

THE USING SILENT WAY EFFECTIVE IN TEACHING PLURAL NOUNS TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 RANTEPAO

CHARLIE BAKA, S.Pd, M.Pd
charliezendryant@yahoo.co.id

Correspondence: ¹⁾ Teacher and Education Faculty, Christian University of Indonesia Toraja

ABSTRACT

The objective of the research is to find out the effectiveness of the silent way in teaching plural nouns to the eighth grade students of SMP Negeri 1 Rantepao. This research held at SMP NEGERI 1 RANTEPAO". North Toraja regency.,

The population consists of the number of subjects was surveyed in the research and it is hoped the results can be generalized. The population of this research is the eighth grade students of SMP NEGERI 1 RANTEPAO' that consists of six classes. The numbers of students is 193.

The samples of this research were a part of the grade students of SMP NEGERI 1 RANTEPAO'. The number of sample is 30 students. The writer use cluster sampling to get the data. The instrument of this study is written test

Based on the findings and discussions of the previous chapter, the writer conclude that the implementation of silent way in teaching plural nouns to the eighth grade students of SMP NEGERI 1 RANTEPAO' have a good score effective. This fact is prove by the students have good score and classified as good score and the result of post-test mean score which is higher than the mean score of pre-test.

Key Terms. The Using Silent Way, Effective, Plural Nouns

A. INTRODUCTION

Language is used to communicate our thoughts and ideas. Language is essential for our survival and Development as human being. Language is a result of cultural experience. Language is also a system of phonetics, grammar and vocabulary. English is a foreign language in Indonesia which is different from some other countries where English is spoken as a second language. However, recently English has become more popular in Indonesia. Many international standard schools have been developed. In such schools, English become the main classroom language besides some other foreign languages. English is not just a compulsory lesson but it has become the means of communication in the class. Many secondary schools, even elementary schools have set English as the media for teaching the lessons. This phenomenon has challenged English teachers to find the best possible method of language teaching which enables students master English not only the knowledge but also the skills. In short, English teachers should try hard to make the students gain the communicative competence. The Silent Way is commonly defined as a teaching method for foreign languages in which the teachers are mostly silent and use rods and charts as their main teaching tools. Silent Way is an approach to teaching foreign languages developed by Dr. Caleb Gattegno, based on a theory of learning and teaching rather than on a theory of language. It derives its name from the fact that the teacher conducting a Silent Way class is silent for most of the time. This silence is meant to give the students the opportunity to fully exploit precious classroom time a number of studies have been done on learner and teacher belief however so far studies have largely been conducted separately and the interrelationship between learner and teacher. "if there is one feature writer value in my approach it is well described by the "silent" since it will convey at once that there are means of letting the learners learn while the teacher stops interfering.

The writer believe that adopting the Silent Way philosophy with the implementation of its techniques for introducing concepts, combined with language used in its social context, is very rewarding. On the one hand, the teacher must put self in the students' shoes so that she can know experientially that much of language learning is an exploration into another world, yet the unknown is to be discovered by the learners. This is a very student-centered idea. It assumes, as Stevick (1980:16). Says, that "we know "learning" takes place, and that people can do it, we are much less sure about "teaching". There can, after all, be "learning" without "teaching". But one cannot claim to have "taught" unless

someone else has learned nowadays there are many teachers teaching grammar but the students still not understand with kinds of methods the teacher used but now teaching plural noun by using silent way for the students. Beside of the explanation above the writer will be to conduct research the implementation of silent way in teaching plural nouns to the eighth grade students of SMP N 1 Buntao'.

The objective of this research is as follow to know whether the teaching Plural Nouns by using silent way is effective or not in teaching plural nouns.

B. LITERATURE REVIEW

1. Noun

A noun is a part of speech that is used to name a person, place, thing, quality, or action. A noun can function as a subject, object, complement, appositive, or object of a preposition. According Geoffrey Leech(2006:72) state that, Noun a large class or words which refer to entities person, things, substances, places, and abstractions of various kinds, Noun is the word that you use to name person, place, thing quality, action or idea.

By definitions above, it can be said that" Noun is naming of the person, place, things, quality, actions, or ideas. Using of nouns when students are beginning to read is helpful in making teaching easier. Nouns are one of the first parts of speech that students learn when they begin to read and write especially teaching in plural noun by using silent way.

2. Kinds of Noun

According to Thompson in thesis Noveliellin Tandi S. (2004)" there is four kinds of noun in English, they are: Common noun, proper noun, Abstract noun, and collective noun" The descriptive of each of the terms as follows

a. Proper Noun

Proper noun is the noun used to name only one person, thing, place or group the word proper means one own. In other words, proper noun is used to name specific person, thing and place. Proper noun always begins with capital letter. Examples: Marry, London, Europe. Proper nouns as a general rule are capitalized in the English language. Common

nouns as a general rule are not capitalized. Proper nouns are nouns that represent a unique entity (like a specific person or a specific place).

b. Common Noun

Common noun is something that refers to any person or object of certain kind. Common noun does not begin with capital letter.

Examples: book, pen, table, King, Queen, students, boys etc.

c. Collective Noun

Collective noun is the name of a group or a collection of person or thing. Collective nouns name groups consisting of more than one individual or entity. The group is a single unit, but it has more than one member. Examples include "family", "committee", "corporation", "faculty", "army", and "school".

Example:

Family, Committee, Audiences, Herd, Army, Crowd, Team etc.

d. Abstract noun

Abstract noun that names an idea, a quality or an action. An abstract noun is a state, a quality or feeling that cannot be perceived by the senses. We cannot use our five senses to perceive happiness, jealousy, beauty, trust, loyalty, betrayal or love. In other words, an abstract noun is noun that names something that you cannot see or touch, hear or smell

3. Plural Nouns

Plural Nouns are the form of the noun with indicates of two more noun with adding -es,-s the regular plural of nouns is formed by adding -s, -es. when we are talking about two or more people, animals, or thing use plural nouns most are noun made plural by adding -s at the end. According Muntaha and Alimin (2009:408) states that singular and plural have correlation with noun countable nouns because basic of noun countable nouns we can change in to plural more than one.

To understand more about grammar, here are some definitions of plural noun by the experts:

1. According Geoffrey Leech (2006:23) states that Plural Nouns are the form of the noun with indicates of two more nouns in contrast the singular.
2. Anne Seaton and Y.M.Mew (2007:23) states that plural nouns are when you talking about two or more about people, animals, or things use plural noun.
3. The form of a noun that typically denotes more than one person, thing, or instance. Contrast with singular.

4. Teaching Plural nouns

According Ellie Chamber and Marsall Gregory (2006:44) (, they identify three logically necessary conditions for central cases of ‘teaching’ activities:

1. ‘They must be conducted with the intention of bringing about Learning’;
2. Teaching & Learning English Literature. ‘They must indicate or exhibit what is to be learnt’;
3. ‘they must do this in a way which is intelligible to, and within the Capacities of, the learners’

The teacher who is responsible for education must be able to do his or her job as well as possible by the knowing the students selves the teacher can help to solve the problems which are faced by his or her students, especially for students they were not less understand about plural nouns the important of learn plural noun through silent way, the teacher had to give solutions for them if the students have problem to learnt plural noun with using silent way with tools that is rods, color or the other tools

Beside on website state” remind your students that a noun is a word that a name a person , place animals, things or idea noun can be singular and name one thing or the can be plural and name more than one thing making plural nouns confusing because there are many rules and exemptions.

5. Silent Way

The silent way important for students especially for junior high school in teaching plural nouns, it derives its name from the fact that the teacher conducting a Silent Way class is silent for most of the time. According Harmer (2001:88) states that The Silent Way was

characterized by a problem-solving approach to learning. The teacher is supposed to be silent and must not try to explain everything to the students. Therefore this method is called the Silent Way. One of the main characteristics of the Silent Way is that the teacher speaks as little as possible in the class as the founder of the method. The teacher presence in the classroom is limited to providing a model of the language that the students are going to work on. It derives its name from the fact that the teacher conducting a Silent Way class is silent for most of the time. This silence is meant to give the students the opportunity to fully exploit precious classroom time. Richards and Rodgers (1986:99) summarized the method into three major features.

1. Learning is facilitated if the learner discovers or creates.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning is facilitated by problem solving involving the material to be learned.

The silence leaves time for the students to do what they have done successfully all their life: learn the teacher silence allow them to keep the students on the cutting edge of what are learning. Jack C. Richards and Theodore S. Rodgers (2001:85), state that "teacher silence is perhaps, the unique and for many traditionally trained language teachers, the most demanding aspect of the silent way. Based on website states that "The very name Silent Way highlights the fact that the teacher speaks very little during the lesson; the teacher's role is not to transmit knowledge, not to act as a model not to provide answers. However, the teacher intervenes, if necessary, to draw the learners' attention to the way they are going about the act of learning Relying on the students' mental capacities, their experience and acquired skills, the teacher endeavors to ensure that they make their own discoveries, gain their own insights into the functioning of the language, establish their own criteria for rightness, acquire a know-how, and above all, become autonomous as learners and write of the plural nouns .Because Silent Way teachers speak so little, they are free to observe their students carefully and be available to them.

6. Teaching Plural nouns through Silent way

The silent way procedures begin by introducing the sounds of the target language before attaching them to meanings to prepare learners to learn the target language and they are easy to found the new words especially they are can changes into plural noun form In the Silent Way, according Jack C. Richards and Theodore S. Rodgers(2001:86) state that at

the beginning stage, the teacher will model the appropriate sound after pointing a symbol on the chart, later, the teacher will silently point to individual symbols. 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. For example, self correction techniques play a key role in a Silent Way classroom. especially those employing the tools, are used to help students correct their own mistakes and use tools in teaching plural nouns the teacher, shows them with tools they are easy to understand like, things, place, animals etc. based the explanation above the writer and expert to applied method silent way in teaching plural nouns the writer allowed the following procedure this way also increase the amount of the time that learners talk in foreign language teaching, many language teachers will use it. It is understood many teachers use this way to correction about form plural nouns of students using silent way method.

According Deborah L., Norland, Terry Pruett (2006:14) states that Teacher proposed that students would learn better if they developed personal responsibility for their own learning. Thus, for much of this lesson, the teacher remains silent. Students are introduced to new material once through the use of Cuisenaire and series rods and a series of wall charts. After the teacher introduces the material, it is up to the students to determine what they need to learn independently work toward academic goals certain aspects of this approach, such as the use of Cuisenaire rods and the developing student independence, continue to be used. However, this approach alone is rarely used because it is not practical within the classroom, and students need and desire more teacher input. Based on the explanation above.

C. METHOD

This research held at SMP NEGERI 1 RANTEPAO'. North Toraja regency, and the writer held this research on January 2013.

1. Population

The population consists of the number of subjects was surveyed in the research and it is hoped the results can be generalized. The population of this research is the eighth grade students of SMP NEGERI 1 RANTEPAO' that consists of six classes.

The numbers of students is 193.

2. Sample

The samples of this research were a part of the grade students of SMP NEGERI 1 RANTEPAO'. The number of sample is 30 students. The writer use cluster sampling to get the data.

3. Research Instrument

The instrument of this study is written test in the form of pre-test, treatment and post-test. Written test in the form of fill the blank which consist of 20 items. 20 items of pre-test and 20 items of post-test. It's used to find out the effectiveness of the students in using silent way in teaching plural nouns.

E. Data Collection

In the library research, the writer went to the library; go on the internet to find out some books, journals, and relevant sources for this study. This field research conducted The Implementation Silent way in teaching plural nouns for the eighth grade students in SMP N 1 Buntao'. The instruments of this study is written test in the form of pre-test, treatment and post test.

F. Data Analysis

The data analysis is done by counting the students answer, counting percentages and classifying them into levels the data analyzed before are crossed check with the student's correct answer

$$\text{students' score} = \frac{\text{Correct Answer}}{\text{Total items}} \times 100$$

According Jabu Baso (2008:116) while the average of the students' result was counted by using the following:

Formula:

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

Where:

$$\bar{X} = \text{meanscore}$$

$$\sum X = \text{totalscore}$$

$$N = \text{totalrespondents.....})$$

D. RESULT

The data of this research were pre-test and post-test. The score of pre-test was taken before the treatment to see the respondents 'preliminary ability and the post-test was taken after the treatment to find out the difference between the pre-test.

The data are presented in the tables of frequency distribution, in order to analyze the data; the writer used the checking the result of the pre-test and post-test, Checking the frequency distribution of the pre-test and post-test. Calculating the percentage of the pre-test and post-test, finding which one of the hypotheses is accepted.

To test whether the implementation of silent way in learning plural nouns to the eighth grade students of SMP N 1 BUNTAO', the writer firstly, present the frequency distribution score in pre-test

$$\overline{X} = \frac{1385}{30}$$

$$\overline{X} = 46.16$$

The mean score of pre-test in the table 1 above is 46.16

The classification, frequency and the rate percentage of the score of the eighth grade students in using silent way method in learning plural nouns obtained through the written test can be seen in the table 2 below.

If we look at the table 2 above, indicates that out of 30 students, there is no one students got very good score, three students(10%) got a good score, four students (13,33%) got a fair score, eleven students (36,67%) got a poor score, twelve students (40%) got a very poor score. It means that most of the students got a poor and a very poor scores.

To get comparison between the score pre-test and post-test after the treatment, the table 3 below shows the distribution of students score in post-test.

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

$$\bar{X} = \text{meanscore}$$

$$\sum X = \text{totalscore}$$

$$N = \text{totalrespondents}$$

$$\bar{X} = \frac{2120}{30}$$

$$\bar{X} = 70.66$$

The mean score that in post-test in the table 3 above is 70.66

If we look at the table 2 above, indicates that out of 30 students, three students (10%) got a very good score, seventeen students (56.66%) got a good score, six students (20%) got a fair score, two students (6.67%) got a poor score, and two students (6.67%) got a very poor score. It means that most of the students got fair scores.

By seeing the means score and percentage of pre-test between the mean score and of percentage in post-test, there is the difference of the result, where the mean score of pre-test is 45.83 and only 10% students got good score. While the mean score of post-test is 70.33 and 56.66% students got a good score. It means that using silent way in teaching plural nouns effective the students' achievement to the eighth grade students of SMP NEGERI 1 RANTEPAO'.

D. DISCUSSION

In this section the writer presents the discussion of result of the data analysis. The discussion of data analysis got through the test which intends to describe the effect using of method silent way in teaching plural nouns, from the findings above it is showed that result of the students pre-test lower than the result of the post- test

There is no one students get very a good score students and only 10% get good score. Based on the means score it is only **46, 16**. While after the treatment and giving the post-test students' achievement of the result shown that 56.66 % students get good score and fair score and mean score is **70.66**

The highest percentage of pre-test 40% as very poor score, the second is 36, 67 % as poor score, and third is 13, 33% as fair score. While the highest percentage of post-test 56.66% as good score, the second is 23, 33% as fair, the third is 10% as very good score; the last is 13, 34% as poor score and very poor score

Based on the different percentage between pre-test and post-test above, the mean score of post- test **70.66**.That means it was found that mean score is less than the mean score post- test. Though the percentage and mean score of students in pre-test and post-test, it can be conclude that hypothesis is accepted because the result of post-test is higher than pre-test (70.66 46.16) it means that the implementation of silent way in teaching plural nouns to the eighth grade students of SMP N 1 Buntao' is effective.

E. CONCLUSION

Based on the findings and discussions of the previous chapter, the writer conclude that the implementation of silent way in teaching plural nouns to the eighth grade students of SMP NEGERI 1 RANTEPAO' have a good score effective. This fact is prove by the students have good score and classified as good score and the result of post-test mean score which is higher than the mean score of pre-test.

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