

The Effect of Silent Way on the Students' Mastery of Demonstrative Pronoun

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Abstract

This study attempts to find out the effect of silent way on the students' mastery of demonstrative pronoun. In this study, experimental research was applied. The population of this research was the first year students of Junior High School Taman Siswa Kisaran. Two classes from five classes were taken as the sample. Multiple choice tests were used as the instrument of collecting the data. Based on the analysis, the reliability of the test was 0,92 and t-calculated 3,91. It was higher than t-table at level significant of 0,05 (2,000). It proved that alternative hypothesis is accepted because t-calculated was higher than t-table. So, the silent way can give a significant effect on the students' mastery of demonstrative pronoun.

Key words: Silent Way, Demonstrative Pronoun

A. Introduction

Grammar as one of the language factors, is important to be learnt. The importance of grammar, according to the language experts, has a big role in students' English fluency. Without understanding the grammar of language, it will be difficult for the students to learn it since it is the basic of comprehending the language as a whole. The language skills and factors should be integrated in order to understand and master the grammar. As Richard in Nunan(1985:148) says that grammar skill interacts with other language skills and together determine what learners can do at any given level of proficiency and how well they do it. In line with the theory above, the grammar rules must be understood by the students.

Unfortunately, many students still have low ability in grammar especially the first class students of Junior High School of Taman Siswa Kisaran. Most of them can not understand demonstrative pronoun although it is regarded belong to the easy material. They can not differentiate to use this and that or these and those. They are still confused. When they were given a test, only 4 students that passed among 40.

In order to make a grammar lesson effective, beneficial, and interesting in

teaching demonstrative pronoun, silent way can be applied. Through this method, the teacher is mostly silent. This silence is meant to give the opportunity for the students to be more active in the classroom. In addition, they can become highly independent and experimental learners. As what Freeman (1986:62) states that the students become more autonomous learners and develop their own inner criteria for correctness. Then, it can encourage the students to work as a group to try and solve problems in the target language together.

Demonstrative Pronoun

A demonstrative pronoun is a pronoun that is used to point to something specific within a sentence. These pronouns can indicate items in space or time, and they can be either singular or plural. When used to represent a thing or things, demonstrative pronouns can be either near or far in distance or time:

- a. Near in time or distance: this, these
- b. Far in time or distance: that, those

Because there are only a few demonstrative pronouns in the English language, there are just three simple rules for using them correctly. Remember them and you will have no difficulty using these

surprisingly interesting parts of speech. Demonstrative pronouns always identify nouns, whether those nouns are named specifically or not. For example: “I can’t believe this.” We have no idea what “this” is, but it’s definitely something the writer cannot believe. It exists, even though we don’t know what it is. Demonstrative pronouns are usually used to describe animals, places, or things, however they can be used to describe people when the person is identified, i.e., this sounds like Mary singing. Demonstrative pronouns can be used in place of a noun, so long as the noun being replaced can be understood from the pronoun’s context. Although this concept might seem a bit confusing at first, the following examples of demonstrative pronouns will add clarity.

Examples:

This was my mother’s ring.

That looks like the car I used to drive.

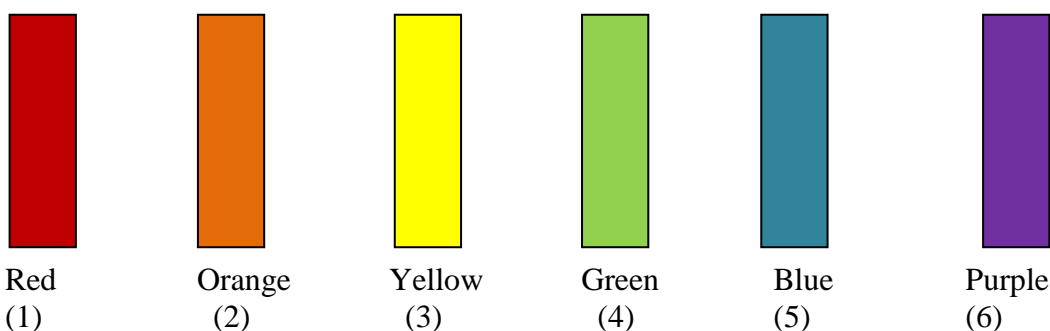
These are nice shoes, but they look uncomfortable.

Those look like riper than the apples on my tree.

Silent way

The silent way is the name method of language teaching devised by Caleb

Cattegno (1972). This had been experienced by Ag. Bambang Setiyadi when he was being a student of foreign language that took place at the School for International Training, Brattleboro, Vermont, USA, (1987). It is commonly defined as a teaching method for foreign language in which the teachers mostly silent. This silence is meant to give the opportunity for the students to be more active in the classroom. The teacher’s presence in the classroom is limited to providing a model of the language that the students are going to do. The method may not be separated from the use of the rods and word charts with different colors. Rods are colored wooden or plastic sticks that are thin and straight. They are varying lengths. Each length has its own distinctive colors. They are used to present the target language physically and to connect sounds and meanings in order for language learners to use their senses in learning the language. They can function both as rods and as representative for something else. The function of rods may be substituted by other objects which are easily found in the surroundings. The following are the examples of the rods used as media in this method.



The Procedures of Silent Way

The procedures below are based on Setiyadi’s experience of being a student of foreign language that took place at the School for International Training, Brattleboro, Vermont, USA, in 1987 and as what Cattegno also experienced when

he taught French class as a practice of the implementation of the Silent way in language teaching. 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 sounds strange and funny for beginners. The technique can be done by the language teacher and the sounds of recordings of native speaker. As quoted by Setiyadi (1979) states that is way can introduce the melody of the language to language learners in order for language learners able to expressive in that language. The teacher silently points the rod and says utterance based on the topic being discussed. Then the teacher signal the learners to speak. After language learners are able to produce the sounds of the target language, the teacher continuous teaching the language by using other physical whose purpose is to make meaning perceptible through concrete objects.

The procedures can be presented as below “T” is used to indicate Teacher, “S”, Student, and “SS”, Students.

T : take a red rod, locate it at distance from the learners, point to the red rod and say “that is a red rod”, then take a blue rod, put it close to the learners, point to the blue rod and say “this is a blue rod”.

T : signal the learners to speak.

SS : say “that is a red rod and this is a blue rod”.

T : replace the red rod with the green rod and the blue rod with a yellow rod, signal the learners to speak.

SS : say “that is a yellow rod”.

B. Research Method

This study was conducted in experimental design, namely to find out the effect of Silent way on the students’ mastery of demonstrative pronoun. There were two groups of students, namely Control group and experimental group. The experimental group was taught by using Silent way and control was taught

C. Research Finding

The Data

The following are the result of pre-test and post-test of two groups.

conventionally. Both groups were given pre-test and post-test.

The population of this research was the first year students of Junior High School Taman Siswa. There are 5 parallel classes, totaling 200 students. The random sampling techniques was chosen as the alternative to get the sample, as Gay (1987: 107) states that the random sampling is the best way to obtain a representative sample. In this case, the five classes were given different symbols: such as 1a, 1b, 1c, 1d, and 1e. The symbols were written in pieces of paper and put in a box. Then the box was shaken, two papers that out of the box were chosen as the sample of the study. One of the five papers was the experimental group and another was the control group.

Before conducting the experiment, the researcher prepared the procedures as follow:

1. Pre-test

The pre-test was conducted to find out the students’ mastery in demonstrative pronoun before having the experiment. The pre-test was given to the group and their tasks was scored. The results of the pre-test was considered as the preliminary data.

2. Experiment

The experiment was conducted after the administration of pre-test. There were two experiment conducted in this research. The experimental group was taught by using Silent way and the control group was taught conventionally.

3. Post-test

The post-test was administered to measure the students’ competence after the treatment. Then the data taken from the tests was compared and analyzed. The test for the post-test was the same.

Table 4.1 Pre-test of control group N = 40

No	Range of Score	Frequency
1	20 – 24	4
2	25 – 28	7
3	29 – 32	7
4	33 – 36	15
5	37 – 40	3
6	41 – 44	1
7	45 – 48	0
8	49 – 52	0
9	53 – 56	1
10	57 – 60	1
11	61 - 64	1
Total		40

From table 4.1, it can be seen that the students who got the score in the range of 25–28 and 29-32 were 7 students, 20-24 were 4 students, 37-40 were 3 students,

41-44, 53-56, 57-60 and 61-64 were 1 students. While the highest frequency was the range of score 33-36, there were 15 students who got the score in that range.

Table 4.2 Post-test of Control group N = 40

No	Range of Score	Frequency
1	56 – 60	11
2	61 – 64	4
3	65 – 68	6
4	69 – 72	7
5	73 – 76	8
6	77 – 80	4
Total		40

From table 4.2, it can be seen that the students who got the score in the range of 73-76 were 8 students, 69-72 were 7 students, 65-68 were 6 students, 61-64 and 77-80 were 4 students in each. While the highest frequency was in the range of 50-60, there were 11 students who got the score in that range. From table 4.1 and 4.2

there was an improvement of students' learning achievement after being taught conventionally. It is clearly seen that in the range of 77-80, in pre-test no students who got the score in that range, but after applying the conventional way there were 4 students who got in that range.

Table 4.3 Pre-test of Experimental group N=40

No	Range of Score	Frequency
1	24 – 28	6
2	20 – 32	5
3	33 – 36	9

4	37 – 40	10
5	41 – 44	5
6	45 – 48	5
Total		40

From table 4.3, it can be seen that the students who got the score in the range of 33-36 were 9 students, 24-28 were 6 students, 29-32, 41-44 and 45-48 were 5

students in each. While the highest frequency was in the range of 37-40, there were 10 students who got the score in that range.

Table 4.4 Post-test of Experimental group N=40

No	Range of the Score	Frequency
1	45 – 48	1
2	49 – 52	0
3	53 – 56	0
4	57 -60	0
5	61 – 64	1
6	65 – 68	5
7	69 – 72	6
8	73 – 76	6
9	77 – 80	9
10	81 – 84	6
11	85 – 88	3
12	89 – 92	0
13	93 – 96	1
14	97 – 100	2
Total		40

From table 4.4, it can be seen that the students who got the score in the range of 69-72,73-76 and 81-84 were 6 students in each, 65-68 were 5 students, 85-88 were 3 students, 97-100 were 2 students. While the highest frequency was in the range 77-80, there were 9 students who got the score in the range, from table 4.3 and 4.4 can be seen that there was improvement in students' learning achievement after being taught by silent way. It can be seen that from the frequency of the score. In pre-test there were 6 students who got the score in the range of 24-28, while in post-test no one got the score in that range anymore. And it can be also seen from the highest frequency, in pre-test the highest frequency was in the range of 37-40 (10

students), while in the post-test was in the range of 77-80 (9 students).

Data Analysis

The data analysis is needed in order to see the calculation after doing the research. From Table 4.1 through 4.4, it can be seen that:

1. The highest and lowest scores of the control group pre-test were in the range of 20-24 and 61-64, while the highest and the lowest scores of the control group post-test was in the range of 56-60, so it was higher than in pre-test and 77-80 was too.
2. The highest and lowest scores of the experimental group pre-test was in the range of 24-28 with

the frequency was 6 and 45-48 with the frequency was 5, while the highest and lowest scores of the experimental group in post-test was in the range of 45-48 with the frequency was 1 and 97-100 with the frequency was 2.

3. The total score of pre-test group is 1384 and in experimental group is 1508 (see Appendix A). So that, the total score of pre-test of experimental group is higher than the control group.
4. The total score of post-test of control group is 2752 and in experimental group is 3164 (see Appendix A). So the total score of post-test of the experimental group is higher than the control group.

Testing Hypothesis

The basis for testing the hypothesis were as follows:

H_a is accepted if $T\text{-value} > T\text{-table}$. In this study, the calculation of the scores by using T-test for the degree of freedom (df) 78 at level significance 0.05 where the T-critical value is 2.00.

The result of computing the T-test shown that the T-value is higher than T-table or it can be seen as follows:

(T-test) $T\text{-value} > T\text{-table}$ (0.05)
with df 78

$3.91 > 2.000$ (0.05)
with df 78

Based on the description and explanation above, it can be concluded that the result of the experimental and control group showed that the students' achievement taught by using Silent way was higher than the students taught conventionally. Thus, there is a significant effect of Silent way on the students' mastery of demonstrative pronoun.

D. Conclusions and Suggestions

Conclusions

Having analyzed the data thoroughly, some conclusions can be drawn below:

1. The tests used were reliable and valid. It means that these tests can measure the students' mastery of demonstrative pronoun.
2. The alternative hypothesis is accepted. It means that silent way can give significant effect on the students' mastery of demonstrative pronoun.

Suggestions

Based on the result of the research, the following suggestions are given:

1. Because the silent way has an effect on the students' mastery of demonstrative pronoun, it is suggested to apply it in teaching.
2. Teachers should give the interesting topic to be understood by the students.

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