

CHAPTER 1

INTRODUCTION

This chapter consists of background of the study which explains the reason of the writer why takes this title, the problems of the study, objectives of the study, significance of study, scope and limitation of the study, and definition of key terms..

A. Background of the study

Nowadays, in learning the second or foreign language, there are four basic skills that need to be mastered: listening, speaking, reading, and writing. Students should be able to uses the skills weather in oral or written ones. To achieve the goals, teachers have to teach the language skill to their students and improve their English students' abilities. It is expected that finally they are able to communicate with native speaker orally as well in written form. In other word, mastering speaking skill is very important in learning a language.

Speaking is one of the basic ability which should importantly be mastered by English learner. Speaking is the ability to express opinion, ideas, or thought orally; it consists of producing systematic verbal, utterances to convey meaning in order to be understood by the people we are speaking with¹. Yet, "Marianne stated that speaking considers the most difficult skill to acquire since it requires command of both listening comprehension and speech production

¹David Nunan, *Practical English language teaching* (New York: McGraw Hill, 2003), 40.

sub skills”². So, it proves that English is really difficult for students. Speaking is important because people know a language is referred “the speakers” of the language. Many language learners regard speaking ability as the measure of knowing a language. That is why the main purpose of language learning is to develop proficiency in speaking and communicative efficiency. They regard speaking as the most important skill they can acquire and assess their progress in terms of their accomplishments in spoken communication.

Speaking ability is important in language learning because we can communicate through our oral expression to gain much more information. Keith and Morrow said “Speaking is an activity to produce utterance to oral communication”³. It means that this activity is involving two or more people in which the participants are both hearers and speakers having to react to what they hear and make their contribution quickly or not. In addition, Fulcher defined that “speaking is the use of language to communicate with other”⁴. Brooks quoted by Richard also stated that speech is language. Since many languages do not have written form and we learn to speak before we learn to read or write, it is argued that language is “primarily what is spoken and only

² Marianne Celce - Elise Olshtain, *Discourse and Context in Language Teaching* (United Kingdom: Cambridge University Press, 2000), 165.

³ Keith Johnson - Morrow, *Communicative in Classroom Application and Method for Communicative Approach* (Hongkong: Longman Group Ltd, 1981), 70.

⁴ Glenn Fulcher, *Testing Second Language Speaking* (London: Pearson Education Limited, 2003), 23.

secondarily what is written”⁵. Therefore, it is assumed that speech has priority in language teaching.

Big number of students in one class can make some of the students afraid of having mistakes when they speak in the class. Therefore, they become passive students in the class and only some students who want to speak or more active in the class.

English teachers should be able to encourage and facilitate the students to speak English as frequent as possible. Teachers need to create an attractive learning atmosphere for the students to participate more. In the process of language learning, students should be encouraged to express their feelings, thoughts, and opinion. This way is very important in order to avoid the feeling of boredom and the loss of motivation.

The use of appropriate method can influence the students’ achievement in learning language, especially speaking skill in English. Anthony said that method is an overall plan for the orderly presentation of language material, no part of which contradict, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.⁶ It can be said that method is implementation of approach. Method is the level at which theory is put into

⁵ Jack C. Richard - Theodore s Rodgers, *Approaches and Methods in Language Teaching: A Description and analysis* (United Kingdom: Cambridge University Perss, 2000), 49.

⁶ Anthony Edward, *Approach Method and Technique English Language and Teaching* (Cambridge; University Press, 1963)

practice and at which choices are made about the particular skill to be taught, the content to be taught, and the order in which the content will be presented.

In Silent way method, teaching learning is facilitated if the students learn based on the self-correction. Therefore, this will make students independent, autonomous, and responsible. In this technique, teachers have to make the students rely on themselves. The students can produce any sound and the teacher will never ask anybody else to do it for them. So, the students are expected to be responsible for the words or utterances they are saying.⁷ In Silent Way, learning is that the students know what they are doing, that they are not only saying something without being aware of what they are saying.

In this research, the writer is interested to use Silent Way Method in teaching speaking skill at SMPN 2 Surabaya. The researcher chooses that school because this school has some achievements in English, such as the third winner of speech contest of East Java in 2005, the second winner of retelling story contest at Surabaya area in 2007, and Mural Competition Winners on Global Warming. SMPN 2 Surabaya has people who already become success person, such as Bpk. Tri Sutrisno and Ahmad Albar. Even though SMPN 2 Surabaya has got some achievements in English Contest, but that school has some problems too when the researcher have opportunity to teach at that school, the researcher finds many problems with their speaking especially to

⁷ Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta : Graha Ilmu. 2006), 76.

speak in front of class, give an opinion when they agree or disagree and when they ask a question. Finally, the students become silent or passive during the lesson in class.

From the problems above, the writer is interested in discussing under the following title “*Improving Students’ Speaking Ability through Silent Way Method Teaching for the 8th Grader at SMPN 2 Surabaya*” and willing to implement this method to teach speaking since the writer greatly assumes that such method offers effective and fun activity to cultivate and enhance students’ speaking proficiency. It can be the right stimulus to arise students’ interest and the powerful model to take advances their speaking skill as well.

B. Problem Statement

Based on the background of the study presented earlier, the researcher tries to answer following questions:

- Is Silent Way Method more effective than conventional teaching in improving students’ speaking ability?

C. Objective of the Study

This research aims to find out several matters below:

- To find out whether silent way method can improve the students’ speaking ability for the 8th Graders at SMPN 2 Surabaya.

D. Significance of study

Looking at the objective above, this study is trying to find an alternative way to improve the students' speaking competence by using Silent Way Method. The result of the study later is expected to give benefit to the student and the teacher. For students, it is hoped that this study can encourage their motivation in learning English especially in how to speak English and not being afraid of making mistakes during the speaking activity. All of the students in classroom have some opportunity in the class, they must not to be afraid in the class.

For teacher, the result of this research can be used as a reference that Silent Way Method is one alternative strategy in teaching speaking, and this study is hoped to improve classroom management in teaching speaking.

E. Scope and Limitation of the Study

The scope of the research only focuses on the improvement between using Silent Way Method and without Silent Way Method on students' speaking ability. It will be conducted only on analyzing the improvement of the English speaking score at the second grade in SMPN 2 Surabaya.

F. Definition of Key Term

The following terminologies are used to contribute to the readers who have same interpretations in understanding the study:

a. Silent way

Silent way is a language teaching method created by Caleb Gattegno that makes extensive use of silence as a teaching technique. It is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible.⁸ Silent Way method here is used to help the student more active in the class not only when the teacher ask the question, but also when the student gives a piece of mind.

b. Effective

Successful or achieving the results that you want.⁹ In this study, it can be interpreted that is potent or success to improve the quality of the students' speaking ability.

c. Improving

Improving is making something better.¹⁰ In this study the purpose of researcher is to make the students' speaking ability better after get the Silent Way Method.

⁸ Caleb Gattegno, *Teaching foreign languages in schools: the silent way*, 2th ed. (New York: educational Solution: , inc. 1972)

⁹ Kate Woodford-Guy Jackson, *Cambridge Advanced Learner's Dictionary* (Cambridge university press, 2003), version 1.0

¹⁰ AS. Hornby, *Oxford Advanced Learners Dictionary of Current English* (New York: Oxford University), 598