INCREASING STUDENTS' VOCABULARY MASTERY THROUGH SILENT WAY METHOD AT THE EIGHTH GRADE OF MTS AL-MUBAROK BANDAR MATARAM IN THE ACADEMIC YEAR 2021/2022

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By :

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Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG

1443 H / 2022 M

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ABSTRACT

The objective of the research is to know whether there is the Increasing Students' Vocabulary Mastery Through Silent Way Method at The Eighth Grade of Mts Al-Mubarok Bandar Mataram in The Academic Year 2021/2022

Design of this research used quasi experimental research. The population of this research was the students of MTS Al-Mubarok Bandar Mataram at the eighth grade. The researcher chose the sample randomly by using cluster random sampling technique. The sample was taken from two classes, VIII B as the control class and VII A as the experimental class. The instrument of the research that the researcher used pre-test and post-test. Pre-test was conducted before the treatment and post test was conducted after the treatment that had been given to the students in the experimental class while the control class was silent way method. To analyze the data, the researcher used independent sample t-test.

After analyzing the data, it was found out the result of (P_{value}) = 0.000 < α = 0.05. it means that that H_0 is rejected and H_a is accepted. In other words, from this research it is known that Silent Way Method can increasing students' vocabulary mastery. It can be concluded that there is significant increasing of using Silent Way method students' vocabulary mastery.

Keywords: Silent Way, Vocabulary Mastery, Quasi Experimental Design

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ADMISSION

A thesis entitled: **INCREASING STUDENTS' VOCABULARY MASTERY THROUGH SILENT WAY METHOD AT THE EIGHTH GRADE OF MTS AL-MUBAROK BANDAR MATARAM IN ACADEMIC YEAR 2021/2022,** **by: Renza Viona, NPM: 1511040316, Study Program: English Education** was tested and defended in the examination session held on: Friday, June 10th 2022.

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DECLARATION

I hereby state that this thesis entitled on "Increasing students' vocabulary mastery through silent way method at the eighth grade of Mts Al-Mubarok Bandar Mataram in the Academic Year of 2021/2022" is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, 2022
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MOTTO

وَعَلَّمَ اٰدَمَ الْاَسْمَاۤءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلٰۤىِٕكَةِ فَقَالَ اَنْۢبِـُٔوْنِيْ بِاَسْمَاۤءِ هٰٓؤُلَاۤءِ اِنْ كُنْتُمْ صٰدِقِيْنَ

And He taught Adam the names – all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful.")

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Anwar Basyir, and Mrs. Siti Rohima, who always prays, supports for my success and advices me all the time. I love them so much.
2. My beloved brothers, Muhamad Bangga Nata, Muhamad Roy Nuryando and my beloved sister Desma Alya Anniza who always motivates and prays for my success.
3. My beloved all members of English Education E 2015.
4. My beloved Almamater UIN Raden Intan Lampung which has contributed a lot for my development.

CURICULUM VITAE

Renza Viona was born in Blambangan Umpu on August 30th 1997. Renza is the second children of Mr. Anwar Basyir, and Ms. Siti Rohima. She has two brothers (Muhamad Bangga Nata, Muhamad Roy Nuryando) and one sister (Desma Alya Anniza). She lives in Blambangan Umpu, Waykanan, Lampung.

She began her study in Elementary School at MIN 1 Blambangan Umpu in 2003 and graduated in 2009. Then she continued her study in Junior High School at SMP Negeri 1 Blambangan Umpu graduated in 2012. After that, she studied at SMA Negeri 1 Blambangan Umpu and graduated in 2015. After finishing her study in Senior High School, she decided to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic University (UIN) Raden Intan Lampung.

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Praised to be Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation are upon our prophet Muhammad SAW, as well as his family and followers. This thesis entitled "Increasing Students' Vocabulary Mastery Through Silent Way Method at the Eighth Grade of Mts Al-Mubarok Bandar Mataram in the academic year 2021/2022." is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, there were various sides that gave so much help, assistance, aid, support and many valuable things. Therefore, sincerely thank is given to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd. as the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
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Finally, it has to be admitted that nobody is perfect. There are still many weaknesses in this thesis. Therefore, criticisms and suggestions from the readers are needed to enhance the quality of this thesis. Furthermore, this thesis is expected that can be useful for the other researchers particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 2022

The Researcher,

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Language is a means of communication that is transmitting information, ideas or feeling from one person to another. Because of the importance of language, people need to learn it. Language is a mean of communication. Although it is not only coming from communication among human beings, it is certainly, the most important for us.[1] English is one of the languages which are used in all parts of the world. It is used widely, almost all countries use it either as the first, second or foreign language.

For many years students from many places around the world learn English. Since it is considered as international language, learning English has become a necessity for everyone who wants to engage in international interaction. Mastering this language is not a simple thing to do. There are some skills that should be learnt and practiced. Such as listening, speaking, reading, and writing. To understand the language, we have to invent the meaning of words as many as possible either in a sentence or in whole texts. As Nunan states that vocabulary is the collection of words that an individual knows.[2] Based on the definition above, we cannot understand English language without vocabulary. Vocabulary is the total number of

[1] David Wilkin, Linguistic in Language Teaching (London: Edward Arnold Ltd, 1984), p1

[2] David Nunan, Practical English Language Teaching (Singapore: The McGraw-Hill Companies, 2005), p.121

the words which make up a language. It seems that there is an emphasis on the components of language, such as vocabulary, pronunciation, grammar and phonology. Thus the language would be very useful if we communicate with others to get the meaning of the language itself; on the contrary, it can be useless if we do not use it.

There are three language components are vocabulary, grammar and pronunciation are to build a complete mastery of English; vocabulary is the basic element of a language.[3] Vocabulary is an important thing and one of aspects that should be mastered by the students in learning English. Mastering vocabulary is required to make the students easier in comprehending the text. Their vocabulary mastery can help the students to have good speaking, reading and writing ability. The students that have enough vocabulary will not be difficult to understand the meaning of words so that they are easier to know the meaning of the text. To get the meaning and read easily, the student should know the structure, pronunciation and vocabulary.

According to Hatch and Brown, vocabulary refers to a list of words for particular language that individual speakers of language might use.[4] Lehr, Osborn, and Hiebert state that vocabulary is words and words meaning in both oral and written language and in productive and receptive

[3] Michael Wallace. Teaching Vocabulary. (London:Heineman Educational Books, 1982). p.47

[4] Hatch, E. & Brown, C. Vocabulary, semantics, and language education. (Cambridge: Cambridge University Press ,1995).

forms.[5] It means that vocabulary is a set of word which can be used in all skills of language. Therefore, vocabulary is important for the students in order for them to master English language.

It points out clearly that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.[6] It is defined that learning new vocabulary does not only mean memorizing the form of the word but also understanding the word, so the students can speak or write vocabulary items meaningfully. And, without grammar, there are very little things which can be conveyed, but without vocabulary, it is nothing which can be conveyed.[7] It definitely means that people can still understand what other people say or write in incorrect grammar, but people will not understand what other people say or write if they do not have enough knowledge about the vocabulary and the capability of using it accurately.

Considering the fact above, the researcher focused to increasing the students‟ vocabulary achievement in English. Therefore, the researcher used the interesting teaching media and silent way method in teaching learning process. The materials was about things around students and focused on the content word (noun and verb) and function word (preposition). Nouns discussed about the name of things around them, verb about the use of things or what a person did around them and preposition

[5] Lehr, F., Osborn, J., & Hiebert, E. H. (2005). A focus on vocabulary. Retrieved from URL: http://www.prel.org/products/re_/ES0419.htm. Sept. 28th.

[6] Richards, J. C. and Renandya, W. A. (2002). Methodology in language teaching: an anthology7of current practice. New York: Cambridge University Press.

[7] Thornbury, Scott. (2002). How to teach vocabulary. London: Longman.

about the time and place of things around them. Based on the preliminary research was conducted by the researcher at Mts Al-Mubarok Bandar Mataram, by interviewing the English teacher there, the researcher found out some students‟ problems in vocabulary mastery, the teacher said the students‟ problems in learning vocabulary are: the students face many problems when they have limited skills in understanding vocabulary, because they do not like English lessons. Not only that, but the students also feel difficult to understand the meaning of the words. The impact that occurred on students is that they lacked vocabulary and are limited to learn English vocabulary, therefore to respond this problem, the researchers wanted to find out whether the correlation between the students vocabulary mastery with silent way method in learning English.

The researcher also asked the teacher about the students‟ English ability especially in vocabulary mastery. From that interview, the researcher also got the data that showed more than 55% of students of eighth grade did not pass the minimum score as shown on the table 1.

Table 1
Students' Score of Vocabulary Mastery at Eighth Grade of MTS Al-Mubarok Bandar Mataram

No	Score	The Number of Students	Percentage
1	<70	29	56.86%
2	≥70	22	43.14%
	Total	51	100%

Source: Document of MTS Al-Mubarok Bandar Mataram

Based on the list of students‟ score of vocabulary mastery at the eighth grade MTS Al-Mubarok Bandar Mataram, there were 29 students (56.86%) got score under 70. Because the criteria of standard minimum mastery score of English subject at that school is 70. It indicates that most of students have low vocabulary mastery.

Based on the preliminary research that was conducted, the researcher found the cause of problem was that the students‟ face difficulties in vocabulary mastery. It happens because the students have a problems when they lack of vocabulary, besides that English is not an important part of lessons and most teachers do not pay attention to this important skill in their classes and the students are difficult to understand, they cannot develop and express their idea to write.

Setiyadi states that one of the methods, which can present an effective and meaningful activity in the class, is the silent way method.[8] The role of language teachers is relatively silent, besides the language learners encouraged to be more active in producing as much language as possible. It means that the teacher was make the students more active than the teacher in the teaching-learning process. The interaction should be given to language learner, not to the teacher.

[8] Setiyadi, A. B. (2006a). Teaching English as a foreign language. Yogyakarta: Graha Ilmu.

Based on the background of the problem above, the researcher conducted a research entitled: Increasing Students‟ Vocabulary Mastery through Silent Way Method of the Eighth Grade at MTS Al- Mubarok Bandar Mataram in the academic Year of 2021/2022.

B. Identification of the Problem

Concerning the students' vocabulary mastery, there are many aspects that can be investigated, such as:

1. The students get difficulties to develop and express their ideas due to lack of vocabularies.
2. It is still difficult for students to understand the meaning.

C. Limitation of the Problem

Based on the background and the identification of the problem above, the researcher was focus this research on increasing students' vocabulary mastery through silent way method at the eighth grade at MTS Al-Mubarok Bandar Mataram in the academic year of 2021/2022.

D. Formulation of the Problem

Based on the background of the problem above, the formulation of the problem is:

Is there a significant increasing students' vocabulary mastery through silent way method at the eighth grade at MTS Al-Mubarok Bandar Mataram in the academic Year of 2021/2022?

E. Objective of the Research

Based on the formulation of the problem above, the objective of this research will be find out whether there is a significant increasing students' vocabulary mastery through silent way method at the eighth grade MTS Al-Mubarok Bandar Mataram in the academic year of 2021/2022.

F. The Use of Research

The researcher expects the findings of this research might bring the following benefits:

1. Theoritical Contribution of the Research

For the theoretical contribution, the result of this research is expect to support the previous theories about increasing students' vocabulary mastery through silent way method.

2. Practical Contribution of the Research

For the theoretical contribution, the result of this research is expect that: for the teacher of Mts Al-Mubarok Bandar Mataram, for the students, and for the researcher.

G. Scope of the Research

1. Subject of the Research

The subject of the research was students' at the eighth grade of Mts Al-Mubarok Bandar Mataram in the academic year 2021/2022.

2. Object of the Research

Object of the research students' at the eighth grade of Mts Al-Mubarok Bandar Mataram in the academic year 2021/2022.

3. Place of the Research

The research is conducted at Mts Al-Mubarok Bandar Mataram it is located in Lampung Tengah.

4. Time of the Research

The research is conducted at Mts Al-Mubarok Bandar Mataram in the academic year 2021/2022.

CHAPTER II
LITERATURE REVIEW

A. Concept of Vocabulary

1. Definition of Vocabulary

Vocabulary is a component of language proficiency and provides much of the basis for how people speak, listen, read and write.[9] It can be assumed that the first thing student should know in order to master English is vocabulary. Without vocabulary, people cannot speak, listen, read and write well. It is one of language components that should be mastered to get the language goals.

Furthermore, Hiebert and Kamil state that vocabulary is knowledge of the meanings of words.[10] It means that when we have master vocabulary we can know the meaning of the words or the sentences. In addition, Cameron states that vocabulary is to know a word and meaning.[11] it can be said that vocabulary is the basic component of the language used to know the meaning of the word. Without vocabulary, a sentence cannot be arranged correctly.

Vocabulary is a much more powerful carrier of meaning compared to grammar because we can get our message over with vocabulary and without grammar, but we cannot communicate unless we use the

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[9] Jack C. Richards and Willy A. Renandya, *Methodology in language teaching on Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 255

[10] Elfreida H. Heibert and Michael L Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, (London: Mahwah Jersey, 2005), p. 3

[11] Lynne Cameron, *Teaching Language to Young Learners*, (Britania Raya: Cambridge University,2010), p. 75

necessary words in our patterns and structures.[12] From this statement, it can be said that vocabulary is more important needed for communication rather than grammar. Vocabulary is a powerful carrier to communicate with others.

Based on the definition above, the researcher concludes that vocabulary is one and the most important components of language that focus on the meaning of the word and become the basis of English that must be learned first for master English. It is going to help the students in learning English and also will help the students improve their language proficiency. Without vocabulary, people cannot speak, listen, read and write well. Kinds of vocabulary in learning vocabulary there are classification of word. According to Frank[13] there are some word classes, they are noun, verb, adjective, adverb, determiner, pronoun, preposition, and conjunction.

2. Concept of Vocabulary Mastery

Vocabulary mastery is one of the factors to master English as foreign language. It means that the students have the ability in understanding and using the word and meaning. Vocabulary mastery not only memorize every words but also know the meaning in order people can use every words but also know the meaning in order people

[12] Nurgun AKAR, *Teaching Vocabulary Bridging the Gap between Theory and Practice*, (Ankara: Eylul, 2010), p. 1

[13] Marcella Frank, Modern English A Practical References Guide, (New Jersey : Prantice Hall, 1972) p:12

can use every word in good language. That all language on the words. By having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily. There is vocabulary is vital part of language.

Cameron states that vocabulary is to know a word if they can recognize its meaning when they see it.[14] It means that in learning vocabulary people have to know the meaning of it and also can use it in sentence context According to Hornby, "vocabulary is the total number of words in a language".[15] It means that if there are no words there will be no language.

Vocabulary is the basic element of language which makes the language meaningful. In activity learning language, a learner can try to use the language by using vocabulary onto certain sentences in order to be able communicate and transfer their ideas. That without grammar very little things can be conveyed, without vocabulary nothing can be conveyed.[16] People can still understand the language even if people nothing about grammar. On the other hand, the language will tell us nothing, if people do not know anything about vocabulary.

Vocabulary is one of the most obvious components of language and one of the first thing applied linguists turned their attention to.

[14] 5Lynne Cameron, *Teaching Language to Young Learners.* (Cambridge University Press, 2001). p. 7

[15] As Hornby. Oxfor *Advenced Learner's Dictionary of current English*. (Oxford: Oxford University Press, 1995). P. 1331

[16] Scott Thorbery, Op. Cit, p. 13

When student can learn something, they have a big chance to know so many words. It will be better if the students can learn the subject by using their sense both seeing and hearing in other to make them focus and full attention to the materials. In this research choose descriptive text as the materials.

a. Word Meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word for example, sometimes means a top of human body, but it can also means the leader of office headmaster. The other facts sometimes word have meaning in relation such as antonym and synonym. Thus students need to know the meaning of vegetable as a word to describe any one of other thing carrots, cabbage, potatoes, etc. Vegetable is a general meaning whereas i am more specific.

b. Word Use

It is frequently streched through the set of metaphor and idiom. People know that the word hiss for example, describe the noise that snake make. But people stretch its meaning to describe the way people talk to each other (“don‟t move or you‟re dead”, she hissed). That‟s metaphorical use, at the same time, people can talk about treacherous people as snake (he‟s a real snake in the grass). Snake in the grass is a fixed phrase that has become an

idiom, like countless other phrase such as raining cats and dogs, my house is castle, etc.

c. Word Combination

Although words can appear as single item which are combine in a sentence. (the mongoose bit the snake), they can also occur in two or more items groups (the normally lightning-quick reactions of the reptile let it down). They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange. The kinds of words of word that go together in one language are often completely different from the kinds of word which live together in another.

d. Word Grammar

Word grammar which is employ by distinguishing the use of word base on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. People make a distinction between countable and countable nouns. The former can be both singular and plural. People can say one chair or two chairs, etc. Based on the explanation above, it can be concluded that vocabulary mastery is the ability to use or understand words that they have learn. By mastering vocabulary students will be better in listen, speak, read, and write. Vocabulary is very important for learning english language skill. Two basic aspects this research

focuses on word meaning and word use. Including types of vocabulary are noun, verb, adjective, and adverb.

3. Types of Vocabulary

a. Noun

Sjah and enong states that noun is a word used to name people, place, plant, object, animal, quality and abstract concepts.[17] It means that noun is one of the elements of speech that used to name people, etc.

b. Verb

According to sjah and enong verb is a word that is showed measured and condition of a thing.[18] It means that verb is used to show the condition of thing especially in action

c. Adjective

According to Harmer, adjective is a word that gives more information about noun or pronoun and it can be used before or after noun.[19] It means that adjective is a word that gives more information about noun or pronoun. For example: beautiful, tall, big etc.

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[17] Djalinus Sjah and Azim Enong, *Modern English Grammar*, (Jakarta: CV simplex, 2012), p.15

[18] Ibid. p. 30

[19] Jeremy Harmer, Op. Cit., p.37

d. Adverbs

Adverbs range in meaning form words having a strong lexical content (those that describe the action of the verb, or those that indicate such meanings as time and place)[20] From the statement above, researcher assume that adverb is word that describes or adds to meaning of another part of speech, such as verb, adjective, etc.

e. Pronoun

According to Rozakis, a pronoun is a word used in place of a noun or other pronoun.[21] From this statement the researcher conclude that pronoun is words in a language that are used as substitutes for nouns or noun phrases.

f. Preposition

Preposition link a noun or a pronoun following it to another word in a sentence.[22] It means that a noun or pronoun always follows a preposition.

g. Conjunction

Conjunction connect words or groups of words and show how the words are relate.[23] It means that conjuctions are word

[20] Marcella Frank, Op. Cit., p.141

[21] Laurie Rozakis, *English Grammar for the utterly confused*, (New York: The McGraw-Hill Companies, Inc., 2003), p.9

[22] Ibid.

[23] Laurie Rozakis, Op. Cit., p.7

which link other words, phrases, or clauses. For example: for, and,nor, but, so.

h. Determiner

According to Frank the two articles are the and a.[24] It means that determiner is a modifying word that determiner the kind of a noun, for example a, and the. The existence of determiner is to complete a noun.

B. Concept of Silent Way Method

Silent way is the name of the method of language teaching devised by Gattegno in the 1960s. He is well known for his method by using colour wooden sticks called Cuisenaire rods and for his series Words in Colour, an approach to the teaching of language in which sounds are coded by specific colour.

In this method, teachers is relatively silent and make the language learners are encouraged to be more active in producing as much language as possible. It means that the teacher is silent to make the students active in the learning process. In the classroom, the learning-teaching interaction should be given to the students, not the teacher. For error correction, the silent ways prefer to use self-correction first, and then peer-correction. If no learner can correct the error, the teacher should model the utterance to

[24] Marcella Frank, Op. Cit., p.125.

all language learners, in non-judgemental manner. The first is teacher as a guide, an organizer, a resource, and evaluator. As a guide, language teacher guides. Learners to learn the language units under considerations; hence, the teacher offers the learning materials to the learners and helps them to acquire the target language. In the role of organizer, language teacher organizes classroom activities; the teacher predicts what will happen in the class so that he/she can arrange activities which promote the learning processes the learners need. In the role of resource, the teacher functions as a source of information about the subject; he/she is the one in the classroom whom the learners consult whenever they cannot solve their problem among themselves. As an evaluator, teacher judges whether the learner's contributions to the learning process are valid, and relevant so that, the learners will be able to figure out and produce the forms expected or not and how he/she will provide them with necessary help. The result of the judgment will serve as feedback for the teacher as a guide, resource and organize.[25]

According to Larsen and Freeman, students should able to use the language for self-expression to express their thoughts, perceptions, and feelings.[26] In order to help them achieve this, teachers emphasize self-reliance. Students are encouraged to actively explore the language, and to develop their own inner criteria as to what is linguistically acceptable.

[25] Setiyadi, A. B. (2006a). *Teaching English as a foreign language*. Yogyakarta: Graha Ilmu.

[26] Larsen-Freeman, Diane. (1986). *Techniques and principles in language teaching*.Oxford: Oxford University Press.

Students become independent by relying on themselves. The teacher, therefore, should give them only what the absolutely need to promote their learning.

The Silent Way is based on the theory that individuals should be at the center of their own learning, and that the teacher should largely be silent and provide a feedback for the students. Lanser and Freeman explain the role of teacher and learners‟ roles as follows.[27]

The silent way is characterized by its focus on discovery, creativity, problem solving and the use of accompanying materials. With the silent way, students are engaged in the learning process, discovering words and sounds instead of having these drilled into them. Students become more engaged and invested in the process as they assume more responsibility for their own learning, and tasks have more relevance. The silent way uses a structural syllabus, and structures are constantly reviewed and recycled. The choice of vocabulary is important, with functional and versatile words seen as the best. Translation and rote repetition are avoided and the language is usually practiced in meaningful contexts. This method makes students feel comfortable. Students can be active in the classroom. Students can improve their speaking vocabulary. Increase students' confidence in their jobs.

[27] Larsen-Freeman, Diane. (1986). *Techniques and principles in language teaching*. Oxford: Oxford University Press.

According to Nikki (2007) the silent way is based on the theory that individuals should be at the center of their own learning, and that the teacher should largely be silent and subtly provide feedback while the students explore their own abilities. The method somewhat tries to mimic how we learn our native language, through independent exploration.

Elements of the silent way, particulary the use of color charts and the colored Cuisenaire rods, grew out of Gattegno's previous experience as an educational designer of reading and mathematics programs.

1. Teachers' Roles

a. The teacher should be silent as much as possible in the classroom to encourage the learner to produce as much language as possible.

b. The teacher is expected to create an environment that encourages student‟s risk taking that facilitates learning.

The teacher should give only what help is necessary. Besides, the teacher just ive a simbol or sign for helpin the students.

2. Learners' Roles

a. The learner is expected to become independent, autonomous, and responsible in language.

b. Learners are expected to interact with each other and suggest alternatives to each other. The students learn to work cooperatively

rather than competitively in teaching-learnin process. The teacher‟s silence encourages group cooperation.

c. In order not to miss what the teacher says, learners must give the teacher their attention. Learner- attention is a key to learning.

There There are some general principles and characteristic of Silent Way as follows:

a) A general principle of the Silent Way is respect for the students‟ capacity to work out language problems and recall information on their own with no verbalization and minimal help from the teacher.

b) Errors are indispensable and natural part of the learning process. Self- correction and peer-correction are emphasized. The teacher corrects the language only as a last resort.

c) Teacher can help more frequently and more effectively if they stop interfering.

d) Repetition consumes time and encourages the scattered mind to remain scattered. If the teacher avoids repetition strictly, this will force alertness and concentration on the part of the learner. By this way the efficiency in learning will be increased and the time will be saved for further learning. e. Type of interaction students‟ verbal interaction is desired and encouraged. The teacher‟s silence is one way to achieve this.

e) Students native language: native language can be used to give instructions when it is necessary. Also, native language can be used during the feedback sessions (at least for beginner levels). If the native language is not very essential then it is avoided.

f) Evaluation: although the teacher does not have to give a formal test, she/he assesses student learning all the time. One criterion of whether or not students have learned is their ability to transfer what they have been studying to new contexts.

From the explanation above, the researcher chose this method because it was suitable in teaching vocabulary, especially for students in junior high school level. In mastering vocabularies, the students need to be more active than the teacher so they were not just memorizing the words but understanding and remember it easily. This method was compatible for curriculum 2013 which was focused on the student‟s activity in the class not the teacher. On the other hand, to make the students more interested in learning vocabularies, the researcher was used pictures as media in teaching learning process.

C. The Objective of Silent Way Method

Students should able to use the language for self-expression to express their thoughts, perceptions, and feelings. In order to help them achieve this, teachers emphasize self-reliance. Students are encouraged to actively explore the language, and to develop their own inner criteria as to what is linguistically acceptable. Students become independent by relying on themselves. The teacher, therefore, should give them only the absolutely need to promote their learning.

D. The General Principles and Characteristics of The Silent Way

1) A general principle of the silent way is respect for the students' capacity to work out language problems and recall information on their own with no vaerbalization and minimal help from the teacher.

2) Errors are indispensable and natural part of the learning process. Self-correction and peer-correction are emphasized. The teacher corrects the language only as a last resort.

3) Teachers can help more frequently and more effectively if they stop interfering.

4) Repetition consumes time and encourages the scattered mind to remain scattered. If the teacher avoids repetition strictly, this will force alertness and concentration on the part of the the learner. By this way the efficiency in learning will be increased and the time will be saved for further learning.

5) Type of interaction : Students' verbal interactions is desired and encouraged. The teachers' silence is one way to achieve this.

6) Students' native language : native language can be used to give instructions when it is necessary. Also native language can be used during the feedback sessions (at least for beginner levels)[28]. If the native language is not very essential then it is avoided.

7) Evaluation : although the teacher does not have to give a formal test, she/he assesses student learning all the time. One criterion of whether or not students have learned is their ability to transfer what they have been studying to new contexts.

E. The Advantages of Silent Way Method

There are three advantages of silent way method :

1) This method fosters cooperative learning between individuals.

2) It embodies a new approach to education in general, a respect for the individual and an awareness of the individuals extraordinary cognitive powers.

3) If it is succeeded to teach the language the by using the rods without repeating too much, it will really save time and energy for both teachers students. The advocates of the silent way claim that the short-term memory is used artificially but well. The self-esteem of the students will be increased and this will enhance learning. By this way students will say I learned instead of I was taught well.

[28] Ibid., Freeman Larsen;1986

F. Direct Method

There are some methods in teaching. Anthony in Richards and rogers described that a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. One of the method called Direct Method. The direct method is a radical change from grammar-translation method by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique, it is shift from literary language to the spoken everyday language as the object of early instruction. In this method, the learning of language was viewed as analogous the the first language acquisition, and the learning process involved were often interpreted in terms of an associations psychology.

G. Principles of the Direct Method

In the Direct Method, language is learned for communication, as Freeman states language is primarily speech. Classroom instruction and classroom activities are carried out in the target language : therefore, students are actively involved in using the target language. Conversational activities hold an important place in this method. Similarly, Stern[29] points out that the Direct Method is characterized by the use of the target language as a means of instruction and communication in the language classroom, these principles are seen in the following guidelines for teaching oral language, which are concluded as follows :

[29] Krause, C. Stern (1916), The Direct Method in Modern Languages, New York.

1) Never translate : demonstrate

2) Never Explain : act

3) Never make a speech : ask questions

4) Never imitate mistakes: correct

5) Never speak with single words : use sentences

6) Never speak too much students speak much

7) Never use the book : use your lesson plan

8) Never jump around : follow your plan

9) Never go too fast : keep the pace of the student

10) Never speak too slowly : speak normality

H. The Advantages of Direct Method

1) Students always give attention

2) Students know much of words

3) Students can have pronounciation like native speaker

4) Learners often try on the conversation, especially topics which have teaching in the classroom

5) This method has principles which can be used by private schools which have few lessons and students.

D. Frame of Thinking

Learning vocabulary and reading cannot be separated. They need to be taught together. Learning vocabulary is needed to be understood in reading and also the other English skill because by mastering the vocabulary, the students will not find difficulties in reading. Between the four basics of English skills. Reading is process of getting information from writing text.

Reading comprehension is the important point in reading because comprehension is the background knowledge that reader brings to the reading text. Most of students think that reading is difficult skill in English. Moreover in comprehending reading text they also felt difficult to do, then make them did not understand the reading text.

The students can get information in reading descriptive text if they have enough vocabulary. It means the students who master the vocabulary they can to know what happen in the text. The students who lack the vocabulary they cannot understand text descriptive. Good vocabulary mastery can help the students to express their ideas, thoughts and feelings in reading descriptive text.

Based on the explanation above, it can concluded if the students vocabulary mastery is good, they can understand in reading on the contrary if the students‟ vocabulary mastery is not good, they will find difficulties in reading comprehension in descriptive text. Beside,

vocabulary mastery can help the students in reading comprehension in descriptive text.

E. Hypothesis

Based on the frame of theory and frame of thinking above, the researcher will make the hypothesis as follows:

Ha = There is significant of increasing students' vocabulary mastery through silent way method at the eighth grade of MTs Al-Mubarok Bandar Mataram in academic year of 2021/2022.

Ho = There is no significant increasing students' vocabulary mastery through silent way method at the eighth grade of MTs Al-Mubarok Bandar Mataram in academic year of 2021/2022.

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