**CHAPTER I**

**INTRODUCTION**

In this chapter, the researcher will present about background of the study, formulation of the problem, purpose of the study, the significance of the study, scope and limitation of the study, definition of key term, hypothesis and organization of the study.

**A. Background of the Study**

Language is one of the important tools to communicate with others. People can communicate each other and express their ideas and emotions. In Linguistic study, language is defined as the sequence of speech sounds produced by human speech organs that has meanings (Setiyadi, 1991:2). Language is a signaling system which operates with symbolic vocal sound, and which is used by group of people for the purpose of communication (Susanto, 2007:2). Meanwhile, Finocchiaro states (in Susanto, 2007:2) that language is a system of arbitrary vocal symbol which permits all people in a given culture, or other people who have learned the system of that to communicate or to interact. Sapir also states (in Susanto, 2007:2) that language is as purely by means of system of voluntarily produced symbols. Richards and Rodgers state (in Setiyadi, 2006:81) that language is seen as groups of sound arbitrarily associated with specific meanings and organized into sentences or strings of meaningful units by grammar rules. Language is a substitute for experience.

Nowadays, we come to globalization in which English is useful to transfer science and technology in the world. English language is the most important language in the world because it links the whole world together. In fact, text book and other publication on science and technology are mostly written in English.

. In Indonesia, English has been taught from junior high school until university and it has been studied from elementary school and kindergarten right now. Teaching English in Indonesia becomes more important. In every school in Indonesia, English as a foreign language is considered difficult by many students. It really needs creative efforts from the English teachers to conduct the process of teaching learning become fun learning. To be more interesting, the teachers have to create many ways to explain the English material so that it can be understood by the students.

In learning English, students should master the language skills and components. The language skills are listening, speaking, reading, and writing. And the language components are vocabulary, grammar, pronunciation, etc. The language skills should be taught in interesting way and the language components such as vocabulary should be mastered, so the students can use English language.

This study is focused on vocabulary because it is very significant element in mastering the four skills of English. Vocabulary is one of the most important aspects of foreign language. It means that vocabulary is very important for learning foreign language. By mastering vocabulary, it’s expected that we master the four language skills.

Mastering a large number of vocabularies is very important for the students who are studying English because by mastering English, it will be very easy to understand the language. Without mastering vocabulary they will get trouble in developing the four skills.

There are many factors that influence the success of teaching vocabulary. Some of them are material to teach the students and the method that are used by the teacher. The ability of teacher to decide what material and what method will be used is important. The teacher should select suitable material and using various methods.

Method is the plan of language teaching which is consistent with the theories. Talking about method in teaching learning process, there are many methods that can be used in the process of teaching. In this case, most of the English teachers in MTs Assyafi’iyah Gondang Tulungagung introduce English vocabulary by using translation and ask the students to memorize it. In fact, translation should be avoided because it has several disadvantages such as the students will get verbalism, and not all the words can be translated. So, many students feel bored, and uninterested in learning vocabulary, and the effect is the students just have finished the vocabulary.

Helping the students to learn English in interesting method is an important aspect. In general, the big problems that the students face in English are the lack of vocabulary, and pronouncing correctly even to arrange the word into good sentence. So, it is the teacher’s duty to help them. We know that the teachers should have the unique or more interesting technique and method that make the students enthusiasm and enjoy in learning English.

Silent way is the name of method of language teaching devised by Gattecno. 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 (Setiyadi, 2006:76). 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, because too much repetition does not help the students. If the students are familiar with their teachers’ technique, they know that the teacher will repeat the subject-matter once again. Thus, they do not pay enough attention to their teachers’ talk. On the other hand, if the students know that their teacher will not repeat anymore, they will listen to him/her carefully. Besides that, this method can make the students independent, autonomous, and responsible in language. In teaching vocabulary, the teacher provided single word stimuli once or twice, and then the students refined their understanding and pronunciation among themselves with minimal corrective feedback from the teacher (Brown, 2004:29). In other words, in this method the teacher should not always be silent. However, the teacher should be active, not to dominate the class, but to give any instructions so that the students could respond those instructions.

Accordingly, the researcher would like to make a research about the effectiveness of Using Silent Way Method on Vocabulary Achievement of The Seventh Grade Students of MTs Assyafi’iyah Gondang.

**B. Formulation of the Problem**

Based on the background of the study, the problem of this study is formulated as follows:

1. How is students’ vocabulary achievement before being taught using silent way method?
2. How is the students’ vocabulary achievement after being taught using silent way method?
3. Is there any significant difference in students’ vocabulary achievement before and after being taught using silent way method?

**C. Purposes of the Study**

Based on the research problem, the study is intended to:

1. Know the students’ vocabulary achievement before being taught using Silent way method.

2. Know the students’ vocabulary achievement after being taught using Silent way method.

3. Know the significant difference in students’ vocabulary achievement before and after being taught using Silent way method.

**D. The Significance of the Study**

The researcher hopes that result of the study will give contribution to:

* 1. The Students
		1. It can improve the mastery of vocabulary.
		2. The student will be able to mastering the vocabulary better by using silent way method.
		3. Silent way method can give motivation to students in mastering vocabulary.
1. The Teachers
	* + 1. Teachers know the level of students’ vocabulary mastery.
			2. The result can become an input to determine the step and strategy for teaching learning vocabulary. So, the teachers can reach the maximum teaching as a feed-back to improve the quality of English teaching learning vocabulary, and it can be as important information in using silent way method to improve the quality of teaching vocabulary.
2. School

The finding is hopefully useful for the school board as informative data in using silent way teaching method available in schools in the teaching and learning process of vocabulary.

1. The other researcher

Hopefully, this study will contribute as a good reference for other research, especially on the same topic as this writer does.

**E. Scope and Limitation of the Study**

In this research, the writer limits the study on the students’ achievement in mastering vocabulary especially Noun and Verb in the Recount Text taught using Silent Way Method and the significant difference in students’ vocabulary achievement before and after being taught using Silent way method to seventh grade students of MTs Assyafi’iyah Gondang Tulungagung.

**F. The Definition of Key Terms**

In this part, there is some explanation from the title mentioned in the previous items. The title is “The effectiveness of Using Silent Way Method on Vocabulary Achievement of The Seventh Grade Students of MTs Assyafi’iyah Gondang Tulungagung”.

 The definitions of key terms are as follows:

1. Effectiveness.

In Oxford Learner’s Pocket Dictionary (2003:138), effectiveness is producing the result that is wanted or intended. The meaning of effectiveness in this study is there is any significant difference in the students’ vocabulary achievement before and after being taught using Silent way method.

1. Vocabulary.

Vocabulary is a list of word and often phrases, abbreviation, inflection form, usually arranged in alphabetical order and defined or otherwise identified, as in dictionary or glossary.

* + - 1. Vocabulary Achievement.

Vocabulary achievement is the students’ ability mastering vocabulary which is indicated by score they gain in the test.

* + - 1. Silent Way Method.

Silent way is the name of method of language teaching devised by Gattecno.

In this Method, 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.

**G. Hypothesis**

The Hypothesis for this study are:

* + - * 1. Ho: There is no significant difference between the students’ vocabulary achievement before and after they are taught using silent way method toward the student’s vocabulary achievement of seventh class at MTs Assyafi’iyah Gondang.
				2. Ha: There is a significant difference between the students’ vocabulary achievement before and after they are taught using silent way method toward the student’s vocabulary achievement of seventh class at MTs Assyafi’iyah Gondang.

**H. Organization of the Study**

The organization of the research paper is given in order to make the readers understand the content of the paper.

Chapter I: (Introduction), it includes background of the study, formulation of the problem, purpose of the study, the significance of the study, scope and limitation of the study, definition of key term, hypothesis and organization of the study.

Chapter II: (Review of Literature), it discusses about the definition of vocabulary mastery, kinds of vocabulary, teaching vocabulary, silent way method, the procedure of applying the silent way method, and testing vocabulary.

Chapter III: (Research Methodology), it presents the research design, population sample and sampling, variable, data and data sources, data collecting method and the instrument, and technique of data analysis.

Chapter IV: (Finding and Discussion), it consists of data description, Hypothesis testing, and discussion.

Chapter V: (Conclusion and Suggestion), it presents the conclusion of this study and suggestion.