**THE EFFECTIVENESS OF USING SILENT WAY METHOD ON VOCABULARY ACHIEVEMENT OF THE SEVENTH GRADE STUDENTS OF MTS ASSYAFI’IYAH GONDANG TULUNGAGUNG**

**THESIS**



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**DEPARTMENT OF ISLAMIC EDUCATION**

**STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)**

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**THESIS**

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**ADVISOR’S APPROVAL SHEET**

This is to certify that the Sarjana’s thesis “The Effectiveness Of Using Silent Way Method on Vocabulary Achievement of the Seventh Grade Students of MTs Assyafi’iyah Gondang Tulungagung” written by Siti Naimatus Shoiruroh has been approved by the thesis advisor for further approval by the Board of Examiners.

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**MOTTO**

*Tell me and I forget  
Teach me and I remember  
Involve me and I learn*

*(By: Benjamin Franklin)*

**DEDICATION**

With all of my love, I dedicate my thesis to:

* My beloved husband (M. Nurwanto) who have given full of love, attention, motivation and pray.
* My beloved daughter (Syakira) and son (Asykar). They are my spirit.
* My parents (Sudarso and Mujai’in) and my mother in law (Lailun) who always give me motivation and pray.
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Thanks for everything. Without you all, I am nothing.

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State that thesis ***“The Effectiveness Of Using Silent Way Method on Vocabulary Achievement of the Seventh Grade Students of MTs Assyafi’iyah Gondang Tulungagung”*** is truly my original work, it doesn’t incorporate any material previously written or published by another person except those indicated in quotation and references. Due the fact, I’m the only responsible for the thesis any injections or claim from other.

Tulungagung, June 2012

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**ABSTRACT**

Shoiruroh, Siti Naimatus. Register number: 3213083107: 2012. *The Effectiveness Of Using Silent Way Method on Vocabulary Achievement of the Seventh Grade Students of MTs Assyafi’iyah Gondang Tulungagung*. Thesis. English Education program. State islamic College (STAIN) of Tulungagung.

Advisor: Ida Isnawati, M. Pd.

Keywords: Effectiveness, Silent way method, vocabulary.

In Indonesia, English has been taught from junior high school until university and it has been studied from elementary school and kindergarten right now. In learning English, students should master the language skills, they are listening, speaking, writing, and reading. However, to master language the students have to know and understand the language components. One of them is vocabulary. Vocabulary should be mastered by students when they want to be succesfull in learning English. There are many methods in teaching English vocabulary. Silent way method is the one of the method. The students feel happy and enjoy in their studying taught by using enjoy full method. As the principle of silent way method, the students become independent, autonomous, and responsible in language. So, by mastering vocabulary, it’s expected that the students master the four language skills (listening, speaking, reading, and writing), because without mastering vocabulary the students will get trouble in developing the four skills.

Statement of the problems in this research are 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?”.

The purposes of this research are 1) to know the students’ vocabulary achievement before being taught using Silent way method. 2) to know the students’ vocabulary achievement after being taught using Silent way method. 3) to know the significant difference in students’ vocabulary achievement before and after being taught using Silent way method.

This study used pre - experimental design with quantitative approach. In this study the experimental design used is One-Group Pretest-Posttest. The population was all the students of seventh A class at MTs Assyafi’iyah Gondang Tulungagung consist of 31 students. Because the number of students was not large, the researcher took all of seventh A class as sample. The instruments used in this research was test vocabulary (pre – test and post – test). Data analysis of this research is using T-test.

The research finding in this research is 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, with the t-test analysis that use by researcher, the result of t count is (10.8). 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 (t count > t table ) = (10.8>2.042).

Based on the result above, alternative hypothesis (Ha) that states there is significant difference of students’ vocabulary achievement by using silent way method is acccepted, while the null hypothesis (Ho) that states there is no significant difference of student’s vocabulary achievement by using silent way method is rejected.

Finally, it can be concluded that Silent way method is effective method to teach english vocabulary to junior high school students, especially for seventh grade students of MTs Assyafi’iyah Gondang Tulungagung.

**ABSTRAK**

Shoiruroh, Siti Naimatus. NIM: 3213083107: 2012. *The Effectiveness Of Using Silent Way Method on Vocabulary Achievement of the Seventh Grade Students of MTs Assyafi’iyah Gondang Tulungagung*. Skripsi. Program Pendidikan Bahasa Inggris. STAIN Tulungagung.

Dosen Pembimbing: Ida Isnawati, M. Pd.

Kata kunci: Keefektifan, Metode Silent Way, Kosa Kata.

Di Indonesia, Bahasa Inggris sudah diajarkan sejak SMP sampai universitas dan telah dipelajari dari Sekolah Dasar dan TK hingga sekarang. Dalam belajar bahasa Inggris, siswa harus menguasai keterampilan bahasa, diantaranya yaitu mendengarkan, berbicara, menulis, dan membaca. Namun, untuk penguasaan bahasa, siswa harus mengetahui dan memahami komponen bahasa. Salah satunya adalah kosa kata. Kosakata harus dikuasai oleh siswa ketika mereka ingin menjadi sukses dalam belajar bahasa Inggris. Ada banyak metode dalam mengajar kosakata Bahasa Inggris. Salahmsatu diantaranya adalah Metode Silent Way. Para siswa merasa senang dan menikmati dalam belajar mereka diajarkan dengan menggunakan metode yang menyenangkan. Sebagaimana prinsip metode Silent way, siswa menjadi mandiri, otonom, dan bertanggung jawab dalam bahasa. Jadi, dengan menguasai kosa kata, diharapkan bahwa siswa menguasai empat keterampilan bahasa (mendengar, berbicara, membaca, dan menulis), karena tanpa menguasai kosa kata, siswa akan kesulitan dalam mengembangkan empat keterampilan tersebut.

Rumusan masalah dalam penelitian ini adalah 1) "Bagaimana prestasi kosakata siswa sebelum diajarkan menggunakan metode Silent Way?". 2) "Bagaimana prestasi kosakata siswa setelah diajar dengan menggunakan metode Silent Way?". 3) "Apakah ada perbedaan yang signifikan dalam prestasi kosakata siswa sebelum dan setelah diajarkan menggunakan metode Silent Way?".

Tujuan dari penelitian ini adalah 1) mengetahui prestasi kosakata siswa sebelum diajarkan menggunakan metode Silent Way. 2) mengetahui prestasi kosakata siswa setelah diajar dengan menggunakan metode Silent Way. 3) untuk mengetahui perbedaan yang signifikan dalam prestasi kosakata siswa sebelum dan sesudah diajarkan menggunakan metode Silent Way.

Penelitian ini menggunakan desain pre-eksperimental dengan menggunakan pendekatan kuantitatif. Dalam penelitian ini desain experimental menggunakan satu group Pretest-Posttest. Populasi adalah semua siswa dari kelas tujuh A di MTs Assyafi'iyah Gondang Tulungagung terdiri dari 31 siswa. Karena jumlah siswa tidak besar, peneliti mengambil semua kelas tujuh A sebagai sampel. Instrumen yang digunakan dalam penelitian ini adalah tes kosa kata (pre-test dan post-test). AnalisishdatanpenelitianbinimmenggunakanbT-test.

Hasil penelitian dalam penelitian ini adalah skor kosakata sebelum diajarkan dengan menggunakan metode Silent Way adalah buruk karena rata-rata dari skor total 31 siswa adalah (69,35). Setelah mendapatkan perlakuan/treatment, skor rata-rata kosakata adalah (90,97). Skor siswa meningkat, dengan analisis t-tes yang digunakan oleh peneliti, hasil t-hitung adalah (10,8). Dengan membandingkan "t" yang didapat dalam hitungan t-hitung = (10,8) dan nilai "t" pada t-tabel t0.05 = (2,042). Telah diketahui bahwa t-hitung lebih besar dari t-tabelq(thitungq>qttabel)q=q(10,8>2,042).  
  
 Berdasarkan hasil di atas, hipotesis alternatif (Ha) yang menyatakan ada perbedaan yang signifikan pada prestasi kosakata siswa dengan menggunakan metode Silent Way diterima, sedangkan hipotesis nol (Ho) yang menyatakan tidak ada perbedaan yang signifikan dari prestasi kosakata siswa dengan menggunakan metodeqSilentzWayzditolak.  
  
 Akhirnya, dapat disimpulkan bahwa metode Silent Way adalah metode yang efektif untuk mengajarkan kosakata bahasa inggris untuk siswa SMP, khususnya bagi siswa kelas tujuh MTs Assyafi'iyah Gondang Tulungagung.

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Finally, the writer realizes that this thesis is still far from being perfect, constructive critic and suggestion will be gladly accepted to improve this thesis.

Tulungagung, June 2012

The Writer

Siti Naimatus Shoiruroh

**TABLE OF CONTENT**

# Cover i

Advisor’s Approval Sheet ii

Legitimation from Board of Examiners iii

Motto iv

Dedication v

Declaration of Authorship vi

Abstract vii

Abstrak ix

Acknowledgement xi

# Table of Content xiv

# List of Tables xvi

List of Appendices.................................................................................... xvii

CHAPTER I INTRODUCTION

1. Background of the Study 1
2. Formulation of the Problem 5
3. Purpose of the Study 5
4. The Significance of the Study 6
5. Scope and Limitation of the Study …………………………. 7
6. The Definition of Key Terms 7
7. Hypothesis 8
8. Organization of the Study 8

CHAPTER II REVIEW OF RELATED LITERATURE

1. Vocabulary............................................…………..................... 10
   * + 1. Definition of Vocabulary 10
       2. The Importance of Vocabulary 11
       3. The Kinds of Vocabulary 12
2. Teaching Vocabulary 16
   * + 1. Definition of Teaching Vocabulary 16
       2. Background of Teaching Vocabulary.................................. 17
       3. The Procedures in Teaching Vocabulary 18
       4. The Principle of Teaching Vocabulary 19
3. Silent Way Method 20
   * + 1. The Definition of Silent Way Method 20
       2. Theory of Language 21
       3. Theory of Learning 22
       4. The Objective of Silent Way Method 23
       5. The Teacher’s and Learner’s Role 23
       6. The General Principle and Characteristics 24
       7. The Advantages of Silent Way Method 25
       8. The Techniques and the Materials 26
4. The Procedures of Applying the Silent Way Method 30
5. Testing Vocabulary 34

CHAPTER III RESEARCH METHODOLOGY

1. Research Design 43
2. Population, Sample, and Sampling 45
3. Variable 46
4. Data and Data Source……………………………………... 47
5. Data Collecting Method and the Instrument 47
6. Technique of Data Analysis 51

CHAPTER IV RESEARCH FINDING

1. Data Description 52
2. Hypothesis Testing 57
3. Discussion 58

BAB V CONCLUSION AND SUGGESTION

* 1. Conclusion 61
  2. Suggestion 62

REFERENCES

APPENDICES

**LIST OF TABLES**

Table

* 1. Students’ Score of Pre-Test 52
  2. Students’ Score of Post-Test 53
  3. Frequency and Percentage of pre-test and post-test score 54
  4. The Statistical Result using T-test 55

**LIST OF APPENDICES**

The Questions of Pre-Test (Before Using Silent Way Method)

Answers Key of Pre-Test

The Questions of Post-Test (After Using Silent Way Method)

Answers Key of Post Test

Lesson Plan (RPP)

Output of Reliability and Validity

The Table of “T” on the Significant

Curriculum Vitae

Certificate of Authorship

Research License

Certificate of MTs Assyafi’iyah Gondang Tulungagung