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THE EFFECTIVENESS OF USING SILENT WAY METHOD WITH SPELLING GAME IN IMPROVING STUDENTS' VOCABULARY MASTERY

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ABSTRACT

The objective of this research is to find out whether the use of the silent way with spelling games can improve students' vocabulary in the eighth grade of SMPN 8 Palu or not. The knowledge of the English language in the eighth grade of SMP 8 Palu is still low, especially in vocabulary. This research aims to obtain empirical evidence about the effect of using the silent way method with spelling games. The population were all eighth-grade students of SMP 8 Palu. The sample were 44 students. The research employs a quasi-experimental design. In the experimental class, the researcher used the silent way method with a spelling game, and in the control class, the researcher used the conventional method strategy (memorizing). The researcher used an instrument in the form of multiple choice and matching tests. The instrument was given in pre-test and post-test. The finding indicated that there was a different score of the final significant mean between the classes, the serve of the experimental class was 73,40 while the final mean of the control class was 63,6. The hypothesis test shows that significant level of 5 % t-test $4,255 > t\text{-table } 1,682$ so, it can be stated that H_0 (Null hypothesis) was rejected and H_a (Alternative hypothesis) was accepted. Therefore, it can be concluded that the use of the Silent Way method with the Spelling Game was effective in improving students' vocabulary in the eighth grade at SMP 8 Palu in the academic year 2021/2022.

Keywords: *Vocabulary; Silent Way method; Spelling Game*

INTRODUCTION

In learning English language, there are four skills that students need to be mastered, they are reading, listening, speaking, writing. But one of important element in learning English is vocabulary, vocabulary is the basic element of a language to support students to



know language skills. By mastering vocabulary, it's expected that students master the four language skills.

Generally, there are some factors which makes it difficult for students to grasp the vocabulary, such as lack of students' knowledge about vocabulary, method and media which is used by the teacher incorrectly, also students' fear makes them less active in learning. To solve the problem the teacher should find the effective way to make students easy to master it.

In teaching English vocabulary, there were many method that could help the students to increase and improve their vocabulary. The teacher have to choose an appropriate method in teaching vocabulary, because it is not easy to teach English especially vocabulary without using suitable method. Teaching vocabulary is like teaching other social science, which needed suitable method in order to get the succesful learning. Teaching vocabulary has been presented in so many methods and should be taught in various ways so that students could be interested in learning vocabulary

Based on the explanation above, the writer is interested in choosing a Silent Way method with Spelling Game in Improving students' vocabulary. Very simple and easy to implement for junior high school students where students will discuss then spell abroad selection of words in fornt of the class. so that researchers are interested in discussing the title of "The Effectiveness of Using Silent Way Method with Spelling Game in Improving Students' Vocabulary at the Eight Grade of SMPN 8 Palu".

Previous research can serve as a reference for current researchers. The first research by Rizky Annisah in Departement of English, Faculty of Teacher Training and Education of Muhammadiyah Sumatera Utara University, many students are still low in mastery vocabulary. The problems are because of the method and media applied by teacher were still conventional such as the lecturing method.

Another research that had been conducted by Siti Naimatus Shoiruroh of the seventh grade MTS Assyafi'iyah Gondang Tulungagung, the method used at the school was translating and memorizing. 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 without saving in their mind.

LITERATURE REVIEW

The Concept of Vocabulary

Vocabulary is the basic element of a language to support students to know language skills. With enough vocabulary it will make easier people to read, write, listen, and especially in speak English without hesitation. This also supported by Ricahrds and Renandya said "that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write"Usually in learning



vocabulary, students are given a certain number of words. Each students try to do their best to memorize the words but most of them are too lazy to memorize the words.

Oxford in Ni'matul Wafaa, explained that vocabulary is all the words that a person knows and uses, or list of words with their meanings, especially in a book for learning a foreign language. On the other hand, Webster's Third New International Dictionary in Ni'matul Wafaa, explained that vocabulary is a list collection of words and phrase usually alphabetically arranged and explained or defined. Regarding Thornbury in Siti Naimatus Shoiruroh, without grammar, there are very little things which can be conveyed, but without vocabulary, it is nothing can be conveyed. It definitely means that people can still understand english in incorrect grammar while in vocabulary, people need more knowledge about vocabulary.

From the explanation above, the researcher concluded that the use of vocabulary is very important in learning a language because without sufficient vocabulary people will not understand others. If people cannot understand each other language to communicate, the language that they used is meaningless.

The Improtance of Vocabulary

The importance of vocabulary is demonstrated in daily and out of the school. In classroom, the achieving students posses the most sufficient vocabulary. Many students wanted to be able to speak in English directly and interact effectively with the language that being studied, but rarely students do not think the main point to learn and speak is the vocabulary mastery, vocabulary also the crucial think to know for compose sentence and speak correctly and effectively.

Thornbury expresses, "Importance of vocabulary development or mastery in learning a foreign language, students must devote part of their time to learn vocabulary items". Learning vocabulary needed special efforts because it is different from students language nationality. Students knowledge background a certain language terminology and students schema of science and technology to be the main handicaps for Indonesian students in achieving particular level of their English vocabulary.

Silent Way Method

There are many methods used in teaching vocabulary, one of them is silent way method. Silent way method is a method which created by Caleb Gattegno in 1963. The idea of this method is the teacher should be as silent as possible during a class but the learners should be encouraged to speak as much as possible.

According to Nikki in Siti Naimatus Shoiruroh, said the Silent way is that the individuals should be at the center of their own language, and the teacher should largely be silent and provided feedback while the students explore their own abilities. This method guided the students how to learn the language through independent exploration.

In the Silent way method, a teacher take a role as a faciliator and students asked to be more active in the class, in other words students are encouraged to have a vigorous role in learning the language. This is because the purpose of the teacher is to say as little as



possible in order that the learner can be in control of what they wanted to say. An essential of the silent way is that the teacher does not teach but helps the students learn.

Elements of the silent way, particularly the use of color charts that represent the sounds and spellings of language and small, colored, multilength blocks of wood called cuisenaire rods (originally designed for mathematics). An essential of the silent way is that the teacher does not teach but helps the learners to learn by their own abilities.

Spelling Game

Spelling game is one of the games that usually used for teaching methods in the classroom. Spelling Game also was a great technique to master vocabulary because spelling Game in this research as a game. Mostly students are quickly understand and grasp the vocabulary using spelling bee game. As Nation in Anisa Rohmawati said that in building up students' new vocabulary, students need to meet the words at least five or six times in the text book. Floyd in Sari, said that spelling Game is a competition in which contestants are asked to spell broad selection of words, usually with varying degree of difficulty. The concept of spelling bee is originated from United States, spelling bee events, along with variants and now also used in many countries.

According to Uranga in Ni'matul Wafaa, Spelling Game is contest in which competition are eliminated as they fail to spell a given word correctly. It is also called spell down. Spelling Game is not only about memorizing words or letters from a word, but it is about thinking process, how students accept several word to spell it out again correctly. This started a decade ago as away to improve children's vocabulary.

From some of definition above, it can be concluded that the Spelling Game is a great alternative way in improving students vocabulary. Because in learning vocabulary we should find the best way to make students more interested in learning vocabulary, so this game can help students in improving students' vocabulary with Silent Way Method.

METHOD

The method of this research is a quantitative research method, with a quasi-experimental research design consisting of an experimental class and a control class. In this research the experimental group, learning was carried out using the Silent Way method with Spelling Game in improving students' vocabulary and for control, group learning was carried out using the learning strategies used in schools.

The population in this research were all eight-grade students of SMPN 8 Palu. Researchers used random sampling as a sampling technique in this study. Finally the samples of this research were: VIII B (22 students) as experimental class and VIII C (22 students) as control class.

The reason for using this technique is because the total population is less than 100, so all populations are studied to be used as research samples. The samples taken in this study were all students of class VIII B and VIII C SMPN 8 Palu, totaling 44 students.

In this research there are two variables called the dependent variable and the independent variable. In this research the independent variable is the use of silent way



method with spelling game and the dependent variable in this research is improving students' vocabulary.

In this research, the researcher used the test as a research instrument, namely multiple choice consisting of 15 numbers and matching test consisting of 5 numbers. There are two stages of the test, the first is the pre-test and the second is the post-test, both stages are given the same treatment, namely silent way method with spelling game on students knowledge of vocabulary. The difference is the timing of the test.

To analyze the data, the researcher employed the formula as follows:

1. Scoring the student's correct answer pre-test and post-test

$$\text{Score} = \frac{\text{Student's correct answer}}{\text{Total number of items}} \times 100$$
2. Classifying the score of the students' pre-test-post-test:

Table 1. Classification of Score

Range of Score	Classification
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Poor
1-20	Very Poor

(Source: Depdikbud in Ni'matul Wafaa)

3. To find out the mean score by using the following formula:

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

Where:

$\bar{X}$: Mean Score

$\sum X$: The sum of all the score

N : Total number of sample

4. To calculate standard deviation by using the formula:

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1}$$

$$SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

Where:

SS_1 = sum squares in experimental class

SS_2 = sum squares in control class

$\sum X_1^2$ = sum square scores in experimental class

$\sum X_2^2$ = sum square scores in control class

5. The formula used in finding out the difference between students' score in Pre-test and Post-test:



$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

- t : test of significant
 $\bar{X}_1$: mean score of experimental class
 $\bar{X}_2$: mean score of control class
 SS_1 : sum square of experimental class
 SS_2 : sum square of control class
 n_1 : number of students in experimental class
 n_2 : number of students in control class

The Hypotesis are:

- H_0 : The use of Silent way method with Spelling game is not effective to improve students vocabulary
 H_a : The use of Silent way method with Spelling game is effective to improve students vocabulary

FINDINGS AND DISCUSSION

After doing the research, the researcher got the pre-test and post-test results. The test was carried out in two classes, the first was the experimental class and the second was the control class. Following are the results of the research:

1. The classification of students' Pre-test score and Post test score in Experimental class

The Experimental class in this research is VIII B consists of 22 students. This class was given the Silent Way Method with Spelling Game treatment. After giving a Pre-test in the first meeting and giving Post-test in the last meeting, in the form of multiple choice and fill in the blank. To calculate students' answers to the test the researcher used the following formula:

$$\text{Score} = \frac{X}{N} \times 100$$

Where :

- X = Students' correct answer
N = Maximum score

If a student is able to answer all the questions correctly then the student gets a score of 20. The score of 20 is multiplied by 100 then divided by the number of questions, and the student gets the highest score of 100.



The results of pre-test-post-test for Experimental class is presented on the following tables:

Table 2. The results of pre-test and post-test for Experimental class

Test	Mean Score
Pre-test	52,72
Post-test	73,40
Sum Square Deviation	
2,765	

As shown in the mean score of post-test calculation, the results indicate that the mean score of post-test in experimental class was 73,40. Therefore that the mean score of post-test had significant progress from 52,72 (pre-test) to 73,40 (the post-test), means that the use of silent way method with spelling game can improve students' vocabulary.

2. The classification of students' Pre-test score and Post test score in Control class

The control class in this research is VIII C consists of 22 students. This class was not given the Silent Way Method with Spelling Game treatment, After giving a Pre-test in the first meeting and giving Post-test in the last meeting, in the form of multiple choice and fill in the blank. To assess students' answers to the test the researcher used the following formula:

$$\text{Score} = \frac{X}{N} \times 100$$

Where :

X = Students' correct answer

N = Maximum score

If the student is able to answer all the questions correctly then the student gets a score of 20. The score of 20 is multiplied by 100 then divided by the number of questions, and the student gets the highest score of 100.

The results of pre-test-post-test for control class are presented on the following tables:

Table 3. The results of pre-test and post-test for Control class

Test	Mean Score
Pre-test	58,63
Post-test	63,6
Sum Square Deviation	
1,260	

As shown in the mean score of post-test calculation, the results indicate that the mean score of post-test in control class was 63,6. Therefore that the mean score of post-test improved from 58,63 (pre-test) to 63,6 (the post-test). In contrast, the mean score of control class not significant because the number of the score has not reached the standard score of KKM that has been set from the school.



To calculate the score for the experimental and the control classes, t-test was to find t_{count} which would be compared t_{table} later. The comparison between the t_{count} and t_{table} informed whether the alternative hypothesis accepted or rejected, and the t_{count} from both classes is 4,255. To prove difference between the control and experimental class, the researcher used the level of significant 0.05 of two-tailed test. The t-table obtained in the following way:

$$\begin{aligned}
 \text{Control class } (n_1) &= 22 \\
 \text{Experimental class } (n_2) &= 22 \\
 \text{Degree of freedom (df)} &= n_1 + n_2 - 2 \\
 &= 22 + 22 - 2 \\
 &= 42 \\
 \text{Level of significant} &= 0.05 \\
 &42 = 1,682
 \end{aligned}$$

The degree of freedom (42) can be seen in the following list on t_{table} value with level of significant 0.05 or 5% 1,682. The results indicates that t_{count} value (4,255) was higher than t_{table} value (1,682). It means that the alternative hypothesis (H_a) was accepted, in a sense that the use of Silent way method with spelling game was effective in improving students' vocabulary.

Discussion of the Research

Based on the research findings, it was proven that the alternative hypothesis was accepted. The results showed that the t_{count} (1,682) was higher than the t_{table} (4,255). This means the alternative hypothesis (H_a) was accepted while the null hypothesis (H_0) was rejected. In other words, the treatment significantly improved students' vocabulary. On the other hand if t_{table} was higher than t_{count} the alternative hypothesis (H_a) was rejected and the null hypothesis (H_0) was accepted. Thus means that the treatment, was not significantly improved students' vocabulary.

This method aims to make students easier in gathering the vocabulary and understanding the meaning of each words in the vocabulary, as stated by Diane, students should be able to use the language for self-expression to express their thoughts, perceptions, and feelings. In other words this stage required students to be more active in the classroom to develop their thoughts and explore more about vocabulary in an interesting way. Because mostly students are lazy to memorize the vocabulary and one of the issues is they didn't understand the meaning of the words. In line with the previous research in this research, Shoiruroh and Sari found that there was a good effects on students' vocabulary by using Silent Way method with Spelling Game

CONCLUSION

This research was aimed to see students' vocabulary was improved or not. Based on The results of this research indicate that the used of Silent way method with Spelling game is effective in improving students' vocabulary. It can be seen from the findings and discussion in chapter four that the average value of post-test control class students is 63,6



which is lower than the average The post-test score of the experimental class students was 73,40. This is also supported t_{table} value. with level of significant 0.05 or 5%, was 1,682 and t_{count} was 4,255 which is higher than t_{count} . means the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

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