**CHAPTER IV**

**RESEARCH FINDING**

This chapter presents the data description, hypothesis testing, and discussion.

1. **Data Description**

 To obtain the data, the test was given to the experimental class. The purpose of the writer knows the result of the effectiveness of silent way method in teaching speaking for class VII at MTs Assyafi’iyah Gondang Tulungagung. The writer involves a class that consists of 31 students. So the writer uses a small sample which connects each other (T-Test for one sample, that are value between pre-test and post-test).

The following is the students’ achievement before being taught by using silent way method as pre – test.

**Table 4.1 Students Score Before Taught By Using the Silent Way Method**

|  |  |  |
| --- | --- | --- |
| No. | Students’ code | Score |
| 1. | A | 40 |
| 2. | B | 65 |
| 3. | C | 45 |
| 4. | D | 80 |
| 5. | E | 90 |
| 6. | F | 70 |
| 7. | G | 75 |
| 8. | H | 90 |
| 9. | I | 60 |
| 10. | J | 70 |
| 11. | K | 65 |
| 12. | L | 55 |
| 13. | M | 65 |
| 14. | N | 90 |
| 15. | O | 45 |
| 16. | P | 75 |
| 17 | Q | 55 |
| 18 | R | 85 |
| 19 | S | 60 |
| 20 | T | 40 |
| 21 | U | 75 |
| 22 | V | 60 |
| 23 | W | 80 |
| 24 | X | 70 |
| 25 | Y | 80 |
| 26 | Z | 80 |
| 27 | AA | 65 |
| 28 | AB | 85 |
| 29 | AC | 65 |
| 30 | AD | 85 |
| 31 | AE | 85 |

The following is the students’ achievement after being taught by using silent way method as post – test.

**Table 4.2 Students Score After Taught By Using the Silent Way Method**

|  |  |  |
| --- | --- | --- |
| No. | Students’ code | Score |
| 1. | A | 65 |
| 2. | B | 100 |
| 3. | C | 80 |
| 4. | D | 100 |
| 5. | E | 100 |
| 6. | F | 90 |
| 7. | G | 95 |
| 8. | H | 90 |
| 9. | I | 100 |
| 10. | J | 95 |
| 11. | K | 90 |
| 12. | L | 85 |
| 13. | M | 100 |
| 14. | N | 95 |
| 15. | O | 80 |
| 16. | P | 95 |
| 17 | Q | 90 |
| 18 | R | 100 |
| 19 | S | 90 |
| 20 | T | 60 |
| 21 | U | 95 |
| 22 | V | 95 |
| 23 | W | 95 |
| 24 | X | 95 |
| 25 | Y | 95 |
| 26 | Z | 90 |
| 27 | AA | 90 |
| 28 | AB | 95 |
| 29 | AC | 95 |
| 30 | AD | 85 |
| 31 | AE | 90 |

From the data of students’ pre – test and post – tet score, the researcher arrange the frequency and the percentage of the students’ score that can be seen in table as follows.

**Table 4.3 Frequency and Percentage of the Students’ Pre–test and Post–test Score**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No  | Score | Fx | Fx (%) | Fy | Fy (%) |
| 1 | 100 | 0 | 0 | 6 | 19.35 |
| 2 | 95 | 0 | 0 | 11 | 35.48 |
| 3 | 90 | 3 | 9.68 | 8 | 25.8 |
| 4 | 85 | 4 | 12.9 | 2 | 6.45 |
| 5 | 80 | 4 | 12.9 | 2 | 6.45 |
| 6 | 75 | 3 | 9.68 | 0 | 0 |
| 7 | 70 | 3 | 9.68 | 0 | 0 |
| 8 | 65 | 5 | 16.13 | 1 | 3.23 |
| 9 | 60 | 3 | 9.68 | 1 | 3.23 |
| 10 | 55 | 2 | 6.45 | 0 | 0 |
| 11 | 50 | 0 | 0 | 0 | 0 |
| 12 | 45 | 2 | 6.45 | 0 | 0 |
| 13 | 40 | 2 | 6.45 | 0 | 0 |
|  |  | X1 = 31 |  | X2 = 31 |  |

P= F x 100%

 N

The analysis was made about the students’ score of test. As explained in the previous chapter that the instrument used in this study was vocabulary test, including pre – test and post – test. The analysis was made to find out whether or not there is any difference in students’ score before and after teaching vocabulary using Silent Way Method. It is also to find out the effectiveness of Silent Way Method in building up the students’ vocabulary achievement ant to show whether or not Silent Way Method can give positive effect in increasing the students’ vocabulary achievement.

The result of data analysis was from students’ score of pre–test and post-test as in table 4.4

**Table 4.4 The Statistical Result Using T-test**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Students’ code | Pre-test (x) | Post-test (y) | D(y – x) | D2 |
| 1 | A | 40 | 65 | 25 | 625 |
| 2 | B | 65 | 100 | 35 | 1225 |
| 3 | C | 45 | 80 | 35 | 1225 |
| 4 | D | 80 | 100 | 20 | 400 |
| 5 | E | 90 | 100 | 10 | 100 |
| 6 | F | 70 | 90 | 20 | 400 |
| 7 | G | 75 | 95 | 20 | 400 |
| 8 | H | 90 | 90 | 0 | 0 |
| 9 | I | 60 | 100 | 40 | 1600 |
| 10 | J | 70 | 95 | 25 | 625 |
| 11 | K | 65 | 90 | 25 | 625 |
| 12 | L | 55 | 85 | 30 | 900 |
| 13 | M | 65 | 100 | 35 | 1225 |
| 14 | N | 90 | 95 | 5 | 25 |
| 15 | O | 45 | 80 | 35 | 1225 |
| 16 | P | 75 | 95 | 20 | 400 |
| 17 | Q | 55 | 90 | 35 | 1225 |
| 18 | R | 85 | 100 | 15 | 225 |
| 19 | S | 60 | 90 | 30 | 900 |
| 20 | T | 40 | 60 | 20 | 400 |
| 21 | U | 75 | 95 | 20 | 400 |
| 22 | V | 60 | 95 | 35 | 1225 |
| 23 | W | 80 | 95 | 15 | 225 |
| 24 | X | 70 | 95 | 25 | 625 |
| 25 | Y | 80 | 95 | 15 | 225 |
| 26 | Z | 80 | 90 | 10 | 100 |
| 27 | AA | 65 | 90 | 30 | 900 |
| 28 | AB | 85 | 95 | 10 | 100 |
| 29 | AC | 65 | 95 | 30 | 900 |
| 30 | AD | 85 | 85 | 0 | 0 |
| 31 | AE | 85 | 90 | 5 | 25 |
|  | N = 31 | ∑x = 2150 | ∑y = 2820 | ∑D = 675 | ∑D2 = 18475 |

1. Finding Mx and My

Mx = ∑x = 2150 = 69.35

 N 31

My = ∑y = 2820 = 90.97

 N 31

b. Finding the mean “D”

 MD = ∑D = 675 = 11.06

 N 31

c. Finding tcount = 



To know the degree of freedom, we can find the result from the formula below:



1. **Hypothesis Testing**

From the data analysis it could be identify that:

* 1. When the value of tcount > ttable in *d.b*=30 with the significant level 0.05, the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected. It meant that there was significant difference of vocabulary achievement to the seventh grade students before and after using Silent Way Teaching Method.
	2. When the value of tcount < ttable in *d.b*=30 with the significant level 0.05, the Null Hypothesis (Ho) was accepted and the Alternative Hypothesis (Ha) was rejected. It meant that there was no significant difference of vocabulary achievement to the seventh grade students before and after using Silent Way Teaching Method.

The score of vocabulary before being taught by using the silent way method was bad because the mean of the total score of 31 students is (69.35). After getting treatment, the mean score of vocabulary is (90.97). It was improved.

Based on the statistical calculation using T-test, the researcher gave interpretation to “t0”. First, she considered the. = N – 1 with the  (31-1=30). She consulted to the score table “t”, at the significance level of 0.05. In fact, with the  of (30) and the critical value at 0.05 significance ttable is (2.042)

By comparing the “t” that she has got in calculation t count = (10.8) and the value of “t” on the t score table t 0.05 = (2.042), it is known that t count is bigger than t table = 10.8>2.042

Because the t count is bigger than t table, and the alternative hypothesis (Ha) is accepted, while the null hypothesis (H0) is rejected. It means that there is significant difference of vocabulary achievement to the seventh grade students of MTs Assyafi’iyah Gondang Tulungagung before and after using Silent Way Teaching Method.

1. **Discussion**

Based on research method in Chapter III in this research, teaching and learning process was divided into three steps. First step is preliminary study where the researcher conducted a preliminary study to know the students’ vocabulary achievement by administering pre-test.

The second were given treatment to the students. The treatment here is teaching vocabulary in reading about procedure text. Here the researcher limit the study about noun and verb vocabulary. By using the silent way method, the researcher used physical object and picture as media. And also used teacher’s silence as technique. After getting treatment, the students were more enthusiastic to study vocabulary.

From the finding, it is known that the t count is bigger than t table, and the alternative hypothesis (Ha) is accepted, while the null hypothesis is rejected. It means that there is significant difference of vocabulary achievement to the seventh grade students of MTs Assyafi’iyah Gondang Tulungagung before and after using Silent Way Teaching Method.

Based on the result, it can be concluded that the silent way method was effective in teaching vocabulary at junior high school especially at the seventh grade students of MTs Assyafi’iyah Gondang Tulungagung. It also could be seen in the treatment process, the students more interested when the researcher applied this method. And they felt enthusiast and also answered the researcher’s question actively. The students become independent, autonomous, and responsible in language. They paid enough attention to the researcher’s explanation because there was not repetition in her explanation. They could response with what the researcher’s command. For example, when the teacher as the researcher ask to show the object, the students could show it. Beside that, the students could make the sentences in different context from the text. If there was an error in answer the questions, they could give response to their friends’ answer.

This finding was supported by the existing theory provided in Sari’s teaching and learning experience (2005). Depending on her own teaching and learning experiance, too much repetition does not help 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 finding is also supported by Sidhakarya’s teaching experience (2002). In his many years of his teaching using Silent Way, a student in his class kicked off the city they were building using the colored rods.  They all kept silent, they did not know what to say.  After a while, a student said that there was nothing adverse in what he had just done, that was just too tired to think.  That incident showed him that he was not alert enough to sense the student's condition beforehand.  Since then, he always explains his teaching philosophy briefly before starting the program, and asks the students if they are in good spirits when doing an activity.

According to explanation above, the teacher’s explanation before starting the program is very important because the students would not be confused with their teacher’s program. In this research, the researcher explained about the teacher’s and learners’ role in her method firstly. So, the students knew about what should they do in their study especially study about vocabulary. They knew how to response the researcher’s command. 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.