, and encourage, etc

Methodology

1. Planning, involves thinking process and evaluating to reflect the event that have been happen and attempting to find out ways to overcome problems encounter.
2. Action, at this step, we think and data consider of action. Observation is the result of action (data). Observation was done by the teacher or assist by other such as other teacher, consultant, headmaster act if classroom. Action research involves other people; we called this research collaborative action research.
3. Observation this is result of the action. Observation was done while the action is being done. Observation is some activities that consist of gathering data to identify the result of action.
4. Reflection is activity the fairness of data for doing some improvement and revisions in other enhance the successful of teaching.

The research of this study was conducted by using an action research. Action research is an observation of an activity that appeared consciously in a class. This is why the term 'action' was used for this method of research. It is very focus on individual or small group professional practice and it is not concerned with making general statement.

According to Kemmid and Mc Taggart, as quoted by Wallace (1998) that action research must be exit. Action research is a dynamic process in which these four steps complete in themselves, but rather as a moment in action research spiral of planning, action, observation and reflecting.

There are three steps to conduct classroom action research namely; Subject of the Research The writer will hold classroom research at SMP Negeri 2 Sipoholon. The writer chose the eighth grade students. There are four classes on the average of class have 36 students. All of students of eighth grade are 144 students as population.

Moreover, they are chosen as subject of the Research based on two reasons, they are:

1. The students are all in the same grade,

2. The students had been studying english for some period of time.

The writer chose one class of the students from the whole class as subject in this research is VIII-1 as sample.

According to Brink (2001:1331) defines a sample as "part or fraction of a whole, or a subset of a larger set, selected by the researcher to participate in a research project.

In relation to the explanation above the writer was taken sample from population with use cluster sampling.

The data collection is an important part in conducting a research. The data of this study collected through quantitave way.

Quantitative data will take from vocabulary test by answering the question given. The test consists of orientation test, test of cycle 1 and test of cycle 2. The test consisted of 20 multiple choice items. The test administrate in 40 minutes. Qualitative data take from the observation sheet and interview sheet. Observation sheet is use to identity all condition that happen during the teaching and learning. Interview sheet is use to know the feeling, problem and other condition of the students.(Groundlun, 1982:28) also state that they way of collection the data both group are orientation test and scoring test.

The procedure of data collection of study is conduct three meetings by administrating two cycles. Cycle I consists of two meetings a cycle 2 consists of 1 meeting. Every meeting consisted of four steps, namely planning, action, observation and reflection.

1. Planning

Planning is the arrangement for doing something consider in advance. It is prepared as a handbook for the teacher which is used classroom to show the action. Planning involves thinking process and evaluating to reflect the event that have been happened and attempting to find out the ways to overcome problems encountered. In this step, we think and consider what action will be done, how method will be applied and what material will be provided.

2. Action

Action is the process of doing something. It is the step of implementing of all planning arrange. This is the realization of education theory and

teaching technique prepared before. In this stop, the researcher applies what s/he has planned.

3. Observation this is result of the action. Observation was done while the action is being done. Observation is some activities that consist of gathering data to identify the result of action. Observation process can be done by the teacher or assist by the students.

Observation is proposed to find out information an action. Observation is some activities that consist of gathering data to identify the result of action. It is collected as the data which are used as a basic of reflection. So, the observation should be done carefully by the researcher.

4. Reflecting

Reflection is a feedback process from the action which has been done before. Reflection is use to help the teacher make the decision what to do next. In this phase, the researcher needs to involve a collaborator in order to help the researcher reflect and evaluate what have been done and discuss what should be improved for the next to improve the learners' vocabulary achievement.

The Data Analysis

The quantittative data were taken from the which the result which was carried out in two meetings, in two meetings within two cycles in each meeting, the researcher was includede the planning action, observation, and reflection, in fistr meeting the reseacrher and in the second meeting, they were taught by silent way method. Given test in ending and learning process by applying two cycles the result of the students' score in every test can be seen in the following table;

Table 4.1. Students' Vocabulary Score Number

No	Students	Pre Test	Post Test I/ Cycle I	Post Test II/ Cycle II
1	Ayu C. Hutabarat	25	35	60
2	Chandra Miko Tinambunan	25	35	60
3	Chatrine Siregar	20	40	65
4	Daniel Anju Batubara	25	35	60
5	Dhaniel Sitompul	30	40	80
6	Esra Hutauruk	25	35	60
7	Feronika	75	75	60

8	Pasaribu Gabriel Christian Situmeang	20	55	80
9	Gerald Martupa Komsary	45	55	80
10	Gilbert Gamaliel Sipahutar	30	55	65
11	Gita Cahyati Panggabean	30	65	80
12	Grace J. Panjaitan	50	60	80
13	Gretha Claudia Aritonang	25	45	75
14	Irfan Martogi Simanungkalit	30	45	75
15	Jorge Rinaldo Hutabarat	20	40	80
16	July Lastiarma Sinaga	35	40	65
17	Lenni Sabettavia Silalahi	20	60	75
18	Margaretha Ade Kartika Situmeang	60	80	85
19	Michael Saputra Hutauruk	35	55	80
20	Prisilia Tiur Sagina Simatupang	15	25	55
21	Rani Anggraini Hutabarat	10	25	55
22	Rani V. Situmeang	20	40	65
23	Rivaldo Samosir	65	70	90
24	Roi Sipahutar	35	55	80
25	Sofi Suci Sibagariang	30	45	75
26	Sophian Marbun	35	40	60
27	Steven C. Natanael Hutabarat	50	50	80
28	Theresia Yulia Varida Simanungkalit	35	55	80
29	Tiolina Siringo ringo	20	40	65
30	Tina Marina Simanungkalit	35	45	60
31	Tiur Nauli Panggabean	35	45	60
32	Tresya Alisa Situmeang	15	55	75
33	Tria Cempaka Hutabarat	35	50	80
34	Tristan Hasudungan Sinaga	15	45	70
35	Uwen D. Panggabean	45	55	85
36	Yolanda Hutagalung	20	50	75
	Total	1140	1740	2575
	Mean	31,66	48,33	71,52

From the table above, we can see mean of students' score in vocabulary test kept increasing. where in orientation test the means was only 31,66 in cycle 1 test the mean was improved again become 71,52. It proved that the students' vocabulary score was improved after the students were taught silent way method.

They got in each meeting, though their score did not show high increasing like other students, to show the increasing of students score in vocabulary could be seen from the mean of student in each cycle. The writer applied the following formula:

$$X = \frac{\Sigma x}{N} \times 100\%$$

Where:

X = the mean of the students

Σx = the total score

N = the number of students

1. In the first test (orientation test), the total score of the students was 1140 and the number of the students was 36, 50 the mean is

$$X = \frac{\Sigma x}{N} \times 100\% = 31,66$$

2. In the second test, the total score of the students was 1740 and the number of the students was 36 students, so the mean is

$$X = \frac{\Sigma x}{N} \times 100\% = 48,33$$

3. In the third test, the total score of the students was 2575 and the number of the students was 36, 50 the mean is

$$X = \frac{\Sigma x}{N} \times 100\% = 71,52$$

The mean of the students score in the second test is higher than the first one, So it can be said that the students vocabulary increased form silent way, form the score above, we can see that there is an improvement of their score, there were a igt improvement and also low improvement, the improvement of the students score can be seen from the number of master students' formula, as follows:

$$P = \frac{RT}{T} \times 100\%$$

Where:

P = the percentage of students who get the point ≥ 75

R = the number of students who get the point ≥ 75

T = the total number of students who do the test

The percentage of the improvement students vocabulary through silent way could be seen as follows:

1. $P_1 = \frac{136}{50} \times 100\% = 2,7\%$
2. $P_2 = \frac{236}{40} \times 100\% = 5,6\%$
3. $P_3 = \frac{1636}{36} \times 100\% = 44,4\%$

The result showed the improvement of the students score from the orientation test to the test of cycle 1. Test cycle 1 to the test of cycle 2, when the fiist test (orientation test) was conducted to the students, the were only 2,7% or 1 student who got the score ≥ 75 , in the second test, which was conducted to the students in cycle 1 of an action research, there was 5,6 % or 2 students who got the score ≥ 75 , it means that there was a little improvement their vocabulary compared with the first test.

In the third test which was conducted to the students in cycle 2 of action research, the were 44,4% or 16 students who got the score > 75 . It meant that there was an improvement of students in their vocabulary compared with the second test. So, the use of silent way to improve students' vocabulary could be said worked well.

Conclusion and Suggestion

This chapter is divided into two parts namely conclusion and suggestion. Conclusion is drawn as the interpretation toward the result of the research study while suggestion is written to be addressed to the English teacher and researcher.

Conclusion

As having been discussed earlier the objective of the research was aimed to find out the effect of pictures in teaching vocabulary at junior high school. The students like the instructional process that carried out using pictures. The students claim that implementation was fun and interesting, as a result; they can enjoy learning throughout the period of the treatment. The condition was believed a factor using to improve of the student's vocabulary mastery. To sum up, pictures employed in this research can be assumed as a method to increase students learning achievement and motivation to learn English vocabulary.

Suggestion

There are several suggestions presented in this study can bo Tecommeded for the follow

up studies. From conclusion above Boa points are suggested as follows:

- 1). The teacher are suggested to apply using pictures in teaching vocabulary to make the students more interesting and joyful.
- 2). The students are suggested to improve their vocabulary by using pictures.

REFERENCES

Arikunto, Suharsimi. 2006. *Prosedur Penelitian; Suatu Pendekatan Praktik*, Jakarta: PT Rineka Cipta.

Brown, H.D. 2007. *Principles of Language Learning and Teaching*. San Fransisco: Longman.

Cameron, Lynne.2001. *Teaching Language to Young Learners*. Cambridge: University Press.

Cattegno, Calleb. 1976. *The Common Sense of Teaching Foreign Languages*. New York: Education Solutions.

Cattegno, Calleb. 1978. *Teaching Foreign Languages in Schools: the Silent Way*. New York: Educational Solutions

Groundlund, Norman E. 1982. *Constructing Achievement Test*. New Jersey: Prentice Hall.

Hiebert, E. H. & Kamil, M. L. 2005. *Teaching and Learning Vocabulary*. Lawrence Erlbaum Associates: London.

Hornby, A.S. 1989. *Guide to Pattern and Usage in English*. Oxford: Oxford University Press.

Jackson, H. And Amvela, E. 2000. *Words, Meaning, and Vocabulary. An Introduction to Modern Lexicology*. London: Cassel.

Richards, Jack C. and Rodgers, Theodore S. 1986. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Ricards, Jack C & Willy A. Rennadya. 2002. *Methodology In Language Teaching*. New York: Cambridge University Press.

Thornbury, Scoot. 2002. *How to Teach Vocabulary*. London: Pearson Education Limited.

Wallece, M. 1982. *Foundation of Education Teaching Vocabulary*. London: Henniman International.