USING THE SILENT WAY METHOD IN IMPROVING LEARNERS SPEAKING SKILL AT SMA NEGERI 2 PALOPO

A Thesis

Submitted as a part of the recruitments for S, pd Degree in English Language Study Program

IAIN PALOPO

Compiled By

MELTI

17 0202 0233

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021**

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Supervised by :

1. **Dr. Masruddin,S,S.,M,Hum**

2. **Madehang, S.Ag.,M.pd**

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2021

THESIS APPROVAL

This thesis, entitled **"USING THE SILENT WAY METHOD IN IMPROVING LEARNERS SPEAKING SKILL AT SMA NEGERI 2 PALOPO"** Written by **Melti, Reg Number 17 0202 0233.** English Education S1 Study Program Of Tarbiyah and Teacher Training Faculty at State Islamic Institute Of Palopo, has been examined and defended in **MUNAQASYAH** Session Which a carried out on **Thursday 25th November 2021 M.** Coincided with **Rabiul Akhir 20th 1443 H.** It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English Language Teaching.

Palopo, November 26th 2021

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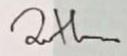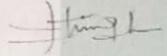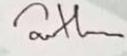
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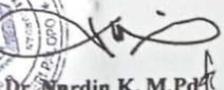
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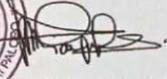
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Assalamu'alaikum wr,wb.

Selain melaukan bimbingan, baik dari segi isi, Bahasa , maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini :

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Demikian untuk diproses selanjutnya.

Wassalamu'alaikum Wr, Wb.

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Declares that thesis I wrote to fulfill orf requirement for the degree of education bachelor (S,Pd) in Tarbiyah and Teacher Training Faculty, the state Institute Islamic Studies Palopo entitled " Using The Silent Way Method In Improving Learners Speaking Skill At SMA Negeri 2 Palopo'' is truly my original work. It does not incorporate any materials previsously written or published by another person expect does indicate in qoutations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others

Palopo 26 November 2021

Researcher

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All praise and gratitude to God Almighty Allah SWT for His mercy and grace so that researchers can complete this thesis as one of the requirements to obtain a bachelor's degree in education at the Palopo State Islamic Institute with the title "Using The Silent Way Method In Improving Learnes". Speaking Skill At Sma Negeri 2 Palopo". Sholawat and greetings may be poured out to our lord Prophet Muhammad SAW, his family, and his companions.

The researcher realizes that this thesis can be completed with the support, advice, and guidance from many parties. Therefore, on this occasion. The researcher would like to express the highiest appreciation to :

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The researcher also expresses gratitude to those who cannot be mentioned one by one who have helped and supported the researcher in completing the research.

The author admits that this thesis is still not perfect so the author will accept suggestions and input from readers for its improvement. Finally, the researcher hopes that Allah swt will always bless and bless us. Amin

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ABSTRACT

Melti, 2021, "*Using the Silent Way Method In Improving Learners Speaking Skill At Sma Negeri 2 Palopo*" **Postulation for English Schooling Study Program, Personnel of Tarbiyah and Educator Preparing, Palopo State Islamic Establishment. Directed by 1) Masruddin and 2) Madehang.**

This study aims to improve students' speaking skills by using the silent way method for learning English at SMA Negeri 2 Palopo. This thesis applies pre-experimental research. The research question is: is the use of the silent way method effective in improving students' speaking skills? How do students respond to the use of the silent way method in improving students' speaking skills? The population in this study were students of class XI science 1 SMA Negeri 2 Palopo. The sample was taken by purposive sampling. The number of samples is 15 students. The speaking test is the source of this research. The researcher gave pre-test and post-test to students. The data were analyzed using SPSS 20 to analyze the data, the researcher determined the classification of the assessment which included accuracy, fluency, and understanding. The findings of this study indicate that the use of the silent way method is effective in improving students' speaking skills where the students' learning outcomes on the pretest average of 37,6 and the post-test average of 45,8. so that the researcher concludes that the use of the silent way method is effective in improving students' speaking skills.

Keywords : silent way,speaing skill, pre-experimental design.

CHAPTER 1

INTRODUCTION

A. Background of the study

In today's modern era, Indonesia is one of the countries that has made English a second language. Learning English has an important role, especially in the world of education. Through English, we can introduce the diversity of cultures and national languages at the national and international levels. In English, there are basic skills that are used as a benchmark in assessing a person's language skills properly, namely listening, speaking, reading, and writing. Students must be able the use these skills both orally and in writing. In achieving these goals the teacher must teach basic skills to students in improving English language skills so that students can communicate with native speakers directly.

Speaking is very important because speaking is the most important skill used to communicate in English. Speaking is one of the most important skills to develop and improve as a means of communication. The ability to speak is an important thing for every child's speaking ability will also have an impact on intelligence, usually, children who have high intelligence will learn to speak easily, quickly understand other people's conversations, and have more vocabulary. However, the ability to master speaking skills will not grow by itself but must go through a learning process and stimuli from the child's immediate environment. The quality of learning in improving children's speaking skills will

increase if learning activities use concrete media, considering that children's development at that time is in a concrete period, meaning that children are better taught using something real so that it directs children's interest and attention.[1]

Learners, in the same way, want to become proficient in speaking skills. Many of them try to focus on their speaking skills rather than other skills. Lots of language learners have emphasized their attention in mastering speaking competence (Richard dan reynandya, 2002). This is in line with Graham (2007) who most explained that students believe that an important goal in learning English is how to be able to survive the flow of conversations. By mastering these skills, students can be actively involved in carrying out conversations and replying to information with others (Rohmah, 2012). [2]

Speaking is the way of people to express and communicate ideas to others orally according to Gert and Hanz in Efrizal (2012), speaking is speech or utterances produced by the speaker to be known and then, the listener processes the sayings in the order to know the speaker's intention. Irawati (2012), defines speaking as an activity to produce sayings in the form of words and sentences orally to communicate with others, meanwhile, Koradhadyzadeh (2014), states that speaking ng needs not only the learners' understanding about the way to produce the linguistic competence such as when, why, and how to speak.[3]

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[1]Hadi, novi setyanti ; pratama, fadya arie, effort to improve children's speaking skill through the use of hand pupet media in tk nurul amal perumnas cirebon 2019

[2] Marzuki, j prayogo,a.wahyudi. Improving the EFL Learners' Speaking Ability through Interactive Storytelling, v 16, 2016.

[3] Mukminatus zuhriyah,Storytelling to improve students' speaking skill, English Education ; jurnal tadris bahasa inggris vol 10 (1),2017,119-134.

The use of methods in learning greatly affects the conditions and interest of students in learning. One of the learning methods referred to is the silent way. The silent way is a language teaching method developed by Caleb gattegno.

Based on the observation In speaking skills, students often encounter several obstacles, especially at SMAN 2 Palopo, based on the results of teacher interviews, the problem that often arises is the mother tongue which causes students to have difficulty using foreign languages. Another reason is the lack of motivation to practice foreign languages in everyday conversation. They are afraid to speak out because they lack the confidence to speak and are afraid to make mistakes when speaking. Therefore, to improve speaking skills, various techniques must be made to meet the needs of mastery of the English language. One of the techniques that can be used in teaching to improve students' speaking skills is the silent way. This method can be used in speaking practice, especially in foreign languages at SMAN 2 Palopo, they need an interesting teaching and learning process, of course by creating a good atmosphere in In the classroom, by looking at the above background, this research raises the silent way method to improve students' speaking skills.

According to sarosdy et al. (2006), the silent way did not emerge from the cognitive code approach, however. It shares certain principles with it the goal of this method is to enable language learners to use the language to express their thoughts and feelings. According to Stevick (1980), the essence of the silent Way is the affirmation of the individual learner in his/her self-contained independence. That is, instead of forcing the language on the learner, this method tries to

encourage students to use their internal resources to make decisions on how best to gain the desired.[4]

The silent way was presented by Gattegno (1972). Be included in the field of foreign language teaching. It is based on the premise that teachers should be quiet as much as possible in the classroom and learners should be encouraged to actively use language as much as possible. Richard and Rodger (1986), the silent way method will not be effective if the method makes students feel comfortable in learning English, because students need teachers who can teach effectively.[5]

Relationship between speaking and silent way, The good approach of the silent way needs a plus, which the teacher can determine according to what kind of program she is running while the silence on the part the teacher and the speaking work on the part of the students conceptually elaborated above sound very good, in a real classroom situation where a lot of the time the students' presence is part of a formal program being sponsored by an institution and or the students' parents.[6] General characteristicsAccording to Stevick (1980)

A. Teaching must be unsure of subordinates (subordinates) of learning

B. Learning is not just an imitation or training process

C. The teacher tries not to interfere with teaching activities

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[4] Abolfazl shirbsn sasi,Toshinari haga,Heng yu chen,Applying the silent way in teaching japanese language to university students in taiwan, world journal of education, vol. 10, No. 3 ; 2020

[5] Dyah ayu prihatini, pengunaan metode silent way dalam pengajaran bahasa inggris di pia English course Manado, jurnal.

[6] Gattegno.1976.silent way plus.(http://ww.ialf.edu/../silent way.html.accessed 10 october 2009).

D. When working, learners should try to relate the various experiences gained during first language learning

Because the previous research applied this research in junior high school and used a quasi-experimental study and this study tried to use it at the high school level with pre-experimental. This method is considered a problem-solving process in learning English. Therefore, in this study, the silent way method is used to improve English language skills, especially in SMA Negeri 2 Palopo.

B. Research Questions.

Based on the research background described earlier, the research tries to answer the following questions :

1. Is the use of the silent way method effectively to improve speaking skill of students SMA Negeri 2 Palopo?

2. How do students respond to the use of the silent way method in improving the speaking skills of students of SMA Negeri 2 Palopo?

C. The objective of The Research.

The study aims to determine the following :

1. To find out whether the silent way method can improve speaking skills at Sma Negeri 2 palopo.

2. To find out the effectiveness of using silent way method at SMAN 2 palopo.

D. Significance of the Research

Judging from the above objectives, this study tries to improve students speaking skills by using the silent way method, hopefully, the learning outcomes

will be useful for students and teachers. For students, it is hoped that this research will spur their motivation in learning English, especially in speaking English, and they are not afraid to make mistakes when speaking. and for teachers, so that the results of this study can become a reference that using the silent way method can improve students speaking skills, and become an alternative to improve classroom management in teaching speaking.

E. Scope of the Research.

The scope problem of this researcher is the implementation of the silent way in teaching speaking at SMA Negeri 2 Palopo in the academic year 2020/2021. The main focus of this researcher is the students ability in describing people , things, and place . In his researcher , the researcher only focuses on accuracy, fluency, and comprehensibility aspect in speaing skills.

CHAPTER II

REVIEW OF RELATED LITERATUR

A. Previous Related Studies

Before the creator explored the learning model everybody is an instructor here, there have been a few past examinations that are comparative or identified with the exploration that the creator will do.

Nurnalisa 2020. The researcher finds as follow: There are many effects from the experiment class which are taught by the silent way method. Between control class and experiment class has a significantly different score. It showed the information from pre test and post test in explore class. Silent way method is able to be applied in teaching, speaking and achieving the students to speak up and the students are also not bored with the teacher. The silent way method can increase the students speaking performance of the eight grades at SMPN 09 Metro. They tried to speak and express their own idea. The students are more interested when the teacher uses the silent way method in the class. They are active and participative in following the process of learning. They also delighted in and they were fun in tolerating data particularly the new involvement with pick up speaking, while the teacher was simpler in moving material to get the hang of speaking. Thus, they could talk better than anyone might have expected.[7]

Shulfianhy 2018. This research is to see the improvement of students' pronunciation in grade VII Mts. DDI lil – banat pare-pare through the silent way

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[7] Nurnalisa 2020 the effect of using silent way method to ward the students speaking performance volume 7, 20 agustus 2020

method. The subject of this research is class VII B which consists of 20 students. Samples were taken by purposive sample.

The design in this research is pre-experimental with pre-test and post-test which aims to determine whether the silent way method is effective in teaching pronunciation.The results of data analysis showed that the silent way method was effective in teaching students' pronunciation of vowel sounds. This is indicated by the mean score of the pre-test is 3.46 and the post-test is 3.84, indicating that the use of the silent way method in teaching pronunciation is effective in improving the pronunciation of students' vowel sounds in seventh grade elementary school students. MTs .DDI Lil-banat is significant, and the t-table value is 1.328 which means the t-test value is 7.35 higher than the t-table value is 1.328. This shows that H1 is accepted and H0 is rejected as well as students who use the silent way method. This means that the use of the silent way method is able to improve the pronunciation of students' vocal sounds in MTs. DDI Lil-Banat pare-pare.[8]

Wa Sani1 Drs. Rohmana, M.Hum Muh.Khusnun Muhsin, S.Pd.,MA Based on the research question and hypothesis, the researcher concludes that there is a significant effect of using the silent way method on students' speaking competence at the tenth grade of SMAN 1 Kontu Kowuna. The result of data analysis showed that the mean score in the pre-test is 32.22 while the mean score in the post-test is 49.44. The score is increased for applying the silent way method in teaching speaking. The standard deviation in the pre-test is 7.51 and in the post-test is 6.83. In the pre-test, the students who get poor criteria are 14 students or

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[8] Shulfianhy 2018, the effectiveness of silent way method in teaching pronouncation vowel sounds of the seventh grade students in Mts DDi Lil- banat pare-pare.

77.77%. There are no students who get excellent, good, and mediocre criteria. In post-test, students who get good criteria are 1 student or 5.55%. Students who get mediocre criteria are 13 students or 72.22%. Students who get poor criteria are 4 students or 22.22%. No student gets excellent and very poor criteria. The result of hypothesis testing is H0 rejected and H1 is accepted. It means that there is no significant effect of using the silent way method on the students' speaking competence at the tenth grade of SMAN 1 Kontu Kowuna. It can be seen from the value of sig (2 tailed) was smaller than the alpha value. The silent way method can affect students' speaking competence because this method allows speaking, the students feel independence and they are not afraid when speaking in front of the class.[9]

Hasria riski, fathu rahman ,andjarwati sadik, (2018) The research applied the experimental design and the samples comprised of 30 tenth grade students of SMU Negeri 12 Makassar divided into two groups namely experimental class consisted 15 students class X IPA 3 and control class consisted 15 students class X IPS 3. The data were collected by using two types of instruments: the speaking test and the questionnaires. The data on the students' speaking ability were analyzed using the descriptive statistics, and the data on the students' questionnaire toward the use of the Silent Way Method were analyzed using Likert Scale. The research results revealed that (1) the use of Silent Way Method in teaching speaking had improved the students' speaking ability; and that (2) the

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[9] Wa Sani1 Drs. Rohmana, M.Hum Muh.Khusnun Muhsin, S.Pd.,MA**,**the effect of silent way method on the students speaking competence at the tenth grade sman 1 kontukoowuna, vol 5 no. 1

students' responses toward the use of the Silent Way Method were positive. In fact, the students stated that they found the teaching of speaking more interesting when the Silent Way Method was used to teach them speaking. Thus, the Silent Way Method was effective in improving the students' English speaking ability; the students also found the method much more interesting when used to teach speaking.[10]

Based on some of the studies related above, the researchers concluded that the use of the silent way method is very useful, especially when teaching speaking skills in class, this study also uses the silent way to improve students' speaking understanding, The difference between previous studies and this research is that previous researchers used the silent way method at the junior high school level and there were also those who used this method at the high school level but used a quasi-experimental assessment method, while this study was used at the high school level using the pre-experimental method.

B. Speaking

1. Definition of speaking.

Speaking is one of the arts that is used by all people in the world. Speaking is oral contact in transmitting ideas or knowledge to others, another concept also put forth by harmer.[11]speaking is one of the language skills which is very important to be mastered by students to be a good communicator. Speaking is the verbal use of

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[10] Hasria riski,fathu rahman, andjarwati sadik,improving the students speaking ability through silent way method at smu negeri 2 makassar v,6 no, 2, 2018

[11] Rismawati,''Teaching the elevent years students english speaking skill self talk strategi at SMA Negeri 4 palopo''(IAIN Palopo,2010).

language to communicate with others.[12]Talking is very awake because speaking we can convey our ideas or ideas about something, speaking is not only based on the wider community but is also needed in world education because speaking by making students are not afraid to speakers and when communicating with outsiders or their surroundings students are not afraid to speak because students already know and understand how to speak properly.

When we speak we must use language properly and correctly because when speaking someone will juggle our way of speaking and when we make mistakes in speaking it will make someone embarrassed and then will be afraid again to talk to other people and those around him, so speaking is very-very needed in the and the world of education

2. Aspect of Speaking

To achieve speaking skills, it is necessary to know the aspects that are in the speaking itself. there are three general aspects to this speaking activity.

a. Fluency

fluency in speaking is also an aspect assessment of speaking. Things that need to be assessed from the fluency are whether students are fluent, smooth, not good smooth, and not smooth.

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[12] Glenn fulcher, testing second language speaking, (britain : person education limisted 2003),p 23.

b. Accuracy

Accuracy in speaking should also be considered because be part of the assessment aspect, how the words are placed choice of words. Be careful in speaking to convey in a manner kind and thorough.[13]

c. Comprehensibility.

Comprehensibility the capacity to see very well the point assignment with impressive reiteration and rewording. Appreciation is an activity to improve and understanding.

In light of the assessment over, the scientist infers that Comprehensibility is one basis on the talking appraisal which centers around how far are the speaker can get what the conversationalists mean when performing talking. speaking.[14]

C. Problems in speaking skill

a. clustering

Fluent speech is phrasal, not word by word. Learners can organize can their output both cognitively and physically (in-breath groups) through such clustering.

b. Redundancy

The speaker has a chance to make meaning more clear through the repetition of language. Students can gain by this element of communicated in language.

c. reduced froms

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[13] Riska aulia sartika,aspek aspek dalam keterampilan berbicara (speaking).

[14] Mardiana,teaching speaking skill by using puppet play at the tenth grade students of madrasah aliyah negeri (man) palopo,2019.

Contractions, elisions, diminished vowels, and so forth All from uncommon issues in showing communicated in English (see the part beneath on instructing articulation). Understudies who don't learn informal constrictions can once in a while foster an unnatural, adademic nature of talking that thus slander them.

d. Performance variables.

One of the advantages of spoken language is that the process of thinking you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can be taught how to pause and hesitate. For example, in English our "thinking time" is not silent we insert a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can be taught how to pause and hesitate. For example, in English our "thinking time" is not silent certain "fillers" such as ub, um, well, you know, I mean, like, etc. one of the most silent differences between native and nonnative and speakers a language is in their hesitation phenomena.

e. Colloquial language.

Make your your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of conveyance.

One more quiet quality of familiarity is the pace of conveyance. One of your assignments in showing communicated in English is to assist students with accomplishing an OK speed alongside different traits of familiarity.

g. Stress, cadence, and pitch.

This is the main attribute of English elocution, as will be clarified beneath. The pressure planned musicality of communicated in English and its pitch designs pass on a significant message.

h. Interaction

As verified in the past segment, figuring out how to deliver floods of language in vacuum-without questioners would deny the talking expertise of its most extravagant part the imagination of conversational arrangement .[15]

D. Planning Speaking Exercises.

In arranging talking action, instructors and need to conclude whether understudies need high design (For instance penetrates and controlled Practice), for training in learning or hello it, or low construction (for instance pretends, reenactments) for utilizing it. Inquiries to consider about talking incorporate the accompanying :

a. it is important to audit the language to be utilized in an assignment?

b. will the students work two by two or little gatherings?

c. How might students be observed as they complete errands?

d. How might instructors give input to understudies?

C. Silent Way Method

A. Definition of silent way.

The silent way is the name of a language-built method invented by Caleb gattegno, a linguist who applies the principles of cognitivism and the philosophy

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[15] H douglas brown,teaching by principles and interactive approach to language pedagogy, second edition.

of science in its management. According to Jerome burner (1996:83), a philosopher and educational psychologist, teachers and learners are in a more cooperative position. Learners are not only listeners but also take an active role in learning. This is by the silent way which views learning as an activity to find creative new things, in which the learner is the main actor. The silent way will not be effective if the method does not make students feel comfortable in learning English. Therefore, students need teachers who can teach effectively,[16] in this silent way method, students become more active than the teacher, the teacher will only give a little direction and then the students become more active than the teacher, the teacher will only give a little direction and the students will use and do according to the directions given by the teacher, this method will make it easier for students to learn English. Teaching a language using the silent way method is like leading a team of investigators on a journey to find something new. Students try to solve every puzzle they find and when they put them together, they become as confident as their teacher in mastering a new language.

The main objective of the silent way is to teach students how to learn a language. Rather than dictating or transmitting knowledge, the aim is to foster learning through discovery by challenging students and developing their awareness and autonomy. In terms of language proficiency, near-native fluency in the foreign language is generally targeted. Gattegno's (1972) proposed objectives for language learning include developing learners' ability to correctly and easily answer questions about themselves, their family, travel, and daily events, to speak

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[16] Junanah silent way metode pembelajaran bahasa arab yang mendorong peserta didik lebih kreatif, mandiri,dan bertanggung jawab.

with a good accent, to describe a picture, to answer general questions about the target culture and to perform adequately in spelling, grammar, reading comprehension and writing.[17]

B. Advantages of the silent way

    a. Learning through problem-solving looks attractive especially because it fosters :

- Creativity,

- Discovery

- Increase in intelligent potency and

- Long-term memory.

    b. The indirect role of the teacher highlights the importance and centrality of the learner.

    c. Who is responsible for figuring out and testing the hypotheses about how language works, in the other words teaching, is subordinated to learning.[18]

C. The principles of the silent way.

The principles of the method not only applied in language learning but also applicable in general learning. In the silent way method, the basic principle is that "teaching should be subordinate to learning (Larsen- freeman, 1986,p.51 cited in setiyadi, 2006, p.77). the following are some principles in the silent way method based on Larsen – Freeman (2000, p.64-67). Self–expression to express thought, perceptions, and feelings should be used in language by students. To make this

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[17] Yuksel., i, and caner,m.(2014). The silent way. In celik,s. (ed).approaches and principles in english as a foreign language (EFL) education ankara, turkey.

[18] Dr muna alkhateeb teaching approaches what is the silent way.

happen, the teacher should give to develop independence of students and students' inner criteria for correctness. Relying on students themselves can make them independent.

a. The nature of student-teacher interaction, the teacher tends to be silent in the class. she is still active in setting the situations to force awareness of students and listen to their speech. She uses nonverbal gestures and available tools to help the students produce language. when the teacher speakers, it is not to model the language but to give clues. The nature of student-student interactions is the student can learn from their friends. This is one of the student verbal interactions desirable, the silence of the teacher is a way to do this.

b. The language area that emphasizes this method is pronunciation. The sounds area is basic to any language. Therefore, pronunciation is taught at the beginning of learning the language. It is also focused on the structure of the language, but the grammar rules may never be supplied explicitly. Also, all four skills are emphasized in this method.

c. The teacher constantly observes the students. When the student feeling in a bad situation, the teacher will find a way to overcome them. Also, at the end of the learning session, the teacher will give feedback, and the students have an opportunity to express how they feel in the learning activity.

d. Students' errors are natural parts of the learning process. Students are encouraged to do self and peer- correct cannot help, the teacher would supply correct language, but only as the last resort.

e. The teacher does not give any formal evolution to students. She assesses students learning all the time. The teacher must be responsive to students learning needs. Students are hoped to learn at different rates. She wants to know the progress of students learning not the perfection.[19]

D. The silent way method for speaking

A. The principle of the silent way method in teaching speaking.

1. Watch (attention).

Attention is closely related to mental awareness of an object that is reacted to something, attention is the amount of at least the awareness that accompanies an activity carried out and the process for taking action on the information that will be transformed in various ways. Students have different characteristics and also have different concerns. Attention can be divided into several types, namely ;

a. Spontaneous and deliberate attention.

Also called genuine attention or direct attention, is the attention that arises automatically because of being attracted to something and is not driven by a will. Meanwhile, deliberate attention is the attention that arises driven by a will due to certain purpose attention is deliberately directed to an object,

b. Static and dynamic attention.

Static attention is constant attention to something. Some people can pay attention to something as if it had not diminished in strength. Dynamic attention is the attention that is volatile, easy to move, easily moves from one object to

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[19] Raudhatul jannah the critical analiyssis on silent way method in efl classroom

another. For attention to something to remain strong, each time it necessary to be given a new stimulus.

c. Concentrative and distributive concerns

Concentrative attention (focused attention), namely attention that is only directed to one particular object (problem). Distributive attention (divided attention. with this distributive character, one can divide one's attention in several directions at once at the same time.

d. Attention narrow and broad

People who have narrow attention can easily focus their attention on a limited object, even if they are in a crowded environment. And again such a person also does not easily shift his attention to other objects, his soul is not easily seduced by the circumstances around him

e. Fictional and volatile attention.

Fictional attention (clinging attention)is the attention that is easily focused on something and it can be said that is attention can be attached to its object for a long time. Fluctuating attention (waves) people who have this type of attention can generally pay attention to various things at once, but most of them are not careful. His attention is so subjective that only things that are important to him are attached to him.

Factors affecting attention several factors can affect attention, namely :

a. Innate. If there are certain traits associated with the object being reacted, there will be a little or a lot of attention to that particular object.

b. Exercise and habits. Although it is felt that there is No. innate talent in a particular field, because of a result of practice or habit, it can cause attention to certain areas.

c. Needs. needs are impulses, while impulses have goals that must be devoted to them. Thus there must be attention to these things, to achieve a goal.

d. Obligations. obligations certain responsibilities that must be fulfilled by the person concerned.

2. Give Only What Is Needed.

In the silent way method, students are encouraged to return like babies when learning, students have the opportunity to think more broadly and creatively, in this teaching method students need understanding and attention when learning, because this method teaches students to think more creatively, educators will only give I example then students understanding and follow the example given.

3. Wait.

Is waiting for the result of learning whether the material being taught can be mastered by students or not.

B. Speaking Assessment.

An assessment has a strong relationship with the curriculum in the local environment. Exactly Indonesian government or the new curriculum called 2013 that officially this curriculum launched in 2014 by the minister of education and culture. The usage of the 2013 curriculum helps teacher and students face current global challenges, need competencies, and current negative phenomena especially from many young people, and discouraging perceptions among Indonesians

related to the education[20], arrangement of language appraisal techniques as aberrant, semidirect, and direct has demonstrated valuable for understanding talking evaluation strategies. A circuitous test assesses the abilities and capacities that underlie an examinee's exhibition by evoking execution on thing types, for example, a various decision, principle thought thing to quantify understanding appreciation,[21] in comparing the methods of direct and semi-direct testing for speaking assessment, several research approaches have been adopted. These include measuring concurrent validity based on test result (e.g., Stansfield,1991; Stansfield dan Kenyon, 1992), analyzing features and structure of education tasks, and examiner – examinee interactions to discern how different testing modes affect pragmatic and discourse patterns and linguistic outputs (e,g., Shoham, 1994), and collecting test taker feedback to determine the appeal, or face validity, of the two testing modes, more recently, a multimethod approach Has been adopted to tackle the problem more comprehensively. Notable studies based on the multimethod approach include louma (1997), and o'loughin (1997,2001).[22]

Two steps have been done by teachers before conducting the assessment process. They are:

a. Planning.

Before conducting the assessment, the teacher is required to make good planning. It can be from the syllabus, considering the indicators of learning material. In planning the assessment, teachers made the instrument of assessment.

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[20] Imro atus soliha,speaking assesment based on the 2013 curriculum from english teachers and their perception.
[21] April ghinter, assesment of speaking
[22] David d qian, comparing direct and semi – direct modes for speaking assesment affective effects on test takers.

Including the kind of task that should be performed by students and the scoring rubrics.

b. Implementation.

In assessing the students, the teachers first explained to students that they were going to do some tasks for their English speaking skill competence score, it was done to maintain good communication between teacher and students and to ease them in the assessing process.[23]

E. Descriptive text.

a.   Definition of Descriptive Text.

Descriptive text is a type of text which is used by the writer or speaker to describe a particular thing, person, animal, place, and or event to the readers or hearers (Gerot & Wignel, 1994; Knapp & Watkins, 2005).[24] As stated by Emilia (2011), Descriptive text is a kind of text that has a purpose to give information about something or someone. In Descriptive text, writers describe person, object, appearances, landscape, or phenomenon naturally so they can make the reader imagine and feel it (Alwasilah and Alwasilah: 2007). The generic structure of Descriptive text consists of two elements; namely, an identification that gives the topic that can be described and description that clarifies the topic, it can be appearances, quality, or phenomenon (Gerot & Wignell, 2004; Alwasilah & Alwasilah, 2007; Emilia, 2011).[25]

b.   The Nonexclusive Design of the illustrative text.

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[23] Warisatul jannah, rudi hartono, students speaking assesment used by english teachers based on the 2013 curriculum

[24] Eko Naprianto,student's descriptive text writing in SFL Persceptives Vol 2, 2017.

[25] Alma prima nurlaila,the use of main mapping technique in writing descriptive text,2013.

As we realize that spellbinding text will be text to portray something whether it is individuals, things, and spots. The nonexclusive design of spellbinding text comprises of recognizable proof and distinct.

- Identification. identify what will be described such as introducing the subject of things that will be explained and described.

- Description. provides a brief description of who or what, subject, quality, characteristics, etc.

The examples of descriptive text are as follow :

a. Description of people.

in describing an individual, numerous things can be portrayed like appearance, face, hair, garments, skin, body shape, and others. Zero in on one striking illustration of a spellbinding text about an individual which is as per the following:

My idol

Mark Elliot Zuckerberg is a computer programmer and American internet entrepreneur. He is one of the founders of the famous social media Facebook today. His name is on the list of the 100 richest and most influential people since 2010 by Time Magazine.

Talking about his physical appearance, Mark's body is 170 centimeters tall and weighs 76 kilograms. His hair color is red while his eyes are blue. Mark Zuckerberg was born on May 14, 1984 in New York, USA. Because of this, he was 35 years old in 2019. Mark Zuckerberg was married to Priscilla Chan. They have one daughter named Maxima Chan Zuckerberg.

b. Description thing.

The most ideal method for portraying an article or thing is by depicting the actual attributes of an item or a thing. An illustration of distinct text about an individual is:

> ## Cat doll
>
> I have a cat doll, this doll is my favorite doll. The doll was a gift that I got from my father because I got a general champion at my school last year. This cat doll is a big doll with a mixture of yellow and white, the fur is very soft and very comfortable to hug, I put it on the bed and every day I always play with it, this cat doll always accompanied me to sleep.

c. Description of place.

Portraying a spot is to show somebody the real spot and give the qualities of the spot. An illustration of expressive text about an individual is:

> ## My Small House
>
> I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.I know it is a very small house; but it is the best place I have ever seen.

Teaching speaking using the silent way, researchers hope to improve students' speaking skills and be able to increase student enthusiasm and motivation in learning to speak.

The steps for how to teach using the silent way.

a. The researcher first gives an image in the form of a picture of a person, object, or place to students.

b. Researchers Provide examples of ways to describe images (for example, researchers show pictures of the president, jokowidodo, then researchers begin to describe, Jokowi is the 7th president in Indonesia, he was born in Surakarta, June 21, 1961, he was 59 years old, he began serving as president since October 20, 2014, he is the president who is humble and very friendly to the people). After the researcher gave an example, the researcher was silent.

c. The researcher then called one by one the students to come forward.

d. Students explain the images that are obtained according to the example that the researcher has explained.

F.   Conceptual framework.

The silent way learning method is a learning method in which students are active in the learning process. The teacher is mostly silent, but the teacher actively uses movements, pictures, and designs to provoke and from reactions. The teacher creates an environmental atmosphere that encourages students to experiment and provides facilities in the learning process. The silent way is one of the teaching methods where learning is done in silence, meaning that in the learning process students can be more focused and very optimal in understanding what is being

learned in the teaching and learning process. In this method be a teacher has the

opportunity to pay great attention to things that can eliminate student concert.

Students of SMA Negeri 2 Palopo

Silent way

Pre - Test

Treatment

Describing people, thing and place

Post- Test

Accuracy

Fluency and

Comprehens -ibility
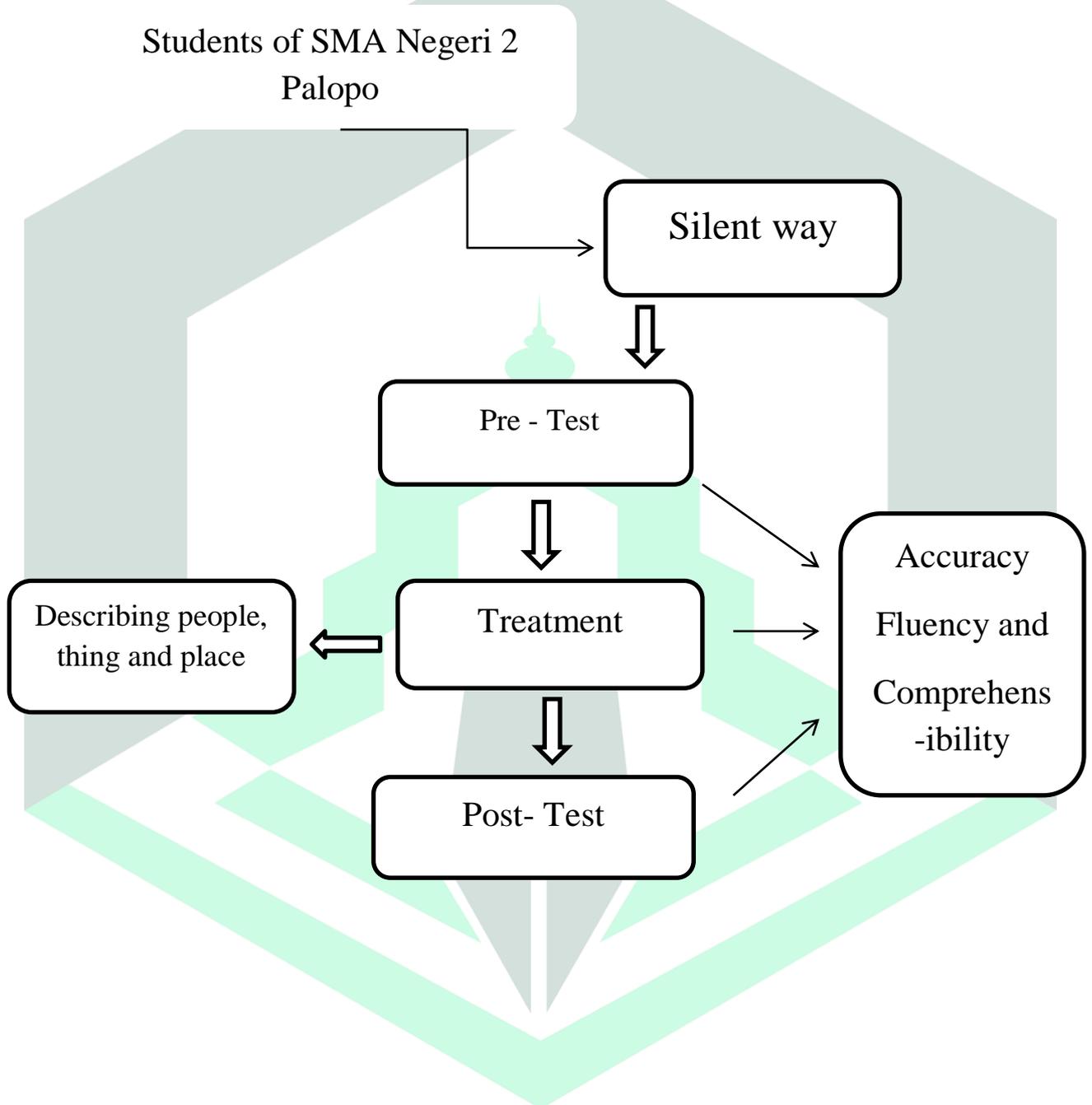
G. Hypothesis.

The speculation of the exploration is detailed as follows:

1. H_0 : the use of the silent way is not effective to improve students' speaking skills the students at Sma Negeri 2 palopo.

2. H_1: the use of the silent way method effective to improve the speaking skill of the students at Sma Negeri 2 palopo.
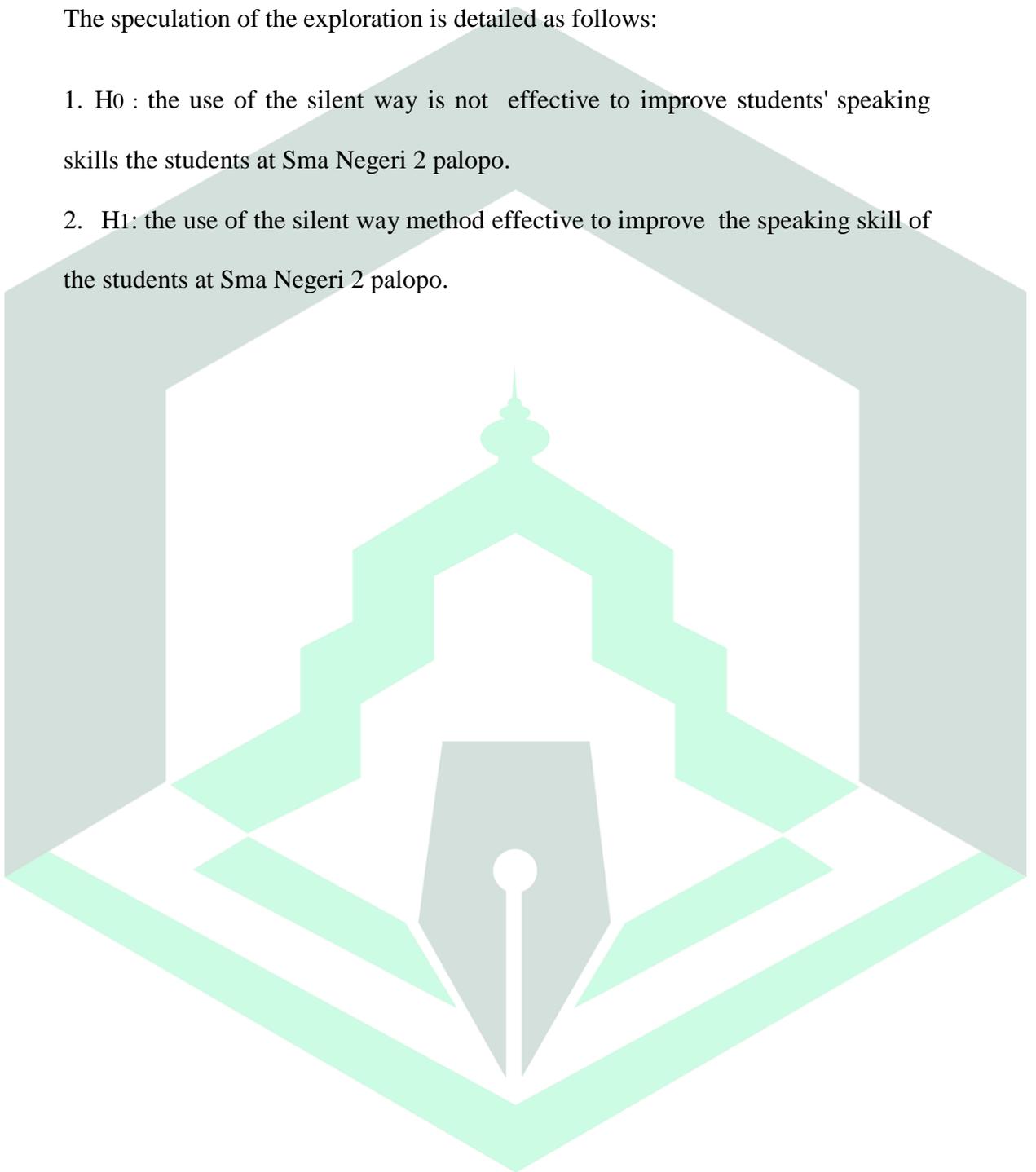
CHAPTER III

THE RESEARCH METHOD

A. Method and Design.

1. Method.

In this research, the researcher applied the Pre- eksperimental method. Creswell said that the Pre- eksperimental method with one group pre-test design (to facilitate ease of implementation) or interventation of short duration is chosen as an intervention based on a small pilot test.Selected a group of participants in the population and provided the invention to them**.[26]** Pre-eksperimental consisted of three steps ; they were Pre-test, treatment, and post-test. This researcher aimed to find our whether silent way method effectively in teaching speaking .

2. Design

The examination configuration utilized the accompanying recipe.

Pretest	Treatment	Post-test
O_1	X	O_2

Notes:

O1 : Pre-test

X: Treatment

O2: Post-test.

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[26]John w, Creswell, Education Research , (Fourth Edition ; library of congress cataloging in publication Data,2012)p.321

B. Operational Definition.

a. Silent way

The silent way is a language teaching method created by Caleb gattegno who mostly used silent techniques as a teaching technique. This is based on the premise that teachers should stay silent in class as much as possible and students should be encouraged to produce as much language as possible. This silent way method is used to help students be more active and not afraid to share their thoughts.

b. Speaking.

Speaking skills are the skills to convey information verbally. Speaking skills will be called good and correct if the listener and speaker can understand each other

C. Population and sample.

1. Population.

Population is all research that discusses it. Population is a collection of all elements that processing one or more attributes of interest. The statement shows that the researcher took a population whose characteristics are related to the research subject. In this study, the researchers chose students from SMA Negeri 2 Palopo as a population consisting of 9 classes with a total of 304 students.

2. Sample.

This research uses purposive sampling. In this study, researchers took 1 class as a sample in class XI IPA 1, which amounted to 32 students of SMA

Negeri 2 Palopo. However, the reason the researcher took 15 students as the sample was because some students did not attend regularly until the last meeting and the researcher decided to choose these 15 students as the sample.

D. The instrument of examination.

1. Test.

The scientist utilized a talking test, where it comprised of pre-test and post-test. The pre-test as given before treatment, to decide the talking capacity of understudies prior to doing and after treatment. post-test is given after the pre-test has been finished. the exploration gives a few inquiries with the subject portraying individuals, depicts thing, and portrays places.

2.Quisioner.

The researcher prepared several questionnaire sheets consisting of several questions about speaking skills and student responses to the use of the silent way in teaching speaking skills. There were four questionnaire choices, namely strongly agree, agree, disagree, and strongly disagree.

E. The technique of gathering information.

The information gathering by utilizing the technique underneath :

1. Giving pre-test

Prior to giving treatment, the scientist initially gave a pre-test to decide the understudies' talking capacity, in the pre-test the specialist then, at that point, gave English material and pictures to the understudies, then, at that point, the analyst requested that the understudies depict the image. , this pre-test requires around 5

minutes to get information from the pre-test.

2.Giving treatment.

The treatment providing for the understudies after they have done the pre-test. The treatment directed in six gatherings . The means as follows :

A. First meeting.

    a. The analyst keep the understudies' consideration and rouses the understudies to expand their talking intrigued . For this situation, the specialist utilized the quiet way strategy.

    b. The researcher explained about the material describing people through voice messages

    c. The researcher gave a picture and gave an example of how to describe people.

    d. Researchers gave time for students to listen to explanations about describing.

    e. The researcher asked students to study the examples gave

B. Second meeting.

    a. The analyst keep the understudies' consideration and rouses the understudies to expand their talking intrigued . For this situation, the specialist utilized the quiet way strategy.

    b. The researcher asked the students to describe their friends

    c. Researchers gave time for students to conclude.

    d. The researcher asked the students one by one to send the results of their descriptions via vn

e. The researcher then provided corrections or student errors to improve the accuracy, fluency, and understanding of students in speaking.

C. Third meeting.

a. The analyst keep the understudies' consideration and rouses the understudies to expand their talking intrigued . For this situation, the specialist utilized the quiet way strategy.

b. The researcher explained the material describing things through voice messages

c. The researcher gave a picture and gives an example of how to describe an object.

d. Researcher gave time for students to listen to explanations about describing things.

e. The researcher asked students to study the examples gave.

D. Fourth meeting.

a. The analyst keep the understudies' consideration and rouses the understudies to expand their talking intrigued . For this situation, the specialist utilized the quiet way strategy

b. The researcher asked students to describe one of the objects in the class.

c. Researchers gave time for students to conclude.

d. The researcher asked the students one by one to send the description results via vn

e. The researcher then provided corrections or student errors to improve the accuracy, fluency, and understanding of students in speaking.

E. Fifth meeting.

  a. The analyst keep the understudies' consideration and rouses the understudies to expand their talking intrigued . For this situation, the specialist utilized the quiet way strategy.

  b. The researcher explained about the material describing place.

  c. The researcher gave a picture and gives an example of how to describe a place.

  d. Researchers gave time for students to listen to explanations about describing places.

  e. The researcher asked students to study the examples gave

F. sixth meeting.

  a. The analyst keep the understudies' consideration and rouses the understudies to expand their talking intrigued . For this situation, the specialist utilized the quiet way strategy.

  b. The researcher asked students to describe a place they wanted to or a place they had visited.

  c. Researchers gave time for students to conclude.

  d. The researcher asked the students one by one to send the description results via vn

  e. The researcher then provided corrections or student errors to improve the accuracy, fluency, and understanding of students in speaking.

   3. Pos- test.

Subsequent to doing six medicines, the scientist then, at that point, gave the understudies a post-test, to discover the understudies 'capacities in the wake of going through the treatment cycle, then, at that point, the consequences of the pre-test and post-test were determined to see if the quiet way technique could work on understudies' talking abilities.

F. The technique of data analysis.

1. Scoring Classification

In dissecting the information, the scientist needed to decide the scoring grouping which incorporates precision, familiarity, and fathomability.

a.   Accuracy

Table 3.1. Understudies' Rubric Scoring .

Classification	Score	Criteria
Excellent	6	Pronunciation is marginally affected by the first language. A few minor syntactic and lexical mistakes.
Very good	5	Pronunciation is marginally affected by the first language. A couple of minor syntactic and lexical mistakes yet most expressions are right
Good	4	Pronunciation reasonably impacts by the first language yet no genuine phonological blunder. A couple of syntactic and lexical blunders yet just confound.
Average	3	Pronunciation is impacted by the primary language a couple of phonological mistakes. A few syntactic and lexical blunders, some of which confound.

Poor	2	Pronunciation is genuinely affected by the native language with a blunder causing a breakdown in correspondence. May essential linguistic and lexical blunders.
Very poor	1	Serious articulation blunders just as numerous essential syntactic and lexical mistakes. No proof of having dominating any of the language abilities and practice in the course.

b. Fluency

Classification	Score	Criteria
Excellent	6	Speak without too incredible a work with a work a genuinely wide scope of articulation. Looks for words incidentally however just two unnatural stops.
Very good	5	Has to put forth an attempt at an opportunity to look for words. In any case, smooth conveyance all in all and a couple of unnatural stops.
Good	4	Although he has put forth an attempt and quest for words, there are not very numerous unnatural stops. Genuinely smooth conveyance generally. Once in a while fragmentary yet effective in passing on the overall importance reasonable reach articulation.
Average	3	Has to put forth an attempt for much time. Frequently

		needs to explore for the ideal importance. Often fragmentary and stopping conveyance. Nearly quit any pretense of putting forth attempt on occasion. Restricted scope of articulation.
Poor	2	Long stops while he looks for the ideal significance. Often fragmentary and stopping conveyance. Nearly quit any pretense of putting forth the attempt on occasion. Restricted reach articulation.
Very poor	1	Full of long unnatural stops. Exceptionally stopping and fragmentary conveyance on occasion quits any pretense of putting forth the attempt. Extremely restricted reach articulation.

c. Comprehensibility[27]

Classification	Score	Criteria
Excellent	6	Easy for the audience to comprehend the speaker's consideration and general significance. Not many interferences or characterization requires.
Very good	5	The speaker's consideration and general importance are genuinely clear. A couple of interferences by the audience

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[27] Heaton, J. B. Writing English Languge Test. (New York Longman), p. 100

		for order are vital.
Good	4	Most of what the speakers say is not difficult to follow. His consideration is in every case clear however a few interferences are important to assist him with passing on a message or to look for grouping.
Average	3	The audience can comprehend a ton of what he said. However, he should continually look for grouping. Can't comprehend a large number of the speaker's more perplexing or longer sentences.
Poor	2	Only little pieces (normally short sentences and stages) can be perceived and afterward with impressive exertion by somebody who is paying attention to the speaker.
Very poor	1	Hardly anything of what is she can comprehend. In any event, when the audience an incredible exertion or intrudes on, the speaker can't explain what he appears to have said.

d. Scoring the students.

The score has been meant a most extreme score assortment utilizing the accompanying fundamental equation :

$$\text{Score} = \frac{the\ gain\ score}{the\ maximum\ score}\ x\ 100$$

G. Arranging the understudies' score

The understudies' presentation would be separated into five levels, as follows: the young people's talking abilities' scoring order.

Table 3.2. The Arrangement Score For-Test

No	Score	Classification
1	86-100	Excellent
2	71-86	Very good
3	56- 70	Good
4	41-55	Average
5	26-40	Poor
6	< - 25	Very poor[28]

e. Computing the rate level of the understudies' score

   The level of the young people's scores on talking test both one pretest and post-

test would be determined by utilizing SPSS 20 adaptation.

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[28] Andika saputra, the use of of back game to improve students speakinbg ability at the first grade of madrasah aliayh negeri palopo.

CHAPTER IV

FINDIGS AND DISCUSSION

A. FINDINGS.

This section presents the results of research in which the data that has been generated are analyzed statistically. this section consists of student scores clarifying student scores from pre-test and post-test. Then there are statistical test results that contain the average value and standard deviation of students' scores on the pre-test and post-test.

1. Review student test results.

    a. Pretest.

The researcher showed that the students' scores were in accuracy, fluency, and comprehensibility. In the students' scores on the pre-test in the standard deviation table of the mean scores, the percentage level of students' scores is calculated using SPSS 20, tabulated in the following table.

Table 4.1 The Score of Understudies' Speaking Ability in the Pre-Test

No	Respondents	Three Aspects of Speaking Assessment			Jumlah	Score	Categori
		Accuracy	Fluency	Comprehensibility			
1	RD 01	2	2	2	6	34	poor
2	RD 02	2	2	2	6	34	poor

3	RD 03	2	2	2	6	34	poor
4	RD 04	2	2	2	6	34	poor
5	RD 05	2	2	2	6	34	poor
6	RD 06	2	2	2	6	34	poor
7	RD 07	2	2	2	6	34	poor
8	RD 08	2	2	2	6	34	poor
9	RD 09	2	2	2	6	34	poor
10	RD 10	2	3	3	8	45	Average
11	RD 11	2	2	3	7	39	poor
12	RD 12	2	2	2	6	34	poor
13	RD 13	2	3	3	8	45	Average
14	RD 14	3	3	3	9	50	Average
15	RD 15	2	3	3	8	45	Average
	TOTAL	31	34	35	100	564	
	MEAN SCORE					37,6	

The table 4.1 shows the understudies' talking ability scores on the talking expertise pre-test comprising of 3 viewpoints, accuracy, fluency and comprehensibility. In this segment, the specialist presents and arranges the normal score of understudies' talking abilities individually, as displayed beneath.

1. Accuracy.

To see the normal understudy precision score on the pre-test, the specialist determined it utilizing SPSS 20. The outcomes are introduced in an expressive measurable table.

Tabel 4.2 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Accuracy	15	2.00	3.00	31.00	2.0667	.25820
Valid N (listwise)	15					

As can be seen from the table 4.2 the most elevated understudy score is 3 and the normal understudy gets a score of 2, this shows that the understudy's normal score is 2.0667 and the standard deviation is 0.25820.

The precision score is introduced through the rate score rate table, which can be seen from the table displayed underneath.

Tabel 4.3 . The Rate Score of Understudies' Accuracy in Pre-Test.

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	1	6%
5	Poor	2	14	93%
6	Very Poor	1	0	00%

Total	15	100%

The table 4.3 shows that the exactness score taken from the aftereffects of the review shows that there are no understudies who get magnificent, excellent, great, and exceptionally helpless classifications (0%), most of 14 understudies (93%) got poor, 1 understudy normal (6%).

2. Fluency.

To see the normal score of understudy familiarity with the pre-test, the specialists determined it utilizing SPSS 20. The outcomes can be introduced in a spellbinding measurable table as follows.

Tabel 4.4 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Fluency	15	2.00	3.00	34.00	2.2667	.45774
Valid N (listwise)	15					

It very well may be seen from this table 4.4 that the understudy's most elevated score is 3 and the least score is 2. This shows that the understudy's mean score and standard deviation are 0.45774.

Prior to treatment, the analyst gave material to decide familiarity, the familiarity score was introduced through the rate score table which can be seen from the table beneath.

Tabel 4.5 The Rate Score of Understudies' fluency with Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	4	26%
5	Poor	2	11	73%
6	Very Poor	1	0	0%
	Total		**15**	**100%**

The table 4.5 shows that the fluency score taken by the analyst is in rate, there are no understudies who get superb, awesome, great scores. What's more, the normal of 11 understudies got a score in the helpless class and 4 understudies got the normal classification.

3. Comprehensibility.

To see the normal score of understudy understanding, the scientists determined it utilizing SPSS 20. The outcomes can be introduced in a clear measurable table as follows.

Tabel 4.6 Descriptive statistic

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Comprehensibility	15	2.00	3.00	35.00	2.3333	.48795
Valid N (listwise)	15					

It very well may be seen from the table 4.6 that the understudies' most noteworthy score is 3 and the least score is 2. This likewise shows that the normal worth of understudies' arrangement and standard deviation of mistake is 0.48795.

The breadth score is introduced as a level of the score rate table, it very well may be seen from the table displayed as follows.

Tabel 4.7 The Rate Score of Understudies' Comprehensibility in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	5	33,3%
5	Poor	2	10	66,6%
6	Very Poor	1	0	0%
	Total		15	100%

The table 4.7 shows that the understudies' arrangement scores taken by the scientist are in rates. Nobody got superb, excellent, great and exceptionally helpless scores (0%), most of 5 understudies (33.3) got normal scores and 10 understudies (66.6) got helpless scores.

b. Post-test.

In this segment the specialist shows the rate level of understudies' talking capacity scores in the post-test, the outcomes are introduced in the accompanying table.

Tabel 4.8. The Score of Understudies' Speaking Ability in the Post-Test

No	Respondents	Accuracy	Fluency	Comprehensibility	Jumlah	Score	Categori
		Three Aspects of Speaking Assessment					
1	RD 01	2	3	2	7	39	poor
2	RD 02	2	3	3	8	45	Average
3	RD 03	2	3	3	8	45	Average
4	RD 04	2	3	2	7	39	poor
5	RD 05	2	3	2	7	39	poor
6	RD 06	2	3	3	8	45	Average
7	RD 07	2	3	2	7	39	poor
8	RD 08	2	3	3	8	45	Average
9	RD 09	2	3	3	8	45	Average
10	RD 10	2	4	3	9	50	Average
11	RD 11	2	3	4	9	50	Average
12	RD 12	2	3	3	8	45	Average
13	RD 13	2	4	3	9	50	Average
14	RD 14	4	3	4	11	62	Good

15	RD 15	2	4	3	9	50	Average
		32	48	43	123	688	
	TOTAL		MEAN SCORE			45,8	

The table 4.8 then again, the analyst likewise scored understudies' talking scores after the understudies were given treatment utilizing the silentway technique. And afterward introduced through the table of conveyance recurrence and rate as follows.

1.   Accuracy.

The table 4.9 to see the normal understudy precision score in the post-test, the specialists determined it utilizing SPSS 20, and afterward introduced it through an engaging factual table as follows:

Tabel 4.9. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Accuracy	15	2.00	4.00	32.00	2.1333	.51640
Valid N (listwise)	15					

As can be seen from the table 4.9 that the most elevated score of understudies is 4 and the least worth of understudies is 2. Also, the standard deviation blunder is 0.51640.

Then again, the scientist additionally got the precision score of the understudies who had been treated by utilizing the quiet way for talking abilities

and introduced in the rate score table. It very well may be seen from the table displayed as follows.

Tabel 4.10 The Rate Percentage Score of Students' Accuracy in Post-Test

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	1	6%
4	Average	3	0	0%
5	Poor	2	14	93%
6	Very Poor	1	0	0%
	Total		15	100%

The table 4.10 shows the accuracy scores taken by the researchers in percentages, none of the students got excellent, very good, and very poor scores (0%), the majority of students were poor (93%) and students were good (6%). Here we see that there are no students who score very well.

2. Fluency

To see the normal familiarity of understudies in the post-test, the specialists determined it utilizing SPSS 20. The outcomes can be introduced in an illustrative factual table as follows.

Tabel 4.11 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Fluency	15	3.00	4.00	48.00	3.2000	.41404
Valid N (listwise)	15					

The table 4.11 as can be seen from the table above, it tends to be seen that the most noteworthy score of understudies is 4 and the least score of understudies is 3, this likewise shows that the normal score of understudies on precision in the post-test is 3.2 and the standard deviation of mistake is 0.41404. .

In the wake of giving treatment with the quiet way technique for talking and to decide understudy familiarity, this is introduced in the table of rate scores as follows.

Tabel 4.12. The Rate Score of Understudies' fluency with Post-Test

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	3	20%
4	Average	3	12	80%

5	Poor	2	0	%
6	Very Poor	1	0	0%
	Total		15	100%

The table 4.12 shows that the familiarity score got by the specialist is in rate. This shows that there are no understudies who get the classes of phenomenal, excellent, and extremely poor (0%), most of understudies are 12 normal (80%), and 2 understudies 3 individuals (20%) get great.

3. Comprehensibility.

To see the normal score of understudies' understanding in the post-test, the specialist utilized SPSS 20, the outcomes are introduced in the accompanying table.

Tabel 4.13. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Comprehensibility	15	2.00	4.00	43.00	2.8667	.63994

The table 4.13 as can be seen from the table over, the understudy's most noteworthy score is 4 and the least understudy's score is 2, other than that it additionally shows that the understudy's normal score on familiarity is 2.8 and the standard deviation of the score is 0.63994.

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Then again, the analyst additionally made a score from the conceivability of understudies who had been given the quiet way helping strategy to talk and introduced it in a rate score table that can be seen from the accompanying table.

Tabel 4.14. Rate Percentage Score of Students' Comprehensibility in Post-Test

No	Classification	Rating	Post-Test	
			frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	2	13,3%
4	Average	3	9	60%
5	Poor	2	4	26,6%
6	Very Poor	1	0	0%
	Jumlah		15	100%

The table 4.14 shows that the thoroughness esteem taken from the examination shows that there are no understudies who get the amazing, excellent, and exceptionally helpless classifications (0%), there are 2 understudies get great (13.3%), and there are 9 understudies. get normal (60%), and there are 4 understudies who get (26.6%) poor.

As well as showing the normal incentive for every appraisal of talking abilities (exactness, familiarity, and fathomability), individually, the specialists

additionally showed the complete normal score and standard deviation in the pre-

test

Table 4.15 the Graphic text and paired sampels test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	15	34.00	50.00	37.6000	5.66695
Postest	15	39.00	62.00	45.8667	6.10464
Valid N (listwise)	15				

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	37.6000	15	5.66695	1.46320
	Postest	45.8667	15	6.10464	1.57621

The table 4.15 shows the matched examples measurements and clear insights for the pre-test and post-test, this shows the standard deviation of the combined examples test pre-test (5.66695) and post-test (6.10464), for the standard deviation of the enlightening insights is pre-test. - test (5,666) and post-test (6.104).

Tabel 4.16 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Postest	15	.857	.000

The table 4.16 shows the combined example connections from the consequences of the pre-test and post-test, the relationship of understudies' capacities prior and then afterward treatment is 0.857 , as displayed in the table above, there is a critical connection between understudies' capacity to figure out how to talk in the quiet manner previously, then after the fact treatment. subsequent to being given treatment.

Tabel 4.17 Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pretest - Postest	8.26667	3.17280	.81921	-10.02371	-6.50963	-10.091	14	.000

From the table 4.17 the matched basic test, the analyst got the information that t0 (count) = 10.091 and df (level of opportunity) = 14. The importance esteem = 0.000 (p<0.05) so that, H0 theory unnacpeted and consequently H1 hypotesis acknowledged. In view of the engaging insights of the pre-test and post-test, it is demonstrated that the post-test is higher and it very well may be reasoned that there is a critical contrast in instructing previously and before the distinction utilizing the quiet way technique, consequently the specialist accepts that the quiet way strategy is successfully utilized for educating talking. in class XI IPA 1.

2. Analysis of students questionare

To discover the understudies' reactions, the analyst utilized a poll to know climate their talking was improved or not by utilizing quiet way. The outcome will be displayed as follows :

Tabel, 4.18 The Result Of Students' Perception Through questionnaire

No	Pernyataan	Strongly agree	Agree	Disagree	Strongly disagree
1.	Learning by using the silent way method is very interesting	1	11	3	0
2.	Learning to speak with the silent way method is very boring	0	2	13	0
3.	Learning by using the silent way can improve myself in speaking English.	4	9	2	0
4.	Learning to speak using the silent way method makes me very sleepy during the learning process.	2	3	6	4
5.	Using the silent way method motivates me to speak Englis	5	10	0	0
6.	I like to learn English using the silent way method	0	13	2	0
7.	Learning to use the silent way method makes it easier for me to understand and speak English	2	13	0	0
	TOTAL	14	61	26	4
	PERCENTAGE	6,535%	28,46%	12,13%	1,86%

Based on the table 4,18 Most of the students showed positive reactions to each item that gave or displayed positive statements based on the observation checklist.

This study presents the results of data analysis from the observation checklist, regarding the findings of the percentage of students' enthusiasm in learning to speak using the silent way. This supports the data that is categorized as very good as many as 14 students (6.53%), 61 students (28.4%), which are categorized as good, 26 students (12.13%) are categorized as disagree, and 4 students (1 ,86%) categorized as strongly disagree, the researcher concluded that the silent way method made students enthusiastic in learning to speak and it was easier to understand speaking with the silent way method.

B. DISCUSSION

Based on the research that has been done while the researcher is conducting his research using the silent way method by describing or describing people, describing objects and describing places, students can be motivated and very enthusiastic and interested in the learning process with the silent way method. Students are easier to describe people, objects and places by using the silent way method.

In this study, the speaking test given to students who still have basic English and low English skills are class XI ipa 1 Sma Negeri 2 Palopo. In addition, the researcher also found several problems in the classroom, such as:

1. Mother tongue that causes students to have difficulty using foreign languages

2. lack of motivation to practice foreign language in daily conversation

3. They are afraid to speak because they lack confidence to speak and are afraid to make mistakes when speaking.

This research is in line with the research of :

Hasria Riski, Fathu Rahman, Adjarwati Sadik, (2018) improving students' speaking skills through the silent way method at SMA Negeri 12 Makassar. The results of this study indicate that the use of the silent method in learning has improved students' speaking skills and students' responses to students using the silent method. positive way, the students stated that they found teaching speaking more interesting when the silent way method was used, and the same researcher was.

wa sani, drs rohmana m, hum, muh khusnun muhsin, s, pd., ma (2018). The results of data analysis showed that the average score in the pre-test was 32.22 while the average value in the post-test was 49.44. The score increases for the application of the silent way method in teaching speaking, the silent way method can affect students' speaking competence because this method allows students to speak, students feel independent and they are not afraid when speaking in front of the class.

In view of the 2 past investigations over, this exploration is in accordance with the examination above which utilized the quiet way strategy to show talking can work on understudies' talking abilities, this can be seen from the pretest, the normal score of understudies is 6.67 and the understudy's score on the post-test is

8.20. So that the H_0 hypothesis is not accepted and H_1 is accepted besides that in the pre-test some students are still afraid to speak because they are not used to saying English words, in the post test students speak English fluently and are no longer afraid to speak which means that by using an effective silent way method to improve speaking skills.

The results of the student questionnaire, this study presents the results of data analysis from the questionnaire and to find the percentage of students' interest in learning to speak using the silent way method, this shows that most students are very interested in learning to speak through this silent way method.

Learning to speak with the silent way method is one of the effective and interesting ways that can be applied in the classroom. The silent way method can motivate students to improve their speaking skills, in this method, students are expected to be able to improve their speaking skills and can increase students' confidence to speak based on the results above. The researcher concluded that the silent way method could improve students' speaking skills. From the treatment given by the researcher, it was found that most students were interested in speaking using the silent way method.

CHAPTER V

CONCLUSION AND SUGGESTIONS

The discussion of this chapter indicates a conclusion and some suggestions related findings and the application of the research.

A. Conclusion.

The conclusion recommendations relevant to the result and implementation of this study are discussed for the chapter's review :

1. Using of silent way method is effective and has a positive effect on improving students' speaking skills in class XI science 1 SMA NEGERI 2 Palopo. The results of this report show between the average scores of students pretest and posttest. In the pretest the average score of students is 37,6 and in the posttest the average score of students is 45,8 . This means that the null hypothesis (HO) is rejected and the alternative hypothesis is accepted (H1).

2. All positive responses to the use of the silent way method students stated that this method was very interesting for teaching speaking. This was supported by data that there were 14 students (6.53%)strongly agree, 61 students (28.4%), which are categorized as agree, 26 students (12.13%) are categorized as disagree, and 4 students (1 ,86%) categorized as strongly disagree, the researcher concluded that the silent way method made students enthusiastic in learning to speak and it was easier to understand speaking with the silent way method.

B. Suggestions.

Success in teaching does not only depend on the lesson program, but more importantly how the teacher presents lessons and uses various methods to make the classroom more lively and fun. This method also helps teachers and provides many opportunities for students to be active in the teaching and learning process. Regarding teaching speaking, the researcher gives some suggestions for teachers and students as follows:

1. for teachers, so that the results of this study can become a reference that using the silent way method can improve students speaking skills, and become an alternative to improve classroom management in teaching speaking

2. For students, it is hoped that this research will spur their motivation in learning English, especially in speaking English, and they are not afraid to make mistakes when speaking.

3. For future researcher, I hope to able to complete this research because the silent way method is very interesting to study.

At long last, specialist understands that this theory actually has numerous inadequacies and is a long way from being awesome. Subsequently, productive analysis and ideas are exceptionally expected for the flawlessness of this theory. I trust this exploration is helpful for perusers and assuming you need to foster it once more, I desire to utilize different strategies for better instruction.

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APPENDICES

A. Pre-test.
1. Please explain about what do you know of this picture below.

    a. Describing people.

    b. Describing thing.

    c. Describing place.

B. Treatment.
1. First Meeting .
1. Can you describe about this picture?
2. What do you thing about the picture?
3. The researcher give example describe about the picture.

2. Second meeting.
1. can you describe your friend?
2. what are the things you like and don't like about your friends?

3. Third meeting.
1. Can you describe about the picture below?

2. Why very important to the students?
3. Tell me how important this thing in your life?
4. The researcher give example describe about the picture.

4. Fourth meeting.
1. Can you describe the objects in the class?
2. Why very important to the students?

5. The fifth .

1. Can you describing about picture below?
2. Do you like visiting tourism place?

3. What is your necessity visits this place?
4. The researcher give example describe about the picture.

6. Sixth Meeting.
1. can you describe the place you really want to visit?
2. What do you feel when you going there?

C.Post – Test.

Please describe and give your best explanation about these picture.

    a.   Describing people

    b.   Describing Thing.

c. Describing Place

TRANSCRIPTION

RD, IN PRETEST

1. Asalamualaikum warahmatullahi wabarakatuh . Mr, Jokowi eee… is a man who was born on June 21 ee….1961 and is the seventh president of the republuc indonesia , married to Ariana and solo on December 24th……. 1986 he has three childrens name is gibran raka buming raka, kahyang ayu and kaesang pangarep. The second Doraemon is a animated character from Japan he has black eyes doraemon is a kind of robot cat that is blue and white. The last gread mosque of luwu palopo whas on that in…… 1974 the living of the first was a fifth of by the regend of the head of the luwu regend dr muhammad habib together with the leader ship of DPRD in a number of muslim want tad her perfomet the eight adha prayer on zulhijjah .

2. Asalamualaikum warahmatullahi wabarakatuh. In the first picture i see the President of Indonesia. Namely Mister Joko Widodo. In the picture I see ……………she him wearing a black sweet with a white interior complete with a ride the behind him is the Indonesian read and white fleg he was born in Surakarta on the eee……. twenty june one thousand nine ……….hundred sixs twenty eeee…………one he has three children he is cuurently the president of Indonesia. In the next picture i see a blue doll better noun as the Doraemon kartun karakter. This is a robot like a get the color is blue, eeee….. Doraemon hus and magic pouch eee……… in his to much that we can use to bring out many magical and amazing tools and the picture you can see she has black eyes and a red nouse and a red and a yellow.The last picture is the eee…………..

great mosque of Palopo the building looks very large they are very high large the building has to floors and around there are many interest that all for me Wasalamualaikum warahmatullahi wabarakatuh.

3. Assalamualaikum warahmatullahi wabarakatuh Insinyur h, Joko Widodo or often called Jokowi he is the president of republic of Indonesia……….. brown is Surakarta twenty one june on one thousand nine hundred eeeee… sixty one he is now sixsty years old so for as president of Indonesia since two thousand fourteen. Picture two Doraemon is a cartoon thats came from Japan Doraemon is a blue cat robot came from the twenty ee….. to seconds country Wen to the twenty country to eee…. have Nobita one brown on September three two thousand one hundred twelve he really likes dorayaki he always helps Nobita ……when is in trouble. Picture 3 great mosque of Palopo is the largest maxs in the city of Palopo the maxs is a assafal place of ......worship for muslim this maxs is very clean and beautiful to look at the fiels is also so weigh..... thanks for watching wassalamualaikum warahmatullahi wabarakatuh.

RD, IN POST-TEST

1. Asalamualaikum warahmatullahi wabarakatuh. First I will explain Baharudin Yusuf Habibie or better non us BJ Habibie he was born in Parepare City on the twenty five on off one june onen thoysand nine hundred and thrtysix and did in Jakarta at the eight of eight three he is the three president in Indonesia Bj Habibi is the first Indonesian president was born of out side of Java and come ls froms the etnik Gorontalo Sulawesi. BJ Habibi is the fort of eigh children in the next picture there is a wour droup you can see award droup made of wood

with white pail. High and very white and there i some clouds holded in hingging in the last picture there is Losari beach in this located Mase of the city of Makassar south Sulawesi profins of Indonesia his beach is often a plays from burning tonight the sunset view that can be seen beautiful there is a view wait of Losari beach And Beautiful blue sky somethis folder and henging. This enough for me Wassalamualaikum warahmatullahi wabarakatuh.

2. Bismillahirohmanirohim assalamualaikum warahmatullahi wabarakatuh picture 1 BJ Habibie is the three president of Indonesia he was born on june 25 1936 Parepare south Sulawesi he is the fort of eight children in his family his Heren Alwi Abdul Jalil Habibie and ra Tuti marini puspowardojo BJ Habibie did on september 11 two thousand and ninteen at the Gatot Subroto army central hospital .two picture the cupboard is made of food that has been collection with waitpaint and can be used until the time when the world is mother to put coused and have some to make it look nad. three picture Losari beach is beach located wish of Makassar city south Sulawesi profins Indonesia this beach is a place for Makassar ready residence to spend time in the morning afternoon and evening enjoying the beautiful sunset view. i think enough assalamualaikum warahmatullahi wabarakatuh.

3. Assalamualaikum warahmatullahi wabarakatuh BJ Habibie is the three president of Indonesia he was born in Parepare on june twenty five BJ Habibie was the first aers in Indonesia BJ Habibie he a wife name Ainun and to have two children i have one the my father... It is in forment last month it is a big one wark drop it is brown i attack kusams sticker on it is not it is from jati work

it is very happy and strong i keep are my qoetes in the room on the i also yours its a mirror when i Geet look in the mirror it is a big mirror on it is I always clean it is I won a wake i also always give cover in it is you make it sweet canted.. Losari is beautiful beach located in the westram park of Makassar south Sulawesi to beach has been an icon of Makassar four years and well nown for it is beautiful sunset scenary many people stand day afternoon and at evening teens enjoying the phanorama when the redist and a looks like to sing to the sea. Wassalamualaikum warahmatullahi wabarakatuh.

(LESSON PLAN)

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP) I

Sekolah   : **SMA Negeri 2 Palopo**

Mata Pelajaran   : **Bahasa Inggris**

Kelas   : **XI ipa 1**

Materi Pokok   : **Descriptive text (Describing People)**

Alokasi Waktu   : **4JP (2 pertemuan)**

1. KOMPETENSI INTI

KI – 1 dan KI – 2: Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran dan damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasioanl.

KI 3 : memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya dan humaniora dengan wawasan kemanusiaan, kebebasan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kejadian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : mengelolah, menalar dan menyaji dalam ranah konkrit dan abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

II.   KOMPETENSI DASAR

KOMPETENSI DASAR	ALOKASI WAKTU
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif (describing people) lisan dan tulis dengan memberi dan meminta informasi terkait binatang, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.4 Teks Deskriptif (describing people) 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif (describing people)*, lisan, pendek dan	14 jp

sederhana terkait hal (people).

4.4.2 Menyusun teks Deskriptif lisan, pendek dan sederhana, terkait sesuatu hal, dengan memperhatikan fungsi sosial,
struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

TUJUAN PEMBELAJARAN.
Setelah mengikuti pembelajaran, peserta didik diharapkan dapat :
1. Siswa mampu mempersentasikan dan menebak gambar yang tela diberikan peneliti dalam bahasa inggris melalui metode silent way
2. Siswa mampu meningkatkan mental dan antusias mereka dengan berbicara di depan teman-temannya melalui metode silent way
3. Siswa mampu berbicara dengan jelas menggunakan silent way

MEDIA DAN ALAT/BAHAN PEMBELAJARAN
1. Media : *Gambar*
2. Alat/Bahan : handphone

SUMBER BELAJAR
1. Buku referensi yang relevan
2. Internet
PERTEMUAN ke-1

LANGKAH-LANGKAH PEMBELAJARAN
1. Kegiatan Pendahuluan (10 menit)
● Pengajar masuk kedalam kelas dan menyapa menggunakan bahasa Inggris agar English Environment (suasana kelas Bahasa Inggris) dapat langsung tercipta dipertemuan pertama.
● Pengajar memperkenalkan diri kepada siswa
● Pengajar mengabsen siswa yang hadir
2. Kegiatan Inti (65 Menit)

● Guru mengirimkan / memberikan gambar kepada siswa dan siswa bersiap untuk menebak gambar tersebut.
● Guru meminta siswa untuk menggambarkan benda atau hal tersebut sesuai dengan kemampuannya.
● Guru memberikan penjelasan dan kemudian memberi contoh mendeskripsikan orang
3. Penutup (15 menit)
● Setelah proses pembelajaran selesai pengajar memberikan beberapa language pattern tentang menggambarkan hal atau benda.
PERTEMUAN ke-2

1. **Kegiatan Pendahuluan (10 Menit)**
- Mengucapkan salam dan berdo'a bersama.
- Mengecek Kehadiran Peserta didik.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan yang akan dilakukan serta penilaiannya.
- Guru melakukan Apersepsi mengenai materi di pertemuan sebelumnya.
2. **Kegiatan Inti (65 Menit)**
- Guru meminta siswa untuk mendeskripsikan temannya.
- Guru memberi watu kepada siswa untuk mendiskripsikan gambar tersebut.
- Guru meminta siswa mendiskripsikan melalui voice not whatsapp
3. **Kegiatan Penutup (15 Menit)**
- Siswa dengan bimbingan guru diminta membuat kesimpulan dari materi yang telah dipelajari atau feedback dari metode tersebut.
- Peserta didik melakukan refleksi dengan menuliskan permasalahan dalam menggunakan bahasa Inggris descriptive yang dilakukan melalui silent way tersebut.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;
  Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Mengakhiri kegiatan pembelajaran dengan doa bersama.

LANGUAGE PATTERN (PEOPLE)

1. Opening
   1. I am going to describe about this picture.
   2. I'd like to talk you about this picture
   3. I'd like to say a few words about this picture
   4. Lett me tell you about this picture
2. Description
   a. The first way to describe girl.
      1. Her characteristic are beautiful, smart,friendly, and kind
      2. For her physic, she has pointed nose and slim and then she has white skin.
      3. She Wears long dress by blue and pink colors.
      4. She wears short veil by blue color.
   b. Second way to describe boy.
      1. His characteristic is handsome and clever.
      2. His physics are tall and he has straight heir.
      3. He wears
3. Conjuction.
   1. Next.......................
   2. Furthermore............

3. Then.......................
4. In addition...............
5. The first.................
6. The second..............
The last...................
4. Closing (penutup)
a. Thanks for your attention. Assalamu'alaikum Wr. Wb

b. Ok/Well. I think enough, thanks for your attention. Assalmu'alaikum Wr.Wb

c. Ok./well, that is all from me, assalamu'alaikum Wr. Wb

a. Guru menutup kelas dengan mengucapkan salam (thank you for your nice attention, see you on the next meeting, Wassalamu'alaikum Wr. Wb)

PENILAIAN HASIL PEMBELAJARAN
1. Penilaian pengetahuan   : Speaking
2. Rubrik penilaian speaking
   Klasifikasi

   A. ketetapan

Klasifikasi	Skor	Kriteria
Excellent	6	Pengucapan sangat sedikit dipengaruhi oleh bahasa ibu. Dua atau tiga kesalahan tata bahasa dan leksikal kecil.
Very good	5	Pengucapan sangat sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan leksikal kecil tetapi sebagian besar ucapan benar
Good	4	Pengucapan cukup dipengaruhi oleh bahasa ibu tetapi tidak ada kesalahan fonologis yang serius. Beberapa kesalahan tata bahasa dan leksikal tetapi hanya membingungkan.
Average	3	Pengucapan dipengaruhi oleh bahasa ibu hanya beberapa kesalahan fonologis. Beberapa kesalahan tata bahasa dan leksikal, beberapa di antaranya membingungkan.
Poor	2	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan komunikasi. Mungkin kesalahan tata bahasa dan leksikal dasar.
Very poor	1	Kesalahan pengucapan yang serius serta banyak kesalahan tata

		bahasa dan leksikal dasar. Tidak ada bukti bahwa Anda telah menguasai keterampilan dan praktik bahasa apa pun dalam kursus.

B. Kelancaran

Klasifikasi	Skor	kriteria
Excellent	6	Berbicaralah tanpa usaha yang terlalu besar dengan upaya ekspresi yang cukup luas. Mencari kata-kata sesekali tetapi hanya dua jeda yang tidak wajar.
Very good	5	Harus berusaha pada saat mencari kata-kata. Namun demikian, pengiriman lancar secara keseluruhan dan hanya beberapa jeda yang tidak wajar.
Good	4	Meskipun dia telah berusaha dan mencari kata-kata, tidak ada terlalu banyak jeda yang tidak wajar. Pengiriman cukup lancar sebagian besar. Kadang-kadang terpisah-pisah tetapi berhasil dalam menyampaikan makna umum ekspresi rentang yang adil.
Average	3	Harus berusaha untuk banyak waktu. Seringkali harus meneliti makna yang diinginkan. Pengiriman sering terputus-putus dan terhenti. Hampir menyerah membuat usaha di kali. Jangkauan ekspresi terbatas.
Poor	2	jeda panjang saat dia mencari makna yang diinginkan. Pengiriman sering terputus-putus dan terhenti. Hampir menyerah membuat upaya di kali. Ekspresi rentang terbatas.
Very poor	1	Penuh jeda panjang yang tidak wajar. Pengiriman yang sangat terputus-putus dan terpisah-pisah terkadang menyerah untuk berusaha. Ekspresi rentang yang sangat terbatas.

C. Pemahaman

Klasifikasi	Skor	Kriteria
Excellent	6	Mudah bagi pendengar untuk memahami perhatian pembicara

		dan makna umum. Sangat sedikit interupsi atau klasifikasi yang dibutuhkan.
Very good	5	Perhatian pembicara dan makna umum cukup jelas. Beberapa interupsi oleh pendengar demi klasifikasi diperlukan.
Good	4	Sebagian besar dari apa yang dikatakan pembicara mudah diikuti. Perhatiannya selalu jelas tetapi beberapa interupsi diperlukan untuk membantunya menyampaikan pesan atau mencari klasifikasi.
Average	3	Pendengar bisa mengerti banyak dari apa yang dia katakan. Tapi dia harus terus mencari klasifikasi. Tidak dapat memahami banyak kalimat pembicara yang lebih kompleks atau lebih panjang.
Poor	2	Hanya bagian-bagian kecil (biasanya kalimat-kalimat pendek dan fase-fase) yang dapat dipahami dan kemudian dengan usaha yang cukup keras oleh seseorang yang mendengarkan pembicara.
Very poor	1	Hampir tidak ada yang bisa dia mengerti. Bahkan ketika pendengar berusaha keras atau menyela, pembicara tidak dapat mengklarifikasi apa yang tampaknya dia katakan.

3. Pedoman penskoran.

$$Score = \frac{value\ obtained}{maxime\ value}\ x\ 100$$

No	Score		Classification
1	86-100	4	Very good
2	71-85	3	Well
3	56-70	2	Enough
4	< 55	1	Less

Palopo,   2021

Mengetahui,

Guru Pamong   ,

Melti
Mahasiswa

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP) II

Sekolah	**: SMAN 2 palopo**
Mata Pelajaran	**: Bahasa Inggris**
Kelas	**: XI IPA 1**
Materi Pokok	**: Descriptive text (Describing thing)**
Alokasi Waktu	**: 4JP (2 pertemuan)**

2. KOMPETENSI INTI

KI – 1 dan KI – 2: Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran dan damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasioanl.

KI 3 : memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya dan humaniora dengan wawasan kemanusiaan, kebebasan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kejadian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : mengelolah, menalar dan menyaji dalam ranah konkrit dan abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

II. KOMPETENSI DASAR

KOMPETENSI DASAR	Alokasi waktu
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif (describing Thing) lisan dan tulis dengan memberi dan meminta informasi terkait binatang, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.5 Teks Deskriptif (describing Thing) 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif (describing Thing)*, lisan, pendek dan sederhana terkait hal (Thing). 4.4.1 Menyusun teks Deskriptif lisan, pendek dan sederhana, terkait sesuatu hal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	14 jp

TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran, peserta didik diharapkan dapat :

4. Siswa mampu mempersentasikan dan menebak gambar yang tela diberikan peneliti dalam bahasa inggris melalui metode silent way
5. Siswa mampu meningkatkan mental dan antusias mereka dengan berbicara di depan teman-temannya melalui metode silent way
6. Siswa mampu berbicara dengan jelas menggunakan silent way

MEDIA DAN ALAT/BAHAN PEMBELAJARAN
1. Media : *Gambar*
2. Alat/Bahan : handphone

SUMBER BELAJAR
1. Buku referensi yang relevan
2. Internet
PERTEMUAN ke-1

LANGKAH-LANGKAH PEMBELAJARAN

4. Kegiatan Pendahuluan (10 menit)

- Pengajar masuk kedalam kelas dan menyapa menggunakan bahasa Inggris agar

English Environment (suasana kelas Bahasa Inggris) dapat langsung tercipta dipertemuan pertama.

- Pengajar memperkenalkan diri kepada siswa

- Pengajar mengabsen siswa yang hadir

5. Kegiatan Inti (65 Menit)

- Guru mengirimkan / memberikan gambar kepada siswa dan siswa bersiap untuk menebak gambar tersebut.
- guru meminta siswa untuk menggambarkan benda atau hal tersebut sesuai dengan kemampuannya.
- guru memberikan penjelasan dan kemudian memberi contoh mendeskripsikan orang

6. Penutup (15 menit)

- Setelah proses pembelajaran selesai pengajar memberikan beberapa language pattern tentang menggambarkan hal atau benda.

PERTEMUAN ke-2

4. Kegiatan Pendahuluan (10 Menit)

- Mengucapkan salam dan berdo'a bersama.
- Mengecek Kehadiran Peserta didik.
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Menyampaikan cakupan materi dan penjelasan uraian kegiatan yang akan dilakukan serta penilaiannya.
- Guru melakukan Apersepsi mengenai materi di pertemuan sebelumnya.

5. Kegiatan Inti (65 Menit)

- Guru meminta siswa untuk mendeskripsikan salah satu benda yang ada di dalam kelas
- Guru memberi watu kepada siswa untuk mendiskripsikan gambar tersebut.
- Guru meminta siswa mendiskripsikan melalui voice not whatsapp

6. Kegiatan Penutup (15 Menit)

- Siswa dengan bimbingan guru diminta membuat kesimpulan dari materi yang telah dipelajari atau feedback dari metode tersebut.
- Peserta didik melakukan refleksi dengan menuliskan permasalahan dalam menggunakan bahasa Inggris descriptive yang dilakukan melalui silent way tersebut.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;
  Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?

- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Mengakhiri kegiatan pembelajaran dengan doa bersama.

LANGUAGE PATTERN (THING)

1. Opening
b. I am going to describe about this picture.
c. I'd like to talk you about this picture
d. I'd like to say a few words about this picture
e. Lett me tell you about this picture

2. Description.
a. The shape of this ....is /are..........
b. The colour of this...........is /are..........
c. The materials of this.......is /are..........
d. The benefit of this..........is /are.........
3. Conjuction.
a. Next........................
b. Furthermore............
c. Then........................
d. In addition...............
e. The first.................
f. The second..............
g. The last...................
4. Closing (penutup)
a. Thanks for your attention. Assalamu'alaikum Wr. Wb
b. Ok/Well. I think enough, thanks for your attention. Assalmu'alaikum Wr. Wb
c. Ok./well, that is all from me, assalamu'alaikum Wr. Wb

a. Guru menutup kelas dengan mengucapkan salam (thank you for your nice attention, see you on the next meeting, Wassalamu'alaikum Wr. Wb
PENILAIAN HASIL PEMBELAJARAN
3. Penilaian pengetahuan   : Speaki
4. Rubrik penilaian speaking
Klasifikasi

A. ketetapan

Klasifikasi	Skor	kriteria
Excellent	6	Pengucapan sangat sedikit dipengaruhi oleh bahasa ibu. Dua atau tiga kesalahan tata bahasa dan leksikal kecil.

Very good	5	Pengucapan sangat sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan leksikal kecil tetapi sebagian besar ucapan benar
Good	4	Pengucapan cukup dipengaruhi oleh bahasa ibu tetapi tidak ada kesalahan fonologis yang serius. Beberapa kesalahan tata bahasa dan leksikal tetapi hanya membingungkan.
Average	3	Pengucapan dipengaruhi oleh bahasa ibu hanya beberapa kesalahan fonologis. Beberapa kesalahan tata bahasa dan leksikal, beberapa di antaranya membingungkan.
Poor	2	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan komunikasi. Mungkin kesalahan tata bahasa dan leksikal dasar.
Very poor	1	Kesalahan pengucapan yang serius serta banyak kesalahan tata bahasa dan leksikal dasar. Tidak ada bukti bahwa Anda telah menguasai keterampilan dan praktik bahasa apa pun dalam kursus.

B. Kelancaran

Klasifikasi	Skor	Kriteria
Excellent	6	Berbicaralah tanpa usaha yang terlalu besar dengan upaya ekspresi yang cukup luas. Mencari kata-kata sesekali tetapi hanya dua jeda yang tidak wajar.

Very good	5	Harus berusaha pada saat mencari kata-kata. Namun demikian, pengiriman lancar secara keseluruhan dan hanya beberapa jeda yang tidak wajar.
Good	4	Meskipun dia telah berusaha dan mencari kata-kata, tidak ada terlalu banyak jeda yang tidak wajar. Pengiriman cukup lancar sebagian besar. Kadang-kadang terpisah-pisah tetapi berhasil dalam menyampaikan makna umum ekspresi rentang yang adil.
Average	3	Harus berusaha untuk banyak waktu. Seringkali harus meneliti makna yang diinginkan. Pengiriman sering terputus-putus dan terhenti. Hampir menyerah membuat usaha di kali. Jangkauan ekspresi terbatas.
Poor	2	jeda panjang saat dia mencari makna yang diinginkan. Pengiriman sering terputus-putus dan terhenti. Hampir menyerah membuat upaya di kali. Ekspresi rentang terbatas.
Very poor	1	Penuh jeda panjang yang tidak wajar. Pengiriman yang sangat terputus-putus dan terpisah-pisah terkadang menyerah untuk berusaha. Ekspresi rentang yang sangat terbatas.

C. Pemahaman

Klasifikasi	Skor	Kriteria
Excellent	6	Mudah bagi pendengar untuk memahami perhatian pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang dibutuhkan.

Very good	5	Perhatian pembicara dan makna umum cukup jelas. Beberapa interupsi oleh pendengar demi klasifikasi diperlukan.
Good	4	Sebagian besar dari apa yang dikatakan pembicara mudah diikuti. Perhatiannya selalu jelas tetapi beberapa interupsi diperlukan untuk membantunya menyampaikan pesan atau mencari klasifikasi.
Average	3	Pendengar bisa mengerti banyak dari apa yang dia katakan. Tapi dia harus terus mencari klasifikasi. Tidak dapat memahami banyak kalimat pembicara yang lebih kompleks atau lebih panjang.
Poor	2	Hanya bagian-bagian kecil (biasanya kalimat-kalimat pendek dan fase-fase) yang dapat dipahami dan kemudian dengan usaha yang cukup keras oleh seseorang yang mendengarkan pembicara.
Very poor	1	Hampir tidak ada yang bisa dia mengerti. Bahkan ketika pendengar berusaha keras atau menyela, pembicara tidak dapat mengklarifikasi apa yang tampaknya dia katakan.

3. Pedoman penskoran.

$$Score = \frac{value\ obtained}{maxime\ value}\ x\ 100$$

No	Score		Classification
1	86-100	4	Very good
2	71-85	3	Well
3	56-70	2	Enough
4	< 55	1	Less

Palopo,   2021

Mengetahui,

Guru Pamong   ,

Melti
Mahasiswa

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP) III

Sekolah : SMAN 2 palopo

Pelajaran : Bahasa Inggris

Kelas : XI IPA 1

Materi Pokok : Descriptive text (Describing Place)

Alokasi Waktu : 4JP (2 pertemuan)

1. KOMPETENSI INTI

KI – 1 dan KI – 2: Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran dan damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasioanl.

KI 3 : memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya dan humaniora dengan wawasan kemanusiaan, kebebasan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kejadian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : mengelolah, menalar dan menyaji dalam ranah konkrit dan abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

II. KOMPETENSI DASAR

KOMPETENSI DASAR	ALOKASI WAKTU
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif (describing place) lisan dan tulis dengan memberi dan meminta informasi terkait binatang, pendek dan sederhana, sesuai dengan konteks penggunaannya.	
4.4 Teks Deskriptif (describing Place) 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif (describing place g)*, lisan, pendek	14 jp

dan sederhana terkait hal (Place).

4.4.2 4.4.2 Menyusun teks Deskriptif lisan, pendek dan sederhana, terkait sesuatu hal, dengan memperhatikan fungsi sosial,
struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran, peserta didik diharapkan dapat :
7. Siswa mampu mempersentasikan dan menebak gambar yang tela diberikan peneliti dalam bahasa inggris melalui metode silent way
8. Siswa mampu meningkatkan mental dan antusias mereka dengan berbicara di depan teman-temannya melalui metode silent way
9. Siswa mampu berbicara dengan jelas menggunakan silent way

MEDIA DAN ALAT/BAHAN PEMBELAJARAN

1. Media : *Gambar*
2. Alat/Bahan : handphone

SUMBER BELAJAR
1. Buku referensi yang relevan
2. Internet

PERTEMUAN ke-1
LANGKAH-LANGKAH PEMBELAJARAN

7. Kegiatan Pendahuluan (10 menit)
- Pengajar masuk kedalam kelas dan menyapa menggunakan bahasa Inggris agar English Environment (suasana kelas Bahasa Inggris) dapat langsung tercipta dipertemuan pertama.
- Pengajar memperkenalkan diri kepada siswa
- Pengajar mengabsen siswa yang hadir

8. Kegiatan Inti (65 Menit)

- Guru mengirimkan / memberikan gambar kepada siswa dan siswa bersiap untuk menebak gambar tersebut.
- guru meminta siswa untuk menggambarkan tempat atau hal tersebut sesuai dengan kemampuannya.
- guru memberikan penjelasan dan kemudian memberi contoh mendeskripsikan orang

9. Penutup (15 menit)
- Setelah proses pembelajaran selesai pengajar memberikan beberapa language

pattern tentang menggambarkan hal atau benda.

PERTEMUAN ke-2

1. **Kegiatan Pendahuluan (10 Menit)**
a. Mengucapkan salam dan berdo'a bersama.
b. Mengecek Kehadiran Peserta didik.
c. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
d. Menyampaikan cakupan materi dan penjelasan uraian kegiatan yang akan dilakukan serta penilaiannya.
e. Guru melakukan Apersepsi mengenai materi di pertemuan sebelumnya.

2. **Kegiatan Inti (65 Menit)**

- Guru meminta siswa untuk mendeskripsikan tempat yang ingin di kunjungi
- Guru memberi watu kepada siswa untuk mendiskripsikan gambar tersebut.
- Guru meminta siswa mendiskripsikan melalui voice not whatsapp

3. **Kegiatan Penutup (15 Menit)**

- Siswa dengan bimbingan guru diminta membuat kesimpulan dari materi yang telah dipelajari atau feedback dari metode tersebut.
- Peserta didik melakukan refleksi dengan menuliskan permasalahan dalam menggunakan bahasa Inggris descriptive yang dilakukan melalui silent way tersebut.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;
  Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?

- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Mengakhiri kegiatan pembelajaran dengan doa bersama.

LANGUAGE PATTERN (place)

1. Opening
a. I am going to describe about this picture.
b. I'd like to talk you about this picture
c. I'd like to say a few words about this picture
d. Lett me tell you about this picture

2. Description.
b. this place is interesting
c. very beautiful place
d. this place is a place for leisure
e. very crowded place

3. Conjuction.

a. Next........................
b. Furthermore............
c. Then........................
d. In addition...............
e. The first.................
f. The second..............
g. The last...................

4.Closing (penutup)
a. Thanks for your attention. Assalamu'alaikum Wr. Wb
f. Ok/Well. I think enough, thanks for your attention. Assalmu'alaikum Wr. Wb
g. Ok./well, that is all from me, assalamu'alaikum Wr. Wb

a. Guru menutup kelas dengan mengucapkan salam (thank you for your nice attention, see you on the next meeting, Wassalamu'alaikum Wr. Wb)

PENILAIAN HASIL PEMBELAJARAN
5. Penilaian pengetahuan   : Speaking
6. Rubrik penilaian speaking
Klasifikasi

A. ketetapan

Klasifikasi	Skor	kriteria
Excellent	6	Pengucapan sangat sedikit dipengaruhi oleh bahasa ibu. Dua atau tiga kesalahan tata bahasa dan leksikal kecil.
Very good	5	Pengucapan sangat sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan leksikal kecil tetapi sebagian besar ucapan benar
Good	4	Pengucapan cukup dipengaruhi oleh bahasa ibu tetapi tidak ada kesalahan fonologis yang serius. Beberapa kesalahan tata bahasa dan leksikal tetapi hanya membingungkan.
Average	3	Pengucapan dipengaruhi oleh bahasa ibu hanya beberapa kesalahan fonologis. Beberapa kesalahan tata bahasa dan

		leksikal, beberapa di antaranya membingungkan.
Poor	2	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan komunikasi. Mungkin kesalahan tata bahasa dan leksikal dasar.
Very poor	1	Kesalahan pengucapan yang serius serta banyak kesalahan tata bahasa dan leksikal dasar. Tidak ada bukti bahwa Anda telah menguasai keterampilan dan praktik bahasa apa pun dalam kursus.

B. Kelancaran

Klasifikasi	Skor	Kriteria
Excellent	6	Berbicaralah tanpa usaha yang terlalu besar dengan upaya ekspresi yang cukup luas. Mencari kata-kata sesekali tetapi hanya dua jeda yang tidak wajar.
Very good	5	Harus berusaha pada saat mencari kata-kata. Namun demikian, pengiriman lancar secara keseluruhan dan hanya beberapa jeda yang tidak wajar.
Good	4	Meskipun dia telah berusaha dan mencari kata-kata, tidak ada terlalu banyak jeda yang tidak wajar. Pengiriman cukup lancar sebagian besar. Kadang-kadang terpisah-pisah tetapi berhasil dalam menyampaikan makna umum ekspresi rentang yang adil.
Average	3	Harus berusaha untuk banyak waktu. Seringkali harus meneliti

		makna yang diinginkan. Pengiriman sering terputus-putus dan terhenti. Hampir menyerah membuat usaha di kali. Jangkauan ekspresi terbatas.
Poor	2	jeda panjang saat dia mencari makna yang diinginkan. Pengiriman sering terputus-putus dan terhenti. Hampir menyerah membuat upaya di kali. Ekspresi rentang terbatas.
Very poor	1	Penuh jeda panjang yang tidak wajar. Pengiriman yang sangat terputus-putus dan terpisah-pisah terkadang menyerah untuk berusaha. Ekspresi rentang yang sangat terbatas.

c. Pemahaman

Klasifikasi	Skor	Kriteria
Excellent	6	Mudah bagi pendengar untuk memahami perhatian pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang dibutuhkan.
Very good	5	Perhatian pembicara dan makna umum cukup jelas. Beberapa interupsi oleh pendengar demi klasifikasi diperlukan.
Good	4	Sebagian besar dari apa yang dikatakan pembicara mudah diikuti. Perhatiannya selalu jelas tetapi beberapa interupsi diperlukan untuk membantunya menyampaikan pesan atau mencari klasifikasi.
Average	3	Pendengar bisa mengerti banyak dari apa yang dia katakan. Tapi dia harus terus mencari klasifikasi. Tidak dapat memahami banyak kalimat pembicara yang lebih kompleks

		atau lebih panjang.
Poor	2	Hanya bagian-bagian kecil (biasanya kalimat-kalimat pendek dan fase-fase) yang dapat dipahami dan kemudian dengan usaha yang cukup keras oleh seseorang yang mendengarkan pembicara.
Very poor	1	Hampir tidak ada yang bisa dia mengerti. Bahkan ketika pendengar berusaha keras atau menyela, pembicara tidak dapat mengklarifikasi apa yang tampaknya dia katakan.

4. Pedoman penskoran.

$$\text{Score} = \frac{value\ obtained}{maxime\ value} \ x \ 100$$

No	Score		Classification
1	86-100	4	Very good
2	71-85	3	Well
3	56-70	2	Enough
4	< 55	1	Less

Palopo,   2021

Mengetahui,

Melti

Guru Pamong   ,   Mahasiswa

Petunjuk Pengisian:

Berilah tanda (√) pada kolom yang sesuai keadaan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan apa yang anda alami terkait dengan pembelajaran bahasa inggris melalui metode silent way. Semua jawaban yang disajikan didalam lembar questioner ini tidak mempengaruhi nilai pada mata pelajaran bahasa inggris anda.

| No	Pernyataan	Sangat Setuju	setuju	Tidak Setuju	Sangat tidak setuju
1.	Belajar dengan menggunakan metode silent way sangat menarik.				
2.	Belajar berbicara dengan metode silent way sangat membosankan.				
3.	Pembelajaran dengan menggunakan silent way dapat meningkatkan diri saya dalam berbicara bahasa inggris.				
4.	Belajar berbicara dengan menggunakan metode silent way membuat saya sangat mengantuk ketika proses pembelajaran.				
5.	Penggunaan metode silent way memotivasi saya untuk berbicara bahasa inggris				
6.	Saya suka belajar bahasa inggris dengan menggunakan metode silent way				
7.	Belajar menggunakan metode silent way memudahkan saya memahami dan berbicara bahasa inggris				

DOCUMENTATION

A. PRE-TEST
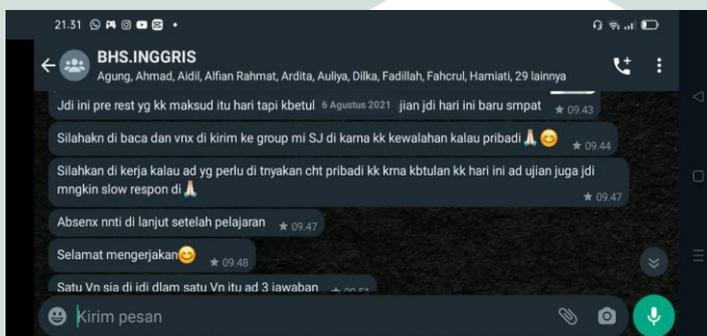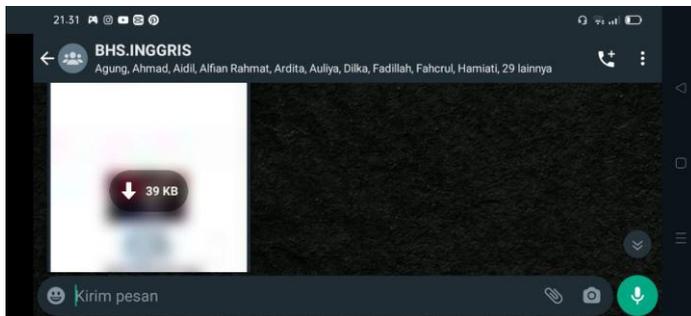
B. TREATMENT
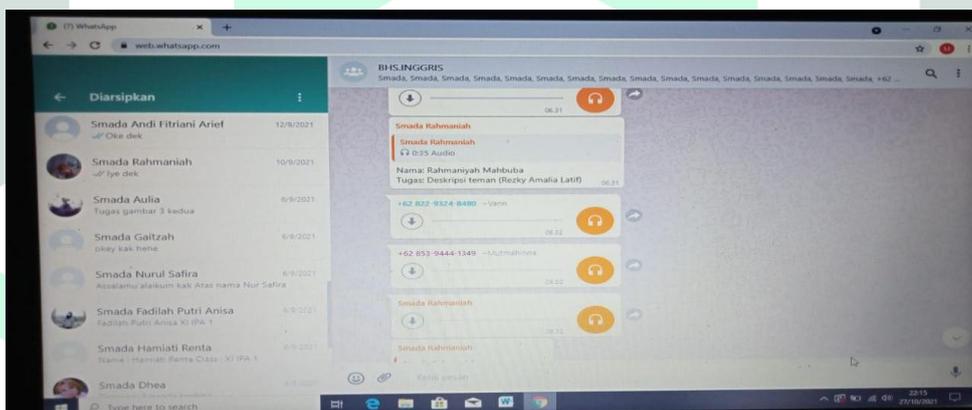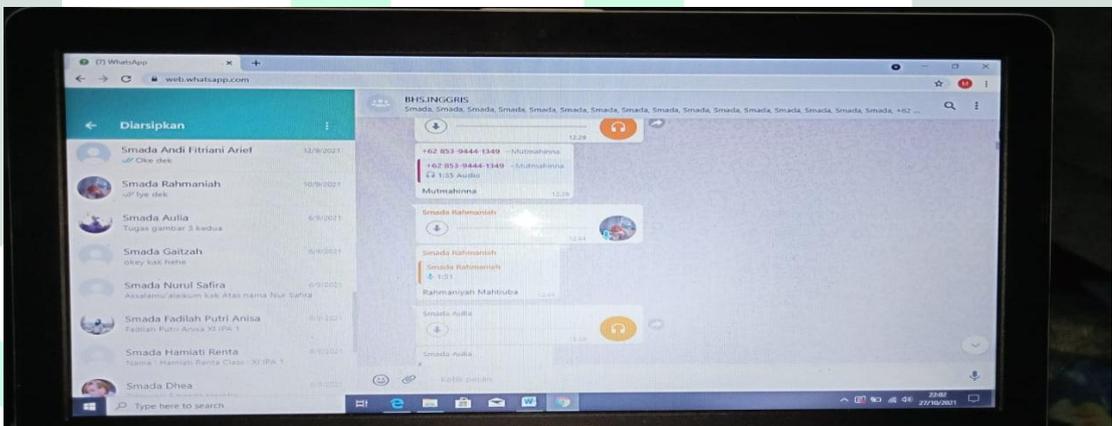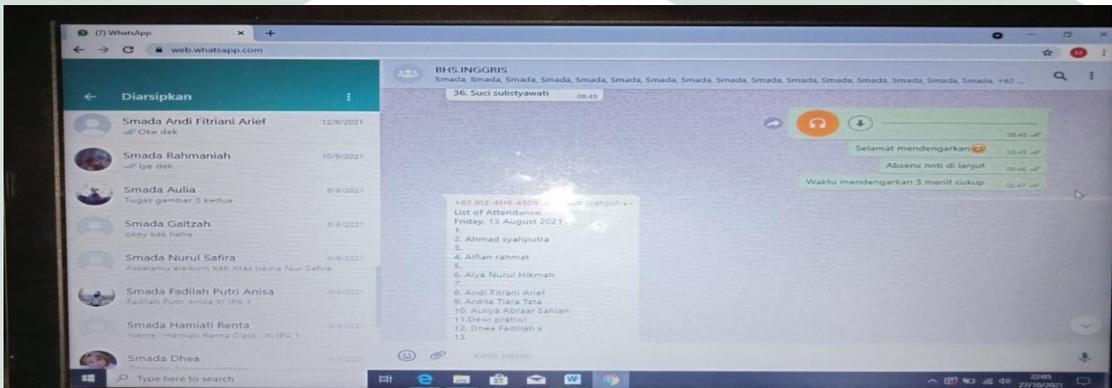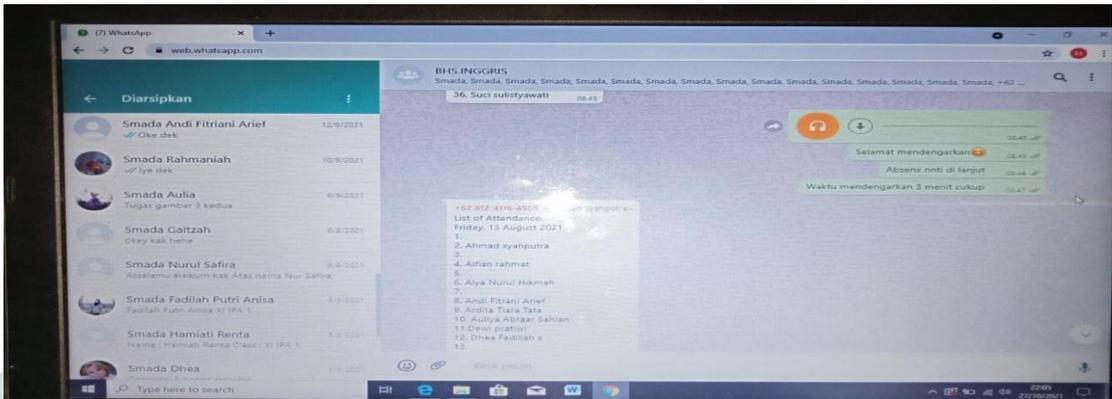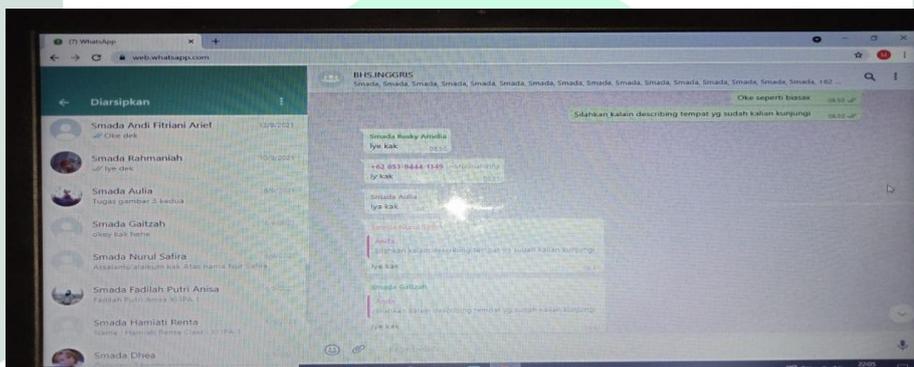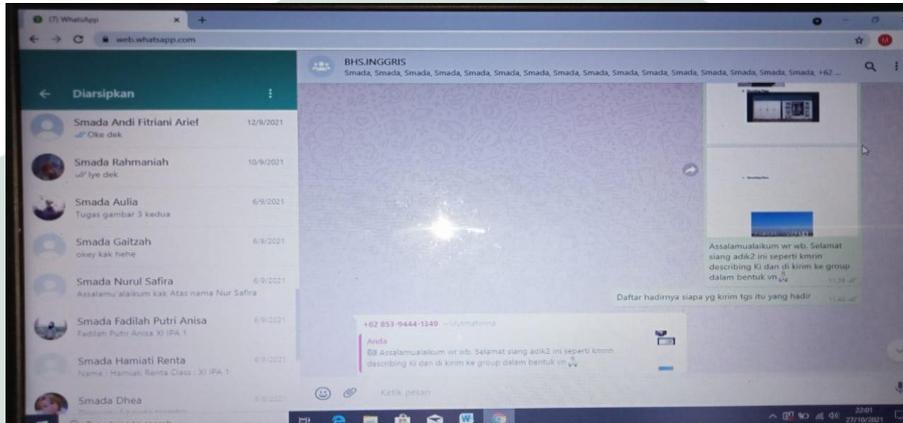
94

C. POS-TEST

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama	:	Melti
Nim	:	17 0202 0233
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP	:	Desa Ulusalu Kec Latimojong, Kab Luwu
		082 290 228 248

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo,   2021
Ketua Prodi
Pendidikan Bahasa Inggris

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

Dr. Munir Yusuf, M.Pd
NIP. 19740602 199903 1 003

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

1 2 0 2 1 1 9 0 0 9 0 3 5 2

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

IZIN PENELITIAN
NOMOR : 352/IP/DPMPTSP/VI/2021

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: MELTI
Jenis Kelamin	: Perempuan
Alamat	: Jl. Bitti Balandai Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 17 0202 0233

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

USING THE SILENT WAY METHOD IN IMPROVING LEARNERS SPEAKING SKILL AT SMA NEGERI 2 PALOPO

Lokasi Penelitian	: SMA NEGERI 2 PALOPO
Lamanya Penelitian	: 21 Juni 2021 s.d. 21 September 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 22 Juni 2021
plt. Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP. M.Si
Pangkat : Pembina Tk.I
NIP : 19780611 199612 1 001

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

PEMERINTAH PROVENSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMA NEGERI 2 PALOPO
Alamat : Jl. Garuda No. 18 Telp. (0471) 22244 Fax. 3311800 Kota Palopo Kode Pos 91914

KETERANGAN PENELITIAN
Nomor : 421.4/123– UPT SMA.2/PLP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

Nama	:	MELTI
NIM	:	1702 0202 0033
Tempat/Tgl.Lahir	:	Ulusalu, 17 Februari 2000
Jenis Kelamin	:	Wanita
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jl. Bitti, Balandai Kota Palopo

Benar telah melaksanakan penelitian di UPT SMA Negeri 2 Palopo, sejak tanggal 25 Juni 2021 s.d. 18 Agustus 2021 dalam rangka penyusunan Skripsi dengan judul *"USING THE SILENT WAY IN IMPROVING LEANERS SPEAKING SKILL AT SMA NEGERI 2 PALOPO"*.

Demikian Keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Palopo,15 September 2021
Kepala,

Hj. KAMLAH, S.Pd., M.Pd.
NIP 19690912 199203 2 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. AgatisKel Balandai Kec.Bara 91914 Kota Palopo
Email:FTIK@iainpalopo.ac.id Web:ftik-iainpalopo.ac.id

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Melti

Nim   : 17 0202 0233

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 28 Oktober 2021

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP.19771013 200501 2 006

SURAT KETERANGAN
No.779/In.19/FTIK/PBI/PP.00.9/11/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama   : Melti
NIM   : 17 0202 0233
Semester   : IX (sembilan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan   : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity 19 %*. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 19 November 2021

Mengetahui,
Ketua Prodi,

AmaliaYahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

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CURRICULUM VITATE

Melti was born on February 17, 2000 in Ulusalu, her father's name is Lamincang and her mother's name is Tija, she has 3 sisters. He is the eldest of 4 siblings. He went through his education at Elementary School (SDN 230 Ulusalu) in 2007 and he graduated in 2013 After that, he continued his education at SMP Negeri 1 Ulusalu, he graduated in 2015 and continued his education at SMA Negeri 1 Bajo, he graduated in 2017 , after that in 2017 he continued his studies at the Palopo State Islamic Institute (IAIN) and majored in English. He completed his studies in 2021, his last study at the State Islamic Institute (IAIN) Palopo. Writing a thesis entitled "Using The Silent Way Method In Improving Learners Speaking Skill At SMA Negeri 2 Palopo"