

THE EFFECTIVENESS OF USING SILENT WAY METHOD ON STUDENTS' VOCABULARY ACHIEVEMENT (QUASI-EXPERIMENTAL RESEARCH AT THE SECOND GRADE OF SMPN 29 BENGKULU TENGAH)

Lesi Meji Lestari¹, Riswanto², Feny Martina³,

Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu

riswantocurup@gmail.com¹, feny@iainbengkulu.ac.id², lesimejilestari0094@gmail.com³

ABSTRACT

This study's main goal was to ascertain whether the silent way method had a significant effect on the vocabulary achievement of eighth-grade students at SMPN 29 Bengkulu Tengah. In this research, a quasi-experimental design was used. In this study, there were two classes of students. The first group includes the experimental class, while the second includes the control class. The two groups were then given a pre-test and a post-test. With the two classes, various strategies were employed. The experimental class was instructed using the silent way method, whereas the control class was instructed using the direct method, as a result of the application of this strategy in classroom instruction. This study's sampling technique was a purposive sampling method. During the gathering of data, the researcher used the test as a research tool. The test consists of 20 valid multiple-choice questions that are presented in this method. The researcher tested the validity of the hypothesis using the independent sample t-test in the SPSS 22 program. According to the findings of the hypothesis test, the independent sample t-test (sig. 2-tailed) result was 0.000, which is less than 0.05, and the t-count value is 4.698, which is more than the t-table df=22 (2.07387). Therefore, it can be stated that the silent way method of teaching had a significant effect on vocabulary achievement among students at SMPN 29 Bengkulu Tengah.

Keywords: Silent Way Method, Vocabulary Achievement, Quasi Experimental.

ABSTRAK

Fokus penelitian ini adalah untuk mengetahui apakah metode silent way berpengaruh signifikan terhadap prestasi kosakata siswa kelas VIII di SMPN 29 Bengkulu Tengah. Peneliti dalam penelitian ini menggunakan desain eksperimen semu. Dua kelas siswa digunakan dalam penelitian ini. Kelas eksperimen berada pada kelompok pertama, dan kelas kontrol berada pada kelompok kedua. Kemudian, dua tes pre-test dan post-test diberikan kepada dua kelas. Pendekatan yang berbeda digunakan dengan dua kelas. Karena strategi ini digunakan ketika mengajar di kelas, kelas eksperimen diajar dengan metode silent way dan kelas kontrol diajar dengan metode langsung. Penelitian ini menggunakan metode purposive sampling sebagai strategi pengambilan sampelnya. Peneliti menggunakan tes sebagai instrumen penelitian selama tahap pengumpulan data. Ada 20 soal pilihan

ganda yang valid pada tes, yang disampaikan dalam bentuk ini. Uji-t sampel independen dalam program SPSS 22 digunakan oleh peneliti untuk menentukan apakah hipotesis itu benar. Hasil uji independent sample t-test (sig. 2-tailed) adalah 0,000 lebih rendah dari 0,05, dan nilai t-hitung sebesar 4,698 yang lebih tinggi dari t-tabel $df = 22$, sesuai dengan hasil dari uji hipotesis (2.07387). Oleh karena itu, dapat disimpulkan bahwa pencapaian kosakata siswa di SMPN 29 Bengkulu Tengah berpengaruh signifikan terhadap penggunaan metode pembelajaran silent way.

Kata kunci: Metode Silent Way, Pencapaian Kosakata, Eksperimen Semu

INTRODUCTION

A language is regarded as a way of expressing ideas, meanings, or thoughts to other people through sounds, symbols, and words. This language can be employed in a variety of contexts, primarily in oral and written communication as well as in body language expressions. English is one of the languages used internationally (Ilyosovna, 2020). In the modern world, speaking English is no longer unusual (Aziz et al., 2018). According to the highest-ranking list of English proficiency in the world's major countries and regions, as measured by the EF EPI (English Proficiency Index) 2021, it has grown to be the most popular language learned by the typical individual in the majority of places with high proficiency in English. One of the subjects that students study in school is English. In Indonesia, where this language is taught in schools, people use it to converse with each other, learn new things, and express their emotions (Nation, 2001). Language internationalization is essential in the age of globalization so that individuals can communicate with others in different countries. Typically, they communicate with one another in English. There is also a crucial role for English. Due to its significant significance as a medium for communication, English is used as one (Rao, 2019). Both sides must be able to hear and speak the language with ease. (Al-Harbi, 2019), asserts that several elements combine to form the essential concepts of language development. By studying how speakers and listeners engage when they communicate, he attempts to investigate it as a mentalist. Both sides must be able to hear and speak the language with ease.

English has three crucial parts: pronunciation, vocabulary, and grammar. One of the three essential elements is vocabulary (Bai, 2018). We won't be able to communicate ourselves or our societal requirements without a robust vocabulary. Students with weak vocabulary skills may encounter serious problems that hinder their ability to learn English (Afzal, 2019). To understand the language, the learner must master the vocabulary. People use language as a tool to express their thoughts and feelings, (Al-Harbi, 2019) We need to have a great grasp of vocabulary to transmit the language, such as our ideas, and understand what other people are saying (Hasram & Kaur Ajaib Singh, 2021).

The author's assertion that utilizing a strategy that can motivate students to study is essential for the teaching and learning process is evident. This study seeks to introduce English study at SMPN 29 Bengkulu Tengah to learning methods that have never been used in teaching and learning activities. The researcher can deduce from their observations at school that grade 8 students use the direct method when taking part in teaching and learning activities involving English studies. Furthermore, it is well understood that this method leaves students disinterested and unmotivated. An English teacher should create a strategy to guarantee that students are proficient in the necessary terminology to allay this concern.

One of the most important components in creating a good environment in-class activities is the employment of engaging teaching tactics by teachers (Broughton et al., 2003), (Riswanto et al., 2022). They should understand how to provide material that is simple to understand and how to hold the student's attention throughout the lesson. The teacher should be able to offer any kind of content to prevent vocabulary learning from becoming repetitive and tedious. Researchers contrast the direct technique with the silent way method because it is used in classrooms during English language learning activities. The efficiency of the researcher's silent way method and the direct method used to teach vocabulary in the school at SMPN 29 Bengkulu Tengah will be compared in this study.

LITERATURE REVIEW

Vocabulary

A person can convey their thoughts, feelings, and desires through language (Susanthi et al., 2021). Language is a vital instrument in our daily lives, both in society and at work. Humans are impossible to coexist in perfect harmony without language. One of the many factors of language acquisition that can aid in success is vocabulary (Susanthi et al., 2021). Vocabulary is intimately tied to each of the four language skills of reading, writing, listening, and speaking (Hanifah et al., 2017). Additionally, vocabulary is a crucial component of learning a foreign language, with students being required to learn words for words to increase their vocabulary, according to (Bauer, 2001) and (Thornbury, 2002). (Bauer, 2001), claims that vocabulary contains a variety of skills in addition to knowledge about words, their meanings, linkages to other words, and how we use them to depict the world.

Lacking a broad enough vocabulary will make it difficult for a learner to master every aspect of language. Learning a language's vocabulary is crucial because it is the language's foundational component (Suryanto & Sari, 2021). According to Khan et al. (2018), a student's ability to improve their language proficiency increases as they grasp more vocabulary. Vocabulary building aids in the development of reading fluency and comprehension as well as language acquisition (Brooks et al., 2021). Oral vocabulary is a collection of terms that we are familiar with the definitions of when speaking or

reading aloud, according to (Timumun, 2020) and (Wadu et al., 2021). Second, terms we are familiar with make up our print vocabulary whether we write or read aloud. Furthermore, they assert that knowledge can be divided into two categories: productive (using) knowledge and receptive (knowing) knowledge:

a. Productive vocabulary (using)

Using a word is when a learner can use a word correctly for the intended meaning in the right context, they are said to be using the phrase.

b. Receptive or recognition vocabulary (knowing)

Knowing a word is when a learner understands the meaning of a written or spoken phrase, they may make a distinction between the term's form and meaning, including working out the meaning of terms that are quite similar to one another.

Nation (2001) in (Masrai, 2019) separated language into entities based on frequency and vocabulary type, such as specialist terms widely used in academic writing. The vocabulary is separated into three categories based on frequency: high, mid, and low. According to (Ramadhan et al., 2021), most Indonesian students learn English as a foreign language (EFL) rather than a second language (L2). They do not speak English as a first language or use it as a second language, even though they live in a country where it is widely spoken. Being able to understand the vocabulary is the first step in learning a new language. Four core skills and three language systems must be mastered to learn English. Speaking, writing, listening, and reading are the four primary English skills (Dermawana, 2021). The language system is essential for assisting children in developing crucial skills such as structure, vocabulary, grammar, and pronunciation (Riswanto et al., 2022).

Teaching Vocabulary

Teaching is the process of introducing people to students to help them grow their knowledge, attitudes, and appreciation. Teaching is "an interactive activity, necessary classroom discourse that occurs during particular and defined activities between teachers and students," according to (Susanto, 2017), (Rajagopalan, 2019). They are influenced by the emotive, cognitive, and psychomotor domains. Successful vocabulary programs, according to Graves (2006) in (Dakhi & Fitria, 2019), give rich and varied language experiences, teach specific terms, teach word-learning processes, and increase readers' and writers' awareness.

Nation (2005) (Dakhi & Fitria, 2019), states that there are six guiding principles for teaching vocabulary:

a. Instruction should be simple and direct, with no complex justifications.

- b. Making a connection between present instruction and understanding using a pattern or analogies.
- c. Making both oral and written presentations.
- d. Concentrating on words that students only vaguely recognize.
- e. Notifying students whether a term is a high-frequency word that won't need their future attention.
- f. Ignoring words from the same vocabulary set, opposites, or other similar-sounding but difficult-to-understand phrases.

On the other hand, according to (Ardianti et al., 2021), teachers must assist students in coping with unfamiliar words on their own by providing solutions or approaches because students cannot acquire all of the vocabularies they need in the classroom. When learning outside of the classroom, students have several options from which to choose in terms of how to further their knowledge.

Kinds of Vocabulary (Part of Speech)

According to (Haspelmath, 2001), all English words can be divided into the following ten categories: noun, verb, adjective, adverb, pronoun, preposition, conjunction, interjection, numeral, and article. However, the researcher will only discuss two of these categories in this section: verb and noun.

a. Noun

Numerous languages end nouns with numerical affixes (singular, plural, dual). Regarding the noun's semantic, functional, and grammatical (structural) attributes. A noun can identify an individual, another entity, an inanimate thing or abstraction, or anything with or without bounds

b. Verb

The most difficult part of speech is a verb, which is a word that denotes an action. This is because there are so many different ways to employ a verb with nouns.

The Silent Way Method

The Definition of the Silent Way Method

The silent way is founded on the idea that each student should be at the center of their learning and that the instructor should primarily stay silent and discreetly offer feedback while the students explore their talents (Gyi, 1994), (Nurnalisa, 2020). According to (Nurnalisa, 2020) and (Çakir, 2014) the process aims to be similar to how we learn our native language, which is through introspection. The silent way is a method for learning languages that was created by Caleb Gattegno. It is not usually regarded as the normative method of language learning. Gattegno first referred to it in his book

"Teaching Foreign Languages in Schools: The Silent Way" in 1963. Gattegno based his approach on his basic conceptions of education rather than modern language pedagogy. At the time, he opposed traditional language instruction and viewed the approach as a part of his larger educational philosophies. The use of colored wooden sticks known as Cuisenaire rods and his series Words in Color, an approach to teaching beginning reading in which sounds are classified by specific colors, have made Gattegno's name well known.

The silent way method is distinguished by its emphasis on exploration, originality, problem-solving, and the utilization of support resources. Students can ask questions in class if they are uncertain about a topic, and teachers can use pointers and visual aids like images and classroom features to help students understand (Shulfiyany, 2018). A language teacher should encourage students to take part in class activities. By lessening the relative inaction of language teachers, this method encourages language learners to be more active in producing as much language as they can. When employing the silent way method, the teacher's main tool is silence, as the name suggests. The teacher employs the quiet in the silent way method to achieve several objectives. The purpose of it is to pique students' interest, prod them to reply, and prod them to correct their errors (Nurnalisa, 2020), (Çakir, 2014).

Using the silent way method allowed the teacher to speak less and less as the lessons went on while the students spoke more and more and used their standards, according to (Gattegno 1972) in (Setiyadi, 1999). The Silent Way teacher's main tool is silence (Way, 2018). In the beginning, the students perform at least 90% of the speech. Silence in the classroom encourages students to take the lead rather than the teacher, which may encourage teamwork. The teacher also has more time to watch the students. Students can learn to identify and correct their mistakes by using quiet. When students make a mistake, teachers might allow them to self-correct by remaining silent.

Characteristics of the Silent Way Method

The use of color charts and colored Cuisenaire rods, in particular, came about as a result of Gattegno's prior work as an instructional designer for reading and math programs. (Georges Cuisenaire, a teacher from Europe, invented the Cuisenaire rods and utilized them to teach math. Gattegno got the idea to utilize them in language training after seeing Cuisenaire. According to (Shirban Sasi et al., 2020) the main elements of the materials include a set of colored rods, wall charts with coded pronunciation and vocabulary, a pointer, and reading/writing tasks, all of which are designed to demonstrate the connections between sound and meaning in the target language. The tools are made to be used independently and jointly by students and teachers to encourage language learning through direct association (Gyi, 1994), (Çakir, 2014).

The aim of the Silent Way Method is for students to be able to use self-expression language to express their ideas, opinions, and feelings. Teachers encourage independence as a way to support students in their activities. It is encouraged for students to actively explore the language and develop their internal standards for what is appropriate linguistic activity. When students rely on themselves, they develop self-sufficiency. Furthermore, charts are used to introduce pronunciation models, grammatical paradigms, and the like rather than rods to introduce vocabulary (verb, adjective, noun), syntax (tense, comparatives, pluralization, and the like), and word order (Setiyadi, 2020). Therefore, the instructor should only give the students what they need to advance their education (Shirban Sasi et al., 2020).

Principles of Silent Way

The Silent way of guiding ideas for learning foreign languages includes the following (Setiyadi, 2020).

- a. Language learners must connect the linguistic signs to the reality they sense with their senses to complete the task.
- b. Rebuilding the model will not help the learner learn the language. Language learners must set their internal standards of correctness. This suggests that language teachers should occasionally use gestures or other signals to demonstrate new sounds in the target language instead of always modeling them for their students.
- c. By concentrating on learners' perceptions rather than translation, meaning may be made obvious. The teacher tries to demonstrate something to clarify the meaning when a language learner makes an error or has a misunderstanding rather than correcting it through translation
- d. Reading symbols in the target language starts once a language learner can create sounds in the language and relate those sounds to reality. Language teachers need not wait till after the first class to start this process.

The Procedure to use the Silent Way Method

To get learners ready to study the target language, the Silent Way processes start by presenting the sounds of the language before connecting them to meanings. Since the sounds of a foreign language sound unusual and amusing to beginners, language learners must be familiar with these noises. The method can be used with recordings of native speakers and a language teacher. Recordings of the listening materials' content could include lectures, greetings, casual conversations, or discussions. The ability to give in to the sounds will enable language learners to become unconscious of every bit of a language's soul that has been memorized (Cattegno, 1978) in (Setiyadi, 2020).

METHOD

The type of research that will be used is experimental research. Experimental research is a study done under carefully controlled conditions to determine how various therapies influence other people (Sugiyono, 2019:127). Using a quasi-experimental design, the researcher will compare the student learning outcomes in two classrooms, one acting as a control class and the other as an experimental class. According to Sugiyono, (2019:126) one of the quantitative methods that can be employed in educational research is the experimental approach.

The population of the study consists of 24 second-grade students from SMPN 29 Bengkulu Tengah. The research sample is comprised of two classes. There are 12 students in experimental class VIII A and 12 students in control class VIII B. They are the experimental class and control class, respectively. Researchers will use an objective assessment as a research instrument to look at students' vocabulary. Twenty items that were included in the researcher's multiple-choice tests were found to be valid and reliable. On the answer sheet, there is a question that has both a verb and a noun. The researcher modified the 20 multiple-choice questions in this test from (ST.Halmiah.H, 2021) and (Ikramullah, 2018). Data collection techniques include pre-test and post-test Sugiyono (2019). Students would score 100 points, or 5 points for each question if they were able to correctly respond to every question.

The researcher first looked at validity and reliability testing to create reliable pre-test and post-test questions. Other schools employed a test with 30 questions to gauge its reliability and validity. The data were examined using the r-table at a significance threshold of 5% ($\alpha = 0.05$). N-20, or 20 students, were utilized in the trial's testing. The researcher created an r-table with a 0.444 value using N 20. 9 of the thirty objects are invalid, whereas 21 out of 30 are valid, according to the test results. To evaluate the validity of this study question's internal consistency reliability test and Cronbach Alpha internal consistency reliability test.

Choosing key factors for the Cronbach Alpha reliability test Cronbach's Alpha is deemed acceptable if it is greater than 0.6, according to (Ardista, 2021), the closer to 1 Cronbach's alpha is, the stronger the internal consistency reliability. This reliability test is processed using SPSS 22.0 for Windows.

Table 1
Cronbach Alpha Table Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.892	20

It is evident from Table 1 that the Alpha value is 0.892. The r table value was 0.444, although it was only obtained at a 0.05 level of significance. The findings that demonstrate the questions are viewed as reliable or reliable as a method of data collection in research are r amount $> r$ table or $0.892 > 0.444$.

Data analysis, according to Sugiyono (2019: 241), is a procedure that takes place after the data have been gathered based on the research conducted. The use of the silent way method with the second-graders at SMPN 29 Bengkulu Tengah was statistically assessed to see if there was a significant impact on vocabulary attainment. When examining the data, it is calculated to decide whether to use parametric or non-parametric tests. After determining the disparities between students' vocabulary achievement in the experimental class and the control class, the researcher decides the prerequisite for the hypothesis' acceptance. The two hypotheses that are proposed are H_1 ($p < 0.05$) and H_0 ($p > 0.05$), respectively. The following standards are taught to the researcher for accepting the correlation hypothesis: H_1 is approved if $r > 0.05$, whereas H_0 is rejected if $r = 0.05$.

FINDINGS AND DISCUSSION

Findings

The pre-test and post-test results of the students in the experimental and control classrooms served as a representation of the study's findings. A pre-test was given before the experimental class got the treatment, and a post-test was given after the intervention. The data was then examined using a t-test in the SPSS 22 program. The table below describes the pretest and posttest results:

Table 2

Statistical Analysis of the Experimental Class' Pre- and Post-Test Scores

Statistic Value	Pre-Test	Post-Test
N	12	12
Mean	62,08	75,42
Median	63,75	75,00
Standard Deviation	10,757	9,643
Variance	115,720	92,992
Minimum	40	60
Maximum	80	90

The *Kolmogorov-Smirnov* statistic was used to analyze the data and determine whether the pre-test score was normal.

- a. Normality of pre-test score

Detailed of normality test result as follow:

Table 1
Normality Test Result of Pre-Test

Tests of Normality

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result	Pre- Test Experiment	.190	12	.200*	.958	12	.748
	Pre- Test Control	.187	12	.200*	.928	12	.363

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Using the information in Table 2, the significant value for the experimental class and control class was computed and determined to be 0,200. It denotes that the value of $p(\text{sig}) > 0,05$, or H_0 is accepted. This leads to the conclusion that the experimental group's student distribution is typical.

The histogram of the pre-test normality test present below:

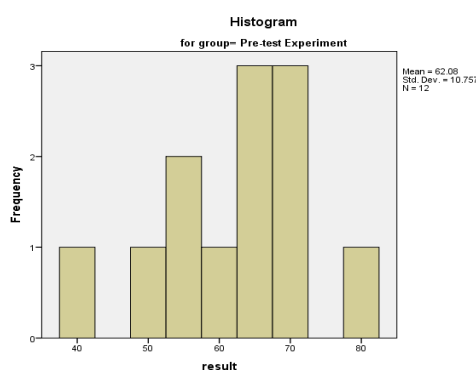


Figure 1 Pre-Test Experimental class

b. The Normality of Post- Test

Detailed of the data describe in the table 3 present below:

Table 1
Normality Result of Post- Test

Tests of Normality

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Re- sult	Post- Test Experiment	.173	12	.200*	.944	12	.550
	Post- Test Control	.236	12	.063	.917	12	.260

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The aforementioned table indicates that the significance values for the experimental and control classes are respectively 0, 200 and 0, 63. It denotes that certain values of $p(\text{sig}) > 0, 05$, or H_0 are acceptable. The distribution of students in the experimental group is thus inferred to be normal from this.

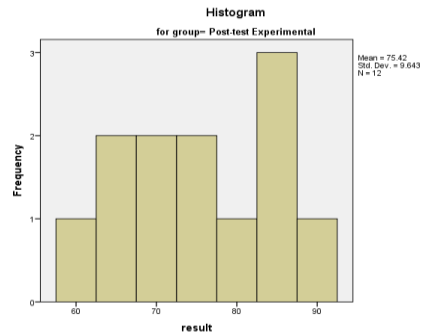


Figure 2

The histogram of the Experimental Group Post- Test Score

2. Homogeneity Test

Levene's test will be used to measure the homogeneity of the test, which is intended to assess the population's version of the normal distribution.

a. The Homogeneity Test of the Pre-test result

Table 4

The Homogeneity Test of Pre-test Result

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.813	1	22	.377
	Based on Median	.417	1	22	.525
	Based on Median and with adjusted df	.417	1	18.740	.526
	Based on trimmed mean	.818	1	22	.375

As can be seen from the table above, the results of the Levene test for homogeneity of variance (based on mean/sig.) were $0,377 > 0,05$. Pre-test data are therefore homogeneous (have the same variance).

b. The Homogeneity Test of the Post-test result

Table 5

The Homogeneity Test of Post-test Result

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	.084	1	22	.774
Based on Median	.094	1	22	.763
Based on Median and with adjusted df	.094	1	18.397	.763
Based on trimmed mean	.083	1	22	.777

As can be seen from the table above, the p-output of the Levene test of homogeneity of variance (based on mean/sig.) was 0,774, which was higher than 0,05. In light of this, post-test data are homogeneous (have the same variance as the initial data).

Table 6

The distribution of the Experiment Group Test Results

Interval score	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
80-100	Excellent	1	8,3%	5	41,6%
70-79	Good	3	25%	4	33,3%
60-69	Fair	4	33,3%	3	25,1%
50-59	Low	3	25,1%	0	0
<50	Very Low	1	8,3%	0	0
Total		12	100%	12	100%

One student (8,3%) in the severely low group (score 50) took the pre-test, and it was discovered using the data in the table above. Three students (25%) go into the low category (score of 50–59), four (33.4%) fall into the fair category (score of 60–69), and three (25%) fall into the good category (score of 70–79), and one (8.3%) falls into the excellent category (score between 80-100). No students got scores in the very low or low categories, according to the post-test, however, there were three (25%) fair category students (scores between 60 and 69), four (33.4%) good category students (scores between 70 and 79), and five (41.66%) excellent category students (scores between 80-100).

Detailed of the data descriptions as follows:

Pre- Test and Post- Control

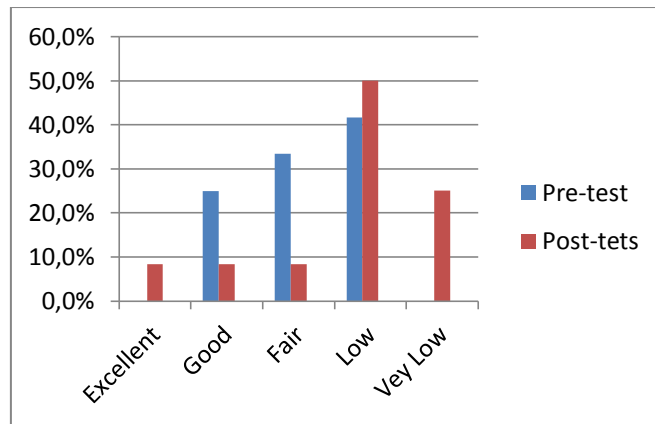


Figure 3

Graphic of the Pre-Test and Post-Test Score Control Class

According to the figure above, the category with the highest frequency is poor, while the category with the lowest frequency is very good. However, there is no discernible average difference between student learning outcomes and the pre-test results for the post-test results.

Table 7
Average Difference Score of Post -Test Result

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
result									
Equal variances assumed	.084	.774	4.698	22	.000	20.833	4.435	11.637	30.030
Equal variances not assumed			4.698	21.055	.000	20.833	4.435	11.613	30.054

The value of the t-count was then determined to be $4,698 > t_{table\ df=24-2=22}$ based on the information in the t-distribution table, where $t_{\alpha} = t_{0.025}$ and the table's p-output of Sig. (2-tailed) was $0,000 < 0,05$. (2,07387). H_0 was disregarded and H_a was accepted based on the independent t-requirements. The test's Thus, it could be said that the silent way method had any effect on the vocabulary success of the second-graders at SMPN 29 Bengkulu Tengah.

Discussion

Based on the research results, there are two findings from this research. First In this study, various procedures were followed before the treatment was given to the control class and the experimental class. it can be said that when teaching vocabulary in junior high school, particularly in the second grade at SMP Negeri 29 Bengkulu Tengah, the silent way method was preferable to the direct method. Additionally, it was evident during the intervention process that the students responded more enthusiastically to the researcher's questions and with greater interest when the researcher used this method. Students develop language independence, autonomy, and responsibility. There was no repetition in the researcher's statement, indicating that they paid close enough attention. They might comply with the researcher's instructions. The research and experience from some prior discoveries can be used to conclude that the silent manner and direct method are different based on the outcome of the t-test. To put it another way, with this method, the teacher should not only be silent but also contribute to class discussion and issue directions so that the students can respond to those instructions.

Before the treatment was provided to the control class and the experimental class in this trial, several steps were taken. Before doing the pre-test, the researcher first tested the instrument. There were 20 participants in the test, and they were all second-graders in junior high school. After the try-out, the researcher assessed the validity and reliability of the instrument. Using Cronbach Alpha and Pearson Product Moment, the researcher assessed the study instrument's validity and reliability. Testing for normality, testing for homogeneity, and testing for hypotheses were the three phases of data analysis. The outcome of the independent sample t-test (sig. 2-tailed) was 0.000, which is lower than 0,05, and the t-count value is 4.698, which is higher than the t-table $df= 22$, according to the results of the hypothesis test (2.07387). Based on the independent t-test result, meaning that H_0 was rejected and H_a was accepted. The statement also included a comparison between the t-count and t-table values. It was discovered that the t-count exceeded the t-table value. It denotes that H_a was accepted whereas H_0 was rejected.

Based on the evidence presented above, the researcher concluded that the silent way method had a considerable effect on the student's vocabulary achievement. This proved the study's major question was answered.

CONCLUSION AND SUGGESTION

Conclusion

The researcher came to the following conclusions after conducting a data analysis It was determined from the results of the pretest and post-test in the experimental and control classes that there was a significant effect of using the silent way method at SMPN 29 Bengkulu Tengah on stu-

dents' vocabulary achievement. And the results showed a significantly different scores on the student's vocabulary achievement before and after being taught using the silent way method. The result of hypothesis testing using the independent sample t-test in the SPSS 22 program. The alternative hypothesis (H_a) was accepted while the null hypothesis (H_o) was rejected. The researcher concluded that the research problem has been resolved based on all of the research findings and the results of the above hypothesis test.

Suggestion

For people who are interested in performing the same type of research, the researcher may make some recommendations based on the aforementioned findings. Researchers can include extra research variables. The English teacher must always motivate his or her students during the teaching-learning process. They can also use the silent way method in class because it has been demonstrated to improve vocabulary achievement. The English teacher is expected to allow students to learn English based on their abilities. Additionally, the English teacher must permit students to study English in their capacities.

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