



**IMPROVING STUDENTS' SPEAKING SKILL
BY USING SILENT WAY METHOD
AT GRADE VIII SMP N 4 TORGAMBA
KABUPATEN LABUHANBATU SELATAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement
for the Degree Graduate of Education (S.Pd.) in English*

Written By:

**NURHASANAH HASIBUAN
Reg. No. 14 203 00100**

**ENGLISH EDUCATIONAL DEPARTEMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2018**



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**NURHASANAH HASIBUAN
Reg. No. 14 203 00100**

ADVISOR I

**Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001**

ADVISOR II

**Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004**

**ENGLISH EDUCATIONAL DEPARTEMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2018**

Term : Thesis
a.n Nurhasanah Hasibuan
Item : 7 (seven) exemplars

Padangsidempuan, 5 November 2018
To:
Dean Tarbiyah and Teacher
Training Faculty
In-
Padangsidempuan

Assalamu 'alaikumwr.wb.

After reading, studying, and giving advice for necessary revise on the thesis belongs to Nurhasanah Hasibuan, entitled "**Improving Students' Speaking Skill By Using Silent Way Method at Grade VIII SMP Negeri 4 Torgamba Kabupaten Labuhanbatu Selatan**" We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu 'alaikumwr.wb.

Advisor I



Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Advisor II



Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : NURHASANAH HASIBUAN
Registration Number : 14 203 00100
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-4
Thesis : **IMPROVING STUDENTS' SPEAKING SKILL BY
USING SILENT WAY METHOD AT GRADE VIII
SMPE NEGERI 4 TORGAMBA KABUPATEN
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Declaration Maker



Nurhasanah Hasibuan
Reg.Num 14 203 00100

**AGREEMENT OF PUBLICATION OF FINAL TASK
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As Academic Civity of State Institute for Islamic Studies Padangsidimpuan,
the name who signed here:

Name : NURHASANAH HASIBUAN
Reg.Number : 14 203 00100
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NURHASANAH HASIBUAN
14 203 00100

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : NURHASANAH HASIBUAN
Reg. No : 14 203 00100
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-4
The Title of a Thesis : **"IMPROVING STUDENTS' SPEAKING SKILL BY USING SILENT WAY METHOD AT GRADE VIII SMP NEGERI 4 TORGAMBA KABUPATEN LABUHAN BATU SELATAN"**

Chief,



Rayendriani Fahmei Lubis, M.Ag
NIP.19710510 200003 2 001

Secretary,



Fitri Rayani Siregar, M.Hum
NIP.197820731 200912 2 004

Members,



Rayendriani Fahmei Lubis, M.Ag
NIP.19710510 200003 2 001



Fitri Rayani Siregar, M. Hum
NIP.197820731 200912 2 004



Yusni Sinaga, S.Pd, M.Hum
NIP.19700715 200501 2 010



Eka Susti Harida, M.Pd
NIP.19750917 200312 2 002

Proposed :

Place : Padangsidempuan
Date : November, 05th 2018
Time : 08.00 until finish
Result/Mark : 80,25 (A)
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Predicate : Amat Baik



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PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY**

Alamat: Jl. H.T. Rizal Nurdin Km. 4,5Telp. (0634) 22080 Sihitang 22733 Padangsidimpuan

LEGALIZATION

**Thesis : IMPROVING STUDENTS' SPEAKING SKILL BY
USING SILENT WAY METHOD AT GRADE VIII SMP
NEGERI 4 TORGAMBA KABUPATEN
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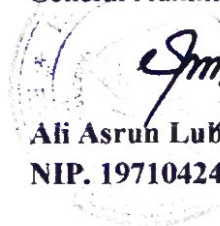
Written By : NURHASANAH HASIBUAN

Reg. Num : 14 203 00100

**Faculty/Department : TARBIYAH AND TEACHER TRAINING FACULTY/
TBI-4**

The thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Islamic education (S. Pd)

Padangsidimpuan, 8 November 2018
a.n Dean
Faculty Deputy Dean of Planning & Finance
General Administration



**Ali Asrun Lubis, M.Pd
NIP. 19710424 199903 1 004**

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis be better.

Padangsidempuan, 25 September 2018

Researcher



Nurhasanah Hasibuan
Reg. Num. 14 203 00100



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NIKUSARI, S.Pd

19061001000000000000

**ENGLISH EDUCATIONAL DEPARTEMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2018

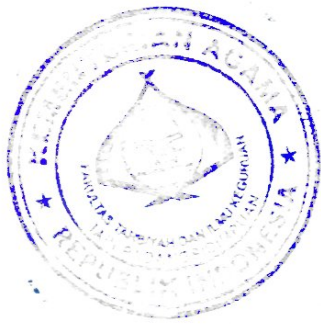


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D. Objectives of the Research

Based on the formulation of the problems, the objectives of research as follow:

1. To describe the improvement of the students' achievement in speaking skill by using silent way method at grade VIII SMP Negeri 4 Torgamba.
2. To identify the indicators which improve on students' speaking skill by using silent way method at grade VIII SMP Negeri 4 Torgamba.

E. Significances of the Research

The significances of this research are:

1. Headmaster of SMP N 4 Torgamba to develop and encourage English teacher in teaching English language.
2. English teachers silent way give a good contribution in teaching learning and can be used as a reference and additional source in teaching especially for speaking skill.
3. Researcher, the result may serve as guidelines for the future research related to the subject.

F. Definitions of the Key Terms

1. Improving

Improving is to become better than before.² It means that improving is a process becoming or making students' speaking skill better through

² Hornby. *Oxford Advanced Learners' Dictionary of Current English*, (New York: Oxford University Press.19.74). p. 427

Name : NURHASANAH HASIBUAN
Reg. Number : 14 203 00100
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education (TBI-4)
Title of Thesis : **Improving Students' Speaking Skill By Using Silent Way Method at Grade VIII SMP N 4 Torgamba Kabupaten Labuhanbatu Selatan**

ABSTRACT

This research is talking about improving students' speaking skill at grade VIII SMP Negeri 4 Torgamba by using silent way method. The research is done to solve the students' problems in speaking skill. The purposes of this research are: to describe the students' improvement in speaking skill by using silent way method at grade VIII SMP N 4 Torgamba and to identify the infactors which influence students' speaking skill by using silent way method at grade VIII SMP N 4 Torgamba.

This research is categorized into action research that consisted of two cycles. This research used model proposed by Kemmis that involved four phases in a cycle of research: planning, action, observation, and reflection. The participants of this research were 20 students in grade VIII-A of SMP Negeri 4 Torgamba. The techniques of data collection are test, observation and interview.

Based on the result of the research, researcher found that the students' speaking skill was improved. It was supported by the result in the cycle 1 was 67.20 (25%) and in the cycle 2 was 79.40 (30%). After getting the result score of the five indicators, the researcher found students' problem. The students' problem in this indicator was lack in mastering vocabulary. The students' difficulties in the vocabulary indicator used the word based on the dictionary directly and did not have any knowing about the students mastering vocabulary.

Keywords: *Improving, Speaking Skill and Silent Way Method*

Nama : NURHASANAH HASIBUAN
Nim : 14 203 00100
Fak/Jur : Tarbiyah dan Ilmu Keguruan/TBI-4
Judul Skripsi : Meningkatkan Keterampilan Berbicara Siswa Menggunakan Metode Silent Way di Kelas VIII SMP N 4 Torgamba Kabupaten Labuhanbatu Selatan

ABSTRAK

Penelitian ini membahas tentang upaya meningkatkan keterampilan berbicara siswa di kelas VIII SMP Negeri 4 Torgamba menggunakan metode silent way. Penelitian ini dilakukan untuk memecahkan masalah siswa dalam keterampilan berbicara. Tujuan penelitian ini adalah: mendeskripsikan peningkatan kemampuan berbicara siswa dengan menggunakan metode silent way pada siswa kelas VIII SMP N 4 Torgamba dan untuk mengidentifikasi indikator yang meningkat menggunakan metode silent way pada siswa kelas VIII SMP N 4 Torgamba.

Penelitian ini dikategorikan ke dalam penelitian tindakan yang terdiri dari dua siklus. Penelitian ini menggunakan model yang diajukan oleh Kemmis yang melibatkan empat fase dalam siklus penelitian: perencanaan, tindakan, observasi, dan refleksi. Partisipan dalam penelitian ini adalah 20 siswa kelas VIII-A SMP Negeri 4 Torgamba. Teknik pengumpulan data adalah tes, observasi dan wawancara.

Berdasarkan hasil penelitian, peneliti menemukan bahwa keterampilan berbicara siswa meningkat. Itu didukung oleh hasil pada siklus 1 adalah 67.20 (25%) dan pada siklus 2 adalah 79.40 (30%). Setelah mendapatkan skor hasil dari lima indikator, peneliti menemukan masalah siswa. Masalah siswa dalam indikator ini adalah kurangnya penguasaan kosakata. Kesulitan siswa dalam indikator kosakata menggunakan kata berdasarkan kamus secara langsung dan tidak memiliki pengetahuan tentang penguasaan kosa kata siswa.

Kata Kunci: *Metode Peningkatan, Berbicara Keterampilan dan Silent Way*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the important skill in every language. Speaking is one of the four language skills that used to communicate orally. Speaking should be mastered by students besides listening, reading, writing, and writing. Speaking is an action, utterance or discourse of speaker. It also can be define as an activity in giving and asking information in dialog by two or more people. In speaking, there is a process of communicate between speaker and listener. People put ideas into words, talking and expressing about perceptions and feeling that they want to other people to understand.

Speaking also one of language skill in which the function as the students' target language as communicate tool. Speaking is the process of building and sharing meaning thought in verbal and symbol of varieties in context. Speaking has some of significances in our life.

The first, speaking is to express the idea. When someone speaks something, he/she will interact and use the language to transfer idea. It is known that express thought and felling by speaking. Speaking is one of the way that often used and more understandable to communicate. It is known that speaking means to share and to express thoughts, feeling, opinion, and desires. Therefore, it can transfer to other people about opinion. Speaking is

very important to be learned mastered by every individual because speakers use language to communicate to others, and the interaction has the purpose of influencing the listeners.

The second, speaking is sharing the knowledge and experience. Speaking is not only for express the idea but also for share the knowledge and experience. When two or more people interact each other they do not only share about the information, knowledge and experience, but they receive the new information, knowledge and experience.

The last, speaking can activate of brain directly because the speaker does not have much time to thinking what will be said to other. It is directly without preparation. Based on illustration above, it has showed that speaking is needed and as a necessary for everybody in daily activity especially as a students' who is learning English.

Speaking is one of important skill in English language. In speaking, there is a process of communicate between speaker and listener and used to communicate orally. Although speaking is very important, but in fact, speaking is one of the problem at SMP Negeri 4 Torgamba. There are some problems in students' speaking skill.

The first problem, students' speaking skill is low. The teacher¹ said that the students are low in speaking skill, and the provement from the students' result rapport. Based on the constitution of National Education

¹Ahmad Kadir, S.S., as a Teacher in SMP Negeri 4 Torgamba.

System, passing grade of English junior high school is 75 for all subjects and skill included speaking skill, and the students in SMP N 4 Torgamba get the result average in 60-75 in English.

The second problem is students' vocabulary and grammar is low. When the teacher ordered the students to tell about their experience in English, they feel hard to tell, to explain, and to express their idea correctly because, they are lack in vocabulary and do not know about the grammar. Therefore, they do not know what they want to speak out.

The third problem, students still use their mother tongue. The students' interact and communicate to other with their mother tongue and Indonesian language in speaking English learning process. They also often use Indonesian language when they discuss about English language in classroom. It makes the students are difficult in practicing English.

The last problem, teachers' method is not suitable in teaching speaking skill in the classroom. The teacher still use the traditional technique as lecture systemic. The traditional technique usually makes the students become lazy and bored because, when teaching English subject the teacher only use the explanation technique and the students are passive so that makes the students are boring and lazy to learn.

Furthermore, the above problems might be solved by the teacher. It purposes to solve the problems in the classroom, to avoid the weakness of the students, and to improve students' speaking skill. In solving the problems we

need some methods. There are some suitable method for teaching English, especially in speaking skill, such as: silent way, grammar translation method, direct method, audiolingual method, total physical response, and etc.

According to the problems above, the researcher expects that it needs to be solved. The researcher is interest to choose silent way to improve the students' speaking skill, because this reaserch was done by Azwin. Based on the result of the research, the mean score in the first cycle was 55.59, and in the second cycle was 67.74. It can be concluded that the silent way method can improve the students' speaking skill. So, the researcher choses this title to be done in SMP Negeri 4 Torgamba.

B. Focus of the Problem

Based on the identification of the problems above, the researcher focused this research to solve students' problems in speaking skill. The researcher choosed silent way method to solve students' problem in speaking skill.

C. Formulation of the Problem

Based on the background mentioned, the formulation of the problems are:

1. How is silent way method improve the students' speaking skill at Grade VIII SMP Negeri 4 Torgamba?
2. In what indicators silent way method improve the students speaking skill at grade VIII SMP Negeri 4 Torgamba?

D. Objectives of the Research

Based on the formulation of the problems, the objectives of research as follow:

1. To describe the improvement of the students' achievement in speaking skill by using silent way method at grade VIII SMP Negeri 4 Torgamba.
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3. Researcher, the result may serve as guidelines for the future research related to the subject.

F. Definitions of the Key Terms

1. Improving

Improving is to become better than before.² It means that improving is a process becoming or making students' speaking skill better through

² Hornby. *Oxford Advanced Learners' Dictionary of Current English*, (New York: Oxford University Press.19.74). p. 427

several cycle which are improves students' speaking skill by the chosen method in learning. So, improving is going through better work to reach something.

2. Speaking Skill

Speaking is the act, utterance or discourse of one who speaks. It also can be defined as an activity in giving and asking information as if dialog by two or more people. In speaking, there is a process of communication between speaker and listener. People put ideas into words, talking and expressing about perceptions and feeling that they want the other people to understand. In this research speaking is the subject will be learn and improve by the students.

3. Silent Way Method

Based on Bambang silent way is the name of method often makes people curious.³ It means that they wonder how people can learn a foreign language in a "silence". Silent way seems to be a response to other traditional method with language teachers are very active in dominating classroom activities. In this method the role of language teachers is relatively less silent so that language learners are encouraged to be more active in producing as much language as possible.

³ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 75-76.

G. Hypothesis of Action

The hypothesis of action in this research is stated that: “Silent Way Method can improve students’ speaking skill at SMP N 4 Torgamba Kabupaten Labuhanbatu Selatan”.

H. Thesis Outline

Formation of this research could be divided into five chapters. In order words, each chapter consists of sub chapters with detail that would be described in following sentences:

Chapter I, Introduction, consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, and definition of the key terms.

Chapter II, consisted of theoretical description which explains about speaking skill, silent way method, conceptual framework and hypothesis of action.

Chapter III, Research methodology, consisted of research design, location and time of the research, the participants of the research, instruments of collecting the data, procedures of classroom action research and technique of analyzing data.

Chapter IV, consisted of the result of the research. The result of the research consisted of the data description, Influencing Factor on Students Speaking Skill Achievement and discussion.

Last, Chapter V, consisted of conclusion and suggestion was the researcher's close to end this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

In this chapter, am going to tell about some theories which will give the relevant knowledge in this research in the next chapter. This chapter explains teaching and learning English factors, teaching and learning speaking, silent way method in teaching language, teaching speaking skill by using silent way method.

1. Speaking Skill

a. Definitions of Speaking Skill

Speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot.¹ Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.² Speaking is one of basic

¹Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001) p.269.

² H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (USA: San Francisco State University, 2004), p.140.

competence. Based on Competence Based Curriculum speaking is one of four basic competences that the student should gain well.

Speaking is the basic of communication through sound. Theodore Huebner states that speaking is essentially speech, and speech is basically communication by sound. When someone speaks to another, there will be a relationship.³ Then, the relationship names also as communication. It is the development of the relationship between a speaker and listener. Speaking determines the logical linguistic, physiological and physical rules should be applied in a given communication situation. It means the aim of speaking is for communication and for expressing the idea, knowledge and experience effectively. The speaker should know what they want to speak and they should be able to evaluate the effects or results of what they want to say to the listener.

Additionally, speaking is proposed to express idea. Speaking is to express or communicate opinions, feelings, ideas, and experience. It involves the activities in the part of speaker as psychological, articulator, and physical stages. Speaking can be called as oral communication and speaking is one of the important subjects that the students should be mastered. Victoria said that speaking is the act or

³A. L. Chaney and T.L. Burke, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1998), p. 13.

art of the person who speaks that which is spoken, utterance, discourse.⁴

Based on the definition above can be concluded that speaking is the process of communication to express, inform, and gives the idea, knowledge, feeling, thought, opinion and experience by using sounds of articulation that can be learn through teaching and learning process.

b. Basic Types of Speaking

There are two opinions of types of speaking, as follow:

1. Hence, Douglas Brown states, that there are two types of oral language, as follow:⁵

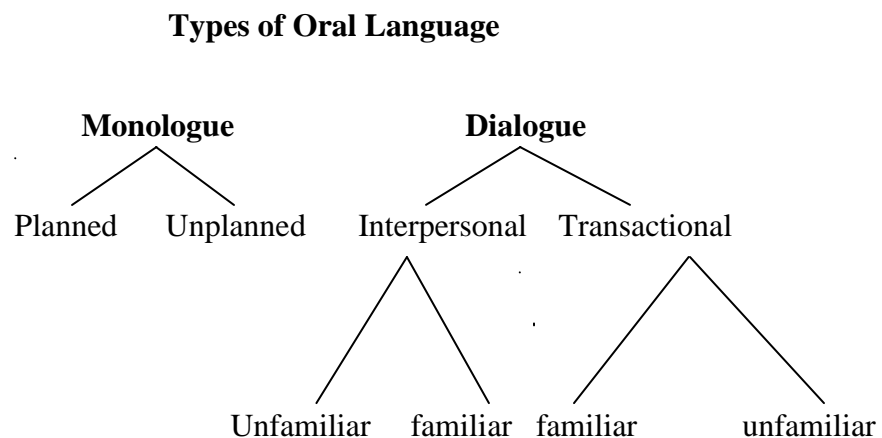


Figure1. Types of Oral Language

⁴Victoria Neufeldt, *Webter New Collage Dictionary-3 rd*, (New York: Simon &SchuterIne, 1995), p. 1217.

⁵H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (USA: Prentice Hall Regents, 1994), p.237.

In monologues, when one speaker uses spoken language for any length of time as in speeches, lectures, readings, and news broadcast, the hearer must process long stretches of speech without interruption- the stream of speech will go on whether or not the hearer comprehends. The monologue is divided in two types, they are: planned monologues and unplanned monologues. planned monologues usually manifest little redundancy and is therefore relatively difficult to comprehend, example: speeches and other pre-written material and unplanned monologues is exhibit more redundancy, which makes for easy in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension, example: impromptu lectures and long stories in conversations.

Then, in dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implication and other meaning hidden” between the lines”. In conversation between or

among participants who are unfamiliar with each other, reference and meaning have to be made more explicit in order for effective comprehension to take place. When such references are not explicit, misunderstanding can easily follow. The dialogues consist of two types, they are: interpersonal and transactional. Interpersonal called as social relationship and transactional is called as factual information.

2. Douglas Brown states, that there are 5 types of speaking, they are:

a. Imitative

Imitative is the activity in following the other activity. In other word, imitative is the copy of something. For example, in practicing an intonation contour, and trying to pinpoint a certain vowel sound.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

Responsive assessment includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talks, simple request and comments.

d. Interpersonal

The difference between responsive and interpersonal speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and multiple participants.

e. Extensive (monologue)

Extensive oral production includes speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.⁶

⁶ H. Douglas Brown, *Teaching By Principles...* p. 141

From the types above, that is concluded that there are five types of speaking. They are; imitative, responsive, intensive, interactive, and extensive.

c. The Principles for Designing Speaking in Teaching Speaking

There are 7 principles to use as guide for teaching speaking, asfollow:

- 1) Techniques could cover the spectrum of learner needs, from language-based focus on accuracy to message- based focus on interaction, meaning and fluency.
- 2) Techniques should be intrinsically motivating. Try all time to appeal to students' ultimate goals and interest, to their need for knowledge, for status, for achieving competence, autonomy and for being all that they can be.
- 3) Techniques could encourage the use of authentic language in meaningful contexts.
- 4) Provide appropriate feedback and correction. The students are totally dependent on the teacher for useful linguistic feedback, they may get such feedback out there beyond the classroom, but even then you are in a position to be of great benefit.
- 5) Capitalize on the natural link between speaking and listening.
- 6) Give students opportunities to initiate oral communication.
- 7) Encourage the development of speaking strategies. The concept of strategies competence is one that few beginning language students are aware of.⁷

From the explanation above, that is concluded that there are some principles for designing speaking in teaching speaking. So, teacher is better to apply that are principles for designing in teaching speaking.

⁷Jack.C. Richards, *CurriculumDevelopment in LanguageTeaching*, (New York: Cambridge University Press), p. 221.

d. Principles for Teaching Speaking

There are some principles for teaching speaking, they are:

- 1) Be aware of the differences between second language and foreign language learning contexts.
- 2) Give students practice with both fluency and accuracy. Accuracy is the extent to which students' speech matches what people actually say when they use the target language.
- 3) Provide opportunities for students to talk and limiting teacher talk. Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of the talking in the classrooms.
- 4) Plan speaking tasks that involve negotiation for meaning. The learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make you understood.
- 5) Design classroom activities that involve guidance and practice in the transactional and interactional speaking. Interactional speech is communicating with someone for social purpose.⁸

From the explanation above, that is concluded that there are some principles for teaching speaking. So, teacher is better to apply that are principles for teaching speaking.

e. Speaking Difficulties

There are some factors makes speaking difficult, they are as follow:

- 1) Clustering
Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

⁸David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, 2003), p. 54.

- 2) Redundancy
The speaker has an opportunity to make meaning clearer through redundancy of language. Learners can capitalize on this feature of spoken language.
- 3) Reduced forms
Contractions, elisions, reduced vowels, etc. all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.
- 4) Performance variables
One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. You can actually teach learners how to pause and hesitate. For example, in English our "thinking time" is not silent, but rather we insert certain "fillers": uh, um, well, you know, I mean, etc. one of the most salient differences between native nonnative speakers of a language is in their hesitation phenomena.
- 5) Colloquial language
Make sure your students are reasonably well acquainted with the words and idioms and phrases of colloquial language and those they get practice in producing these forms.
- 6) Rate of delivery
Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes fluency.
- 7) Stress, rhythm, and intonation
This most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.
- 8) Interaction
Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation⁹.

⁹H. Douglas Brown, *Teaching By Principles...* p. 256.

From the above explanation, it can be concluded that some points make speaking difficult are how to speak fluently, how to give opportunity and to make the meaning clearer through the redundancy of language, reduced forms, looking for colloquial language and creativity in conversation. So, in this research the difficulties in the speaking fluently solved through silent way method.

f. Speaking Evaluation

Oxford Advance Learner's Dictionary states that Evaluation is decide on the value or quality of something.¹⁰ Evaluation is a manner of judging the fitness of something for particular purposes.

Table 1

Indicators of Speaking Evaluation

NO	Indicators of Speaking Evaluation
1	Able to produce reduced forms of words and phrases
2	Able to produce fluent speech at different rates of delivery
3	Able to express a particular meaning in different grammatical forms
4	Able to performance

¹⁰ Victoria Bull, *Oxford Advance Learner's Dictionary Sixth Edition*,(New York: Oxford University Press, 2008), p.151.

Arthur Hughes states that there are five categories to measure speaking skill as follow:

1. Accent

Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken. The term accent is used to refer to the speech of someone who speaks a language non-natively.

2. Grammar

Grammar is one of necessary for communication; it gives us the format of structure of language themselves. Grammar is the part of study of language which deals with the form and structure of word (morphology), with their customary arrangement in phrase and sentence (syntax), and how often with language sound (phonology), and word meaning (semantic).

3. Vocabulary

Vocabulary is more than a list of target language of words. Vocabulary can be identified like: vocabulary limited to basic personal and survival areas.

4. Fluency

Fluency is probably best achieved by following the stream of speech to flow then as some of over beyond comprehensibility the rivers bank of instruction on some detail of phonology, grammar or discourse will channel the speech on more purposeful course.

5. Comprehension

Comprehension is the mind's act or power of understanding. Comprehension is the capacity for understanding ideas, fact, etc. a longer definition of comprehension will be as the act of understanding the meaning.¹¹

Based on the explanation above, it can be concluded that there are five categories to measure speaking skill, they are: accent, grammar, fluency, vocabulary, and comprehension.

¹¹Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 111.

2. Silent Way Method

a. Definitions of Silent Way

According to Danny D Steinberg and friends, the rationale of Silent Way¹² “student speaks, teacher silent”. Develop by Gattegnos based on radical notion that the teacher is to be silent as possible while the students employ their own abilities to discover and create the language themselves. The underlying approach to this method is said to be based on the ‘creative’ aspect of language learning, where learning is viewed as a process of discovery or creation on the part of the student. Having the teacher silent is especially peculiar since learning from a model, be it spoken or written, is essential to every other method.

Based on Bambang Setiyadi, Silent Way is the name of method of language teaching devised by Caleb Gattegno.¹³ It means that, the method represents his previous experience in the used of rods and his series of word chard, in the field. The name of the method often makes people curious; they wonder how people can learn foreign language in a “silence”.

¹²Danny D Steinberg and Friends, *The Rational of Silent Way*. Retrieved from <https://books.google.co.id.>, Sunday, 30 2017 at 09.16 am.

¹³Bambang Setiyadi, *Silent Way Method*, Retrieved from <http://absetiyadi-unilablogspot.com> Sunday, 30 2017 at 09.16 am.

Silent way also as a methodology of teaching language based on the ideas. The used of this method, the teachers should be as silent as possible during a class but learners should be encouraged to speak as much as possible. Caleb Gattegno states, that silent way is a language teaching method which makes extensive use of silence as a teaching method. From the explanations above, that means, silent way method is commonly defined as a teaching method for foreign language in which the teachers are mostly silent and use rods and charts as their main teaching tools.

The method often makes people curious is silent way. It means, they wonder how people can learn a foreign language in a silence. Name of the method seems to be a response to other traditional methods with which language teachers are very active in dominating classroom activities. In this method the role of language teacher is relatively less silent so that language learners are encouraged to be more active in producing as much language as possible. A language teacher should encourage language learners to take a role in learning activities. The time of learning teaching interaction should be given to language learners, not to the teacher.

b. Principles of Silent Way

The main objective of a teacher using the Silent Way is to optimize the way students exchange their time for experience. This Gattegno considered being the basic principle behind all education: "Living a life is changing time into experience."

According to Diane Larsen, silent way have many principles. It based on the answer of ten questions.

1. "What are the goals of the teachers who use the Silent Way?" Students should be able to use for self expression (thought, perceptions, and feelings). In order do this; the teacher needs to develop the inner criteria for correctness.
2. "What is the role of the teacher? What is the role of the students?" In this case, the teacher is a technician/an engineer, relying on what his students already know, able to give what help is necessary. On the other hand, the role of the students make use of they know. As Gattegno says; "No one can learn for us", "To learn is our personal personality", the teacher works with the students; the students works on the language.
3. "What are some characteristics of the teaching and learning process?" The teacher set up situations that focus student attention on the structure of the language, use the students' errors as an evidence of where the language is unclear to the students and, hence, where to work.
4. "What is the nature of student-teacher interaction? What is the nature of student-student interaction?" In this point, the teacher is silent, but still very active setting up situation. Student-students verbal interaction can learn one another.
5. help, the teacher would supply the correct language but only as the last.¹⁴

¹⁴Diana Larsen, *SilentWay hasMany Principles*, Retrieved from Sunday, 03 Oct 2017 at 14.09 am.

c. Procedures of Silent Way

There are some procedures of silent way, as a following:

1. The teacher will model the appropriate sound after pointing to a symbol on the chart.
2. The teacher will silently point to individual symbols and combinations of utterances, and monitor student utterances.
3. The teacher may say a word and have students guess what sequence of symbol compromised the word.
4. The teacher models an utterance while creating a visual realization of it with the colored rods.
5. The teacher will have a student attempt to produce the utterance and will indicate its acceptability.
6. The teacher will attempt to reshape the utterance or have another students present the correct model.
7. The teacher will create a situation in which the students can practice the structure through the manipulation of the rods.¹⁵

From the explanation above, there are seven procedures of silent way: modelling the appropriate sound, (pointing, combining, and monitoring students utterances), guessing sequence symbol, creating a visual realization, producing the utterance, reshaping the utterance, creating a situation.

d. Advantages and Disadvantages of Silent Way Method

The silent way is a methodology of teaching language based on the idea that teachers should be as silent as possible during a class but learners should be encouraged to speak as much as possible. As other methods, silent way also have advantages and disadvantages, as bellow:

¹⁵Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 2001), p. 86-87.

1. Advantages

- a. The use of silent way method enables a very high degree of interaction as well between the teacher and the students as between the students themselves and additionally raises the participation of the students in class.
- b. The self-esteem of the students will be increased and this will enhance learning.
- c. It embodies a new approach to education in general, a respect for the individual and an awareness of the individual's extraordinary cognitive powers.¹⁶

2. Disadvantages

- a. Silent way is very abstract way of learning a language, the learners have to engage themselves with the artificiality of the approach, which is extremely different from more commonly used methods of language learning.
- b. This method can be benefited by the teacher only in small groups of students. The teacher can gain ability in this method by trying. The teacher is expected to enrich the materials on his/her own.
- c. For some learners, one limitation is the approach to language basic which begins with seemingly irrelevant discussions about rods and which involves silence and concentration and games with the teacher about meaning. Students' expectations and need for immediately relevant language learning may force teachers to abandon the approach.¹⁷

From the explanation above, that is concluded there are three advantages and three disadvantages of silent way. Advantages such as: enables a very high degree of interaction as well, The self-esteem of the students will be increased, It embodies a new approach to education in general. Disadvantages such as: very abstract way of learning a language, can

¹⁶Firdhan Ramadhan, *Silent Way Method*, Retrieved from [http://smart.wordpress_silent way](http://smart.wordpress_silent_way). Tuesday, on December, 26 2017, at 22.10 p.m.

¹⁷*Ibid.*,

be benefited by the teacher only in small groups of students, limitation is the approach to language basic which begins with seemingly irrelevant discussions.

B. Review of Related Findings

Research is the study about certain object to find out facts about it. There have been many researchers done regard to thus research problem, speaking skill improvement. They are shown the present related elements with the research topic in order that researcher here needs to conduct another research to complete an empty side of the research focus the related findings.

Firstly, is a script from Umi Lailatul Zahro Syai'un (2015) Muhammadiyah University of Jember. In her research in silent way method is able to improve the XI IPA students' speaking ability at SMA Muhammadiyah 2 Wuluhan by using sound color chart, word chart, rod, in expressing oral, in silent way, the students are not only arrangement a word, sentences, but how to correct pronunciation. The students were active in during activity in the class speaking using silent way method.¹⁸

The second, the result of the research done by Azwin Chirs. Based on the result of research, there are some improvements in the students' speaking skill after teaching the students by using silent way method. It can be proven by increasing the mean score from pre-test until post-test 1 and post-test 2.

¹⁸Umi Lailatul Zahro Syai'un, Improving Students' Speaking Ability The Use of Silent Way., Retrived from ,<http://repository.upi.edu.>, Thursday, 03-July-2018, 10.12 am.

The mean score from pre-test is 55.59, the mean score of post-test 1 is 67.74 and the mean score of post-test 2 is 80.10. It can be concluded that the use of silent way method can improve the students' speaking skill during learning English.¹⁹

From related findings above, the researcher concluded that using silent way method can improve students' speaking skill. In this research, these related finding have shows poor students skill in speaking. Beside that, this related finding use two cycle. The researcher hope that the research also same with the research before.

C. Conceptual Framework

Conceptual framework is necessary used to show a certain assumption about research topic in order to arrange organizer the research problems, resolution, and its evidence criteria. Speaking become a problem at VIII-A SMP Negeri 4 Torgamba surrounding by several aspects that influence this problem. Those aspects are related to the teacher, students, and the learning process. Therefore, the researcher wants to accomplish silent way method during English learning to improve students' speaking ability. This research is conceptualized into three parts, such as, problems, problem solving, and expected result.

¹⁹Azwin Chris Prastawa, Improving Students' Speaking Skill Using Silent Way Method, Retrived from <http://eprints-umk.ac.id>, Thursday, 03-July-2018, 09.20 am.

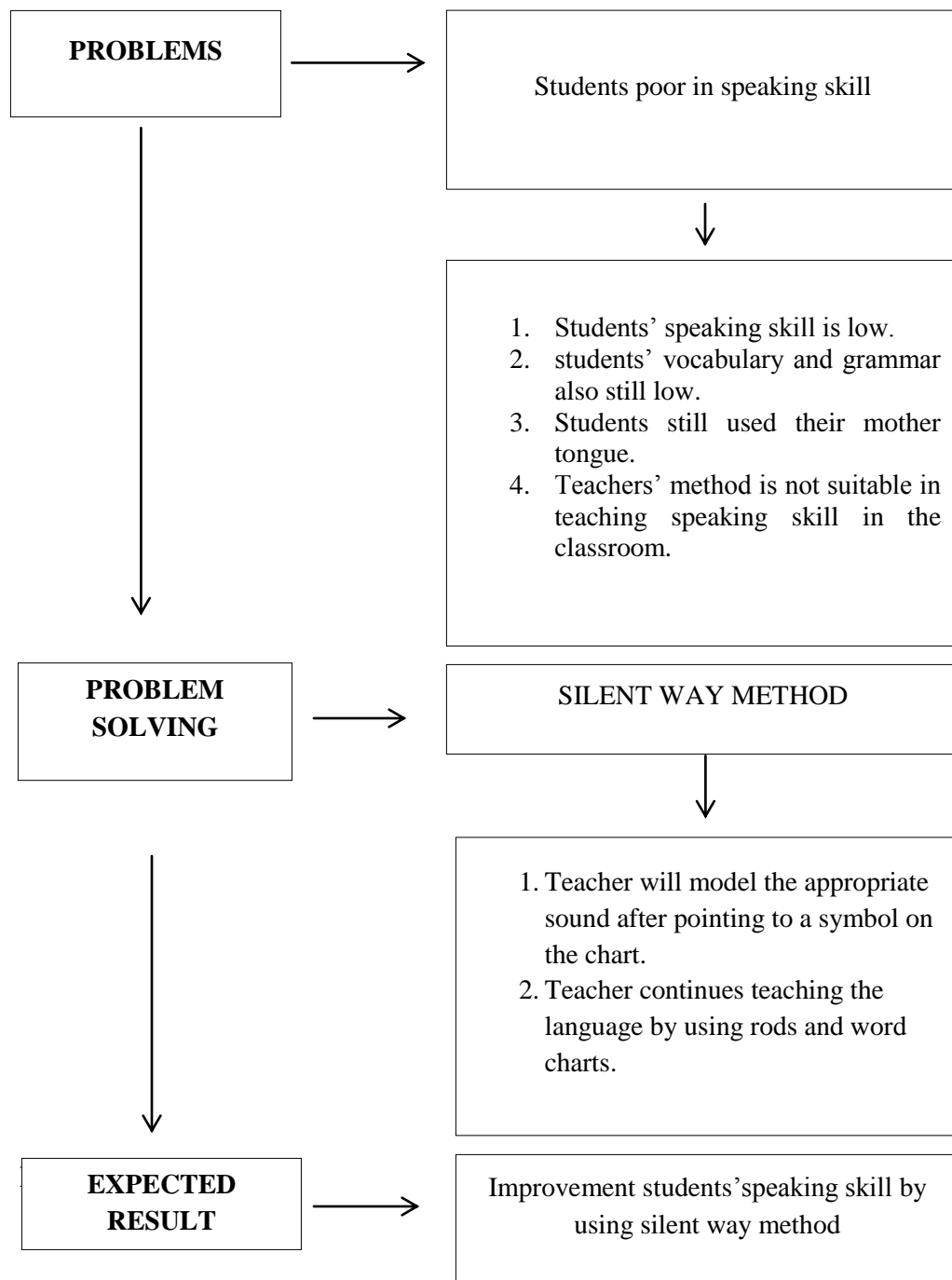


Figure 2: Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used classroom action research (CAR) to design this research. Gay & Airasian states, that “classroom action research is a type of practioner research that is used to improve the practionar’s practice, action implies doing or changing something”.¹ Classroom action research different from more conventional types of research. It is focuses on individual or small group professional practice and it is not concern with making general statement.

Additionally, classroom action research included the social research purposely to improve the quality of something. The aim of classroom action research is to improve one’s teaching practice or to enhance the functioning of school. Then, the research design of this research is follow action research because this form is one of the best models as it summaries very succinctly the essential steps of the classroom action research process. Cyclical action research concerns to four steps namely are planning, acting, observing, and reflecting.

¹L.R. Gay & Peter Airasian, *Education Research: Competence for Analysis and Application, e-book*, (USA: Prentice Hall, Inc, 2009), p. 593.

First, planning is identify a problem or issue and develops a plan of action in order to bring about improvements in a specific area of the research context. Second, action means the plan is carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. Third, observation is the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection where you use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening. Last, reflection is reflect on, evaluate, and describe the effect of the action in order to make sense of what has happened and to understand the issue you have explored more clearly.² So, this research is done by four steps namely were planning, acting, observing, and reflecting.

B. Place and Time of the Research

The location of the research is at SMP N 4 Torgamba, Kabupaten Labuhanbatu Selatan. This research is conducting in academic year 2018/2019. The research started from July 2017 until September 2018.

C. Participants

The participants of this research is classroom VIII-A of in academic year 2018/2019. The total numbers of subjects are 20 students consisting of 13 females and 7 males. The present study is preceded by conducting a

²Anne Burns, *Doing Action Research in English Language Teaching*, (New York: 2010) p. 8.

preliminary study in which the researcher interviewed the English teacher currently teaching class VIII-A students at SMP Negeri 4 Torgamba.

It indicate that their speaking skill is still low. The class is chosen by the researcher because the researcher find the divers of students intelligences and abilities in the classroom and most of the students still find many problems on their learning speaking process. Another participant in this research is an English teacher of class VIII-A SMP Negeri 4 Torgamba. The researcher observe the activities in the class while the teacher is doing an action in this class.

D. Research Cycles

This action research followed the model that is developed by Kemis and Robin. It is famous representation of the action research “spiral” that contained four stages; planning, acting, observing and reflecting. The model is described in the following figure.

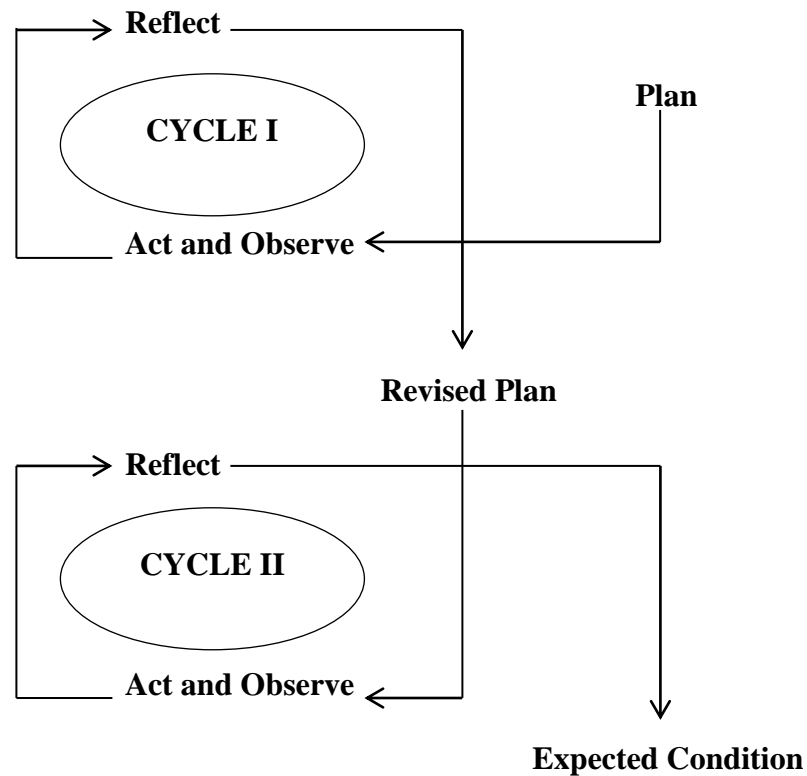


Figure 3: Action Research Spiral³

E. Research Procedures

This research, the researcher was applying two cycles to improve students' speaking skill by using Silent Way Method. There are planning, acting, observing and reflecting steps in the research procedures.

Before doing the research procedure, the researcher was observing and got license research from the school and orientations to identify the basic knowledge of students' speaking skill in the school. The procedure of data

³Ortrun Zuber-Skerrit. *New Direction in Action Research*, (London: the Falmer Press, 1996), p. 14.

collection of the study is conduct within two cycles. Cycle one is two meetings, cycle two is two meetings, so there are four meetings in action research. This research, the research was collaborating with the teacher to become a team work that together to solve the students' problem in speaking skill by using Silent Way Method.

1. First Cycle

Each cycle consists of two meetings. Every meeting consists of fourty minutes. The research observes all activities of students in the class room.

a. First Meeting

This meeting the researcher prepare all the need in this meeting as below:

1) Planning

Planning is arrangement of doing something. There are many activities that was planning, such as:

- a) Arranging the lesson plan
- b) Determining the lesson material about the congratulating
- c) Designing the procedure teaching speaking using silent way method
- d) Preparing instrument to be used by students
- e) Praparing instrument for teacher and observer

2) Acting

- a) Interacting with students in the classroom
- b) Giving the reward to the students, such as; good, very good, smart, right.
- c) Giving the feedback on the students' progress by respecting or responding to what the students say.

3) Observing

- a) Discussing with English teacher to observation planning
- b) Monitoring the silent way method to do.
- c) Making note every activity in learning process to do
- d) Discussing with English teacher about the finding activity during observation to do.

4) Reflecting

- a) Reflecting on the silent way method will use
- b) Reflecting on the students learning activity
- c) Evaluating or interpret the data got from the class and make decision for next meeting.

b. Second Meeting

1) Planning

- a) Designing the teaching speaking procedure using silent way method
- b) Preparing not for each students as a media for them to give comments and suggestions toward their speaking
- c) Preparing the final draft sheet for each students as a sheet, where the students revise the draft as the final result of their speaking

2) Acting

- a) Helping the students to keep practicing in activity
- b) Asking the students to return their peer's speaking draft to improve based on their comments and suggestions.

3) Observing

- a) Observing the students' speaking skill
- b) Observing the students' difficulties as long as doing practicing
- c) Observing the problems in the learning process and giving solution

4) Reflecting

- a) Discussing with the teacher about the action
- b) Making any decision for the next meeting
- c) Clarifying the problems found in the activity wheter in the case of students or teacher

2. Second Cycle

a. Third Meeting

1) Planning

- a) Making the lesson plan more
- b) Designing the procedure teaching speaking by using silent way method

2) Acting

- a) Preparing the class and greet when open the matter
- b) Giving the example of congratulating
- c) Performing the students conversation in front of class
- d) Correcting the students' speaking

3) Observing

- a) Monitoring the teaching learning by using silent way method
- b) Discussing the problems in the process of learning and find the solution
- c) Discussing about the speaking result

4) Reflecting

- a) Reflecting on the students learning activity
- b) Evaluating and interprets the data has got from the class

b. Fourth Meeting

1) Planning

- a) Designing the teaching speaking procedure by using silent way method
- b) Preparing the note for each students as a media for them to give comments and suggestions toward their speaking

2) Acting

- a) Preparing the class for learning
- b) Giving the topic about congratulating
- c) Giving the example of congratulating

3) Observing

- a) Monitoring the students activity as long as performance begin
- b) Discussing the problem in the learning process and giving the solution

4) Reflecting

In this cycle, the researcher can reflect the data have found. Researcher will be gathered from the result of speaking skill by using silent way method.

F. Instrument of Collecting Data

In collecting data, the researcher use three instruments of collecting data, they are: test, observation, and interview. Researcher will test the students orally, then observe the students when they are studying in the class and the last, researcher was interview the students to know what their problems in speaking are.

1. Test

The researcher used oral test in doing the test. Brown defined a test as a method of measuring a person's ability: knowledge or performance in a given domain.⁴ Oral presentation based on Weir is expected to have candidate giving a short talk which he has either been asked to prepare beforehand or has been informed of shortly before the test.⁵

2. Observation

Observation is the technique to collect data by observing. Observation is used to get information about phenomenon that occurs, by doing observation and recording toward visible phenomenon systematically. It is also used to write something that happen in the classroom. The researcher would observe the learning-teaching activities in the classroom. There are some kinds of observation; they are behavior checklist, observation notes, reflective observation, analytical observation, and narrative observation. In

⁴H. Douglas Bown, *Language Assesment...*, p. 3.

⁵Cyril J. Weir, *Communicative Language Teaching*, (UK: Prentice Hall, 1990), p. 75.

this case, the researcher uses observation notes because it is a simple form and the data are not counted but using note to describe what happen in the classroom.⁶ The researcher observed students' activities and teachers' activity during the teaching-learning process and the factors which influence the teaching-learning process.

3. Interview

Interview is to talk somebody and ask questions at a formal meeting to find out if he is suitable for job or study.⁷ The researcher used the interview to know the condition of the students. To know students' problem in speaking skill through silent way method in the classroom.

⁶ Anne Burns, *Doing Action Research...*, p. 67.

⁷A. S. Hornby, *Oxford advance learners dictionary* (New York: oxford university press, 2000), p. 788.

Table 2**Indicators of Speaking Test:**

NO.	The Indicators of Speaking Skill	Score
1.	Accent :	1-5
	1. Pronunciation frequently unintelligible.	1
	2. Frequent gross errors and a very heavy accent make understanding difficult.	2
	3. "Foreign accent" requires concentrated listening and mispronunciations, which do not interfere with understanding.	3
	4. "Marked foreign" accent and occasional mispronunciations which do not interfere with understanding.	4
	5. No conspicuous mispronunciations, but would not be taken for a native speaker	5
2.	Grammar	1-5
	1. Grammar almost entirely inaccurate phrases.	1
	2. Constant errors showing control of very few major patterns and frequently preventing communication.	2
	3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	3
	4. Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.	4
	5. Few errors, with no patterns or failure.	5
3.	Vocabulary:	1-5
	1. Vocabulary inadequate for even the simplest conversation.	1
	2. Vocabulary limited to basic personal and survival areas.	2
	3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	3
	4. Professional vocabulary adequate to	4

	<p>discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.</p> <p>5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations</p>	5
4.	<p>Fluency :</p> <p>1. Speech is so halting and fragmentary that conversation is virtually impossible.</p> <p>2. Speech is very low and uneven except for short or routine sentences.</p> <p>3. Speech is frequently hesitant and jerky, sentences may be left uncompleted.</p> <p>4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.</p> <p>5. Speech is effortless and smooth, but perceptibly non native in speech and evenness.</p>	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
5	<p>Comprehension :</p> <p>a) Understands too little for the simplest type of conversation.</p> <p>b) Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.</p> <p>c) Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.</p> <p>d) Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.</p> <p>e) Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech⁸</p>	<p>1-5</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
	MAXIMAL SCORE: 25 x 4	100

⁸Arthur Hughes, *Testing for ...*, p. 110-113.

G. Technique of Data Analysis

The collecting data must be summarized and interpreted in order to help teacher to make decisions about practice. In analyzing the data the researcher used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text. It involved preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making interpretation of the large meaning of the data.

The quantitative data analyzed from the observation sheet. Quantitative data used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of speaking skill by using spoken test. To know the means score of students for each cycle, the researcher uses the following formula:⁹

$$M = \frac{\sum fX}{N}$$

Explanation:

M : The mean of students

fX : The total score

N : The number of the students

⁹ Hartono, *Statistic Untuk Penelitian*, (Yogyakarta: Pustaka Pelajar Offset, 2004), p. 30.

The percentage of students speaking skill by using silent way method is calculated by applying the following formula:¹⁰

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

Explanation:

P : the percentage of students who get the score up 75

R : the number of students who get the score up 75

T : the total numbers of students do test

After calculating and scoring students' speaking skill, their score will be consulted the classification quality on the table below:¹¹

Table 3
Table Quality Classification of Students' Score

No	Percentage	Criteria
1	0% - 20%	Very Low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61%-80%	Good
5	81% - 100%	Very Good

After the researcher found the mean scores of all students, it is consulted to the criteria as follow:

¹⁰ZainalAqib, et. al., *PTK untuk Guru SMP, SMA, SMK* (Bandung: CV. YramaWidya, 2008), p. 205.

¹¹Ridwan, *Belajar Mudah Penelitian Untuk Guru Karyawan dan Penelitian Pemula*, (Bandung: PenerbitAlfabeta, 2012), p. 89.

- a. If the value of mean score 81 - 100%, it can be categorized into very high.
- b. If the value of mean score 61 - 80% it can be categorized into high.
- c. If the value of mean score 41 - 60% it can be categorized into enough.
- d. If the value of mean score 21 - 40% it can be categorized into low.
- e. If the value of mean score 0 - 20% it can be categorized into very low.

To test the significances, the researcher used t-test for small samples less than 30 students. The formulation of t-test as follow:

$$t_o = \frac{M_D}{SE_{MD}}$$

M_D = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$\sum D$ = Number of difference Score between Second Cycle and First Cycle,

$$D = X - Y$$

N = Number of Students

SD_D = Standard Deviation from the difference score between First Test and Second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N}\right]^2}$$

SE_{MD} = Standard Error from Mean of Difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

Qualitative has six steps as suggested by Creswell as in the follow:

- Step 1 :organize and prepare the data for analysis. This involves transcribing observation, scanning material, typing up field notes, or shorting and arranging the data into different type depending on the source of information.
- Step 2: read through all the data. It is done by obtaining a general sense of the information and reflecting on its overall meaning.
- Step 3: begin the detail analysis with a coding process it organize material into chunks before bring meaning to those chunks. It involves take the data into categories and labeling those with a term (a term based in the actual language of the participant).
- Step 4: use the coding process to generate a description of the setting or people as well as categories or analysis. Description is involving a detail rendering of information about the notes. Then, researcher uses this to generate themes or categories.
- Step 5: advance how the description and themes are represent in the qualitative narrative. This may be discussion that mention a chronology of events, the detail discussion of several themes or interconnecting themes. Researcher uses visual or figure to convey descriptive information about participants in table.
- Step 6: make interpretation or meaning of the data. It is researcher's personal interpretation; meaning will be derived from a comparison of the finding with information gleaned from the literature.¹²

¹² Norman k.Denzin and YvonnaS.Lincoln, *A Handbook of Qualitative Research, Translated by Dariyanto and Friends*, (Yogyakarta: PustakaPelajar, 2009),p.499.

CHAPTER IV

RESEARCH RESULT

This chapter presents finding and discussion based on the analysis of the data collected from the implementation of silent way method to improve the students' speaking skill in two cycles.

A. Research Findings

1. The Improvement of The Students' Achievement in Speaking Skill by Using Silent Way Method

This part presented about the result that had found as long as the research and co-teacher had done in the classroom VIII SMP N Torgamba. It included about the improvement in learning speaking skill by using silent way method, the students' activity while teaching and learning process, also the difficulties of the students in learning speaking skill. Researcher described those activities in cycle I and cycle II.

a. First Cycle

The first cycle was conducted for two meetings, it carried out from July 7th and 10th 2018. The meetings was done for 80 minutes. Every meeting for the implementing silent way was done for 2 x 40 minutes or totally time 160 minutes time allotment for this cycle. It

was done in the classroom VIII SMP Torgamba, less than 30 students.

The researcher conducted the activity for cycle one as follow:

1) First Meeting

The first meeting for the cycle I was held on Tuesday, 7th July 2018. The class started at 11.45 am, at lesson lasted 2 x 40 minutes. As what had been decided by the English teacher and the researcher in the planning stage, the class would be instructed by the researcher for each meeting during the research done in the classroom.

The lesson plan arranged based on the silent way method procedures and determining the lesson plan by material was about congratulating. After researcher had been ready for preparing the lesson plan, she made the test for first cycle. She prepared the worksheet interview for the students. The last in the planning researcher prepared the observation note sheet of the students' activity in teaching process.

The researcher came into the class together with English teacher of VIII-A, was Mr. Ahmad. At the time the researcher used the blue long dress into the classroom and all of the students used uniform. Researcher taught in their classroom VIII-A. Then, the researcher explained that her purpose at the time was not to study as usual but for doing research to complete

the data for thesis. The researcher also mentioned the thesis title to make the meeting purpose clearly for the students.

Researcher was greeting the students and asked some of the students that the researcher had familiar with their name. Then, the researcher called the students' name one by one and checked the students' attendance list to know if there was of the students that did not came at the day. Then, the students presented and got ready to follow the lesson.

Researcher applied the teaching procedures of silent way method. Researcher modeled the appropriate sound after pointing to a symbol on the chart, researcher silently point to individual symbols and combinations of utterances, and monitor students' utterance, researcher may said a word and students guess what sequence of symbol compromised the word and models an utterance while creating a visual realization of it with the colored rods, the students attempted to produce the utterance and indicated its acceptability, researcher attempted to reshape the utterance or have another students present the correct model. Then, researcher created a situation in which the students can practice the structure trhough the manipulation of the rods.

The researcher observed every step that has been planned in the lesson plan and time allocation with all activities was done. The students were manageable, even though there were some students who made disturbances in the classroom and did not focus. The result of observation showed that many students still did wrong in indicators of speaking. It meant that there were still any problems that the students needed to be solved to make the materials clear enough for them and the speaking result could be improved.

2) Second Meeting

The second meeting was conducted on Friday, July 10th, 2018. The researcher came again into the classroom VIII-A. Firstly, the researcher greeted the students happily and the students responded enthusiastically as they had been familiar and friendly to the researcher as before. The researcher continued by checking their attendance list, as before meeting at that day the students were present and the researcher mentioned that the classroom VIII was always comfortable to stimulate their motivation, they were happy to begin the lesson.

In the second meeting, the English teacher took a seat and gave the researcher a chance to handle the class. This meeting, researcher focused to eliminate the problems which was found in the first meeting by motivating, encouraging, controlling and managing the class. In beginning the lesson, researcher was greeting then, the researcher reminded about previous meeting.

The observation was done as long the process of students' speaking have gotten the feedback, comments, and suggestion from their friends. The condition of the second meeting more manageable than the first meeting, the students looked like focus while they were given the task to give feedback toward their peer speaking. Never forgot, the researcher reminded the students to give comments carefully, so, it could be the good feedback in order to improve their speaking. The researcher implemented the test to know their ability in speaking skill by asking the students to revise their speaking later based on their peer feedback whether the method improve their speaking or not.

The result of the test in the first cycle explained based on each indicators. Based on the researcher observation the students' score in the accent indicator showed that, there was nine students got score 4, three students got score 3, and eight students got score 2. It means that, there was students got high score.

The result for the grammar indicator the result showed that ten students got score 4, seven students got score 3 and three students got score 2. It means that, there was students got high score.

The result for the vocabulary indicator found that, three students got score 4, thirteen students got score 3 and four students got score 2. It means that, there was students got low score.

The result for the fluency indicator found that, there was two students got score 5, nine students got score 4, eight students got score 3 and one student got score 2. It means that, there was students got high score.

The result for the comprehension indicator found that, two students got score 5, fifteen students got score 4 and three students got score 3. It means that, there was students got high score.

From the five criterias above, the researcher conclude that, there was accent, grammar, vocabulary, fluency and comprehension. The students' problem in this indicator was lack in mastering vocabulary. After got the result score of the five indicators, the researcher found students' problems. The students' difficulties in the vocabulary indicator because they used the word based on the dictionary directly and did not had any knowing about mastering vocabulary. So, the researcher gave the solution such as

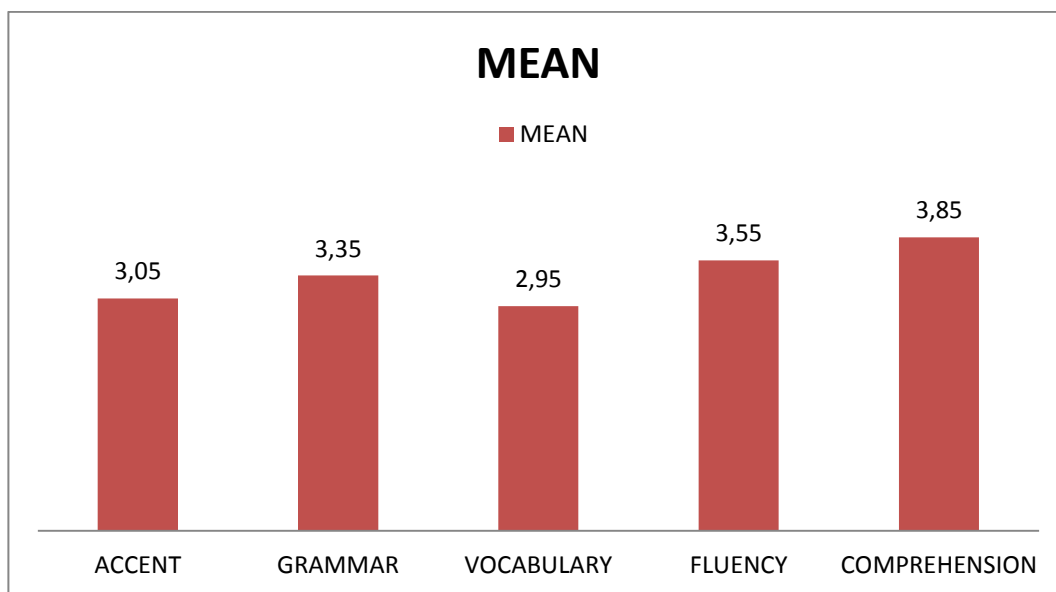
motivates students to practice speaking English and seeking of meaning difficult word.

Based on the total score first cycle, there was one student got 52 score, five students got 60 score, three students got 64 score, four students got 68 score, two students got 72 score, four students got 76 score and one student got 80 score. It can be concluded that from 20 students at the Grade VIII of the 1st Semester of SMP N 4 Torgamba, there were only 5 students passed the passing grade 75 score. Meanwhile, there were 15 students did not pass the passing grade 75 score.

The total of the students in classroom VIII-A less than 30 students, 5 students passed the Minimum Mastery Criterion (KKM) 75 Score. Meanwhile, there were many students in the class still did not reach the target of learning, they consisted of 15 students. From the scores of students, it could be concluded that there were 5 students passed the Minimum Mastery Criterion (KKM). The mean score in the first cycle was 67.20 (25%). It can be caught that many of them still far from good categories in speaking skill. Even the score of the students categorized into good category but, it needed to improve any more.

Another result, researcher designed the data that could show students' difficulties to utterance the words. The students score showed that they were less to speak. It was based on the data indicator achievement from test in the first cycle below:

Chart I
The Students' achievement every indicators of speaking in first cycle



Based on the table and chart above, it concluded that the students' achievement in speaking was low. In the 1st cycle, there were only five students passed the passing grade (75). The students' mean score in the 1st cycle was 67.20 and the percentage was 25%. It means that this test result could not fulfill of the criteria of success. It didn't show improvement. So, the researcher would continue to 2nd cycle. In the next learning, it was needed to overcome students' motivation to have high speaking skill. Re-

planning of the silent way method in the 1st cycle, this resolved in the 2nd cycle.

b. Second Cycle

The second cycle was conducted for two meetings. The action of the second cycle was done July 14th up to 17th 2018. The meeting was done for 80 minutes. Every meeting was done for 2 x 40 minutes. So, two meetings were done for 4 x 40 minutes or 160 minutes. The first step in this cycle, the researcher made the activities for the second cycle to solve the problem by giving the solution for the problems had been discussed with co-teacher firstly. Below were explanations of activities had done in the classroom:

3) Third Meeting

For the third meeting the researcher and the English teacher came back to the classroom VIII at 14th July 2018, it was the last lesson at the day. Researcher and the English teacher of VIII discussed the result of evaluation in first test, the output of observation, and also the interview with students. Then, it was discussed again in reflecting step. Based on the discussion result, researcher should improve by giving solution in the second cycle. The researcher modified the previous lesson plan based on the result in the first test. The reasearcher also prepared more materials.

Firstly, the researcher greeted the students of VIII while open the lesson enthusiastically, as usual many of them always looked happy but there were also some of them who felt bored, because it was the last lesson at noon and the weather seemed so hot at the day and it made some of the students had no motivation to begin to study.

Responded its condition, the researcher told that the meeting for today would be different than before. Firstly the researcher showed the video expression of congratulate to stole the students attention and avoid their boring feeling. The students became so curious about what the researcher did. After discussed the example with the students, the researcher asked the students any more about what was their difficulties in utterance the words.

While the students began to speak, researcher observed the students that they had gotten the improvement than the previous cycle. The researcher did not forget to ask them about their difficulties based on the interview in the first cycle. The students showed the improvement, where the students more calmly and even any question that they wanted to utter they just asked it to the researcher directly and it avoid annoying in the classroom.

4) Fourth Meeting

The fourth meeting of implementing silent way method in the classroom VIII SMP Torgamba was conducted at 18th July, 2018. Firstly, the researcher came to the classroom with co-teacher Mr. Ahmad. As like as the second meeting, the lesson began after taking dzuhur pray together with the students in the mosque at the last lesson. The researcher firstly made such little games with the students to stimulate their motivation to learn.

Seeing that the students have motivated to study, the researcher explained as she has told in the previous meeting that for this meeting, silent way method would be implemented once again and became the last time for the las result also for the students in improving speaking skill by using silent way method. So, the researcher suggested to the students to do their best than before because the researcher so whised that their speaking skill would improve and it would be the last result of their speaking.

The result of the test in the second cycle explained based on each indicators. Based on the researcher observation the students' score in the accent indicator showed that, there was five students got score 5, nine students got score 4, and six students got score 3. It means that, there was students got high score.

The result for the grammar indicator the result showed that five students got score 5, nine students got score 4 and six students got score 3. It means that, there was students got high score.

The result for the vocabulary indicator found that, ten students got score 4, nine students got score 3 and one student got score 2. It means that, the students have improve from first cycle to two cycle.

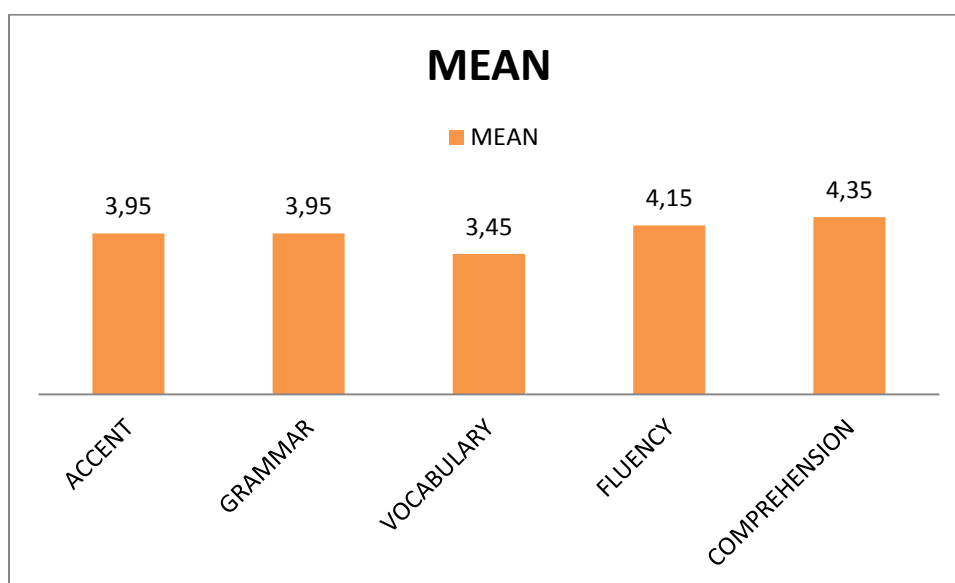
The result for the fluency indicator found that, there was eight students got score 5, seven students got score 4 and five students got score 3. It means that, there was students got high score.

The result for the comprehension indicator found that, eight students got score 5, eleven students got score 4 and one student got score 3. It means that, there was students got high score.

From the total number of the students that less than 30 students in the classroom VIII, there were six students who did not pass the Minimum Mastery Criterion (KKM). The mean score of the second cycle was 79.40 and the percentage was 30%. It showed that the students speaking skill by using silent way method was in good upto very good category. By using silent way method the students' speaking skill in class VIII showed the

good improvement. The calculation of the students' score in the second cycle as follow:

Chart II
The Students' Achievement in Every Indicator Speaking in Second Cycle



From the chart above, it could be concluded that the students' achievement in the 2nd cycle was increased. In the 2nd cycle, there were only six students did not pass the passing grade (75). The mean score in the 2nd cycle was 79.40 and the percentage of students' score in 2nd cycle was 30%. Students' achievement in speaking was categorized well. The students score in the 2nd cycle got improvement from the 1st cycle. It shown that the 1st cycle was 67.20 (25%) and 2nd cycle was 79.40 (30%).

Based on the observations of students speaking skill, it can be concluded that students' speaking skill had improved by using silent way method.

The result of the test of the first cycle, there was one student got 52 score, five students got 60 score, three students got 64 score, four students got 68 score, two students got 72 score, four students got 76 score and one student got 80 score. It can be concluded that from 20 students at the Grade VIII of the 1st Semester of SMP N 4 Torgamba, there were only five students passed the passing grade 75 score. Meanwhile, there were 15 students did not pass the passing grade 75 score. In analyzing the data of first test, the first step was to get the mean score of the class. It was calculated as following:

$$\bar{x} = \frac{\sum \bar{x}}{N}$$

$$\bar{x} = \frac{1680}{20}$$

$$\bar{x} = 67.20$$

Based on the calculation, the mean score of the class in first test was 67.20. It showed that the students' speaking skill was categorized into low categories. The second step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following:

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

$$P = \frac{5}{20} \times 100\%$$

$$P = 25\%$$

Then, in the second cycle, the researcher calculated the result of the second test was to know the students' score improvement from the first test result. There was six students got 72 score, three students got 76 score, three students got 80 score, four students got 84 score and four students got 88 score.

It can be concluded that from 20 students at the Grade VIII of the 1st Semester of SMP N 4 Torgamba, there were six students did not pass the passing grade 75 score. Meanwhile, there were fourteen students passed the passing grade 75 score. In analyzing the data of second test, the first step was to get the mean score of the class. It was calculated as following:

$$\bar{x} = \frac{\sum \vec{x}}{N}$$

$$\bar{x} = \frac{1985}{20}$$

$$\bar{x} = 79.40$$

Based on the calculation, the mean score of the class in second test was 79.40. It showed that the students' speaking skill was categorized into

high category. The second step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following:

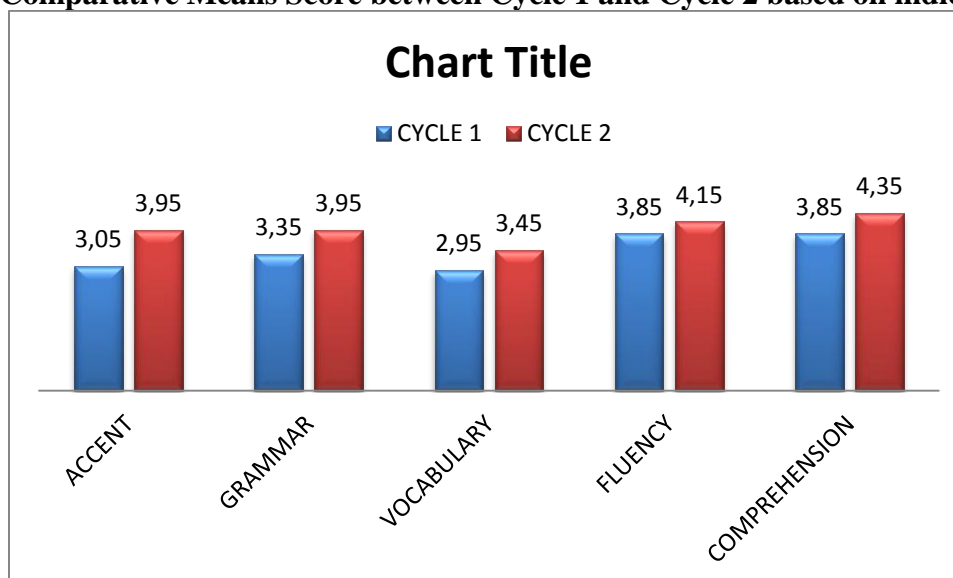
$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{14}{20} \times 100\%$$

$$P = 70\%$$

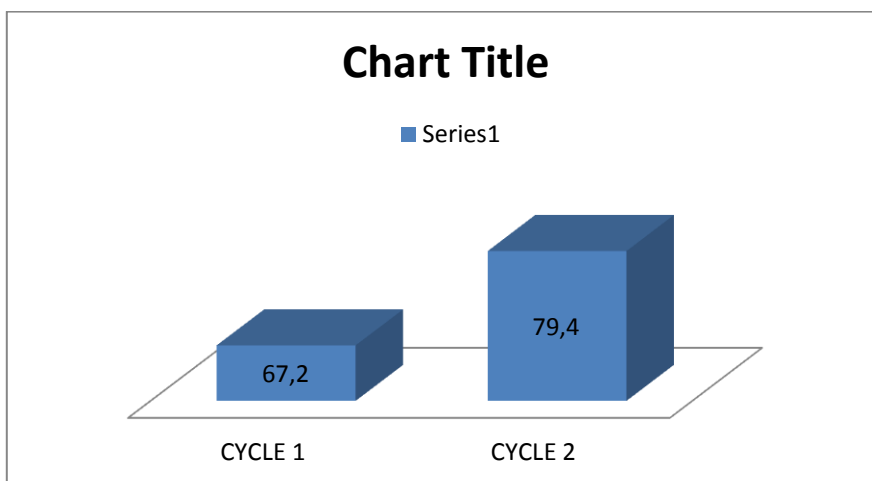
Based on explanation above, it can be concluded that the mean score and the percentage of the second test the improvement from the first test; in the first test the mean score was 67.20 (25%), it was included very low category. The improvement of mean score in second tests was 79.40 (30%), it was included into high category.

Chart III
The Comparative Means Score between Cycle 1 and Cycle 2 based on indicators



The researcher also provided the graph that showed the comparison of the students achievement between first cycle and second cycle that could be seen below:

Chart IV
The Comparison of Students' Achievement in Cycle 1 and Cycle 2



So, from the table and charts above that could be concluded that the students' speaking skill by using silent way method could improve their speaking skill at grade VIII in 1st semester of SMP N 4 Torgamba.

To prove the significances, the researcher used t-test for samples less than 30 students. The procedures of interpreting the data were:

1. Formulating Hypothesis:

H= There is significant improvement among students' speaking test in the cycle 1 and cycle 2

2. Calculating the signification of t_o and t_{table} and calculating of the degree of freedom (df) with $df = N-1$

3. Looking for level of signification 5% or 1% in t_{table} (it can be seen from df).
4. Comparing the result of t_o and t_{table} with the criterion:
 - a. If t_o bigger than t_{table} , so H is received. It means that there is significant improvement of students' learning process result.
 - b. If t_o smaller than t_{table} , so H is rejected. It means that there is not significant improvement of students' learning process result.
5. Making conclusion from the result.

To prove the significances, the researcher used t-test for samples less than 30 students. The procedures of interpreting the data were:

M_D = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$$= \frac{244}{20} = 12.20$$

$\sum D$ = Number of difference Score between Second Cycle and First Cycle,

$D = X - Y$

$N = 20$ Students

SD_D = Standard Deviation from the difference score between First Test and Second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N}\right]^2}$$

$$SD_D = \sqrt{\frac{47.16}{20} - \left[\frac{0.39}{20}\right]^2}$$

$$SD_D = \sqrt{2.35 - 0.00038}$$

$$SD_D = \sqrt{2.34962}$$

$$SD_D = 1.53$$

SE_{MD} = Standard Error from Mean of Difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{1.53}{\sqrt{20-1}}$$

$$SE_{MD} = \frac{1.53}{\sqrt{19}}$$

$$SE_{MD} = \frac{1.53}{4.35}$$

$$SE_{MD} = 0.35$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{12.20}{0.35}$$

$$t_o = 34.85$$

Degrees of freedom (df) = N-1 = 20-1 = 19

The calculation result of $t_o = 34.85$, t_{table} with $df = 19$, level of significance in t_{table} 5% is 2.093. It can be known that the result of t_o is bigger than t_t , it is $34.85 > 2.093$. Based on the result, it means that there is

a significant improvement between students' speaking learning process result in the first cycle and second cycle.

2. The Indicators which Improve on Students' Speaking Skill by Using Silent Way Method

There were many problems that found in every cycle until to get the improvement of students' speaking skill. The problems were appeared because some problems that influenced students. Researcher would explain some problems were appeared in every indicator of speaking as below:

INDICATORS	PROBLEMS
1. Accent	<p>The students' problem was difficult in pronounce the words, because what was in written English was different when it was read and they usually read the writing of the words so that they were often wrong in pronouncing the English word, and they did not know how to pronounce the words. Students' mistakes in pronouncing words were:¹ safety = safeti ('safeti), remember = remember (ri:membe), dinner = dinner (di:ne), tonight = tonaik (tu:nait), sounds = soun (saun), great = gret (greit), late= let (leit), day = dai (dei), own = oun ('aun), say = sai (sei), later = leter (leite).</p> <p>So, students still low in accent. In order to make</p>

¹ The bold words are the correct pronunciation

	<p>accent of students improved, the teacher had to give more practice to the students to make it better. So, for solving students' problem in difficulty to pronounce the researcher motivates students to use optimal the tool to help vocabulary enrichment including how to pronounce the word. Researcher motivated them to be diligent in training their pronunciation and gave them illustration if someone could speak English and could not speak English, it is aim was to get their interest in training their pronunciation generally in learning English, and teaching learning process, researcher gave the some vocabularies especially the difficult words that they didn't know before starting the next meeting. As a result, students' achievement in this indicator was improved, mean score this indicator were 3.05 (Cycle 1) and 3.95 (cycle 2).</p>
2. Grammar	<p>Students' problems were difficult in building words and their grammatical patterns were inaccurate because they have not mastered the grammar. The problem was related to mastery of tenses or the patterns in tenses which caused their sentences were uncompleted and their grammars in the sentences were wrong. Students' mistakes</p>

	<p>in using “simple past tense”, the usage of simple past tense is S + Tobe (was/were) + O. For example: I hear that yesterday is your birthday, is it true? (I heard that yesterday was your birthday, was it true?). Bayu, are you birthday yesterday? (were you birthday yesterday).</p> <p>So, for solving students’ problem in difficulty to building sentences the researcher teaching mostly about grammar. Researcher gave more explanation about the language context that targeted in the text meeting and motivated them to practice their knowledge in their speaking and motivated them to practice their knowledge in their life so that it could not lose. As a result, students’ achievement in this indicator was improved. That was seen from mean score 3.35 in Cycle 1 and 3.95 in Cycle 2.</p>
3. Vocabulary	<p>Students’ problem were difficult in searching adequate words because when the researcher gave questions about how often they learn vocabularies at their home, nobody answered the questions. It means that, they just learned vocabularies at school and they were lazy to speak English. So, students were still low in vocabulary. Students’ mistakes in vocabulary was: I just have received</p>

	<p>your gift (I have just received your gift), how could I forget my birthday own (how could I forget my own birthday) So that means, students' mistakes were difficulty in searching adequate words and mastering the specific words.</p> <p>In order to make vocabularies of students improved, the researcher had to give some vocabularies which were related to the topic and the researcher motivates the students to practice speaking English and seeking of meaning difficult word and study to looking for the word difficulties and researcher gave method to memorize vocabularies such as suing key words that could be practiced by them in the class. As a result, students' achievement in this indicator was improved. That was seen from mean score 2.95 in Cycle 1 and 3.45 in Cycle 2.</p>
4. Fluency	<p>Students' problems were difficult in speaking English fluently because their utterances low and occasionally hesitant because of grouping words. Students' mistakes in fluency were; at the last day of final exam semester (Silent a moment)....hi Sa, I have just eee....received yuur... gift; by the way, whyyy.... did you</p>

	<p>eee..... send meee.... eee.... gift; do I forget eee... special moment; this isss... your birthday; today isss.... three... oct; how could aiii... forget myyy... own birthday; hope you eee... healthy and eeee.... safety.</p> <p>So, for solving the students' problem in fluency researcher motivated them to train their speaking and to record their speech so that they could know about their ability and the teacher gave necessary instrument when learning process was running such as using filler in their speech so that their speech became coherence and understandable speech. As a result, students' achievement in this indicator was improved. That was seen from mean score 3.55 in Cycle 1 and 4.15 in Cycle 2.</p>
5. Comprehension	<p>Difficult to understand words even it was a familiar word because their attitude in speaking could annoy the researcher while students were speaking. The problem by the researcher had difficulty to understand words even it was a familiar word. For example, AS pronounced late with 'let' it should be 'leit', IS pronounced tonight with 'tonaik' it should be 'tu:nait', and MA pronounced without with 'witut' it should be 'wiðaot'. So, their mistake</p>

	<p>in their pronouncing of speaking could annoy researcher to comprehend their retelling of result discussion.</p> <p>So for solves the problem the researcher should guess what student's targeted in their speaking with repeating their result of discussion for several times. As a result, students' achievement in this indicator was improved. That was seen from mean score 3.85 in Cycle 1 and 4.35 in Cycle 2.</p>
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From the description above could be concluded that the problems of students' speaking skill in indicators of accent, grammar, vocabulary, fluency, and comprehension. From the first cycle to the second cycle, the increasing indicator was vocabulary and the most increasing indicator was accent. It was increasing by applying researcher's solution.

B. Discussion

Danny Steinberg states, Silent Way is student speaks, teacher silent.² Develop by Gattegno is based on radical notion that the teacher is to be silent as possible while the students employ their own abilities to discover and

²Danny D Steinberg and Friends, <https://books.google.co.id/books>, *The Rational of Silent Way*. Retrieved on Sunday, 30 2017 at 09.16 am.

create the language themselves.³ The underlying approach to this method is said to be based on the 'creative' aspect of language learning, where learning is viewed as a process of discovery or creation on the part of the student. Having the teacher silent is especially peculiar since learning from a model, be it spoken or written, is essential to every other method.

Here, the researcher adopted two script of senior's thesis as related finding of the research and the two of them also delivered the description about the silent way method in the classroom to improve the students' speaking. They also stated that the students skill improved by implementing silent way method. The researcher explained as follow:

Firstly, is a script from Umi Lailatul Zahro Syai'un (2015) Muhammadiyah University of Jember. In her research in silent way method is able to improve the XI IPA students' speaking ability at SMA Muhammadiyah 2 Wuluhan by using sound color chart, word chart, rod, in expressing oral, in silent way, the students are not only arrangement a word, sentences, but how to correct pronunciation. The students were active in during activity in the class speaking using silent way method.⁴

The second script, is Azwin Chris Prastawa, Universitas Slamet Riyadi Surakarta, 2015. Base on the research has done by him, the result shows that,

³Caleb Gattegno, *Teaching Foreign Language in School the Silent Way*, (New York: Educational Solutions, 2011), p. 11.

⁴Umi Lailatul Zahro Syai'un, *Improving Students' Speaking Ability the Use of Silent Way*, Retrived from Thursday, 30-September-2018, 22:04 pm.

the mean of the students' speaking skill at pretest is 55.59 and the mean of posttest is 67.74. It can be concluded that the silent way method can improve the students skill in speaking skill and there is significant difference between speaking skill by using silent way method hypothesis is confirmed.⁵

From the review of relate findings above, the researcher also found the result that, silent way method improve the students skill in speaking skill at classroom VIII SMP Negeri 4 Torgamba. The result was found during the research showed that the students enjoyed the lesson using silent way method. Students can learn a new language without memorizing vocabulary or repeating after the teacher. Instead, by learning through real-world linguistic situations, students can gain relevant experiences in the new language. Finally the students' speaking skill improved significantly. The improvement of students' skill was 67.20 (25%) in the first cycle and 79.40 (30%) in the second cycle.

⁵Azwin Chris Prastawa, Improving Students' Speaking Skill Using Silent Way Method, Retrived from Thursday, 30-September-2018, 22:04 pm.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

From the result of this research, researcher can be concluded that:

1. Silent Way Method can improve students' speaking skill at Grade VIII SMP Negeri 4 Torgamba. Based on analyzing of research data, the mean score of students' speaking skill in cycle 1 is 67.20 (25%) and cycle 2 is 79.40 (30%). The students' improvement can be very good category.
2. The students' improve in the first cycle and second cycle explained based on indicators. After got the result score of the five indicators, the researcher found students' problem. The students' problem in this indicator was lack in mastering vocabulary. The students' difficulties in the vocabulary indicator because they used the word based on the dictionary directly and did not had any knowing about mastering vocabulary. So, the researcher gave the solution such as motivates student to practice speaking English and seeking of meaning difficult word. The result mean score for the vocabulary indicator found that in first cycle was 2.95 and second cycle was 3.45. It means that, the students have improve from the first cycle to the second cycle.

B. SUGGESTION

Based on the conclusion above, the researcher has some suggestion as below:

1. It is suggested to the teacher to apply this method in teaching speaking skill by looking at the students' problem in speaking and give solutions to the students' problem. To the other researcher, the researcher suggests to improve students' speaking skill by using silent way method until 100%.
2. The other researcher can use the other creative solutions in solving students' speaking skill and can do research in two or three cycles so that the improvement can achieve until 100%.
3. The researcher suggests to the teacher and to another researcher who wants to do the same research can control and look at the factors that influence student's speaking skill by using silent way method.

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APPENDIX I

Lesson plan 1 Cycle 1

LESSON PLAN MEETING 1

Namasekolah : SMPNegeri4Torgamba

Mata Pelajaran : BahasaInggris

Kelas : VIII

Subject : Congratulating

AlokasiWaktu : 1 x 40 minutes

A. StandarKompetensi:

Memahamidan mengungkapkan maknadalamtransaksionaldan interpersonal conversation dalamkontekskehidupansehari-hari.

B. KompetensiDasar:

Merespondan mengungkapkan makna yang terdapatdalampercakapantransaksional (*to get things done*) dan interpersonal (bersosialisasi) resmidantakresmi yang menggunakanragambahasalisansederhanasecaraakurat, lancar, danberterimadalamkontekskehidupansehari-haridanmelibatkantindaktutur: *Congratulations*

C. Indikator :

1. Mengidentifikasimaknatindaktutur*Expression of Congratulation*
2. Mengidentifikasi jenis-jenis ungkapan *Expression of Congratulation*(*congratulations, happy birthday, happy new year*)
3. Menggunakan tindaktutur*Expression of Congratulation*

D. TujuanPembelajaran:

Padaakhirpembelajaran:

1. Siswa dapat merespon tindak tutur *Expression of Congratulation*
2. Siswa dapat mengetahui jenis-jenis ungkapan *Expression of Congratulation* (*congratulations, happy birthday, happy new year*)
3. Siswa dapat melakukan berbagai tindak tutur dalam *Expression of Congratulation*

E. Metode Pembelajaran : Silent Way Method

F. Materi Pembelajaran :

1. Definition of Congratulation

Congratulation is an expression that we use to give the congratulations utterance when he/she success in doing something.

2. Expression of Congratulating

- a. *Congratulation.*
- b. *Congratulations for graduates*
- c. *Happy new year*
- d. *I wish you happy wedding anniversary*
- e. *Happy birthday*
- f. *Let me congratulate for your promotion*
- g. *I'm glad of your winning*
- h. *Congratulations on winning the first prize on the Music Festival*
- i. *I'd like to congratulate you on .*
- j. *I must congratulate you on your ...*
- k. *Happy led day*

Response

- a. *Thanks, I hope you'd be the next*
- b. *I am not that good*

- c. *Oh, it's not special actually*
- d. *Thank you very much for saying it.*
- e. *I'm glad you think so*
- f. *Oh, not really*
- g. *It's very good of you to say so*
- h. *Oh, thank's*

3. Example of Congratulation

Model dialog (conversation and practice with your friend)

Congratulations

Maya : Hi,, Fitri, have you heard a good news of mine?

Fitri : You told me nothing, but let me guess. Hmm wait, wait.. you got a surprise from your father?

Maya : You're wrong!

Fitri : Hmm, enough, just tell me..

Maya : You know that I had speech contest in Jakarta last week. I have won it!

Fitri : Are you serious? Did you win it? Oh my God, I can't believe it.

Maya : Of course I am..

Fitri : Great. ***Congratulation*** for you my best friend.

Maya : Thank you very much for saying it for me.

Happy birthday

Gladis : Hallo Ayu!

Ayu : Hi Gladis.

Gladis : I hear that now is your birthday, is it true?

Ayu : Yes, that's true.

Gladis : Wow, *happy birthday* Ayu..!

Ayu : Oh, thanks Gladis.

Happy new year

Abdi : Doni, *happy new year!*

Doni : Thank you Abdi, happy new year too.

Abdi : Yes. Of course. How about you?

Doni : I celebrate it in the beach with my family. How about you?

Abdi : I celebrate it with my friends.

Doni : That sounds good.

2 Langkah-langkahKegiatanPembelajaran :

1) Kegiatan Pendahuluan

- a. Mengucapkan salam dengan ramah kepada siswa
- b. Mengarahkan siswa agar membaca doa sebelum pelajaran dimulai
- c. Memberikan motivasi belajar kepada siswa

2) Kegiatan Inti

- a. Guru akan memodel suara yang tepat setelah menunjuk ke simbol pada tabel yang bertuliskan expression of congratulation (*congratulations, happy birthday, happy new year*)
- b. Guru akan mengarahkan ke simbol dan kombinasi simbol, dan memonitor ujaran siswa pada saat mengungkapkan ujaran expression of congratulating (*congratulations, happy birthday, happy new year*)
- c. Guru dapat mengucapkan sepatah kata dan siswa harus menebak apa urutan simbol dari kata tersebut
- d. Guru mengucapkan sekaligus menciptakan realisasi visual dengan batang berwarna,
- e. Setelah pemodelan ucapan, siswa akan memiliki upaya untuk menghasilkan ujaran dan akan menunjukkan penerimaannya,

- f. Jika respon salah, guru akan berusaha untuk membentuk kembali ucapan atau siswa harus menyajikan model yang benar sesuai pengucapan ujaran expression of congratulating (*congratulations, happy birthday, happy new year*)
- g. Guru akan menciptakan situasi di mana siswa dapat berlatih mempraktekkan ujaran expression of congratulating (*congratulations, happy birthday, happy new year*)

3) Kegiatan Penutup

- a. Guru memberikan kesempatan kepada siswa untuk bertanya
- b. Siswa dan guru menyimpulkan materi yang telah dipelajari
- c. Guru selalu memotivasi belajar kepada siswa

3 Sumberbelajar: Buku paket siswa

Internet

Kamus

4 Learning evaluation

Technique : individual performance

Form : oral presentation

Instrument : rubric of presentation

Padangsidimpuan, 2018

Validator

Researcher

Ahmad Kadir Lubis, S.S
NIP.

Nurhasanah Hasibuan
NIM: 14 203 00100

Lasson plan 2 Cycle 1

LESSON PLAN MEETING 2

Nama sekolah : SMP Negeri 4Torgamba

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Subject : Congratulating

Alokasi Waktu : 1 x 40 minutes

G. Standar Kompetensi:

Memahami dan mengungkapkan makna dalam transaksional dan interpersonal conversation dalam konteks kehidupan sehari-hari.

H. Kompetensi Dasar:

Merespon dan mengungkapkan makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: Congratulations

I. Indikator :

1. Mengidentifikasi makna tindak tutur *Expression of Congratulation*
2. Mengidentifikasi jenis-jenis ungkapan *Expression of Congratulation* (*congratulation for graduates, well done, happy led day*)
3. Menggunakan tindak tutur *Expression of Congratulation*

J. Tujuan Pembelajaran:

Pada akhir pembelajaran:

4. Siswa dapat merespon tindak tutur *Expression of Congratulation*
5. Siswa dapat mengetahui jenis-jenis ungkapan *Expression of Congratulation* (*congratulation for graduates, well done, happy led day*)
6. Siswa dapat melakukan berbagai tindak tutur dalam *Expression of Congratulation*

K. Metode Pembelajaran : Silent Way Method

L. Materi Pembelajaran :

1. Definition of Congratulation

Congratulation is an expression that we use to give the congratulations utterance when he/she success in doing something.

2. Expression of Congratulating

- a. *Congratulation.*
- b. *Congratulations for graduates*
- c. *Happy new year*
- d. *I wish you happy wedding anniversary*
- e. *Happy birthday*
- f. *Let me congratulate for your promotion*
- g. *I'm glad of your winning*
- h. *Congratulations on winning the first prize on the Music Festival*
- i. *I'd like to congratulate you on .*
- j. *I must congratulate you on your ...*
- k. *Happy led day*

Response

- i. *Thanks, I hope you'd be the next*
- j. *I am not that good*
- k. *Oh, it's not special actually*
- l. *Thank you very much for saying it.*
- m. *I'm glad you think so*
- n. *Oh, not really*
- o. *It's very good of you to say so*
- p. *Oh, thank's*

3. Example of Congratulation

Model dialog (conversation and practice with your friend)

Congratulation for graduates

Bayu : *Congratulation for your graduation Salsa!*

Salsa : Thank you Bayu.

Bayu : By the way, what the kind of gift that you want?

Salsa : Will you by me something?

Bayu : Certainly.

Salsa : Okay, please give me a bucket of flower.

Bayu : Okay, please wait I will buy it for you.

Well done

Muty : Des, would you like to try these cookies?

Desy : Sure, thanks. What is the occasion?

Muty : I just graduated at last grade on my French course.

Desy : *Well done.*

Muty : Thanks. Let's go celebrate it.

Desy : Good idea.

M. Langkah-langkahKegiatanPembelajaran :

1. Kegiatan Pendahuluan
 - a. Mengucapkan salam dengan ramah kepada siswa
 - b. Mengarahkan siswa agar membaca doa sebelum pelajaran dimulai
 - c. Memberikan motivasi belajar kepada siswa

2. Kegiatan Inti

- h. Guru akan memodel suara yang tepat setelah menunjuk ke simbol pada tabel yang bertuliskan expression of congratulating (*congratulation for graduates, well done, happy led day*)
- i. Guru akan mengarahkan ke simbol dan kombinasi simbol, dan memonitor ujaran siswa pada saat mengungkapkan expression of congratulating (*congratulation for graduates, well done, happy led day*)
- j. Guru dapat mengucapkan sepatah kata dan siswa harus menebak apa urutan simbol dari kata tersebut
- k. Guru mengucapkan sekaligus menciptakan realisasi visual dengan batang berwarna,
- l. Setelah pemodelan ucapan, siswa akan memiliki upaya untuk menghasilkan ujaran dan akan menunjukkan penerimaannya,
- m. Jika respon salah, guru akan berusaha untuk membentuk kembali ucapan atau siswa harus menyajikan model yang benar sesuai pengucapan ujaran expression of congratulating (*congratulation for graduates, well done, happy led day*)
- n. Guru akan menciptakan situasi di mana siswa dapat berlatih mempraktekkan ujaran expression of congratulating (*congratulation for graduates, well done, happy led day*)

3. Kegiatan Penutup

- d. Guru memberikan kesempatan kepada siswa untuk bertanya
- e. Siswa dan guru menyimpulkan materi yang telah dipelajari
- f. Guru selalu memotivasi belajar kepada siswa

4. Sumberbelajar: Buku paket siswa

Internet

Kamus

5. Learning evaluation

Technique	: individual performance
Form	: oral presentation
Instrument	: rubric of presentation

Padangsidimpuan, 2018

Validator

Ahmad Kadir Lubis, S.S
NIP.

Researcher

Nurhasanah Hasibuan
NIM: 14 203 00100

Lasson plan 1 Cycle 2

LESSON PLAN MEETING III

Nama sekolah : SMP Negeri 4Torgamba
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Subject : Congratulating
Alokasi Waktu : 1 x 40 minutes

N. Standar Kompetensi:

Memahami dan mengungkapkan makna dalam transaksional dan interpersonal conversation dalam konteks kehidupan sehari-hari.

O. Kompetensi Dasar:

Merespon dan mengungkapkan makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: *Congratulations*

P. Indikator :

Mengidentifikasi makna tindak tutur *Expression of Congratulation*

Mengidentifikasi jenis-jenis ungkapan *Expression of Congratulation* (*congratulations, happy birthday, happy new year*)

Menggunakan tindak tutur *Expression of Congratulation*

Q. Tujuan Pembelajaran:

Pada akhir pembelajaran:

- a. Siswa dapat merespon tindak tutur *Expression of Congratulation*
- b. Siswa dapat mengetahui jenis-jenis ungkapan *Expression of Congratulation* (*congratulations, happy birthday, happy new year*)
- c. Siswa dapat melakukan berbagai tindak tutur dalam *Expression of Congratulation*

R. Materi Pembelajaran :

4. Definition of Congratulation

Congratulation is an expression that we use to give the congratulations utterance when he/she success in doing something.

5. Expression of Congratulating

- a. *Congratulation.*
- b. *Congratulations for graduates*
- c. *Happy new year*
- d. *I wish you happy wedding anniversary*
- e. *Happy birthday*
- f. *Let me congratulate for your promotion*
- g. *I'm glad of your winning*
- h. *Congratulations on winning the first prize on the Music Festival*
- i. *I'd like to congratulate you on .*
- j. *I must congratulate you on your ...*
- k. *Happy led day*

Response

- q. *Thanks, I hope you'd be the next*
- r. *I am not that good*
- s. *Oh, it's not special actually*
- t. *Thank you very much for saying it.*
- u. *I'm glad you think so*
- v. *Oh, not really*
- w. *It's very good of you to say so*
- x. *Oh, thank's*

6. Example of Congratulation

Model dialog (conversation and practice with your friend)

Congratulations

Maya : Hi,, Fitri, have you heard a good news of mine?
Fitri : You told me nothing, but let me guess. Hmm wait, wait.. you got a surprise from your father?
Maya : You're wrong!
Fitri : Hmm, enough, just tell me..
Maya : You know that I had speech contest in Jakarta last week. I have won it!
Fitri : Are you serious? Did you win it? Oh my God, I can't believe it.
Maya : Of course I am..
Fitri : Great. ***Congratulation*** for you my best friend.
Maya : Thank you very much for saying it for me.

Happy birthday

Gladis : Hallo Ayu!
Ayu : Hi Gladis.
Gladis : I hear that now is your birthday, is it true?
Ayu : Yes, that's true.
Gladis : Wow, ***happy birthday*** Ayu..!
Ayu : Oh, thanks Gladis.

Happy new year

Abdi : Doni, ***happy new year!***
Doni : Thank you Abdi, happy new year too.
Abdi : Yes. Of course. How about you?
Doni : I celebrate it in the beach with my family. How about you?
Abdi : I celebrate it with my friends.

Doni : That sounds good.

S. Metode Pembelajaran : Silent Way Method

T. Langkah-langkah Kegiatan Pembelajaran :

1. Kegiatan Pendahuluan
 - a. Mengucapkan salam dengan ramah kepada siswa
 - b. Mengarahkan siswa agar membaca doa sebelum pelajaran dimulai
 - c. Memberikan motivasi belajar kepada siswa
2. Kegiatan Inti
 - a. Guru akan memodel suara yang tepat setelah menunjuk ke simbol pada tabel yang bertuliskan expression of congratulation (*congratulations, happy birthday, happy new year*)
 - b. Guru akan mengarahkan ke simbol dan kombinasi simbol, dan memonitor ujaran siswa pada saat mengungkapkan ujaran expression of congratulating (*congratulations, happy birthday, happy new year*)
 - c. Guru dapat mengucapkan sepatah kata dan siswa harus menebak apa urutan simbol dari kata tersebut
 - d. Guru mengucapkan sekaligus menciptakan realisasi visual dengan batang berwarna,
 - e. Setelah pemodelan ucapan, siswa akan memiliki upaya untuk menghasilkan ujaran dan akan menunjukkan penerimaannya,
 - f. Jika respon salah, guru akan berusaha untuk membentuk kembali ucapan atau siswa harus menyajikan model yang benar sesuai pengucapan ujaran expression of congratulating (*congratulations, happy birthday, happy new year*)
 - g. Guru akan menciptakan situasi di mana siswa dapat berlatih mempraktekkan ujaran expression of congratulating (*congratulations, happy birthday, happy new year*)
3. Kegiatan Penutup

- g. Guru memberikan kesempatan kepada siswa untuk bertanya
- h. Siswa dan guru menyimpulkan materi yang telah dipelajari
- i. Guru selalu memotivasi belajar kepada siswa

U. Sumberbelajar: Bukupaket siswa

Internet

V. Learning evaluation

Technique : individual performance

Form : oral presentation

Instrument : rubric of presentation

Padangsidempuan, 2018

Validator

Researcher

Ahmad Kadir Lubis, S.S
NIP.

Nurhasanah Hasibuan
NIM: 14 203 00100

Lesson Plan 2 Cycle 2

LESSON PLAN MEETING IV

Nama sekolah : SMP Negeri 4Torgamba

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Subject : Congratulating

Alokasi Waktu : 1 x 40 minutes

W. Standar Kompetensi:

Memahami dan mengungkapkan makna dalam transaksional dan interpersonal conversation dalam konteks kehidupan sehari-hari.

X. Kompetensi Dasar:

Merespon dan mengungkapkan makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: *Congratulations*

Y. Indikator :

Mengidentifikasi makna tindak tutur *Expression of Congratulation*

Mengidentifikasi jenis-jenis ungkapan *Expression of Congratulation* (*congratulation for graduates, well done, happy led day*)

Menggunakan tindak tutur *Expression of Congratulation*

Z. Tujuan Pembelajaran:

Pada akhir pembelajaran:

7. Siswa dapat merespon tindak tutur *Expression of Congratulation*
8. Siswa dapat mengetahui jenis-jenis ungkapan *Expression of Congratulation* (*congratulation for graduates, well done, happy led day*)
9. Siswa dapat melakukan berbagai tindak tutur dalam *Expression of Congratulation*

Materi Pembelajaran :

1. Definition of Congratulation

Congratulation is an expression that we use to give the congratulations utterance when he/she success in doing something.

2. Expression of Congratulating

- a. *Congratulation.*
- b. *Congratulations for graduates*
- c. *Happy new year*
- d. *I wish you happy wedding anniversary*

- e. *Happy birthday*
- f. *Let me congratulate for your promotion*
- g. *I'm glad of your winning*
- h. *Congratulations on winning the first prize on the Music Festival*
- i. *I'd like to congratulate you on .*
- j. *I must congratulate you on your ...*
- k. *Happy led day*

Response

- y. *Thanks, I hope you'd be the next*
- z. *I am not that good*
- aa. *Oh, it's not special actually*
- bb. *Thank you very much for saying it.*
- cc. *I'm glad you think so*
- dd. *Oh, not really*
- ee. *It's very good of you to say so*
- ff. *Oh, thank's*

3. Example of Congratulation

Model dialog (conversation and practice with your friend)

Congratulation for graduates

Bayu : *Congratulation for your graduation Salsa!*

Salsa : *Thank you Bayu.*

Bayu : *By the way, what the kind of gift that you want?*

Salsa : *Will you by me something?*

Bayu : *Certainly.*

Salsa : Okay, please give me a bucket of flower.

Bayu : Okay, please wait I will buy it for you.

Well done

Muty : Des, would you like to try these cookies?

Desy : Sure, thanks. What is the occasion?

Muty : I just graduated at last grade on my French course.

Desy : *Well done.*

Muty : Thanks. Let's go celebrate it.

Desy : Good idea.

Metode Pembelajaran : Silent Way Method

Langkah-langkah Kegiatan Pembelajaran :

1. Kegiatan Pendahuluan

- l. Mengucapkan salam dengan ramah kepada siswa
- m. Mengarahkan siswa agar membaca doa sebelum pelajaran dimulai
- n. Memberikan motivasi belajar kepada siswa

2. Kegiatan Inti

- h. Guru akan memodel suara yang tepat setelah menunjuk ke simbol pada tabel yang bertuliskan expression of congratulating (*congratulation for graduates, well done, happy led day*)
- i. Guru akan mengarahkan ke simbol dan kombinasi simbol, dan memonitor ujaran siswa pada saat mengungkapkan expression of congratulating (*congratulation for graduates, well done, happy led day*)

- j. Guru dapat mengucapkan sepatah kata dan siswa harus menebak apa urutan simbol dari kata tersebut
 - k. Guru mengucapkan sekaligus menciptakan realisasi visual dengan batang berwarna,
 - l. Setelah pemodelan ucapan, siswa akan memiliki upaya untuk menghasilkan ujaran dan akan menunjukkan penerimaannya,
 - m. Jika respon salah, guru akan berusaha untuk membentuk kembali ucapan atau siswa harus menyajikan model yang benar sesuai pengucapan ujaran *expression of congratulating (congratulation for graduates, well done, happy led day)*
 - n. Guru akan menciptakan situasi di mana siswa dapat berlatih mempraktekkan ujaran *expression of congratulating (congratulation for graduates, well done, happy led day)*
3. Kegiatan Penutup
- j. Guru memberikan kesempatan kepada siswa untuk bertanya
 - k. Siswa dan guru menyimpulkan materi yang telah dipelajari
 - l. Guru selalu memotivasi belajar kepada siswa

Sumberbelajar: Bukupaket siswa

Internet

AA.

Learning evaluation

Technique	: individual performance
Form	: oral presentation
Instrument	: rubric of presentation

Padangsidimpun,

2018

Validator

Researcher

Ahmad Kadir Lubis, S.S
NIP.

Nurhasanah Hasibuan
NIM: 14 203 00100

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English

Class/Semester : VIII/2

Cycle : Cycle 1

Observer : Ahmad Kadir Lubis, S.S as a collaborator

No	Students	Activities				
		Student who makes noisy in the classroom	Student who goes permission	Student who sleep in the classroom	Student who walks around	Student who doesn't attend
1.	AS					
2.	DSH					
3.	DOS					
4.	DK					
5.	FS					
6.	FP		✓			
7.	GSD		✓			
8.	HF					
9.	HN					
10.	HSS					

11.	IS					
12.	MA					
13.	ST	✓				
14.	SK					
15.	SJ					
16.	SRH					
17.	SRH					
18.	SA					
19.	WPH				✓	
20.	YA				✓	
Total		1	2	-	2	-
Condition of the classroom		The condition of cycle 1 was not peaceful. 1 student (ST) made a noisy in the classroom, 2 student (FP, GSD) went permission, 2 students (WPH, YA) walked around.				

Padangsidempuan, 2018

Validator

Researcher

Ahmad Kadir Lubis, S.S
NIP.

Nurhasanah Hasibuan
NIM: 14 203 00100

Observation Note Sheet
 Students' Activity in Teaching Learning Process
 Classroom Action Research

Subject Matter : English

Class/Semester : VIII/2

Cycle : Cycle 2

Observer : Ahmad Kadir Lubis, S.S as a collaborator

No	Students	Activities				
		Student who makes noisy in the classroom	Student who goes permission	Student who sleep in the classroom	Student who walks around	Student who doesn't attend
1.	AS					
2.	DSH					√
3.	DOS					
4.	DK					
5.	FS					
6.	FP					
7.	GSD					
8.	HF					
9.	HN					
10.	HSS					

11.	IS				
12.	MA				
13.	ST				
14.	SK				
15.	SJ				
16.	SRH				
17.	SRH	√			
18.	SA				
19.	WPH				
20.	YA				
Total		1		-	1
Condition of the classroom		The condition of cycle 2 was better than the condition of cycle 1. Only 1 student (DSH) made a noisy in the classroom, and 1 student (SRH) Doesn't attent			

Padangsidempuan, 2018

Validator

Researcher

Ahmad Kadir Lubis, S.S
NIP.

Nurhasanah Hasibuan
NIM: 14 203 00100

Observation sheet
Indicators List of Teacher Classroom Procedures in Cycle 1

Physic Appearance and Written		Checklist	
		Y	N
- Dressing cleanly and neatly			
- Standing and writing face to students			
- Energetic and enthusiastic			
- Writing and explaining integrated			
- Wring is nice and readable			

Procedures			
1. The teacher will model the appropriate sound after pointing to a symbol on the chart.			
2. The teacher will silently point to individual symbols and combinations of utterances, and monitor student utterances.			
3. The teacher may say a word and have students guess what sequence of symbol compromised the word.			
4. The teacher models an utterance while creating a visual realization of it with the colored rods.			
5. The teacher will have a student attempt to produce the utterance and will indicate its acceptability.			
6. The teacher will attempt to reshape the utterance or have another students present the correct model.			
7. The teacher will create a situation in which the students can practice the structure through the manipulation of the rods.			
Material			
- Learning objectives are explained			
- Related to the students experience			
- Detail and united explanation			

Reinforcement and Interaction with the Students			
- Individual performance reward			
- Stimulating students' respond			
- Responding students' question			
Sond and Classroom Management			
- Audible sound			
- Class noise control			
- Neatness and control			
- Class formation and arrangement			

Validator

Ahmad Kadir, S.S
NIP.19790220 200604 1 011

Observation sheet
Indicators List of Teacher Classroom Procedures in Cycle 2

Physic Appearance and Written	
- Dressing cleanly and neatly	The teacher used pink dress, pink veil, black shoes.
- Standing and writing face to students	The teacher stood in front of the class and wrote by face to students
- Energetic and enthusiastic	The teacher came to the class on time
- Writing and explaining integrated	The teacher wrote definition of congratulations and wrote explanation of congratulations while explaining about it.
- Writing is nice and readable	teacher's written not too small and not too big in the whiteboard
Procedures	
1. The teacher will model the appropriate sound after pointing to a symbol on the chart.	The teacher practice and appropriate sound after pointing to a symbol
8. The teacher will silently point to individual symbols and combinations of utterances, and monitor student utterances.	The teacher asked the student to combination of utterance.
9. The teacher may say a word and have students guess what sequence of symbol compromised the word.	The teacher asked the student to guess what sequence of symbol compromised the word.
10. The teacher models an utterance while creating a visual realization of it with the colored rods.	The teacher models an utterance.
11. The teacher will have a student attempt to produce the utterance and will indicate its acceptability.	The teacher asked the students to give a response to other students
12. The teacher will attempt to reshape the utterance or have another student present the correct model.	The teacher correct the students' utterance and students present the correct model.
13. The teacher will create a	The teacher create a situation and gave the students to practice the

situation in which the students can practice the structure through the manipulation of the rods.	structure through the manipulation of the rods.
Material	
- Learning objectives are explained	The teacher explained the definition, characteristic and gave an example
- Related to the students experience	The teacher gave an example from a live stories or experiences
- Detail and united explanation	The teacher explained the material deeply and clearly
Reinforcement and Interaction with the Students	
- Individual performance reward	The teacher gave a reward by say: good, right, very good, smart gave applause
- Stimulating students' respond	The teacher gave feedback to the what students' say
- Responding students' question	Teacher respond or gave the answer of the students' question
Sond and Classroom Management	
- Audible sound	The teacher's sound was not too past and not too low
- Class noise control	The teacher advised the students if them made a noisy in the clas
- Neatness and control	The teacher gave the students a few minutes to clear their chair v their chair was untidy.
- Class formation and arrangement	The teacher asked students to straighten the table and chair

Validator

Ahmad Kadir Lubis, S.S
NIP.

Students' Speaking Score in the First Cycle

No	Name	Speaking Score					Total	Score (Total x 4)	
		1	2	3	4	5			
1.	AS	2	4	4	4	4	18	72	
2.	DSH	4	4	3	5	4	20	80	
3.	DOS	4	4	3	4	4	19	76	
4.	DK	4	3	3	4	4	18	72	
5.	FS	3	3	4	3	3	16	64	
6.	FP	3	4	4	5	3	19	76	
7.	GSD	4	2	2	3	4	15	60	
8.	HF	2	4	2	3	4	15	60	
9.	HN	2	4	3	3	3	15	60	
10.	HSS	2	4	2	3	4	15	60	
11.	IS	4	2	3	3	4	16	64	
12.	MA	2	4	3	3	4	16	64	
13.	ST	4	3	3	4	5	19	76	
14.	SK	4	3	3	3	4	17	68	
15.	SJ	4	3	3	4	5	19	76	
16.	SRH	4	2	3	2	4	15	60	
17.	SRH	2	4	3	4	4	17	68	
18.	SA	3	3	3	4	4	17	68	
19.	WPH	2	4	3	4	4	17	68	
20.	YA	2	3	2	4	4	13	52	
Total scores		61	67	59	72	77	336	1344	
Mean		3.05	3.35	2.95	3.55	3.85	16.80	67.20	
Percentage		25.00%							

**The students who passed the passing grade (75) in the first cycle.*

Students' Speaking Score in the Second Cycle

No	Name	Speaking Score					Total	Score (Total x 4)	
		1	2	3	4	5			
1.	AS	5	4	4	4	5	22	88	
2.	DSH	5	4	4	5	4	22	88	
3.	DOS	5	4	4	4	5	22	88	
4.	DK	4	5	4	4	4	21	84	
5.	FS	4	5	4	4	4	21	84	
6.	FP	4	4	4	5	4	21	84	
7.	GSD	4	3	3	4	5	19	76	
8.	HF	3	3	4	5	4	19	76	
9.	HN	4	4	3	5	5	21	84	
10.	HSS	3	3	4	5	5	20	80	
11.	IS	5	4	4	4	5	22	88	
12.	MA	4	5	3	3	4	19	76	
13.	ST	4	5	4	4	3	20	80	
14.	SK	3	3	3	5	4	18	72	
15.	SJ	5	4	3	3	5	20	80	
16.	SRH	3	3	2	5	5	18	72	
17.	SRH	4	4	3	3	4	18	72	
18.	SA	4	4	3	3	4	18	72	
19.	WPH	3	5	3	3	4	18	72	
20.	YA	3	3	3	5	4	18	72	
Total scores		79	79	69	83	87	397	1588	
Mean		3.95	3.95	3.45	4.15	4.35	19.85	79.40	
Percentage		30.00%							

*Students did not pass the passing grade (75) in the 2nd cycle

* Students didn't pass the passing grade (75) in cycle 2

**Comparison of Students' Achievement
In Cycle 1 and Cycle 2**

No	Name	Cycle 1 First Test	Cycle 2 Second Test	State
1.	AS	72	88	Improved
2.	DSH	80	88	Improved
3.	DOS	76	88	Improved
4.	DK	72	84	Improved
5.	FS	64	84	Improved
6.	FP	76	84	Improved
7.	GSD	60	76	Improved
8.	HF	60	76	Improved
9.	HN	60	84	Improved
10.	HSS	60	80	Improved
11.	IS	64	88	Improved
12.	MA	64	76	Improved
13.	ST	76	80	Improved
14.	SK	68	72	Improved
15.	SJ	76	80	Improved
16.	SRH	60	72	Improved
17.	SRH	68	72	Improved
18.	SA	68	72	Improved
19.	WPH	68	72	Improved
20.	YA	52	72	Improved
Total score		1344	1588	Improved
Mean score		67.20	79.40	Improved

STUDENTS ANSWER IN CYCLE 1

Dino : Hello Dika!

Dika : Hi Dino.

Dino : I hear that now is your birthday, is it true?

Dika : Yes, that's true.

Dino : Wow, happy birthday Dika!

Dika : Thank you Dino.

Dino : Hope you healthy and safety.

Dika : Aamiin, thank you Din.

Muti : Congratulations on your 17th birthday Desy!

Desy : Thank you for saying it dear.

Muti : You are welcome, hope you healthy friend?

Desy : Aamiin.

Hendra : Happy birhtday Sandi!

Sandi : Thanks, Hen. Do you always remember my birhtday?

Hendra : Sure, I do, what if I treat you for dinner tonight?

Sandi : It sounds good. Sure I will.

Hendra : Great, I will you up at seven p.m.

Sandi : Okay, see you tonight Hen.

Hendra : See you.

Sandika : Hay Dedi, good morning.

Dedi : Good morning too.

Sandika : How are you Dedi? Are you fine this morning?

Dedi : Yes, I am good dika, how about you?

Sandika : I am fine too.

Dedi : Happy birthday Sandika, I am sorry because I am late to say it for you.

Sandika : Oh no problem ded, thank you so much friend.

Dedi : You're welcome.

Gladis : Good day Suci!

Suci : Yes.

Gladis : How are you?

Suci : I am fine thanks. And you, how are you Gladis?

Gladis : Alhamdulillah I am fine.

Suci : Happy birthday Gladis!

Gladis : Thank you Suci.

Suci : You're welcome Gladis.

Doni : Hi,, Dona I have just received your gift, thanks a lot.

Dona : Ok, you are welcome.

Doni : By the way why did you send me a gift?

Dona : Do you forget, today is your birthday, right?

Doni : Oh my God, it's 18 May, how could I forget my own birthday! Thank's Dona, you have remembered me about my special day.

Dona : Ok friend, happy birthday, my good bless you.

Doni : Thank you very much my best friend.

Fitri : Hello, Sri.

Sri : Hello too Fit.

Fitri : Happy birthday Sri.

Sri : thank you very much my friend.

Fitri : You are welcome.

Rafael : Why the room is so dark, there is no answer my calling.

(some minutes later)

Friska : Happy birthday Rafael, wish you all the best.

Rafael : Thank you very much my friend, it is so surprising me.

Pida : Hi Wanda!

Wanda : Hi too Pida.

Pida : Where are you now?

Wanda : I'm at home, what happen?

Pida : I want to say happy birhtday for you.

Wanda : Hmm,, thank you Pida.

Pida : Yes, you are welcome.

STUDENTS ANSWER IN CYCLE 2

Bayu : Congratulation for your graduation Salsa!

Salsa : Thank you Bayu.

Bayu : By the way, what the kind of gift that you want?

Salsa : Will you by me something?

Bayu : Certainly.

Salsa : Okay, please give me a bucket of flower.

Bayu : Okay, please wait I will buy it for you.

Abdi : Tika, happy new year!

Tika : Thank you Abdi, happy new year too.

Abdi : Do you celebrate it?

Tika : Yes, of course. How about you?

Abdi : I celebrate it in beach with my family. How about you?

Tika : I celebrate it with my friends.

Abdi : That sounds good.

Sandika : Dedi, congratulations. I am proud of you. I heard you passed the English test. This is for you.

Dedi : Thank you Dika, but will you come to the party tonight?

Sandika : I'm really sorry. I have to accompany my mom to a doctor.

Dedi : That's alright. Anyway thanks for the gift.

Sandika : that's fine. Have a good time.

Dedi : Thanks.

Dino : I heard you got 10 for English.

Dika : Yes, that's right.

Dino : You're great in English. Congratulations.

Dika : Thank you.

Muty : Des, would you like to try these cookies?

Desy : Sure, thanks. What is the occasion?

Muty : I just graduated at last grade on my French course.

Desy : Well done. Congratulation.

Muty : Thanks. Let's go celebrate it.

Desy : Good idea.

Gladis : You look cute with that hat.

Suci : Thank you for saying it. By the way, I heard from Andi that you won two free tickets to watch 'I am Legend' in the cinema. Congratulation.

Gladis : Thank you. I joined a quiz in radio and I won it.

Suci : That's great. What would you do with the tickets?

Gladis : Well, actually I am going to ask you to go with me to watch the movie. Shall we?

Suci : Really? I'd love it.

Gladis : So, can you pick me up at 7 tomorrow evening?

List of interview

Interview to the Teacher

1. Bagaimanakemampuanberbicarasiswa-siswadidalambelajarbahasaInggris?
(how are the students' speaking ability in English Learning?)
Answer:
2. Metodeapasaja yang digunakanbapakdalammengajarBahasaInggris?
(What kinds of method that you use in teaching English?)
Anwer:
3. ApasajakesulitansiswadalambelajarbahasaInggriskhususnya speaking?
(What are the students' difficulties in English learning especially in Speaking?)
Answer:
4. Apasaja yang bapaklakukan agar siswaaktifberbicarabahasaInggrisdidalamkelas?
(what do you do to make the students be actives peaking English in the class?)
Answer:

Validator

Ahmad Kadir, S.S
NIP.19790220 200604 1 011

Teacher

Nurhasanah Hasibuan
NIM: 14 203 00100

List of interview

Interview to the Students

1. Mengapa adik malas ketika belajar speaking?
(Why you feel lazy when you learning speaking?)
Anwer:
Sebab saya tidak mengerti bahasa inggris (I don't understand English)
2. Mengapa adik sering permisi?
(Why do you often ask for permission?)
Anwer:
Saya bosan belajar bahasa inggris (I was bored learnt English)
3. Alasan apa yang membuat adik tidak fokus ketika belajar speaking?
(What are the reason can make you not focus while learning Speaking?)
Anwer:
Saya tidak mengerti bahasa inggris dan saya tidak bisa mengucapkan bahasa inggris (I don't understand English and I can't utterance English)
4. Mengapa adik membuat keributan di kelas pada saat proses pembelajaran sedang berlangsung?
(Why do you make a noisy in the classroom while teaching and learning is occuring?)
Anwer:
Saya bosan belajar bahasa inggris (I was bored learnt English)

The First Cycle Test

The Research Instrument of Speaking Skill

A. Pengantar

Tes ini bertujuan untuk menjangar data dari siswa/i mengenai students' speaking skill dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini

B. Petunjuk

1. Pilihlah salah satu conversation yang telah ditentukan oleh guru!
2. Buatlah conversation yang telah anda pilih!
3. Apabila pertanyaan kurang jelas tanyakan langsung kepada pengawas/guru!

C. Soal

1. Make the conversation about giving expression of congratulating to your friend!
 - a. *Happy led day*
 - b. *Happy birthday*
 - c. *Congratulations*

Validator

Ahmad Kadir, S.S
NIP.19790220 200604 1 011

Padangsidimpuan, 2018
The teacher

Nurhasanah Hasibuan
Reg.Num 1420300100

The Second Cycle Test

The Research Instrument of Speaking Skill

D. Pengantar

Tes ini bertujuan untuk menjangkau data dari siswa/i mengenai students' speaking skill dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini

E. Petunjuk

1. Buatlah sebuah conversation yang telah ditentukan oleh guru!
2. Apabila pertanyaan kurang jelas tanyakan langsung kepada pengawas/guru!

F. Soal

1. Make the conversation about giving expression of congratulating to your friend!
 - a. *Congratulation for graduates*
 - b. *Happy new year*
 - c. *Well done!*

Padangsidempuan, 2018

Validator

The teacher

Ahmad Kadir Lubis, S.S
NIP.19790220 200604 1 011

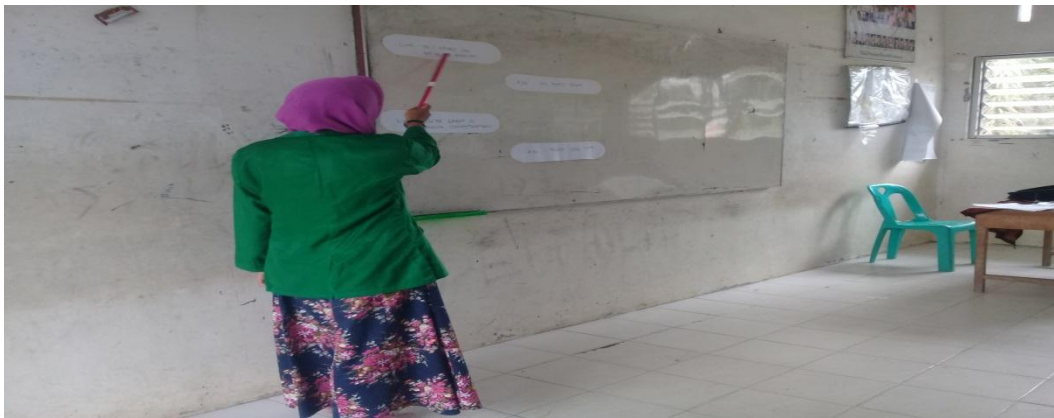
Nurhasanah Hasibuan
NIM: 14 203 00100

DOCUMENTATIONS

A. Students' Interview



B. Learning Process





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan T. Fozal Hurdin Km. 4,5 Sitilang 22733
Telepon (0634) 22080 Faksimile (0634) 24122

Nomor : B - 1144 /In.14/E.4c/TL.00/07/2018
Hal : Izin Penelitian
Penyelesaian Skripsi.

6, Juli 2018

Yth. Kepala SMP N 4 Torgamba
Kabupaten Labuhan Batu Utara

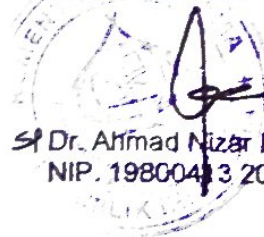
Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Nurhasanah Hasibuan.
NIM : 1420300100
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Perumahan Indah Lestari

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "*Improving Students' Speaking Skill by Using Silent Way Method at Grade VIII SMP N 4 Torgamba*". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan
Wakil Dekan Bidang Akademik



Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
NIP. 19800413 200604 1 002



PEMERINTAH KABUPATEN LABUHANBATU SELATAN
DINAS PENDIDIKAN

SMP NEGERI 4 TORGAMBA

E-Mail : smpn4torgamba@yahoo.com

NPSN : 10260048

NSS : 201070713119

ALAMAT SEKOLAH: JL. BESAR DESA TELUK RAMPAH KEC. TORGAMBA KODE POS. 21465

SURAT KETERANGAN

No: 422.3/ 804/ SMPN4TGB / 2018

Yang bertanda tangan dibawah ini :

Nama : **FARIDAWATI, S.Pd**
NIP : 19680213 199102 2 001
Jabatan : Kepala Sekolah SMP N 4 Torgamba
Sekolah : SMP Negeri 4 Torgamba

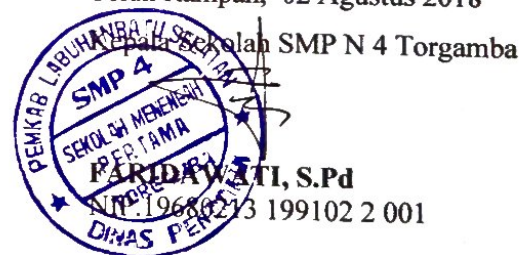
Menerangkan dengan sebenarnya bahwa :

Nama : **NURHASANAH HASIBUAN**
NIM : 1420300100
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Perumahan Indah Lestari

melaksanakan Penelitian Skripsi di SMP Negeri 4 Torgamba dengan judul "**Inproving Studens Speaking Skill By Using Silent Way Methot at Grade VIII SMP Negeri 4 Torgamba**". Dengan ini kami akan memberikan data dan informasi yang sesuai dengan maksud judul di atas.

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Teluk Rambah, 02 Agustus 2018





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone 0634- 22080 Faximile 0634-24022

Nomor : 43/In.19/E.6a/PP.00.9/ 09 /2017 Padangsidimpuan, 19 September 2017
Sifat : Biasa
Lampiran : -
Perihal : *Pengesahan Judul dan Pembimbing Skripsi*
Kepada Yth Bapak/Ibu;
1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum (Pembimbing II)

Di-

Padangsidimpuan

Assalamu'alaikum Wr. Wb

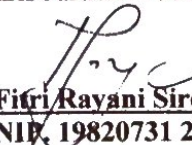
Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Nurhasanah Hasibuan
Nim : 14 203 00100
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI-4
Judul Skripsi : **IMPROVING STUDENTS' SPEAKING SKILL
BY USING SILENT WAY METHOD AT GRADE VIII
SMP N4 TORGAMBA**


Dengan surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris Sekretaris Jurusan Tadris Bahasa Inggris


Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Mengetahui
a.n. Dekan
Wakil Dekan Bidang Akademik


Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002

Pernyataan Kesediaan Sebagai Pembimbing

~~BERSEDIA/TIDAK BERSEDIA~~
PEMBIMBING I


Rayendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2 001

~~BERSEDIA/TIDAK BERSEDIA~~
PEMBIMBING II


Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004