A COMPARATIVE STUDY BETWEEN SILENT WAY AND CLT IN IMPROVING STUDENTS' SPEAKING ABILITY
(An Experimental Study at SMPN 2 Karang Baru)

THESIS

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In this thesis, the writer tries to give knowledge and experience in a research. This thesis is arranged as material of lesson for students, especially students of English Department. The writer explains about which is more effective between Silent Way and CLT in improving students' speaking ability and the writer provides the result of research about it. The writer knows that this thesis not perfect, because the writer's ability is limited. Thus, the writer hopes good suggestions and critics from the readers, so that the writing is better. It may be able to improving our knowledge. Hopefully this thesis has function to help people and students in learning about method in improving speaking skill.

The writer

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ABSTRACT

English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. In this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. The problem of study is which is more effective between Silent Way and CLT in improving students' speaking ability at SMP N 2 Karang Baru. The main purpose of this study is to find out which one is more effective between Silent Way and CLT in improving students' speaking ability at SMP N 2 Karang Baru. The method of this research is quasi-experiment study design. Kind of this research is quantitative research. The sample of this research is class IX-6 of SMPN 2 Karang Baru which consists of 32 students. The data were obtained by using instrument, which is test (consisting pre-test and post-test). Based on the results of study, it can be concluded that the results of hypothesis testing data post-test is obtained $t_{count} = $ and $t_{table} = $ so $t_{count} > t_{table}$ that is 2,98 > 1,66, it is meant that H_a accepted and H_o rejected at significance level $\alpha = 0,05$. This research indicates that CLT method is more effective than Silent Way method in improving students' speaking ability at SMPN 2 Karang Baru. As the suggestion the teacher and the students must work hard to improve the student's ability.

Key Word: SILENT WAY, COMMUNICATIVE LANGUAGE TEACHING, SPEAKING SKILL

CHAPTER I

INTRODUCTION

A. Background of Study

English speaking ability is very important for people interaction where people almost speak everywhere and every day. In this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. As one of international language, English is also being taught in Indonesia both in religious or non-religious institution. In this happening, the students are hoped to have ability to handle in learning aspects of the English in speaking skill.

Unfortunately, it is not easy to get it for the students. In fact, the student find out that speaking is very difficult, because it is really complex in which it contains grammar, vocabulary, pronunciation, etc. it is the same as the category that is said by Brown, he notes that in which students' speaking performance can be evaluated by using at least six categories such as grammar, vocabulary, fluency, pronunciation, comprehension, and task.[1] Those categories are really accurate in evaluation of speaking performance.

The teachers must master the material in teaching because it will make more confident in providing materials for students. if the teacher really loves teaching, it will inspire what the thing that should do in teaching. It will make

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[1] H. Douglas Brown, *Language Assessment Priciples and Classroom Practice,* (United States: Pearson Longman 2003), P.157

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relax in giving the material to the students so that they feel comfort in learning process.

Speaking is one of four integrated skills in learning English among other things reading, writing and listening. The students have difficulties in speaking, because some teachers still uses conventional method in teaching speaking. It makes students cannot reach minimum mastery material in speaking subject. Students should be taught some method to help them to understand speaking easier.

Speaking skills are often considered the most important part of an EFL course, and yet the difficulties in testing oral skills frequently lead teacher into using inadequate oral tests or even not testing speaking skills at all.[2] Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the rellability and validity of an oral production test.[3]

Speaking in a second language (L2) involves the development of a particular type of communication skill.[4] According to N. Chomsky (1969) in Marriam Bashir and Muhammad Azzem a language is "a set of sentences, each finite in length and constructed out of a finite set of elements".[5] Speaking ability

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[2] Ben Knight, *Assessing speaking skills: A workshop for teacher development,* Oxford University Press 1992. P.294

[3] H. Douglas Brown, *Language Assessment Priciples and Classroom Practice,* P.140

[4] Martin Bygate, *Speaking,* 1987. P.14

[5] Marriam Bashir and Muhammad Azzem, *Factor Effective Students'English Speaking Skills,* British Journal Publishing, Inc.2011. P. 35

is therefore related to many factors, there is a relationship between the ability to listen and to speak because some information is gained from listening.

We can conclude that, speaking is very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. In teaching speaking the language teacher could not force the student to speak spontaneously. However, the teacher should master the strategies in teaching speaking to language classroom. Furthermore, the language teacher could avoid the difficulties and the issues in oral communication skills in order to obtain the interesting of students in speaking.

There are some strategies or method to help students in learning speaking. Such as Silent way and Communicative language teaching. Students at the nine grade of SMP N 2 Karang Baru have difficulties to understanding in learning speaking. If the teacher gives them the speaking exercise, they are more often silent than talk. It is not only make the students confuse. But also can not help them finding the main idea, the detil or certain information. In the other hand, the genres in nine grades complicated. They should recognize the generic structure, the purpose of each genre, because the questions covered the points.

Based on the decsription above, the writer inspires to conduct a research under the title **"A Comparative Between Silent Way and CLT in Improving Students' Speaking Ability (An Experimental Study at SMPN 2 Karang Baru)".**

B. Problem of Study

The problem of study is which is more effective between Silent Way and CLT in improving students' speaking ability at SMP N 2 Karang Baru?

C. Purpose of Study

The purpose of study is to find out which one is more effective between Silent Way and CLT in improving students' speaking ability at SMP N 2 Karang Baru.

D. Significance of Study

The findings of this study are expected to be useful for the writer, readers and the student.

1. For the writer, this research gives more understanding about the effectiveness and differences of Silent Way and CLT method while implemented in classroom.

2. For the readers, this research gives knowledge about comparative between Silent Way and CLT method in speaking.

3. For the student, this research helps them to understand about comparative between Silent Way and CLT method in speaking.

E. Hypothesis of Study

The hypotheses of this study are presented as follows:

H_a= CLT method is more effective than Silent Way method in improving students' speaking ability at SMPN 2 Karang Baru.

H_0= CLT method is no more effective than Silent Way method in improving students' speaking ability at SMPN 2 Karang Baru.

F. Terminology

Teaching Speaking

a. Silent Way

According to researcher, Silent way is a teaching techniques using silent way. Students are more active than the teacher. Teachers were required much more silent and student more talkative, in a silent way, there are several principles, techniques and materials used in this method.

There are three basic principles:

a. Teachers should concentrate on how students learn, not on how to teach'

b. The teacher work on the students while the students work on the language.

c. Instead of learning rulers, students formulate their own rules from experience. Student learns the language instead of learning about language.

d. The teacher uses what the student already knows.

e. Student learns from one another.

f. The teacher does not model the language, but helps student's develop inner criteria for correctness.[6]

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[6]Tim Bowen, http://en.wikipedia.org/wiki/Silent_Way, accessed on 14 August 2014

b. Communicative Language Teaching (CLT)

The researcher said that Communicative Language Teaching (CLT) is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. CLT is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles or features.

Communicative Language Teaching (CLT) is a method of teaching language that is an extension of previous methods such as the method of Situational Language Teaching and Audio Lingual method. One of the main characteristics of the CLT is a combination between aspects of language functionally and structurally. Structurally, CLT emphasis on grammar or grammar system, while the emphasis on the functional use of the language. CLT also emphasizes on the situation, for example in situations of how a spoken utterance. In CLT there are various language skills (integrated skills) which include the ability reading, writing, listening, speaking, vocabulary, and grammar. So, through this CLT learners are expected to master a foreign language or language skilled, not only to write but also speak and of course with proper grammar. The goal of language teaching is to develop communicative competence.[7]

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[7] Jack C. Richards, *Communicative Language Teaching.* Cambridge University press:2006. P.02