SKRIPSI

THE EFFECTIVENESS OF SILENT WAY METHOD IN TEACHING PRONUNCIATION: VOWEL SOUNDS AT THE SEVENTH GRADE STUDENTS IN MTs. DDI LIL-BANAT PAREPARE

By

<u>SHULFIANY</u>
Reg Num. 13.1300.073

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN) PAREPARE

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Submitted to the English Program of Tarbiyah and Adab Department of State Islamic
Institute of Parepare in Partial of Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

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to

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STATE ISLAMIC INSTITUTE (IAIN) PAREPARE**

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SKRIPSI

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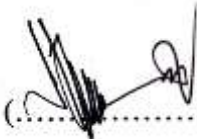MTs. DDI LIL-BANAT PAREPARE**

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Parepare, July 25th 2018

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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                                    Teaching Pronunciation: Vowel Sounds at the

                                    Seventh Grade Students in MTs. DDI

                                    Lil-Banat Parepare

State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, July 25th, 2018

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ABSTRACT

SHULFIANY, 2018. *The Effectiveness of Silent Way Method in Teaching Pronunciation: Vowel Sounds at the Seventh Grade Students in Mts. DDI Lil-Banat Parepare* (Supervised by Amzah and Abd. Rauf Ibrahim).

This study is to see increasing pronunciation of students' at the seventh grade students of MTs. DDI Lil-Banat Parepare through silent way method. The subject of this research is VII B class which is consisted of 20 students. The sample was taken by purposive sample.

The design in this research was pre-experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post-test. It aimed to know whether silent way method is effective to use in teaching pronunciation.

The result of the data analysis shows that the silent way method is effective in teaching pronunciation of vowel sounds. It was showed by the mean score of pre-test was 3,46 and the post-test was 3,84. It shows that using silent way method in teaching pronunciation is effective to increase the students pronunciation of vowel sounds at the seventh grade students of MTs. DDI Lil-Banat significantly, and t-table value was 1,328. It means that the t-test value 7,35 was higher than t-table value 1,328. Those indicate that H1 was accepted and Ho was rejected and the students who were taught using silent way method. It means that using silent way method was able to increase the pronunciation of vowel sound of the students at MTs. DDI Lil-Banat Parepare.

Key word: Silent way method, Increasing pronunciation of vowel sounds

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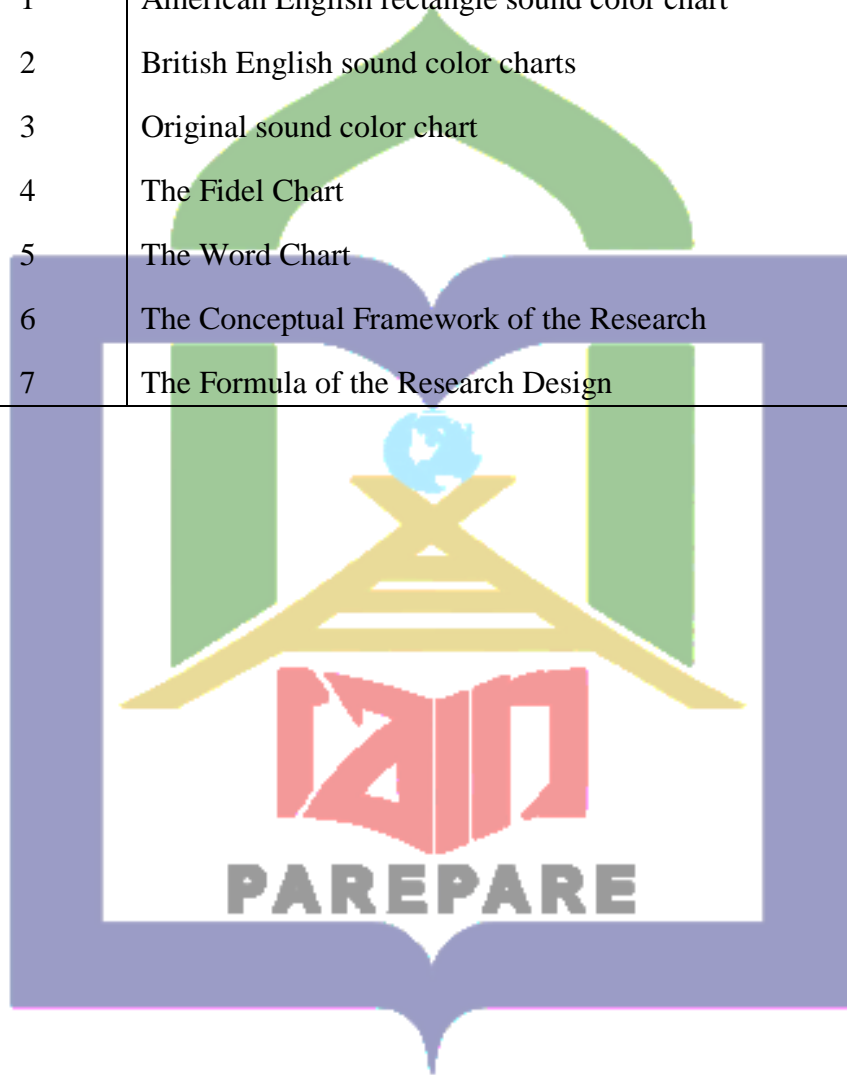
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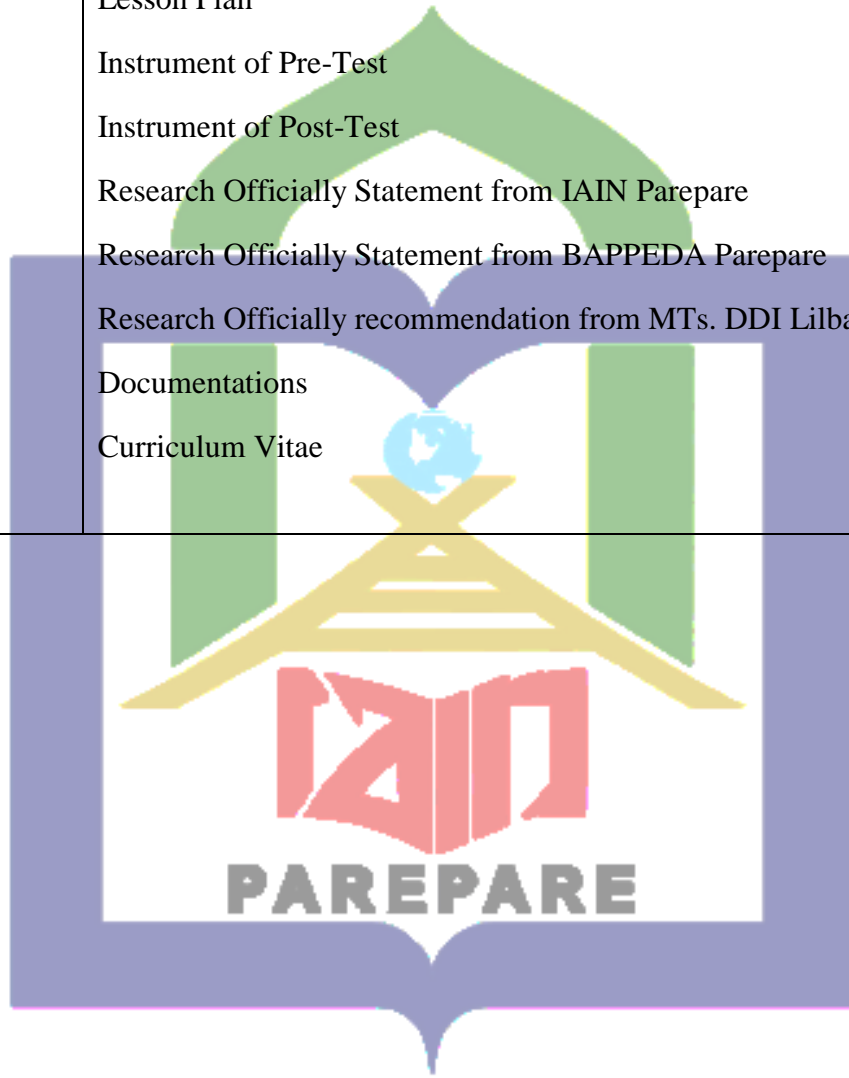
CHAPTER I

INTRODUCTION

1.1 Background

Education is necessary for all of people and for a long term. Education basically gets help man in develops their self, than can face the changing one happens in its life. Good education will result qualified man resource good for their self, nation, and state so can gets competition with another state. Then, education shall strongly be led to result qualified man and can compete over and above have glorious ethic kindness and has good moral.

Mastering a language through habit formation was seriously challenged in the early 1960s because people create and understand utterances they have never heard before[1]. The Silent Way Method came into existence when the idea of learning a language by forming a set of habits was seriously challenged in the early 1960s. Linguist like Caleb Gattegno, looked at language learning from a learner's point of view by studying the way babies and young children picked up the language[2]. At that time, babies learn the language by their habits such as learn how to say "Mom and

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[1]Dr. P. Prasantham, *Application Of Language Teaching Methods: Benefits And Limitations*, (India: International Journal Of English Language, Literature And Translation Studies (IJLELR) Vol. 3. Issue 1.,201), p. 49

[2]Dr. Fatima Sultan Shaikh, *Effective Methods of Teaching English as a Second Language in the Classroom*, International Journal of Science and Research (IJSR) ISSN (Online): 2319-7064. p. 980

Dad" and young children learn many vocabularies where their parents as a teachers teach them how to say it correctly.

Gattegno also developed these ideas to solve general problems in learning, and he also applied them to his work in the teaching of mathematics and the mother tongue[3]. Therefore, his method tells the world that his method as known as Silent Way Method also could be applied in class such as way to learn languages.

Pronunciation is part of the language that plays an important role in communication. The listener could not understand what the speaker says if the speaker does not have a good pronunciation in English. This case will make the listener difficulty in understanding what interactions the speaker has. By having good pronunciation so interlocutor could understand easily.

There are four components that more important influence for students learned success; they are; teaching material, learned atmosphere, media and studying source and teacher as subject of learning. Those components really regard student learning processes. If one of component does not back up therefore learning process will not give optimal result.[4]. Teacher must have creativity in teaches, they shall have a thousand method and interesting strategy and can give good impacted for students goal success in learned.

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[3]Adestamia Lambung Negara, Muhammad Sukirlan, and Sudirman, *An Analysis Of Using Silent Way Method To Improve Young Learner Vocabulary,* p. 4

[4]Miftahul A'la, *Quantum Teaching,* (Yogyakarta: Diva Press, 2010), p. 16 - 17

Teacher and teaching method constitutes are two component very important for prescriptive student qualities. Teacher ought to develop learning method to increase learning quality in class.

Learning Process will successful if situated one rejoices and exciting can emerge on self-student. Based on this situation, the student not only wait what made ready to learn but they will tend to participate active in learning process. So they will make the teacher easy to pass on material and we can know method fruitfulness that we utilize in teaching. For teacher, method can make guidance and systematic basis in learning performing. For student, learning method purpose get to easy in learning process which make it easy and hastening understand learning content because each learning method is designed to easily student studying process.

Another side, one of the best ways to become a good teacher is by becoming and understanding what students want have to do through teacher's techniques. The techniques on this research generally shows about the teacher will give some gaming such as playing and reading the Cuisenaire Rods and Wall Charts inside the teaching and learning process.

Based on the explanation above, the researcher is interested to find out the research result from a title, *"The Effectiveness of Silent Way Method in Teaching Pronunciation: Vowel Sounds at The Seventh Grade Student in MTs. DDI Lil-Banat Parepare"*

1.2 Problem Statement

Base on background that is interposed above acquired much problem identification, that is:

Is silent way method effective used in teaching pronunciation at the Seventh grade students of MTs. DDI Lil-Banat Parepare?

1.3 The purpose of The Research

To know the effectiveness of silent way method in teaching pronunciation at the eighth grade students of MTs. DDI Lil-Banat Parepare

1.4 Significance of the Research

The usefulness of this study, as follows;

1.4.1   Theoretically, the research results are expected to provide input in the developmental science, but it also can provide understanding of the teachers in managing the classroom in improving the effectiveness of learning, especially on English teaching.

1.4.2   In Practical terms, the result of this study are useful as experience and as referenced to improve the effectiveness of English learning learners is taught through silent way method, so that English learning runs effectively, efficiently and optimally.

1.4.3   Usefulness for researcher that can be used as a provision that will be useful for her career as a professional educator.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter deals with the review of related literature. It is important to elaborate some theories, which are using in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research.

2.1. The Previous Related Finding

M. Syukur in his research entitle comparative study of the students' speaking development between those who are taught through silent way method and those taught through audio lingual method at SMKN Paku Polman. Based on the findings of the study, the researcher show that there is a significant difference of the students' speaking development between those who are taught through Audio-lingual method and those taught through Silent Way method and Audio-lingual method was better than Silent Way method to develop the students speaking skill at the second year of SMKN Paku Polman.[5]

Nurham in his research entitle students' ability to use personal pronoun through silent way method (an experimental study at LIBAM's members of STAIN Parepare). Based on the data analysis of his research, there is a significant different between the students personal pronoun ability before and after learning personal

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[5]M. Syukur, Comparative Study of the Student Speaking Development Between Those Who are Taught through Silent Way Method and Those Taught trough Audiolingual Method at SMKN Paku Polman, (Parepare: Sekolah Tinggi Agama Islam Negeri Parepare (STAIN Parepare) Skripsi, 2013), p. 58

pronoun by using silent way method. The result of this research in pre-test and post-test show the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It can be concluded that using silent way method for members of LIBAM STAIN Parepare is able to improve students' ability in using personal pronoun.[6]

Hadi Arif in his research entitle developing the use of personal pronoun in speaking through silent way method at the first grade students of SMAN 7 Pinrang. Based on his research, the researcher give two conclusion. The first, by using silent way method, the student can improve their ability to distinguish subject and object of personal pronoun in speaking. The second, there is a significant difference between the students personal pronoun in speaking and the student could improve their speaking ability before and after learning personal pronoun by using silent way method. From two conclusion above, the researcher concluded that using silent way method for the first grade students of SMAN 7 Pinrang is able to improve speaking ability to distinguish subject and object of pronoun.[7]

Teaching pronunciation used Silent Way Method, the students have to make some group then listen, memorize, and speak the words till sentences which they just have been hearing by the teacher and re-speak correctly. Teaching about personal

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[6]Nurham, Students' Ability to Use Personal Pronoun through Silent Way Method (An Experimental Study at LIBAM'S Members of STAIN Parepare), (Parepare: Sekolah Tinggi Agama Islam Negeri Parepare (STAIN Parepare) Skripsi, 2016), p. 45

[7]Hadi Arif, Developing the Use of Personal Pronoun In Speaking through Silent Way Method at the First Grade Students Of SMAN 7 Pinrang, (Parepare: Sekolah Tinggi Agama Islam Negeri Parepare (STAIN Parepare) Skripsi, 2017), p. 55

pronoun in pronunciation using silent way method also could be a good method to improve students' ability.

2.2 Some Pertinent Ideas

2.2.1   The Concept of Pronunciation

2.2.1.1 The Definition of Pronunciation

As the reality, peoples in the world have pronunciation of words because pronunciation is an activity that a certain people always do in every time when they are speak in front of audience or might do some communicate to make good relationship in society. There are many definition of pronunciation that have been proposed by some expert in language learning.

According to Dr. Mwaniki Isaiah Ndung'u (PhD) M.B.S, "pronunciation is like assuming that learner can acquire fluency in English pronunciation without exposure and formal intensive practice."[8]

It means students have known how to speak correctly as a function to transfer correctly what they tell to each other than the listener can understand what the student have spoken.

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected

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[8]Dr. Mwaniki Isaiah Ndung'u (PhD) M.B.S, *The Teaching AND Learning of English Pronunciation Patterns And Listening Skills In Kenya*, (International Journal Education and Research) p. 2

(voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.[9]

Marianne Celce-Muria, Donna M. Brinton, and Janet M. Goodwin on their book stated "The goal of teaching pronunciation to such learners is not to make them sound like native speakers of English. With the exception of a few highly gifted and motivated individuals, such a goal is unrealistic. A more modes and realistic goal is to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate.[10]

According to Oxford Dictionary, Pronunciation the way in which a word is pronounced.[11] So its mean that every time we say any words it's called pronunciation.

2.2.1.2 Concept of Vowel Sounds

Vowel sound is a sound produced with a comparatively open configuration of the vocal tract. In everyday language, a vowel is a letter (sound) of the English alphabet that is not a consonant.[12]

2.2.1.2.1   The Anatomy of a Vowel

In classifying vowels, we need not indicate airstream mechanism, since it will always be pulmonic egressive, and we can generally assume that vowels are all

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[9]Adult Migrant English Program Research Centre, *What is Pronunciation?*, (2002) p. 1

[10]Marianne Celce-Muria, Donna M. Briton, and Janet M. Goodwin, *Teaching Pronunciation*, (1996) New York: Cambridge University Press 1996, p. 8

[11]Oxford Dictionary, *Pronunciation*, (2017), (online): https://en.oxforddictionaries.com/definition/pronunciation, access on October, 21 2017

[12] Adult Migrant English Program Research Centre, *What is Pronunciation?*, (2002) p. 7

voiced and oral. To describe vowels adequately and accurately, we then need to consider three different parameters, all of which can be seen as modifications of the place or manner of articulation continua for consonants: as we shall see, these are height, frontness and rounding. Additionally, vowels may be long or short (long ones are marked with a following _below), and monophthongs or diphthongs. The examples in the sections below will be from Standard Southern British English (sometimes called RP, or Received Pronunciation), and General American, the most widely spoken variety of English in the United States, excluding the southern states, and the eastern seaboard, especially Boston, New England and New York City. SSBE and GA are generally thought of by English and American speakers respectively as not having any strong regional marking, and both are varieties highly likely to be heard in broadcasting, for instance in reading the television or radio news.[13]

2.2.1.2.2   The High-Low Dimension and Practical Purpose of Vowel

The position of the tongue here means the distance between the tongue and hard palate. According to these factors, vowels are classified into high vowels, low vowels, and mid vowels.

High vowels have the tongue raised most towards the roof of the mouth; if the raising was significantly greater, then friction would be produced, making a fricative consonant, not a vowel. The sounds are: /i: /, /i /, /u: /, /u/.

Low vowels are those where the tongue is not raised at all, but rather lowered from its resting position: when you produce a low vowel, you will be able to feel your

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[13] Mc Mahon, *An Introduction to English Phonology*, Edinburgh University Press. (2002), p. 5

mouth opening and your jaw dropping, even if it is not very easy to figure out quite what your tongue is doing. The sounds are: /æ /, /ʌ/, /a/, /ɑ /.

Again, there is a further class intermediate between high and low, namely the mid vowels. These can if necessary be further subclassified as high mid (like the *face* and *goat* vowels) or low mid (like the *dress*, *thought*,*strut* vowels) depending on whether they are nearer the high end of the scale, or nearer the low end. The sounds are: /e/, /ɛ/, /ə: /, /ə /, / o /.

For practical purpose the tongue is conveniently divided into three parts, there are front vowels, central vowels and back vowels.

Front Vowels are produced when the front part of the tongue is raised towards the hard palate, nearest the upper teeth ridge. The sounds are: /I:/, / I/ , /e/, and /æ /. Central vowels are sounds made by raising the middle part of the tongue in the direction of the soft palate. The sounds are: /ɑ/, /3:/ and /ʌ/. Then, back vowels are produced by raising the back part of the tongue in the direction of the soft palate. The sounds are: /a /, /o/, / /u/ and /u:/.[14]

2.2.1.2.3   Monophthongs and Diphthongs

Most of the vowels we have considered so far have been monophthongs, in which the quality of the vowel stays fairly consistent from the beginning of its production to the end. However, there are also several diphthongs in English. Diphthongs change in quality during their production, and are typically transcribed with one starting point, and a quite different end point; as might be expected from this

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[14] Mc Mahon, *An Introduction to English Phonology*, Edinburgh University Press. (2002), p.15

description, diphthongs are typically long vowels. In English, all diphthongs have the first element as longer and more prominent than the second, and are known as falling diphthongs.

Finally, SSBE has a third set of diphthongs, which are known as the centring diphthongs as they all have the mid central vowel schwa as the second element. These centring diphthongs developed historically before /r/, which was then lost following vowels in the ancestor of SSBE; they consequently appear mainly where there is an <r> in the spelling, although they have now been generalised to some other words, like *idea*.[15]

2.2.1.2.4   Vowel Classification

The labels outlined in the previous section are helpful, but may leave questions unresolved when used in comparisons between different languages or different accents of the same language. Thus, French [u_] in *rouge* is very close in quality to English [u_] in *goose*, but not identical; the French vowel is a little more peripheral, slightly higher and more back. Similarly, [o_] in *rose* for a GA speaker is slightly lower and more centralized than 'the same' vowel for a speaker of Scottish English. None of the descriptors introduced so far would allow us to make these distinctions clear, since in the systems of the languages or accents concerned, these pairs of vowels would quite appropriately be described as long, high, back and rounded, or long, high-mid, back and rounded respectively.

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[15] Mc Mahon, *An Introduction to English Phonology*, Edinburgh University Press. (2002), p. 7

Furthermore, a classification of this sort, based essentially on articulation, is arguably less appropriate for vowels. In uttering a vowel, the important thing is to produce a particular sort of auditory impression, so that someone listening understands which vowel in the system you are aiming at; but it does not especially matter which articulatory strategies you use to convey that auditory impression. If you were asked to produce an [u_], but not allowed to round your lips, then with a certain amount of practice you could make at least something very similar; and yet it would not be a rounded vowel in the articulatory sense, although you would have modified the shape of your vocal tract to make it sound like one.

We can achieve this comparative perspective by plotting vowels on a diagram rather than simply defining them in isolation. The diagram conventionally used for this purpose is known as the Vowel Quadrilateral, and is an idealized representation of the vowel space, roughly between palatal and velar, where vowels can be produced in the vocal tract. The left edge corresponds to the palatal area, and hence to front vowels, and the right edge to the velar area, and back vowels. The top line extends slightly further than the bottom one because there is physically more space along the roof of the mouth than along the base. Finally, the chart is conventionally divided into six sectors, allowing high, high-mid, low-mid and low vowels to be plotted, as well as front, central and back ones. There is no way of reading information on rounding directly from the vowel quadrilateral.

However, plotting vowels on the quadrilateral is only reliable if the person doing the plotting is quite confident about the quality she is hearing, and this can be

difficult to judge without a good deal of experience, especially if a non-native accent or language is being described. For our purposes, we need introduce only the primary cardinals, which are conventionally numbered 1–8. Cardinal Vowel 1 is produced by raising and fronting the tongue as much as possible; any further, and a palatal fricative would result. This vowel is like a very extreme form of English [i_] in *fleece*.

In truth, the only way of learning the Cardinal Vowels properly, and ensuring that they can act as a fixed set of reference points as they were designed to do, is to learn them from someone who already knows the system, and do a considerable amount of practice (various tapes and videos are available if you wish to do this). For the moment, what matters is to have an idea of what the Cardinal Vowels are, and what the theoretical justification for such a system is, in terms of describing the vowels of an unfamiliar language, or giving a principled account of the differences between the vowels of English and some other language, or different accents of English.[16]

2.2.1.3 Factor Affecting in Pronunciation Learning

There are six principle factors affecting pronunciation learning as follows;

2.2.1.3.1   The native language.

We have already looked in some detail at the influence of the first language on the sound system of a sound.

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[16] Mc Mahon, *An Introduction to English Phonology*, Edinburgh University Press. (2002), p. 17

2.2.1.3.2   The age.

This factor refers to the commonly help belief that there is strong relationship between second language pronunciation ability and age. The question of the whether there is an age related limit on the mastery of pronunciation has been well researched, but like many others areas in language teaching, the result are rather mixed, and it is too early to state that there is a simply and straight forward link between age and pronunciation ability.

2.2.1.3.3   Amount of exposure.

Once again, there are problems with this factor not the least of which involves qualifying "among of exposure". Many people living in the target country hear little of the target language, while others living in their own native country may have significant exposure to a foreign language.

2.2.1.3.4   Phonetic ability.

It is refers to whether someone has an "ear" for a foreign language, and test have been developed to measure to measure this factor (which is generally referred to as "phonetic coding ability or auditory discrimination ability) there is some evidence that good discrimination are not.

2.2.1.3.5   Attitude and identify.

The ability to adapt and develop a foreign pronunciation has also been linked with the extent to which the learner wants to identify with the target culture. This

factor may be cross related to others factors such as age and length of residence in the target language.

2.2.1.3.6   Motivation and concern for good pronunciation.

This final factors is probably also related to personality, some students seems unconcerned about making mistake.[17]

2.2.1.4 Techniques to Teaching Pronunciation

The following are techniques and practice materials to teach pronunciation:

2.2.1.4.1   Listen and imitate.

The technique used in the direct method in which students listen to a teacher provided model and repeat or imitate it. This technique has been enhanced by the use of tape recorders, language labs, and video recorders.

2.2.1.4.2   Phonetic training.

Use of articulatory descriptions, articulatory diagrams, and a phonetic alphabet (a technique from the reform movement, which may involve doing phonetic transcription as well as reading phonetically transcribed text)

2.2.1.4.3   Minimal pair drills.

This technique introduced during the audio-lingual era to help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice. Minimal pair drills typically begin with

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[17]Marianne Celce Murcia, et al., eds., *Teaching Pronunciation: A Course Book and Reference Guide*. http//books.google.co.id/books. (25 February 2014), p. 11

word-level drills and then move on to sentence-level drills (both paradigmatic and syntagmatic).

2.2.1.4.4   Contextualized minimal pairs.

Bowen's attempt to make minimal pair drills responsive to cognitive approach criticism of meaninglessness and lack of context. In the technique, the teacher establishes the setting (e.g., a blacksmith shoeing a horse) and presents key vocabulary; students are then trained to respond to a sentence stem with the appropriate meaningful response (a or b).

2.2.1.4.5   Visual aids. Enhancement of the teacher's description of how sounds are produced by audio visual aids such as sound-color chart, field wall chart, rods, pictures, mirrors and props. These devices are also used to cue more accurate production of the target language.

2.2.1.4.6   Tongue twister. A technique from speech correction strategies for native speakers (e.g., she sells seashells by the seashore).

2.2.1.4.7 Development approximation drills. A technique suggested by first language acquisition studies in which second language speakers are taught to retrace the steps that many English-speaking children follow as they acquire certain sounds in their language. Thus just as children learning English often acquire /w/ before /r/ or /y/ before /l/, adult who have difficulty producing /l/ or /r/ can be encouraged to begin by pronouncing words with initial /w/ or /y/ and then shift to /r/ or /l/.

2.2.1.4.8 Recording of learners' production: audio and video recordings of rehearsed and spontaneous speeches, free conversation, and role play.

2.2.1.4.9 Practice of vowel shifts and stress shifts related by affixation: A technique based on rules of generative phonology (Chomsky and Halle 1968) used with intermediate or advance learners. To raise awareness, the teacher poits out the rule-based nature of vowel and stress shifts in words related etymologically. [18]

2.2.1.4.10 Reading aloud. Students take turns reading sections of a passage, play, or dialog out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples or other means to make the meaning of the section clear.[19]

2.2.1.5 The Goal of Learning Pronunciation

According to Jean Yates, "The goal of "perfect pronunciation" is not to take your personality out of your speech. Indeed, mannerisms that give hints of your origin are charming in English. The goal is, rather, to speak so that people listen to *what you say*, not *how* you say it. The goal is to be understood the first time you say something, and to be confident and proud of the way you say you speak.[20]

Jenkins also observes that the goals of English Language Teaching (ELT) no longer serve the needs of most learners, who may not want to use English as a foreign language, but instead, as an international language to communicate with other non-

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[18]Marianne Celce Murcia, et al., eds., *Teaching pronunciation: A Course Book and Reference Guide*, p. 8-9

[19]Diana Larsen-Freeman*, Technique and Principles Language Teaching,* (Printed in Hongkong: Oxford University Press Inc., 1985), p. 18

[20]Jean Yates, *Pronounce It Perfectly in English*, (New York: Barron's Educational Series, 1995), p. v

native speakers. She suggests teacher training and English language courses should not assume that the goal is to prepare students for native speaker (NS) and non-native speaker (NNS) interaction.[21]

Based on the statements above, It is important that English language instructors use the right methods and utilize the right tools to bring attention to pronunciation practices in the language classroom.[22] Also, MTs. DDI Lil Banat students are non-native speaker. Therefore, the researcher will try to aplly the Silent Way method by using cuisenaire rods and wall charts as fun method to improve students pronunciation and listener could understand what students say in their mother tongue language.

2.2.2   Silent Way Method

2.2.2.1 The Birth of Silent Way Method

This method was initiated by Caleb Gategno, a language teaching expert who applied the principles of cognitivist and the science of philosophy in his learning. This method was actually pioneered in 1954, but the book describing this method was only published in 1963 under the heading "Teaching Foreign Language in School: A Silent Way". After undergoing additional experiment for 13years.Gategnopublishes the book, The Common Sense of Teaching Foreign Languages, which details and revises its original thinking.

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[21]Jordan Cael, *Teaching Pronunciation As A Core Skill Using The Silent Way Aproach*, (MA TESOL Collection.Paper 482) p. 2

[22]Dr. P. Prasantham, *Application Of Language Teaching Methods: Benefits And Limitations*, (India: International Journal Of English Language, Literature And Translation Studies (IJLELR) Vol. 3. Issue 1.,201), p. 49

Gategno has a mathematical education background and started his career as a science teacher of exact sciences and with Georges Cuisenaire writes numbers in color wherein it contains the use of props in the form of colorful pieces of wood called rods.

This method is considered quite unique because not only the teacher requested silence 90% of the time allocation used but there are also times when students are also silent not reading, not fantasizing, not watching videos but they concentrate on the newly heard foreign language. This method is based on a thought that "teachers should be silent".

Students are left alone guilt in language first. Gategno in the book Celce Murcia argues "One of the great imperfections of most teaching is the compulsion to require perfection at once".[23]

According to Gategno, The Silent Way can be charactized by the attention paid to accuracy of production of both the sounds and structures of the target language from the initial stage of instruction. Not only is the accuracy of individuals sounds stressed from the very first day of a Silent Way class, but learners' attention is focused on how word combine in phrase-on how blending, stress, and intonation all shape the production of an utterance. Proponents claim this enables Silent Way learners to sharpen their own inner criteria for accurate production.[24]

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[23]Saepudin , *An Introduction to English Learning and Teaching Methodology*, Yogyakarta: Trust Media, p.68-69

[24]Marianne Celce Murcia, et al., eds*., Teaching pronunciation: A Course Book and Reference Guide*, p. 5-6

Stevick states there are three core of The Silent Way: Watch, Give only what is needed, and wait.

Once learning begins, concentration is strengthened because students realize that what is said will not be repeated. Gestures are sometimes given in the form of gestures or help from other students without any verbal explanation.[25]

2.2.2.2 Definition of Silent Way Method

"The silent way is a language-teaching method created by Caleb Gattegno. It makes extensive use of silence as a teaching technique. It is not generally regarded as a conventional method in language teaching. It was first introduced in Gattegno's book "Teaching Foreign Languages in Schools: The Silent Way" in 1963. Gattegno was skeptical of the mainstream language education of the time, and conceived of the method as a special case of his general theories of education."[26] He was previously a designer of mathematics and reading programmes, and the use of charts and coloured cuisenaire rods in the silent way grew directly of this experience.[27]

At that time, Celeb Gattegno found that babies and young children could learn many new vocabularies from their habits and their parents teach them. It could be

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[25]Saepudin , *An Introduction to English Learning and Teaching Methodology*, Yogyakarta: Trust Media, p. 69-70

[26]Yogesh Raman Patil, *The Silent Way and Other Two Methods of Language Teaching*, (International Journal) p. 285-286

[27]Wikipedia, *Silent Way* (online: https://en.wikipedia.org/wiki/Silent_Way) access on October, 21 2017

such as how to say "Mom and Dad", food and drink name, toys name, and the other things correctly. From that case, Gattegno tries to addded this case in classroom.

As the name implies, silence is a key tool of the teacher in the Silent Way. The teacher uses silence for multiple purposes in the Silent Way. It is used to focus students' attention, to elicit student responses, and to encourage them to correct their own errors. Even though teachers are often silent, they are still active. They will commonly use techniques such as charts, rods and using tools such as pointer to help the students with their pronunciation. Teachers will also encourage students to help their peers and students also can ask questions if they were very confused about the material at the class.

At the beginning, students do 90 percent or more of the talking. It also frees the teacher to observe the class such as when students do mistake at pronounce the words, the teacher have to help them to make it pronounce it clearly. The teacher's role is to observe the students' efforts. The students are encouraged to have a vigorous role in learning the language. This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say.[28]

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[28]Masroud Nosrati, Ronak Karimi, Kamran Malekian, and Mehdi Hariri, *Investigation of Language Teaching Methodologies in Second Language Learning*, p. 210

2.2.2.3 Procedure of Silent Way Method

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. This is important for language learners to be familiar with the sounds since the sounds of a foreign language sound strange and funny for beginners. The technique can be done by the language teacher and the sounds of recording of native speakers. The contents of recordings of the listening materials may comprise of lecturing, greeting, informal conversation or discussion. "the capacity of surrendering, to the sounds will bring the learners' unconsciousness of all of the spirit of a language that has been stored in the language" (cattegno, 1978: 22).

2.2.2.3.1   The Teaching of The Sounds

At the beginning of the stage, the teacher will model theappropriate sound after pointing to a symbol on the chart. Later, the teacher will silently point to individual symbols and combinations of symbols, and monitor student utterances. The teacher may say a word and have a student to guess what sequence of symbols comprised the word. The pointer is used to indicate vowel sounds. Vowel sound can be shown by different color that have been approved by teacher and students.

After language learners able to produce the sounds of the target language, teacher continues teaching the language by using rods and word charts or teacher may

use other physical objects, whose purpose is to make meaning perceptible though concrete objects or by representation of experience. [29]

2.2.2.3.2   The purposed procedures in using rods

To some extent, the procedure below is based on the writer's experience of being a student of a foreign language that took place at the school for international training, brattleboro, vermont, USA in 1987 (also see setiyadi, 1988). Cattegno taught frenc class as a practice of the implementation of the silent way in language teaching.

In the following, "T" is used to indicate teacher, "S" student, and "SS", student.

The language to teach : a rod

T : take as manya as rods as there are learners or more

T : show rods in different colors and sizes one after another pause, and after each say "a rod"

T : take all language learners to take one rod for everyone and say "a rod"

SS : take a rod and say "a rod"

T : ask each student to take one rod and signal him/her to say "a rod"

The language to teach: colors

T : silently show a blue rod, pause, and then say "a blue rod"

T : show a rod, pause and say "a red rod"

T : show a blue rod to learners and signal them to say "a blue rod"

SS : say "a blue rod"

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[29]Earl W. Stevick, *Teaching Foreign Languages In Schools: The Silent Way* (Washintong DC: Tesol Journal, 2007), p. 7

T : show the red rod and give a signal to learners to say "a red rod"

SS : say "a red rod"

T : show a black rod and say "black", expecting the learners to say "a black rod"

SS : say "a black rod"

T : show another blue rod

SS : say "a blue rod"

T : show another red rod

SS : say "a red rod"

T : show another black rod

SS : say "a black rod"

T : show a yellow rod, pause, and say "yellow"

SS : say "a yellow rod"

Teacher and language learners do the same procedures for the rest of the colors. In this procedure, language learners can be introduced with the use of the article "an". It can be done by introducing as orange rod after they have enough practice with color. It will be presented together with the articles "a" and "the".

When the teacher silently shows a black rod, and then say "black" instead of "a black rod", he/she lets the language learners hazard a guess and use their previous knowledge to test their conclusions. Language learners have a creative understanding of the function of the language. They use their independence and they are able to

produce sentences that they have never heard before. Teacher's being silent before he/she says something is meant to give the language learners enough time to make associations. The procedure above continues by having language learners to work in groups of three or four.[30]

2.2.2.4 The Advantages of Silent Way Method

Earl W. Stevick on Tesol journal stated, "One of the advantages of the Silent Way, it seems to me, is that it lends itself exceptionally well to keeping these three kinds of activity separate from one another: when the teacher is both making the noises and moving the rods, he is "teaching"; when he is moving the rods and expecting the students to make the noises, he is testing; when he leaves both the rods and the noises to the students, he is "out of the way".[31]

Nursyafiga Ain Abid Shukor on his channel in Youtube also stated, "Learning through problem solving looks attractive especially because it fosters; creativity, discovery, increase in intelligent potency, and long term memory." The problem solving is a central to learning thats need creativity, learner discovers rather than remembers or repeats, learning is also aided by physical objects so that learners could

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[30] Marianne Celce Murcia, et al., eds., *Teaching pronunciation: A Course Book and Reference Guide*, p. 9-10

[31]Earl W. Stevick, *Teaching Foreign Languages In Schools: The Silent Way* (Washintong DC: Tesol Journal, 2007), p. 6

get good experiences because of the differentiation of learning and teaching process.[32]

2.2.2.5 The Disadvantages of Silent Way Method

Besides of advantages there also the disadvantages, There are some disadvantages that we need to know, they are:

Nursyafiq Ain Abd Shukor on his channel in Youtube stated, The first is the silent way is often criticized of being a harsh method. The learner works in isolation and communication is lacking badly in a silent way classroom. The second, with minimum help on the part of the teacher, the silent way method may put the learning itself at stake. The third, the material (the rods and the charts) used in this method will certainly fail to introduce all aspects of language. Other materials will have to be introduced".

2.2.2.6 Silent Way Method in Teaching Pronunciation: Vowels Sounds

The Teacher, True to the method's name, speaks as little as possible, indicating through gestures what students should do. This includes an elaborate system in which teachers tap out positioning of the articulators by pointing to their own lips, teeth, or jaw. Silent way teachers also use several indispensable tools of the trade. In English, these include a sound-color chart that represents the vowel sounds of the language; eight color-coded Fidel charts that indicate the possible spelling of

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[32]Nursyafiqa bin Abd Shukor, *Silent Way*, (online) https:// https://www.youtube.com/watch?v=dIO3r48EF0w 3:49-4:25. Access on October, 31 2017

each phoneme; 12 color-coded word charts; colored rods called Cuisenaire rods; and a pointer used by the teacher to point to the sounds or words on the charts.

The sound-color chart was created by Gattegno to bypass the ear (Gattegno 1985a). This large, rectangular wall chart contains all the vowel sounds of a target language in small colored rectangles. In the upper half of the chart are the vowels. The primary vowels are represented by one color each, the diphthongs by two colors.[33]

[33]Marianne Celce Murcia, et al., eds*., Teaching pronunciation: A Course Book and Reference Guide*, p. 6-7

The set of fidel wall chart contains all the possible spelling patterns for each sound in the language. Each letter or combination of letters is color coded: Sounds that are pronounced alike are colored alike. Because of the complex nature of English spelling eight charts are needed to represent sound-spelling correspondences.

a rod red blue

green yellow black

brown take give as

to it and not back

here her is the them

two him an me

orange are one he
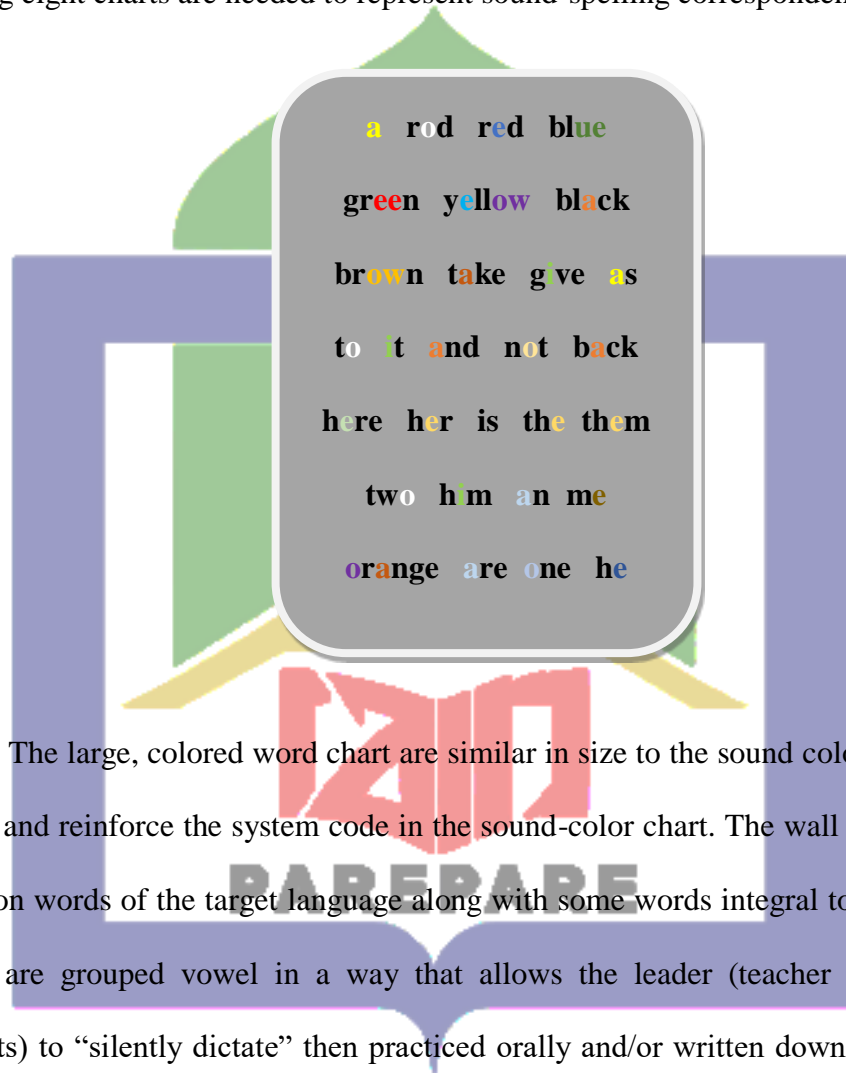
The large, colored word chart are similar in size to the sound color chart: they reflect and reinforce the system code in the sound-color chart. The wall chart contain common words of the target language along with some words integral to the method. These are grouped vowel in a way that allows the leader (teacher or proficient students) to "silently dictate" then practiced orally and/or written down as dictation. For example, the class might take several steps to progress from pointing the code in the color chart.

The final tool is the set of color chart with all vowel that one color represent one vowel. The sound color-chart are used for many purpose, but when the focus is pronunciation, they can be used to build and visually demonstrate the pronunciation especially vowel sounds.

In one silent way lesson that we observed, the students were foreign-born professionals, advanced in English but with heavy accents. The teacher was helping students to introduce themselves in a way that would be intelligible and acceptable to native English speakers. They first practiced giving word by pointing the code in the color chart in front of them in a configuration that approximated sound of vowels. This visual configuration was adjusted as students discovered ways in which they could produce a more sounds of vowel. The teacher remained very much in the background, and there was intense peer assistance both in monitoring the utterances and suggesting alternatives. Once a high level of intelligibility had been attained for the first word or sentence then practiced sentence in the same manner.

The silent way is better understood if experienced rather than read about, since any description fails to capture actual learner engagement. The method appears to have a special focus on teaching pronunciation and many language educators agree that the principle of sound-color correspondence which the silent way invokes, provides

learner with an "inner resource to be used which helps to establish a true feel for the language.[34]

2.3 Conceptual Framework

In the implementation of learning an English teacher must have different types of teaching skills, so that the learning is carried out can run as expected.

As well as in MTs. DDI Lil-Banat Parepare, an English teacher must have different types of learning methods so that students are motivated in improving English learning outcomes. For more details the research framework is described as follows:

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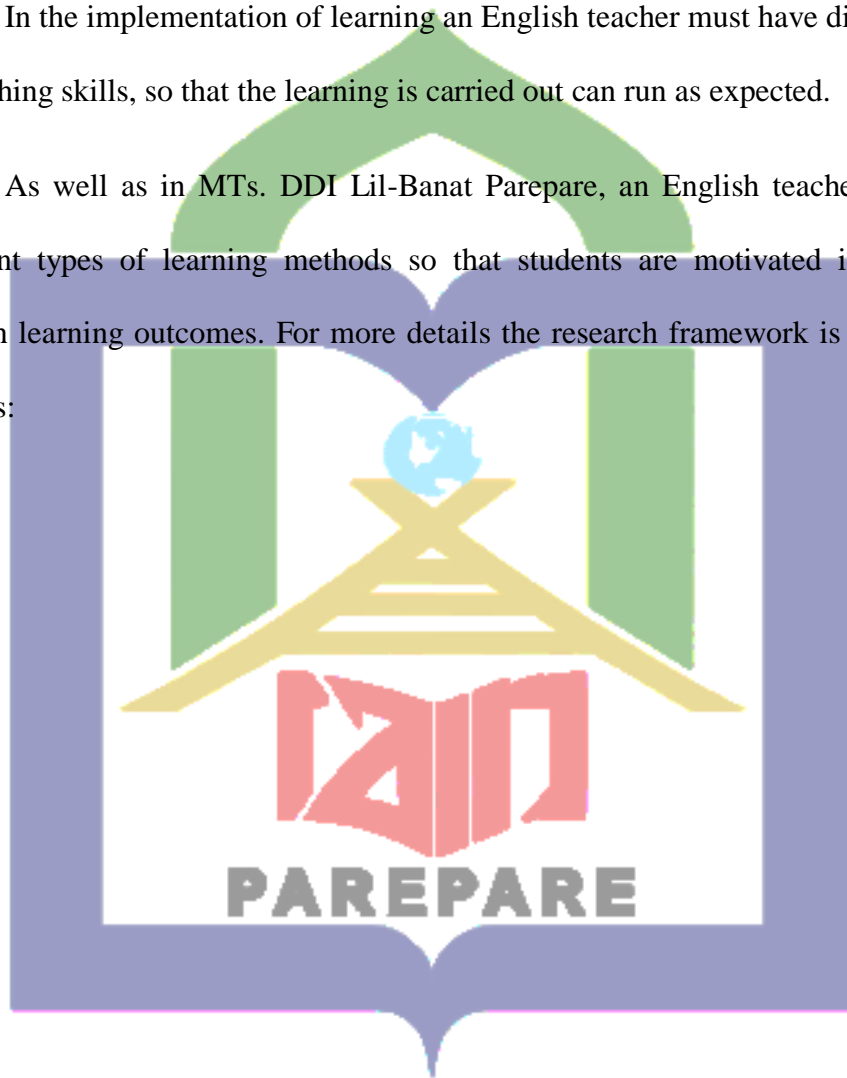
[34] Marianne Celce Murcia, et al., eds*., Teaching pronunciation: A Course Book and Reference Guide*, p. 6-7

Conceptual Framework

```
┌──────────┐       ┌──────────┐       ┌──────────┐
│  INPUT   │  ⟹   │ PROCESS  │  ⟹   │  OUTPUT  │
└────┬─────┘       └────┬─────┘       └────┬─────┘
     ⟱                  ⟱                  ⟱
┌──────────┐       ┌──────────────┐   ┌──────────────┐
│ Teaching │       │Applying Silent│  │The differences│
│ Materials│       │  Way Method  │   │ of Student's │
│ About    │       │     in       │   │Pronunciation │
│ word     │       │Experimental  │   │of vowel      │
└──────────┘       │    Class     │   │sounds before │
                   └──────┬───────┘   │and after     │
                          ⟱          │learn using   │
                   ┌──────────────┐   │Silent Way    │
                   │ Teacher Role │   └──────────────┘
                   └──────┬───────┘
                          ⟱
                   ┌──────────────┐
                   │ Pointer for  │
                   │  pointing    │
                   └──────┬───────┘
                          ⟱
  ┌────────┐       ┌──────────────┐       ┌────────────┐
  │ Fidel  │ ⟷    │  Word chart  │  ⟷   │ Rectangle  │
  │ chart  │       └──────┬───────┘       │  chart     │
  └────────┘              ⟱              └────────────┘
                   ┌──────────────┐
                   │Cuisenaire Rods│
                   └──────┬───────┘
                          ⟱
                   ┌──────────────┐
                   │ Students Role│
                   └──────────────┘
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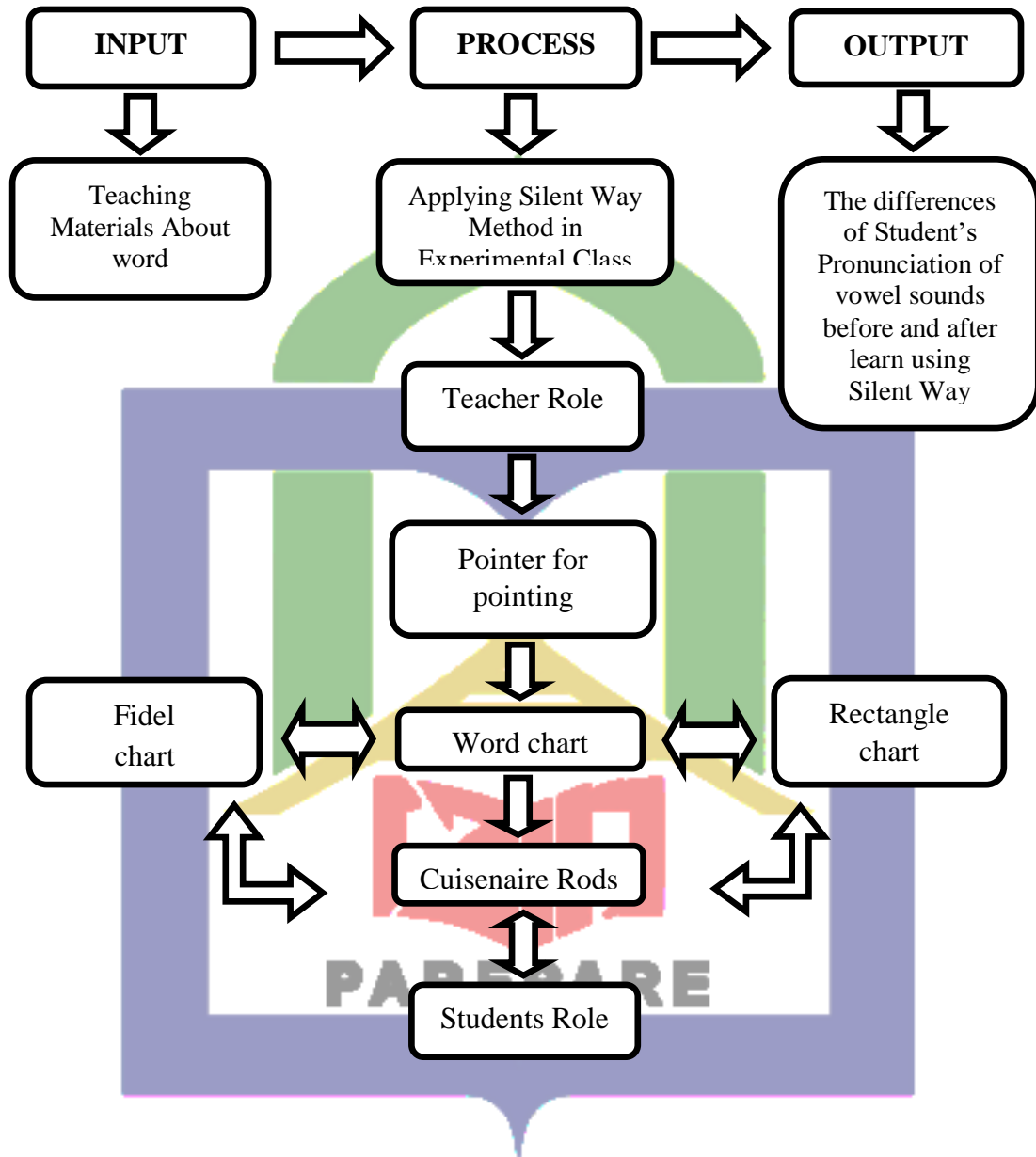
There are three main components are explained in the following, the first compenent is *input* explain it refers to the English materials that the researcher will use on the classroom. The second component is a *process* it refers to the method that are applied through silent way method by using cuisenaire rods and word charts. The last component is *output* it refers to the students' pronunciation of vowel sounds, at the end of teaching and learning process, it was expected that an effectiveness of silent way method in teaching vowel sound.

2.4   Hypothesis

H1: There is effectiveness of Silent Way Method in teaching pronunciation at the seventh grade students in MTs. DDI Lil-Banat Parepare.

H2: There is no effectiveness of Silent Way Method in teaching pronunciation at the seventh grade students in MTs. DDI Lil-Banat Parepare.

2.5   Variable and Operational Definition of Variable

2.5.2   Variables

There are two variables of this research; they are independent variable and dependent variable.

2.5.2.3 Independent Variable

Independent variable of this research is Silent Way Method in teaching

2.5.2.4 Dependent Variable

Dependent variable of this research is students' skill in pronouncing the English word at the 7ᵗʰ grade students in MTs. DDI Lil-Banat Parepare

2.5.3   Operational Definition of Items

To avoid misunderstandings and mistakes of readers as well as to facilitate understanding of the meaning contained in this research topic, the writer need to describe the definition of operational in question is as follows:

2.5.3.3 Silent Way Method

The Silent Way, can be charactized by the attention paid to accuracy of production of both the sounds and structures of the target language from the initial stage of instruction. Not only is the accuracy of individuals sounds stressed from the very first day of a Silent Way class, but learners' attention is focused on how word combine in phrase-on how blending, stress, and intonation all shape the production of an utterance. Proponents claim that this enables Silent Way learners to sharpen their own inner criteria for accurate production.

This includes an elaborate system in which teachers tap out rhythmic patterns with a pointer, hold up their fingers to indicate the number of syllables in a word or to indicate stressed elements, or model proper positioning of the articulators by pointing to their own lips, teeth, or jaw. Silent way teachers also use several indispensable tools of the trade.

2.5.3.4 Teaching Pronunciation

Students' skill in pronounce English word or sentence is very important to in teaching and to improve students' interest in learning English. Good pronunciation can provide a good understanding and show attitude of our interest in what student say.

CHAPTER III

METHODOLOGY OF THE RESEARCH

The chapter clarifies research disgn and variables, locatin and duration, population and sample, instrument of the research and procedure of dataanalysis

3.1.Research Design

Considering data and the aims of research used quantitative method to conduct this study. The research design was applied Pre-Experimental method by using pre-test, treatment and post-test. The design was presented as follows:

$$E = O1 \ X \ O2$$

Where:

E   : Experimental

O1   : Pre-Test

X   : Treatment

O2   : Post-Test
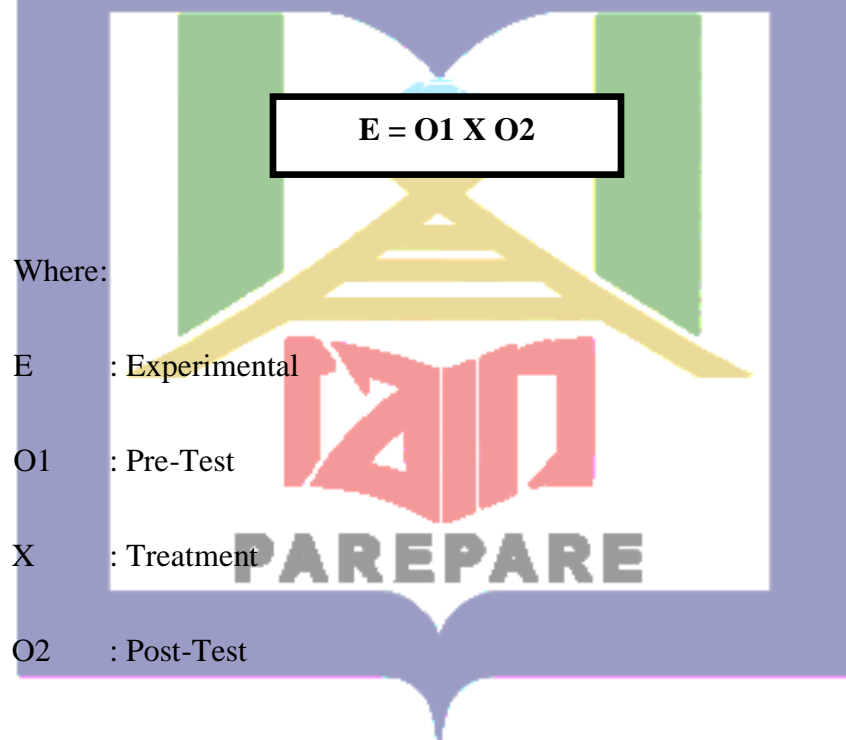
3.2. Location and Time of Research

3.2.1. Research Location

The Location chosen by researcher and the place of implementation in this research is MTs. DDI Lil-Banat parepare.

3.2.2. Research Time

Time spent in the implementation of this study is approximately one month duration (tailored to the needs).

3.3.Population and Sample

3.3.1. Population

Population in this study is very popular used the meaning of the word population, the population itself is from English word "population" which means the population, therefore, the researcher population is the whole (universum) of the research object that can be human, animal, plants and etcetera so this object can be observational data sources.[35]

In this research, the researcher assigned seventh grade students of MTs. DDI Lil-Banat Parepare as population. There are 4 class as the population in this research, and the number of all the students are 83. All population is illustrated on the table below.

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[35]Burhan Bungin, *Metode Peneliian Kuantitatif*, (Cet. III; Jakarta: Prenada Media Grup ,2008), p. 99.

Total Population of Seventh Garde Students of MTs. DDI Lil-Banat Parepare

No.	CLASS	TOTAL
1	VII.A	20
2	VII.B	20
3	VII.C	21
4	VII.D	22
TOTAL		83

(Source: Administration of MTs. DDI Lil-Banat Parepare)

3.3.2. Sample

The sampling technique used by the researcher is the purposive sample the technique to determining the sample with certain consideration, in which the purposive sample is "sampling technique with certain consideration".[36] On this research researcher took 1 class as sample, because the researcher assume that each grade level is represented by 1 class only to maximize the results of research. Thus, the sample in this research is VII.B which amounted to twenty one (20) students.

3.4. Instrument of the Research

In this research the researcher used Pronunciation test. The form of the test is oral test, in testing the students, the researcher asked them to read the test loudly.

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[36]Sugiono, *Statistika Untuk Penelitian,* (Bandung: CV Alfabeta, 2002), p. 68.

While the students read the test the researcher recorded their voice by using mobile phone. This test was applied in pre-test and post-test.

3.5.Procedure in Collecting Data

The researcher will conduct the test to the students. Testing was conducted twice, pre-test and post-test. The pre-test was given to identify the students' ability in pronunciation before giving treatment, and post-test will be given to find out the improvement of pronunciation of words after giving treatment.

In collecting data the researcher used the following procedure:

3.5.1 Pre-test

Before conducting the treatment the researcher gave pre-test. Pre-test was used to find out information about students' pronunciation of words before teaching by using silent way method.

3.5.2 Treatment

The treament were done four meetings, each meeting run for 60 minutes. The researcher will give some test to read loudly.

3.5.2.1 First Meeting

Step 1.   Basically, the teacher enter the class and say greeting to the students

Step 2.   The teacher opening the lesson by praying basmalah with the students.

Step 3.   The teacher prepares the material about vowel sounds of words while the teacher will be asking students to make chairs position in front of the whiteboard..

Step 4.   The teacher asks students to clean the class if there is some trash in the class.

Step 5.   The teacher does check the attendance list of the students.

Step 6.   The teacher give some motivation to the students before start the lesson.

Step 7.   The teacher tells about the learning objectives.

Core Activities

Step 1.   The teacher asks student to shares the sheets of material to the other students and the teacher will write the kind of the material today in front of the students.

Step 2.   The teacher asks to student to read one paragraph per student then the teacher explained the meaning and give more description about the parahraph at the sheets of material.

Step 3.   The students listen carefully.

Step 4.   The teacher points some of students to repeat the description.

Step 5.   The teacher ask to read the next paragraph then the teacher explained the meaning and give more description about the paragraph at the sheets of material.

Step 6.   The teacher points some of students to repeat the description.

Step 7.   The students listen carefully.

Step 8.   Teacher starts to conclude the lesson

Closing

Step 1.   The teacher asks some question to the students to help them refresh the material that already gived.

Step 2.   The students answer the teacher's question.

Step 3.   The teacher tells about motivation to the students.

Step 4.   The teacher and the students do praying together.

Step 5.   The teacher says greetings to the students.

Step 6.   The teacher leaves the class.

3.5.2.2 Second Meeting

Step 1.   Basically, the teacher enter the class and say greeting to the students

Step 2.   The teacher opening the lesson by praying basmala with the students.

Step 3.   The teacher prepares the material about learning by using cuisenaire rods and wall charts through silent way method while the teacher will be asking students to make chairs position in front of the whiteboard.

Step 4.   The teacher asks students to clean the class if there is some trash in the class.

Step 5.   The teacher does check the attendance list of the students

Step 6.   The teacher give some motivation to the students before start the lesson.

Step 7.   The teacher refreshs and asks the students about the material in the first meeting.

Step 8.   The students answer the teacher's question.

Step 9.   The teacher tells about the learning objectives.

Core Activities

Step 1.   The teacher asks student to shares the sheets of material to the other students and the teacher will write the kind of the material today in front of the students.

Step 2.   The teacher asks to student to read one paragraph per student then the teacher explained the meaning and give more description about the parahraph at the sheets of material.

Step 3.   The students listen carefully.

Step 4.   The teacher points some of students to repeat the description.

Step 5.   The teacher ask to read the next paragraph then the teacher explained the meaning and give more description about the paragraph at the sheets of material.

Step 6.   The teacher points some of students to repeat the description.

Step 7.   The students listen carefully.

Step 8.   Teacher starts to conclude the lesson

Closing

Step 1.   The teacher asks some question to the students to help them refresh the material that already gived.

Step 2.   The students answer the teacher's question.

Step 3.   The teacher tells about motivation to the students.

Step 4.   The teacher and the students do praying together.

Step 5.   The teacher says greetings to the students.

Step 6.   The teacher leaves the class.

3.5.2.3 Third Meeting

Step 1.   Basically, a teacher models a word of vowel sounds.

Step 2.   The teacher entering the class and greet the students.

Step 3.   The teacher opening the lesson by praying basmala with the students.

Step 4.   The teacher prepares the cuisenaire rods and wall charts I (first wall chart material) while the students is making chairs position in front of the whiteboard.

Step 4.   The teacher asks students to clean the class if there is some trash in the class.

Step 5.   The teacher does check the attendance list of the students

Step 6.   The teacher give some motivation to the students before start the lesson.

Step 7.   The teacher asks some question about what students have been learned about the pronunciation of words and learning by using cuisenaire rods and wall charts through the silent way method.

Step 8.   The students answer the teacher's question.

Step 9.   The teacher tells about the learning objectives.

Core Activities

Step 1.   The teacher explained about definition of the silent way method.

Step 2.   The teacher starts point on the word charts and the students spell the word with their owns' spell way.

Step 3.   The teacher listens and correct the spell with point the syllable to syllabe alike with the word that have been students uncorectly spell on the fidel chart.

Step 4.   Students repeat correctly while teacher pointed the chart.

Step 5.   The teacher try to move the pointer to the other words on the words chart.

Step 6.   Students do spelling.

Step 7.   Teacher listens carefully and correct if there is some pronunce is wrong at the teacher hearing. The same way with the step 3.

Step 8.   Students repeat correctly while teacher pointed the chart.

Step 9.   The teacher tries the cuisenaire rods with raise up the rods and the other hands point the word chart. The rods and the word have to have same color, verb is for long rods, middle rods for subjects, and short rods for articles.

Step 10.   Students guess the sound of the rods.

Step 11.   Teacher listens carefully and correct if there is some pronunce is wrong at the teacher hearing. The same way with the step 3.

Step 12.   Students repeat correctly while teacher pointed the chart.

Step 13.   Teacher raises the group of color rods (short rods for articles, middle rods for subjects, and long rods for verb).

Step 14.   Students guess the pronunce of the group of rods.

Step 15.   Teacher listens carefully and correct if there is some pronunce is wrong at the teacher hearing. The same way with the step 3.

Step 16.   Students repeat correctly while teacher pointed the chart.

Step 17.   Teacher starts to speak and conclude the lesson

Closing

Step 1.   The teacher asks some question to the students to help them refresh the material that already gived.

Step 2.   The students answer the teacher's question.

Step 3.   The teacher tells about motivation to the students.

Step 4.   The teacher and the students do praying together.

Step 5.   The teacher says greetings to the students.

Step 6.   The teacher leaves the class.

3.5.2.4 Four Meeting

Step 1.   Basically, a teacher models a word of vowel sounds.

Step 2.   The teacher entering the class and greet the students.

Step 3.   The teacher opening the lesson by praying basmala with the students.

Step 4.   The teacher prepares the cuisenaire rods and wall charts II (second wall chart material) while the students is making chairs position in front of the white board.

Step 4.   The teacher asks students to clean the class if there is some trash in the class.

Step 5.   The teacher does check the attendance list of the students

Step 6.   The teacher give some motivation to the students before start the lesson.

Step 7.   The teacher asks some question about what students have been learned about the pronunciation of words and learning by using cuisenaire rods and wall charts through the silent way method.

Step 8.   The students answer the teacher's question.

Step 9.   The teacher tells about the learning objectives.

Core Activities

Step 1.   The teacher explained about definition of the silent way method.

Step 2.   The teacher starts point on the word charts and the students spell the word with their owns' spell way.

Step 3.   The teacher listens and correct the spell with point the syllable to syllabe alike with the word that have been students uncorectly spell on the fidel chart.

Step 4.   Students repeat correctly while teacher pointed the chart.

Step 5.   The teacher try to move the pointer to the other words on the words chart.

Step 6.   Students do spelling.

Step 7.   Teacher listens carefully and correct if there is some pronunce is wrong at the teacher hearing. The same way with the step 3.

Step 8.   Students repeat correctly while teacher pointed the chart.

Step 9.   The teacher tries the cuisenaire rods with raise up the rods and the other hands point the word chart. The rods and the word have to have same color, verb is for long rods, middle rods for subjects, and short rods for articles.

Step 10.   Students guess the sound of the rods.

Step 11.   Teacher listens carefully and correct if there is some pronunce is wrong at the teacher hearing. The same way with the step 3.

Step 12.   Students repeat correctly while teacher pointed the chart.

Step 13. Teacher raises the group of color rods (short rods for articles, middle rods for subjects, and long rods for verb).

Step 14. Students guess the pronunce of the group of rods.

Step 15. Teacher listens carefully and correct if there is some pronunce is wrong at the teacher hearing. The same way with the step 3.

Step 16. Students repeat correctly while teacher pointed the chart.

Step 17. Teacher starts to speak and conclude the lesson

Closing

Step 1. The teacher asks some question to the students to help them refresh the material that already gived.

Step 2. The students answer the teacher's question.

Step 3. The teacher tells about motivation to the students.

Step 4. The teacher and the students do praying together.

Step 5. The teacher says greetings to the students.

Step 6. The teacher leaves the class.

3.5.3 Post-test

After the giving the treatment, the researcher conducted the post-test for the students. It aimed to measure the students' improvement in pronunciation of words ability through Silent Way Method.

3.6 Data Analysis Technique

An analysis the data the researcher used the following steps:

3.6.1 Scoring the students pre-test and post-test by using formula:[37]

$$Score: = \frac{Student's\ correct\ Answer}{Total\ Number\ of\ Item} X4$$

3.6.2 Classification of the Students' Score, as follows:

Table classified the students' score in this scoring classification

Score	Classification
80-100	Very Good
66-79	Good
55-65	Fair
40-55	Poor
<39	Very Poor[38]

(Source: Suharsimi Arikunto, 2009;245)

3.6.3 Calculating the frequency and percentage of the students score using the following formula:

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[37]Skala Nilai pada Raport Peserta Didik Kurikulum 2013, http://googleweblight.com/fatkoer.wordpress.com/skala-nilai-rapor-kurikulum-2013, (Accessed 29th of April 2017).

[38]Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan,* Edisi revisi: (Jakarta: Bumi Aksara, 2009), p.245

$$P = \frac{F}{N} + 100$$

Where:

P   : Percentage

F   : Frequency

N   : the total number of the student

3.6.4 To find out the mean score by using the following formula:

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

Where:

X   : Mean score

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

N   : Total number of sample

3.6.5 To calculate standard deviation by using the formula:

$$SD = \sqrt{\frac{(\sum x)2}{N} + (\frac{\sum x}{(N)})2}$$

Where:

SD   : Standard deviation

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

N   : Total number of sample

$(\sum x)^2$: The sum square of the sum square[39]

3.6.6 Finding out the significant difference between the mean score of the pre-test and post-test by calculating the value of the test using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D2 - (\frac{\sum D2}{N})}{N\,(N-1)}}}$$

Where:

t   : Test of significant

D   : the mean of total score difference

$\sum D$: the sum of total differences

N   : the total sample[40]

3.6.7 The criteria of testing hypothesis:

The statistical hypothesis in this research as follows:

$H0 = \pi_1 = \pi_2$

[39]Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan, (Jakarta: Bumi Aksara, 2009), p. 264-265

[40] L.R. Gay, *Education Research Competencies For Analysis and Application*, p. 331

Ha = $\pi_1 = \pi_2$

In testing hypothesis, the researcher used hypothesis = 0.20 and degree of freedom (df) N-1

The following criteria used to test a researcher hypothesis:

3.6.7.1 If t-table < t-test, Ha is accepted and Ho is rejected. It means that the using of silent way method is able to improve students' pronunciation word.

3.6.7.2 If t-test < t-table value Ho is acceptable and Ha is rejected. It means that the using of silent way method is able to improve students' pronunciation of words.
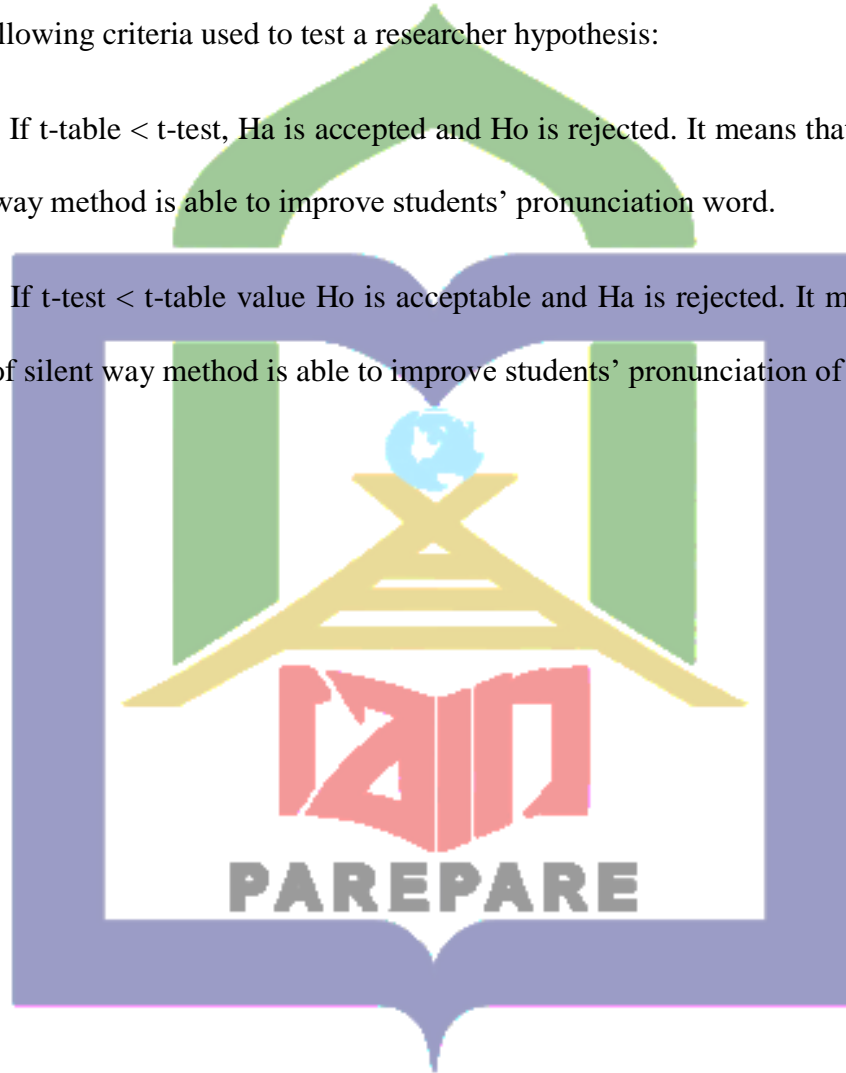
CHAPTER IV

FINDING AND DISCUSSION

This chapter particularly present the findings, data analysis, and discussion. The researcher analyzed the data from the pre-test and post-test. The pre-test was used to measure the prior ability of the students in pronunciation, and post-test was used to measure the ability of the students after the treatment in quantum teaching method.

4.1 Findings

In finding out the result of the effectiveness of silent way method in teaching pronunciation at seventh grade students of MTs. DDI Lil-Banat Parepare. The data was taken from 20 students then process based on students pronouncing the words. The researcher had given pre-test and post-test the students experimental class to find out whether or not silent way method effective in teaching pronunciation in class.

Table 4.1.1 The Students' score on pre-test

No	Respondents	Number of Correct Answer	Score	Classification
1	Adila Rizkika Syaila	100	70	GOOD
2	Alya Nasqia Nurmifta	100	45	VERY POOR
3	Dahniar S	100	75	GOOD
4	Inayah Zalfaa Kaliilah	100	40	VERY POOR
5	Iffani Maya Sari	100	65	FAIR
6	Jean Refha Adillah Irianto	100	55	POOR

7	Nabila Ramadhani	100	90	VERY GOOD
8	Nafla Fauziah	100	66	FAIR
9	Nurul Ainun Qalbi	100	77	GOOD
10	Nurul Fauziah	100	70	GOOD
11	Nurul Anisa	100	79	GOOD
12	Nur Riska Fahri	100	65	FAIR
13	Nur Shaleha	100	67	FAIR
14	Ratu Charmeita Faizal	100	75	GOOD
15	Reifqa Aqila	100	67	FAIR
16	Kaeriah	100	75	GOOD
17	Putri Dewi	100	69	FAIR
18	Tasya Salsabila	100	90	VERY GOOD
19	Witra Amira	100	65	FAIR
20	Zahra Mubaroza	100	80	GOOD
	N= 20	-	69,25	FAIR

Table 4.1.2 The Students' score on post-test

No	Respondents	Number of Correct Answer	Score	Classification
1	Adila Rizkika Syaila	100	80	GOOD
2	Alya Nasqia Nurmifta	100	60	FAIR
3	Dahniar S	100	80	GOOD
4	Inayah Zalfaa Kaliilah	100	50	POOR
5	Iffani Maya Sari	100	67	FAIR

6	Jean Refha Adillah Irianto	100	60	FAIR
7	Nabila Ramadhani	100	93	VERY GOOD
8	Nafla Fauziah	100	80	GOOD
9	Nurul Ainun Qalbi	100	79	GOOD
10	Nurul Fauziah	100	75	GOOD
11	Nurul Anisa	100	83	GOOD
12	Nur Riska Fahri	100	70	GOOD
13	Nur Shaleha	100	72	GOOD
14	Ratu Charmeita Faizal	100	82	GOOD
15	Reifqa Aqila	100	80	GOOD
16	Kaeriah	100	82	GOOD
17	Putri Dewi	100	85	GOOD
18	Tasya Salsabila	100	92	VERY GOOD
19	Witra Amira	100	79	GOOD
20	Zahra Mubaroza	100	90	VERY GOOD
∑	N= 20	-	76,95	GOOD

4.1.3 Data analysis

After presented data on the table above, we could classify the data in five classifications such as in the following tables:

Table 4.1.3 the classification of students score pronunciation of words on pre-test

No	Classification	Score	Frequency
1.	Very good	80-100	2
2.	Good	66-79	8

3.	Fair	56-65	7
4.	Poor	40-55	1
5.	Very poor	30-39	2
Total			**20**

Table 4.1.3 shows that most of the students' scores of experimental class were in good classification before giving treatment. Where 2 (10%) out of 20 students were in very good classification, 8 (40%) out of 20 students students were in good classification, 7 (35%) out of 20 students were in fair classification, 1 (5%) out of 20 students were in poor classification, 2 (10%) out of 20 students were in very poor classification.

Table 4.1.3.1 the classification of students score pronunciation of words on post-test

No	Classification	Score	Frequency
1.	Very good	80-100	3
2.	Good	66-79	13
3.	Fair	56-65	3
4.	Poor	40-55	1
5.	Very poor	30-39	0
Total			**20**

Table 4.1.4 shows that most of the students' scores of experimental class were in good classification after giving treatment. Where 3 (15%) out of 20 students were in very good classification, 13 (65%) out of 20 students were in good classification, 3 (15%) out of 20 students were in fair classification, 1 (5%) out of 20 students were in poor classification and none (0%) of the students got very poor. It means that after giving treatment there are increasing the value of students on the clasifications.

Therefore, it could be concluded that using cuisenaire rods and wall charts through silent way method able could be increase the students' pronunciation of words.

The main score and standard deviation in pre-test and post-test

To determine mean score of students' responsive speaking skill in pre-test and post-test, the researcher applied the following formula:

4.1.3.1 Pre-test

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

$$X = \frac{69,25}{20}$$

$$X = 3,46$$

4.1.3.2 Post-test

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

$$X = \frac{76,95}{20}$$

$$X = 3,84$$

To calculate standard deviation in pre-test uses the following formula:

$$SD = \sqrt{\frac{SS}{N-1}} \qquad \text{where, } SS = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

$$= \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

$$= \frac{98865 - (1385)^2}{20}$$

$$= \quad 98865 - \frac{1918225}{20}$$

$$= \quad 98865 - 95911{,}25$$

$$= \quad 2953{,}75$$

So, SD $= \sqrt{\dfrac{ss}{N-1}}$

$$= \sqrt{\frac{2953{,}75}{20-1}}$$

$$= \sqrt{\frac{2953{,}75}{19}}$$

$$= \sqrt{155{,}46}$$

$$= 12{,}46$$

To calculate standard deviation in post-test uses the following formula:

SD $= \sqrt{\dfrac{ss}{N-1}}$, where, SS $= \sum X^2 - \dfrac{(\sum X)^2}{N}$

$$= \sum X^2 - \frac{(\sum X)^2}{N}$$

$$= 120755 - \frac{(1539)^2}{20}$$

$$= 120755 - \frac{2368521}{20}$$

$$= 120755 - 118426{,}05$$

$$= 2328{,}95$$

So, SD $= \sqrt{\dfrac{ss}{N-1}}$

$$= \sqrt{\dfrac{2328{,}95}{20-1}}$$

$$= \sqrt{\dfrac{2328{,}95}{19}}$$

$$= \sqrt{122{,}57}$$

$$= 11{,}07$$

The mean score and standard deviation of the students' pre-test and post-test result on treatment test were tabulated in the table below:

Table 4.1.3.2 the mean score and standard deviation of pre-test and post-test

No	Test	Mean Score	Standard Deviation
1	Pre-test	3,46	12,46
2	Post-test	3,84	11,07

Table shows that the mean score obtained by the students in pre-test is not higher than the mean score in post-test. It indicates that the students' pronunciation of words in post-test is higher after giving treatment than the mean score in pre-test.

$$\mathbf{D = X2 - X1}$$

Where :

D : Mean Score

X2 : Post test

X1 : Pre test

Table 4.1.3.3 the mean score and standard deviation

No	Respondents	Pre-test		Post-test		D	D^2
		X1	$X1^2$	X2	$X2^2$		
1	Adila Rizkika Syaila	70	4900	80	6400	10	100
2	Alya Nasqia Nurmifta	45	2025	60	3600	15	225
3	Dahniar S	75	5625	80	6400	5	25
4	Inayah Zalfaa Kaliilah	40	1600	50	2500	10	100
5	Iffani Maya Sari	65	4225	67	4489	2	4
6	Jean Refha Adillah Irianto	55	3025	60	3600	5	25
7	Nabila Ramadhani	90	8100	93	8649	3	9
8	Nafla Fauziah	66	4356	80	6400	14	196
9	Nurul Ainun Qalbi	77	5929	79	6241	2	4
10	Nurul Fauziah	70	4900	75	5625	5	25
11	Nurul Anisa	79	6241	83	6889	4	16
12	Nur Riska Fahri	65	4225	70	4900	5	25
13	Nur Shaleha	67	4489	72	5184	5	25
14	Ratu Charmeita Faizal	75	5625	82	6724	7	49
15	Reifqa Aqila	67	4489	80	6400	13	169
16	Kaeriah	75	5625	82	6724	7	49

17	Putri Dewi	69	4761	85	7225	16	256
18	Tasya Salsabila	90	8100	92	8464	2	4
19	Witra Amira	65	4225	79	6241	14	196
20	Zahra Mubaroza	80	6400	90	8100	10	100
	Total	1385	98865	1539	120755	154	1602

Concerning with the table above, the researcher compute the mean deviation of experimental class as shown below:

To find out D

$$D = \frac{\sum D}{N}$$

$$= \frac{154}{20}$$

$$= 7{,}7$$

Where, D $= 7{,}7$

$\sum D^2 = 1602$

N $= 20$

The result of calculating the value of t-test, the formula as follow as:

$$t = \frac{D}{\sqrt{\frac{\sum D2 - \frac{(\sum D)2}{N}}{N\,(N-1d)}}}$$

$$t = \frac{7,7}{\sqrt{\frac{1602 - \frac{(154)2}{20}}{20\,(20-1)}}}$$

$$t = \frac{7,7}{\sqrt{\frac{1602 - \frac{(23716)}{20}}{20\,(19)}}}$$

$$t = \frac{7,7}{\sqrt{\frac{1602 - 1185,8}{380}}}$$

$$t = \frac{7,7}{\sqrt{\frac{416,2}{380}}}$$

$$= \frac{7,7}{\sqrt{1,095}}$$

$$= \frac{7,7}{1,046}$$

$$= 7,35$$

The table above show that after calculated of the score of pre-test and post-test, the researcher found the result of t-test is 6,81

4.2.1 Testing Hypothesis

Df = N-1

Df = 20-1 = 19, α = 0,20 = t table = 1.328

The result of t-test value was tabulated as follows:

Table 4.1.3.4the result of t-test and t-table Value

t-test Value	t-table Value
7,35	1,328

For the level of significance **(p)** = 0,20 and df = 19, then the value of t-table = 1,328. Then the value of t-test was higher than t-table (7,35 > 1,328). It means that there is significant difference between pre-test and post-test students in learning pronunciation using silent way method and H_0 is reject and H_1 was acceptable.

4.2 Discussions

In description of the data through the test explained in the previous section shows that students' pronunciation of words has increased students' score after treatment is higher than before given treatment.

Before giving treatment, students faced some problems in pronunciation, they are:

4.2.1 Some of the students not confidence because they are afraid to make mistakes.

4.2.2 Some of the students get and learn new sound of vocabularies where the vocabularies have different sound from what they heard before.

4.2.3 Some of the students are not interested of English because they think English is difficult to understand.

Silent way is a method that has some main tool that is chart. Chart used has a colors of vowel sound. Each color represented vowel. The chart is used to represent something involved in language learning using silent way. The trunk can represent something like a pencil, pen, eraser, even a bigger object.

In giving treatment, the Teacher provides teaching aids in the form of color chart. The chart were used in ten different colors which were used: red, blue, yellow, green, orange, brown, white, black, pink, purple and gray represented by vowel sounds. As a tool displays in forming word and sentences. Then the teacher starts to explain the colors that are on each color and the word, such as: red is /a/, blue is /i/, yellow is /u/, green is /e/, orange is /o/, etc. After that the teacher point the existing color in sequence and then simultaneously the students begin to say it. This stage is carried out repeatedly until students understand the colors explained by the teacher. The next step the teacher starts to form sentences by lifting one of the rods and saying "/a/ is red" and then giving the pointer held by the teacher to one of the students and the student repeats what the teacher has said. After that, point the second color and give it to the other students and the student must say the colors match what the teacher has explained. The teacher does it until the last color. The teacher then take the pointer and lifts the rod one at a time randomly and is said by the students simultaneously and correctly. This method is used to facilitate students in understanding numbers, colors and sentences. The teacher uses creative ways to encourage students to say numbers, colors and sentences so that sound of vowel can be stored in students' minds quickly. With the use of the Silent Way method the students learn about the sound of vowel in English.

In the process of teaching English with the Silent Way method, the role of students is needed for the success of learning. Students are required to be independent in learning, students are also trained to be creative by making new sentences.

Activities in this method function to encourage and shape student responses, therefore the class becomes active. The use of media such as sound - color - chart can present all sounds in the target language being studied, so that students know what sounds have been learned and which have not been studied. The existence of teacher's silence allows teachers to help students when it is needed, and students are encouraged to help each other when a friend gets a problem or feels what they are learning is difficult to understand. Students also learn to use images to facilitate the vocabulary of the target language learned by using the word chart. The use of media in Silent Way also makes students more active in saying words and even sentences.

Beside that here are the goal which are achieved by students of MTs. DDI Lil-Banat Parepare at the seventh grade year.

More students are charming in English after giving treatment. The students quickly understand how to pronounce the words well at the class. The students very active, then they are confidence and have solidarity during the class.

About the advantages and disadvatages before and after giving treatment, almost same at the paragraph above that there are many students are active, confidence, and solid in class although the students sometime make mistake during pronounce.

The students are not mononton to learn the English material. They also enjoy the learning. The students assume that they are learning while gaming. Sometimes, the tools make them laugh and sometimes make them focused on the material.

Talk about the relation of previous research findings and this research implementation such as the effectiveness of silent way method in speaking especially in teaching pronunciation. There is significant difference of teaching pronunciation before and after using silent way method as the best method.

Based on the explanation above, the researcher concluded that using silent way method in teaching pronunciation is effective to improve students' pronunciation of vowel sound at the seventh grade students of MTs. DDI Lil-Banat Parepare. In improving the pronunciation of students using the silent way method is very effective because students can be more active and the teacher can give freedom to students to be creative in learning the language. This method also does not make students feel bored because they can easily interact with their friends in the classroom, and can refresh students' brains so that they are not tense because this method makes them feel like playing games. Beside that the result of the research, the students also could enjoy the class and could seriously learn at the class.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with two parts, which the first part contains conclusions based on the researcher findings and discussions. Meanwhile, the second part is some suggestions based on the researcher experienced in running this research on the field.

5.1 Conclusions

This research was aimed to see the effectiveness of silent way method in teaching pronunciation which conducted on MTs. DDI Lil-Banat Parepare. The subject of this research was the students of class VII.B and the total of the research were 20 students. This research was began on July in academic year 2018/2019.

The researcher concluded that based on the researcher findings, this method is effective to apply in the class to help students in practice English. The students were very active although it was still had the passive students. The students were enjoy and interested to joined the class and make the students feel relax because the students can learn by their self, and got motivation in learning. This method can increase students' confidence in learning. It was effective to handle the class and it could be minimized the students' who are not interested in English. It means that the silent way method is effective in teaching pronunciation and is a good method to improve students' skill in pronunciation.

5.2 Suggestion

Based on the result of data analsis and the conclussions, the researcher gives some suggestions for some elements to this research, those are:

5.2.1 For the English teacher:

In reference to the result of this experimental research, the silent way method in teaching pronunciation and to improve students' skill in pronunciation in the class were effective. Therefore, the teacher could implement the treatment as an alternative technique in teaching and learning English. Moreover, to make this be effective the teacher should consider some aspects as follows:

5.2.1.1 The English teacher should start the class with explanation about silent way method and pronunciation in English. This will avoid that students being confused what should they do in the class.

5.2.1.2 The English teacher should read a load some text with good pronunciation and then listening carefully what students pronounced and correct them if there are meaning is not transferring correctly.

5.2.1.3 The English teacher should choose one student in interval times to re-pronounce the words what the teacher has read to test the students' pronunciation then the teacher hear there some incorrect pronunciation

5.2.2   For the students

In order to improve the pronunciation, the students should not worry to make mistake or bad pronunciation of word and do a lot of practice. Fluency is something good but the better is the meaning to transfer to the listener and make the listener

understand what student say, no multi interpretation. Then the students should keep to memorize the pronunciation of word, how to spelling and do not forget to always learning.

5.2.3   For the next researcher

This method was very effective to improve the students' skill in pronunciation practice. However, there are many obstacle in this research, such as instruction are not clear in the implementation and students not interesting in learning English. The other researcher who will conduct similar research should prepare good planning before conducting the research to make it easier to do research and explore media that have never been used in the Silent Way teaching, so that the use of media in the Silent Way is not monotonous.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : MTs. DDI Lilbanat Parepare
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VII.B / Ganjil
Pertemuan Ke   : 1 (Satu)
Alokasi Waktu   : 4 x 40 Menit

A. Kompetensi Inti

- **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya	• Mengidentifikasi ungkapan yang digunakan untuk ungkapan sapaan dalam bahasa Inggris • Mengidentifikasi ungkapan yang digunakan untuk berpamitan • Mengidentifikasi ungkapan yang digunakan untuk melakukan sapaan dalam bahasa Inggris
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan	• Melakukan tindak tutur berpamitan dalam bahasa inggris dengan percaya diri • Melakukan tindak tutur ungkapan sapaan dalam bahasa inggris dengan percaya diri • Melakukan percakapan interpersonal dengan menggunakan ungkapan sapaan

meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

• Mengidentifikasi ungkapan yang digunakan untuk ungkapan sapaan dalam bahasa Inggris

• Mengidentifikasi ungkapan yang digunakan untuk berpamitan

• Mengidentifikasi ungkapan yang digunakan untuk melakukan sapaan dalam bahasa Inggris

• Melakukan tindak tutur berpamitan dalam bahasa inggris dengan percaya diri

• Melakukan tindak tutur ungkapan sapaan dalam bahasa inggris dengan percaya diri

• Melakukan percakapan interpersonal dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri

D. Materi Pembelajaran

The Definition of Pronunciation

Manusia di dunia ini memiliki *pronunciation of words* (pengucapan kata-kata). Pengucapan itu sendiri adalah suatu kegiatan atau aktivitas yang sebagian orang selalu kerjakan setiap waktu ketika mereka sedang bercakap dengan sesama masyarakat untuk menjalin hubungan yang baik.

Dalam kamus internasional Oxford menyebutkan bahwa *Pronunciation* adalah suatu kegiatan dimana kata disebutkan.

Menurut Dr. Mwaniki Isaiah Ndung'u (PhD), "Proses Belajar dan Mengajar *Pronunciation* itu seperti menganggap peserta didik telah memperoleh ketepatan dalam bercakap *pronunciation* kata-kata bahasa Inggris dengan sedikit paparan langsung dari seorang pendidik mau pun praktek secara resmi seperti di sekolah-sekolah mau pun kursusan." Hal ini menandakan bahwa peserta didik harus tahu cara bercakap yang baik dan benar untuk menyampaikan apa yang peserta didik ingin sampaikan kepada orang lain sehingga pendengar dapat mengerti apa yang peserta didik sampaikan.

Kadang pula, *Pronunciation* terdengar seperti cara menghasilkan suara yang kita gunakan untuk meggambarkan makna. Seperti menaikkan nada suara, cara menyebutkan huruf vocal dan konsonan, dsb.

Merianne Celce Murcia, Donna M. Brinton, dan Janet M. Goodwin dalam buku mereka, mereka menyatakan bahwa tujuan dari mempelajari *pronunciation* adalah untuk membuat kita tidak terdengar seperti penutur asli dari bahas Inggris itu sendiri melainkan melatih kita untuk terus berusaha menyampaikan kata-kata yang bermakna itu kepada orang lain sehingga orang lain dapat mendengar dengan baik dan nyaman apa yang kita sampaikan dengan logat *pronunciation* kita sendiri.

Dari beberapa pembahasan tersebut, kita dapat menyimpulkan bahwa *pronunciation* itu sendiri adalah suatu kegiatan dimana suatu kata disebutkan untuk membuat suatu makna dan disampaikan kepada pendengar dengan logat kita sendiri secara benar dan sedikit pelajaran langsung dari pendidik sehingga penutur dapat mengerti apa yang ingin kita sampaikan.

Ada pun masalah-masalah dalam mempelajari *Pronunciation* seperti:

a. *Mother Tongue Interference* (Masalah Bahasa Pertama/Bahasa Ibu)

Menurut Yule dan O'Connor dalam hasil penelitian mereka, masalah utama kita dalam mempelajari *pronunciation* bahasa inggris adalah membangun atau mempelajari cara-cara baru dari menyusun huruf-huruf baru menjadi kata-kata baru kemudian menjadi kalimat baru untuk disampaikan kepada orang lain. Semuanya adalah hal baru dan disisi utamanya adalah bahasa yang akan dipelajari sangat berbeda dengan bahasa yang sudah terbiasa didengar dalam lingkungan keluarga yakni bahasa Ibu.

b. Tidak adanya minat belajar bahasa Inggris

Bagi sebagian peserta didik, bahasa inggris itu tidak penting karena tidak sesuai dengan minat mereka. Sebagian dari mereka bisa saja menyukai pelajaran berhitung, menggambar, berolahraga, sejarah, dsb. Hal tersebut adalah hal yang umum. Menurut Gilakjani dalam hasil penelitian internasional yakni *International Journal of Language Education and Applied Linguistices (IJLEAL)*, dari beberapa masalah sukar belajar peserta didik yang paling mencolok adalah mereka tidak berminat terhadap pelajaran bahasa Inggris dan bahkan tidak terbuka terhadap bahasa yang ingin dipelajari". Pada umumnya, bahasa inggris dapat membuka luas pengetahuan dari minat pelajaran kita karena bahasa inggris merupakan bahasa internasional dimana bahasa itu menyatukan ragam manusia dan pengetahuan-pengetahuan mereka.

E. Metode Pembelajaran
    1) Pendekatan   : Saintifik
    2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
    3) Metode   : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran

1. **Media**
   - ❖ Worksheet atau lembar kerja (siswa)
   - ❖ Lembar penilaian

2. **Alat/Bahan**
   - ❖ Penggaris, spidol, papan tulis
   - ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (4 x 40 Menit)
Kegiatan Pendahuluan (15 Menit)

Guru :

Orientasi
- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi
- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingatkan kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
  Fungsi Sosial
  Ø Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan
- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (130 Menit)	
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**
Stimulation (stimullasi/ pemberian rangsangan)	**KEGIATAN LITERASI** Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Fungsi Sosial dengan cara : → **Melihat** (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. → **Mengamati** ● Lembar kerja materi Fungsi Sosial ● Pemberian contoh-contoh materi Fungsi Sosial untuk dapat dikembangkan peserta didik, dari media interaktif, dsb → **Membaca**. Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Fungsi Sosial → **Menulis** Menulis resume dari hasil pengamatan dan bacaan terkait Fungsi Sosial → **Mendengar** Pemberian materi Fungsi Sosial oleh guru. → **Menyimak** Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : *Fungsi Sosial* *Ø Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.* untuk melatih rasa *syukur,* kesungguhan dan *kedisiplinan*, ketelitian, mencari informasi.
Problem statemen (pertanyaan/ identifikasi masalah)	**CRITICAL THINKING (BERPIKIR KRITIK)** Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : → **Mengajukan pertanyaan** tentang materi :

	Fungsi Sosial *Ø Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.* yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	**KEGIATAN LITERASI** Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan: → **Mengamati obyek/kejadian** Mengamati dengan seksama materi Fungsi Sosial yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterprestasikannya. → **Membaca sumber lain selain buku teks** Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Fungsi Sosial yang sedang dipelajari. → **Aktivitas** Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Fungsi Sosial yang sedang dipelajari. → **Wawancara/tanya jawab dengan nara sumber** Mengajukan pertanyaan berkaiatan dengan materi Fungsi Sosial yang telah disusun dalam daftar pertanyaan kepada guru. **COLLABORATION (KERJASAMA)** Peserta didik dibentuk dalam beberapa kelompok untuk: → **Mendiskusikan** Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Fungsi Sosial → **Mengumpulkan informasi** Mencatat semua informasi tentang materi Fungsi Sosial yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. → **Mempresentasikan ulang**

	Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Fungsi Sosial sesuai dengan pemahamannya.
	→ **Saling tukar informasi** tentang materi :
	Fungsi Sosial
	Ø Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.
	dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	**COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)**
	Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :
	→ **Berdiskusi** tentang data dari Materi :
	Fungsi Sosial
	Ø Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.
	→ Mengolah informasi dari materi Fungsi Sosial yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
	→ Peserta didik mengerjakan beberapa soal mengenai materi Fungsi Sosial
Verification (pembuktian)	**CRITICAL THINKING (BERPIKIR KRITIK)**
	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :
	→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :
	Fungsi Sosial

	Ø *Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.* **antara lain dengan** : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalization (menarik kesimpulan)	**COMMUNICATION (BERKOMUNIKASI)** Peserta didik berdiskusi untuk menyimpulkan → Menyampaikan hasil diskusi tentang materi Fungsi Sosial berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. → Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : *Fungsi Sosial* Ø *Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.* → Mengemukakan pendapat atas presentasi yang dilakukan tentanag materi Fungsi Sosial dan ditanggapi oleh kelompok yang mempresentasikan. → Bertanya atas presentasi tentang materi Fungsi Sosial yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. **CREATIVITY (KREATIVITAS)** → Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara *tertulis* tentang materi : *Fungsi Sosial* Ø *Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.* → Menjawab pertanyaan tentang materi Fungsi Sosial yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. → Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Fungsi Sosial yang akan selesai dipelajari → Menyelesaikan uji kompetensi untuk materi Fungsi Sosial yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
Catatan : Selama pembelajaran Fungsi Sosial berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri,	

berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (15 Menit)

Peserta didik :
- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Fungsi Sosial yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran Fungsi Sosial yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :
- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Fungsi Sosial
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran Fungsi Sosial kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

I. Penilaian Hasil Pembelajaran
1. Penilaian Sikap
- **Penilaian Observasi**

  Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	…	75	75	50	75	275	68,75	C
2	…	...	...	...	...	...	...	...

Keterangan :
- BS   : Bekerja Sama
- JJ   : Jujur
- TJ   : Tanggung Jawab
- DS   : Disiplin

Catatan :
1. Aspek perilaku dinilai dengan kriteria:
   100   = Sangat Baik

75 = Baik
50 = Cukup
25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = 100 x 4 = 400

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75

4. Kode nilai / predikat :
   75,01 – 100,00 = Sangat Baik (SB)
   50,01 – 75,00 = Baik (B)
   25,01 – 50,00 = Cukup (C)
   00,00 – 25,00 = Kurang (K)

5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50				
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50	250	62,50	C
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :
1. Skor penilaian Ya = 100 dan Tidak = 50

2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 4 x 100 = 400
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (250 : 400) x 100 = 62,50
4. Kode nilai / predikat :
   75,01 – 100,00   = Sangat Baik (SB)
   50,01 – 75,00   = Baik (B)
   25,01 – 50,00   = Cukup (C)
   00,00 – 25,00   = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**
   Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati   : ...
Pengamat   : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100				
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100	450	90,00	SB
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :
1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 5 x 100 = 500
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (450 : 500) x 100 = 90,00
4. Kode nilai / predikat :

$$75,01 - 100,00 \quad = \text{Sangat Baik (SB)}$$
$$50,01 - 75,00 \quad = \text{Baik (B)}$$
$$25,01 - 50,00 \quad = \text{Cukup (C)}$$
$$00,00 - 25,00 \quad = \text{Kurang (K)}$$

2. **Penilaian Pengetahuan**

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2

		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____   Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		**10**	

Keterangan:
Baik mendapat skor 2
Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	**MEMUASKAN**	**MAHIR**
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:
   MAHIR mendapat skor 3
   MEMUASKAN mendapat skor 2
   TERBATAS mendapat skor 1

c. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
1	Pengucapan (*pronounciation*)	Hampir sempurna	5	4
		Ada beberapa kesalahan, tetapi	4	3

		tidak mengganggu makna			
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (*intonation*)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (*fluency*)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (*accuracy*)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir	2	1

		Tidak tepat	tidak tepat	1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

Parepare, July 25th 2018

Mahasiswa

SHULFIANY
NIM. 13.1300.073

Pre-test

Read the word below, read the numbers also

1. Two Sheep on the ship

2. There are ten tin

3. I look people in the loop

4. I hate to wear hat

5. Do not take food on your foot

6. I know the news now

7. She found coat in the cot

8. On that day, my cat die

9. He get heart attack, so it surely hurt

10. Her darling get dialing code

11. I walk to work

12. I got a goat

13. Boys buy candy

14. Caught thief on the cart

15. Hoot in the hut

Post Test

Read the word below, read the numbers also

1. Two Sheep on the ship

2. There are ten tin

3. I look people in the loop

4. I hate to wear hat

5. Do not take food on your foot

6. I know the news now

7. She found coat in the cot

8. On that day, my cat die

9. He get heart attack, so it surely hurt

10. Her darling get dialing code

11. I walk to work

12. I got a goat

13. Boys buy candy

14. Caught thief on the cart

15. Hoot in the hut
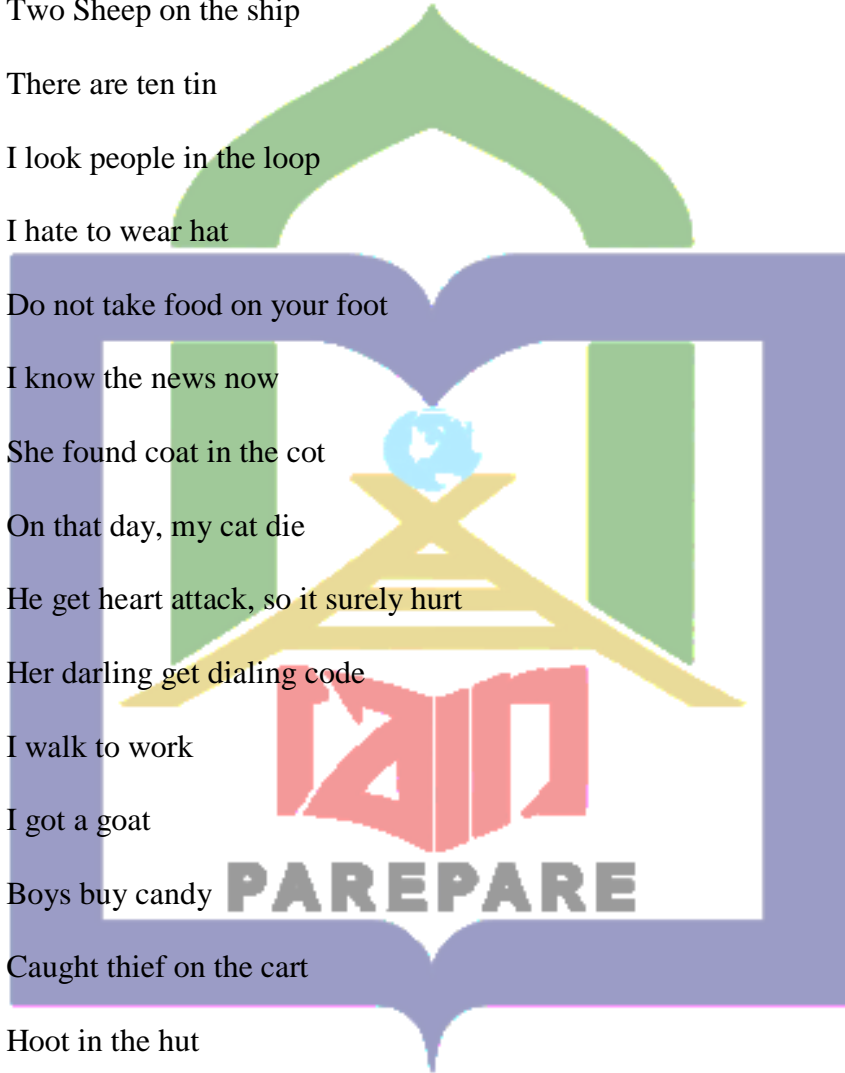
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ *(0421)21307* 📠 *(0421) 24404*
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor   : B 872   /In.39/PP.00.9/07/2018
Lampiran : -
H a l   : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
   KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE :

Nama	: SHULFIANY
Tempat/Tgl. Lahir	: PAREPARE, 17 Juli 1995
NIM	: 13.1300.073
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: BTN.PEPABRI BLOK EG/8, KEL. LAPADDE, KEC. UJUNG, KOTA PAREPARE

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka
penyusunan skripsi yang berjudul :

**" THE EFFECTIVENESS OF SILENT WAY METHOD IN TEACHING
PRONUNCIATION AT THE 7TH GRADE STUDENTS IN MTs. DDI LILBANAT
PAREPARE "**

Pelaksanaan penelitian ini direncanakan pada bulan **Juli** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan
dukungan seperlunya.

Terima kasih,

Juli 2018
A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan
Pengembangan Lembaga (APL)

Muh. Djunaidy

PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH
Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
Email : bappeda@pareparekota.go.id, Website : www.bappeda.pareparekota.go.id

P A R E P A R E

Parepare, 18 Juli 2018

Kepada

Nomor	:	050 /65a /Bappeda	Yth. Kepala MTs DDI Lilbanat Parepare
Lampiran	:	--	Di -
Perihal	:	**Izin Penelitian**	**P a r e p a r e**

DASAR :
1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 872/In.39/PP.00.9/07/2018 tanggal 17 Juli 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a	:	SHULFIANY
Tempat/Tgl. Lahir	:	Parepare / 17 Juli 1995
Jenis Kelamin	:	Perempuan
Pekerjaan	:	Mahasiswi
A l a m a t	:	BTN. Pepabri Blok EG/8, Parepare

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"THE EFFECTTIVENESS OF SILENT WAY METHOD IN TEACHING PRONUNCIATION AT THE 7TH GRADE STUDENTS IN MTS. DDI LILBANAT PAREPARE"

Selama	:	Tmt. Juli s.d Agustus 2018
Pengikut/Peserta	:	**Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :
1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil **"Penelitian"** kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

AN. KEPALA BAPPEDA
KEPALA BIDANG LITBANG,

BAPPEDA

Hj. St. RAHMAH AMIR, ST,MM
Pangkat : Pembina Tk. I
Nip. 19730132006042019

TEMBUSAN : Kepada Yth.
1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare
4. Saudara SHULFIANY
5. Arsip.

معهد دارالدعوة والارشاد

MADRASAH TSANAWIYAH DDI LIL-BANAT
P A R E P A R E

Status Disamakan SK kanwil Dep. Agama Propinsi Sulawesi Selatan No. 66 Tahun 1997

Alamat : Jln.Abu Bakar Lambogo No.53 ☎ 0421-26873 Kota parepare

SURAT KETERANGAN PENELITIAN
No : MTs.21.23.03 /DDI /195/VIII/2018

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah DDI Lil-Banat Parepare menerangkan bahwa :

Nama   : Shulfiany

NIM   : 13.1300.073

Telah mengadakan penelitian pada Madrasah Tsanawiyah DDI Lil-Banat Parepare, dalam rangka penyusunan skripsi yang berjudul " The Effectiveness Of Silent Way Method In Teaching Pronunciation at the Seventh Grade Students in MTs DDI Lil Banat" selama 12 (Dua Belas) hari terhitung 19 Juli s/d 31 Juli 2018.

Demikian surat keterangan ini di berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya

من الله المستعان و عليه التكلان

Parepare,   1 Agustus 2018 M
Kepala Madrasah

Abdul Latief, S.Pd.I

DOKUMENTASI

CURRICULUM VITAE

SHULFIANY, the writer was born on July 17th 1995 in Parepare, Sulawesi Selatan. She is the second child from six children in his family. From the couple, M. Arifin A and Suriati Kallahe. She has five sister are Surfianti Puspitasari, Sutriani Putri, Sulastri Arifin, Sulistiya Arifin, and Arvyna Ramadhani. She does not have brother.

She began her study in Elementary school at SDN 5 Parepare and graduated on 2007. In same year, she continued her study to SMPN 1 Parepare and graduated 2010. She decided to continue her study to SMAN 1 Model Parepare and graduated on 2013. However, she continues she study at State Islamic College of Parepare on 2013. During she study at STAIN Parepare, the writer active in Pergerakan Mahasiswa Islam Indonesia (PMII) 2013-2016 and Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) 2014-2015. On 2018 she completed her skripsi in the tittle "The Effectiveness of Silent Way Method in Teaching Pronunciation: Vowel Sounds at The Seventh Grade Students in MTs. DDI Lilbanat Parepare".