

The Implementation Of Silent Way Method With Flashcard To Improve Students Vocabulary In Junior High School

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Abstract

The objective of this research was to find out the improvement students mastery vocabulary by using Silent Way Method with Flashcard. This research had been conducted by applying classroom Action Research. The subject of this research was the seven grade students in SMP Muhammadiyah 02 Medan of academic year 2019/2020 year which consist of 19 students. The instrumen in collecting data were test for quantitative data, observation sheet and interview sheet. Including students and teacher activity in learning process. Then, the data were analyzed quantitatively and qualitatively. The research findings show that the mean score was 53.68 with the percentage at 15.78 %. In pre test, 74.47 with the percentage 73.69 %. In cycle II and the mean score improved to be 90.26 with the percentage 99.99 %. Based on these findings, it was concluded that there was the improvement of students mastery vocabulary by applied Silent Way Method with flashcard.

Keywords: *Classroom action research, silent way method, vocabulary*

1. INTRODUCTION

Vocabulary is the essential part in learning English. Vocabulary was applied to develop skills including four aspects to communicate effectively. The ability to understand vocabulary is seen when the students are able to read and listen. While the ability to use vocabulary is apparent in writing and speaking activities. In the learning curriculum, vocabulary was taught in the classroom with all students together.

Nowadays along with the progress of science and technology, demands that students must know is the language ability especially English which became a crucial problem and many students whose English learning achievement is relatively still low. The low mastery of students' vocabulary in general is influenced by several factors as: lack of students' knowledge about vocabulary, method and media which is used by the teacher incorrectly, and the students' fear also makes them less active in learning.

Based on the researcher's analysis in SMP Muhammadiyah 02, the students' mastery of vocabulary in English was still low. This problem could be seen from the result of the students' score in the classroom. Most of the students still have a low mastery of vocabulary. The methods and media applied by the teacher were still conventional such as the lecturing method. The teacher should be able to provide methods and media correctly. But the teacher only gives instructions to students to memorize vocabulary in the classroom without rechecking students' vocabulary.

Based on the problem above, the researcher used learning methods and media correctly with the teaching material. The teaching method must be interesting, fun, and communicative. That teaching vocabulary used in this method was able to make the students become more active. One of the learning methods that can improve students' vocabulary mastery, especially about nouns, is the Silent Way method. Silent Way is a method when during the teaching learning process the teacher should be silent. In this method, the teacher only helps students to learn or in other words, the teacher acts as a facilitator. In this method, the use of instructional media is also very important. Because learning media is a tool used by the teacher to help the learning process to be more efficient. One of the media that can improve vocabulary is a flashcard because, in the teaching learning process, this media is able to attract the attention of students in learning vocabulary. A flashcard is a card that contains the picture and name of things which is made as attractive as possible to make students not feel bored and joyful in the teaching learning process. The purpose of this media for students is to be able to get new vocabularies and remember them rather than memorizing because actually, vocabulary must be practiced more and more again.

2. METHOD

The research was conducted by using Classroom Action Research (CAR) design. The design of the research is described in detail as the following chart.

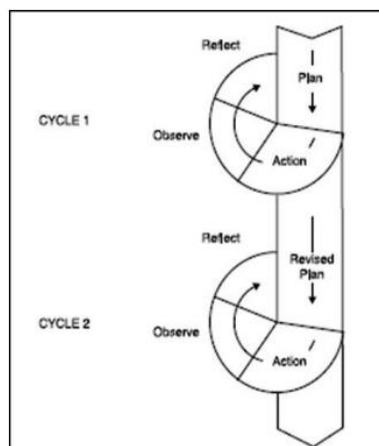


Chart 3.1 Classroom Action Research Model by Kemmis and Mc. Taggart in Arikunto (2013)

There were some procedures in collecting data:

Pre-Test were given before the treatment. The function of the pre-test is to know the mean scores of students before given a treatment.

Treatment were given to the students by using Silent way method and flashcard as media. The treatment was given in the cycles.

Post-Test After giving the treatment to the students, the researcher gives a test again to find out their score in vocabulary.

Technique for Data Analysis

There were two kinds of research data, namely quantitative and qualitative data. Qualitative data was taken to describing the situation during the teaching learning process. The qualitative data was used to analyzed from the observation sheet and interview sheet to describing the improved of the students mastery vocabulary.

This Classroom Action Research (CAR) was judged to be succeed if $\geq 75\%$ of the total students reached the minimum score at 80 (Good), then the students activities in learning activities were categorized good if the average percentage shows that it has reached 75% of the number of students.

3. FINDINGS

This research consisted of two kinds of data namely qualitative and quantitative data. Qualitative data were used to describe the situation during the teaching and learning process including students and teacher's activities and the qualitative data were used to analyze the students ability in vocabulary. Qualitative data were obtained from the students' activity in learning process and teacher activity in teaching as illustrated. While qualitative data were taken from the students' score of vocabulary fill item tests in pretests, cycle I and cycle II.

Data Analysis

From quantitative data. After giving pre-test to 19 students the researcher was found that the mean score of students vocabulary was 53,68 with the successful percentage 15.78% . It means that 3 of the students achieved the Test Students score got 75 Percentage Pre-Test 3 15,78% Cycle I 14 73,69% Cycle II 19 100% minimum score 75 . Thus the researcher conducted cycle I to improve students' vocabulary.

1. Cycle I

In the cycle I, there were many activities done. All activities were elaborated by the researcher as follows:

Planning

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan and its instruments. The researcher also prepared the instrument of collecting data, such as observation sheets, and interview sheet field note in order to know students activeness in joining teaching learning process. Then, the researcher conducted post-test to know the students' improvement in vocabulary mastery. It consisted of one topic is things around in the classroom. There were 19 students joining in the class.

Action

The research of the first cycle was done into two session (2x40 minutes). Learning activity in this cycle was implemented in accordance with a plan designed at the planning stage action. The first stage, the researcher explained the step applied in the learning method and learning objectives to be achieved. In applying this method, researcher collaborated with English teacher. The teacher explained the material briefly about vocabulary to all students. Then the students explained about how to this method was applied. After the all of students understanding about this method the teacher begin the method with silent during teaching learning process. Then shown one of picture from flashcard. The students write in their paper.

Observing and Evaluating

The students' ability in vocabulary in cycle I was still low. It means that, the successful category had been not achieved. From the total students' in cycle I the means score was only 74.47 with the successful percentage at 73.69%. In detail, the students who got score

more than 75 were 14 students', while the rest had the score lower than 75. In addition, the students' score in cycle I was illustrated in the following chart.

Cycle II

From quantitative data in cycle II was done because after reflecting the cycle I, it was still not good enough. Cycle II was conducted to improve the constrains encountered in cycle I.

Planning

In the second cycle, the action plan was a follow up of problems or obstacles encountered in the implementation of the first cycle action. The main issues contained in the first cycle with regard to the learning experience of students using Silent Way method. Learning on the second action aimed to improve students learning activities in order to achieve the specified indicators. Implementation of the second cycle was substantially similar to the implementation of the first cycle.

Action

Implementation of the action in the second cycle was in principle the same as the first cycle of implementation of the action. In this cycle, the study was conducted in two meetings. At the beginning of the learning process in this cycle, a technical description of the Silent Way Method with flascard still be given to students in order to improve student's vocabulary mastery. Then, the next learning process is similar to previous meetings, but with the same learning materials.

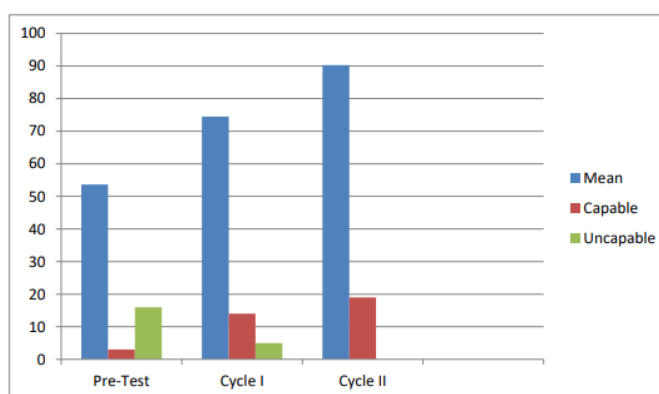
Observing and evaluating

The students' achievement in vocabulary in cycle I was done. Because it means the successful category had achieved. From the total students' the means score was at 90.26 with the successful percentage 99.99%. In detail, the students who got score more than 75 were 19 students' score highest.

Reflecting

The followings were some of the achievements after the implementation of the second cycle. The students' score in learning material looked significantly different on the data of the mean value of the results in the both cycle it was 74.47 in the first cycle, with the success percentage at 53.68%, and the second cycle was 90.26 with the success percentage of at 99.99%. The Improvement of student's score in Cycle 1 and Cycle 2 were shown on chart below:

Chart 4.3
 The Improvement of Students and Students Frequency in Pre-Test Cycle 1 and Cycle 2



From qualitative data observation sheet was used to observe all activities that happened during the teaching learning process. The activities include teacher and students activities. The teacher was an observer for the researcher and the students in the class consist of 19 students. The teacher had created flash card more attractive to made students feel not bored.

From qualitative data Interview sheet had used to observe about the opinion of students and teacher during teaching learning process in the classroom. The observed found that the students gave their attention during teaching learning process. The first cycle was conducted in two meetings. The first test was given the students without giving method. From the first test, it was found that three students could get 75 or above. They felt difficult to master vocabulary. Before the teaching learning process, the teacher explained the prediction Silent Way Method with Flashcard for understanding difficult word to memorize relate the material in order word to avoid their mistake in interpreting.

In this first students was no discussion or individually. The teacher and the researcher worked together to predicting what the text was about, and what would happen next. The students were very enthusiastic in doing this activity. Even though there were some students who were not participated in this activity and were still shy to say the word. In the next meeting, they could apply this method better because they already knew about the procedures of Silent Way and Flashcard. The researcher and the teacher also students worked together. The purpose was to develop the students mastery about the procedure, so that when they worked in the next meeting they could do it well. The researcher only guided them if they faced the problems in using this method.

Based on the previous reflection in the second cycle if this method better than before. The classroom activity very active and the students interested with the method. It showed that there was an improvement vocabulary mastery during teaching learning process by silent way method with flashcard as media.

The findings of this research are indications of an improve in students' vocabulary mastery in SMP Muhammadiyah 02 in the context of mentioning the names of objects around the class. The rest is still not mastering vocabulary or around 15.78% and when it has finished doing the cycle I the results are an increase from the previous pre test from 53.68 to 74.47 or about 73.69% then after giving action on the second cycle the results were more significant from cycle I 74.47 or around 73.69% to 90.26 or around 100% after being applied that it was indeed effective if the silent way method was applied to increase students' vocabulary mastery in junior high school.

Based on research findings above, it was seen that there was an improvement of students' mastery in vocabulary by implementing Silent Way Method. Thus the researcher took a conclusion that the application of Silent Way method in learning process can increase the ability of students' in the learning, especially the learning of vocabulary. Then the Applying Silent way method with flashcard in this research was believed to improve the students' vocabulary.

4. CONCLUSION

After researcher conducted research and got the data from quantitative like score of students and interview sheet also observation sheet and interview sheet that the conclusions are : Has been showed that the mean of pre test 53,68 with three students got score 75 and the cycle I began look forward that are fourteen students success got score 75. And the cycle II was the mean who are nineteen students got score 75 that meant if there any improving from capability students from Pretest, Cycle I and Cycle II. From the interview sheet and observation sheet showed that the teacher very active to teach English subject and the students was interested and active thus making practice vocabulary more and more. Finally the students do not feel fear that English subject. It meant that silent way method with flashcard is a method was improvement mastery vocabulary students.

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