

**THE TEACHING-LEARNING PROCESS OF ENGLISH BY
USING SILENT WAY TO THE FOURTH YEAR STUDENTS
OF SDN 1 GUMIWANG LOR, WURYANTORO, WONOGIRI**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

As an international language, English has gained its popularity all over the world including Indonesia. In the past, English was only taught in secondary school. In current years, however, the teaching of English is expanding into primary or elementary school. The decree of the Ministry of Education and Culture, Republic of Indonesia no. 0487/4/1992, Chapter VIII states that English can be taught as an extra instruction if it is needed by local community and if the teacher of English is available. Another decree of the ministry of education and culture No. 060/U/1993, states that English may be given to elementary school students as a local content.

There are ten language teaching methods in elementary school. The teachers of English can use some of the teaching methods to make students understand namely Grammar Translation Method (GTM), Direct Method (DM), Audiolingual Method (ALM), Situational Language Teaching (SLT), Community Language Learning (CLL), Silent Way (SW), Suggestopedia, Communicative Language Teaching (CLT), Total Physical Response (TRP), and Natural Approach (NA). In SDN I Gumiwang Lor, Wuryantoro, Wonogiri, the teacher mostly uses Silent Way.

Silent Way is the name of a language teaching method proposed by Caleb Gattegno, an educational designer for reading and mathematic

programs. He is well known for his interest in the use of teaching aids especially colored wooden rods, wall charts and phonic code chart or fidel. Silent Way represents Gattegno's venture into the field of foreign language teaching. It is based on a premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much as possible (Richard and Rodgers, 1993: 99).

Here, the writer would like to conduct a research dealing with the application of Silent Way in teaching English to the fourth year students of SDN 1 Gumiwang Lor, Wuryantoro, Wonogiri. At the first time the writer heard about Silent Way in teaching method, she was doubt about it. She was not really sure that this method is appropriately used in teaching-learning process. She thought that it was very boring and weird method for both teachers especially for the students. Silent Way is the name of language teaching method that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible. However, her perception of the Silent Way changed when she began to try observing it. This new experience greatly interests her because it gave her a different outlook on teaching-learning process.

In Elementary school, English is taught as one of the local contents. Here the students learn English for the first time so they just learn the simple English including vocabulary, grammar, and etc. The function of learning English in elementary school is to introduce the knowledge of the new

language. Here the writer takes the subject to the students of Elementary school.

Based on the explanation above the writer takes title “The Teaching Learning Process of English by Using Silent Way to the Fourth Year Students of SDN 1 Gumiwang Lor, Wuryantoro, Wonogiri”. In this research the writer wants to observe about the teaching-learning process of English by using Silent Way to the fourth year students and tries to describe the strengths and weaknesses of teaching-learning process of English using Silent Way. The writer hopes that this research can be used as a literary by next researcher in different point of view.

B. Problem of the Study

The problem in this research paper can be stated as follows:

1. How is the teaching-learning process of English using Silent Way to the fourth year students of SDN 1 Gumiwang Lor?
2. What are the strengths and weaknesses of teaching-learning process by using Silent Way to the fourth year students of SDN 1 Gumiwang Lor?

C. Objective of the Study

Dealing with the study, the study is to:

1. Describe the teaching-learning process of English using Silent Way.
2. Describe the strengths and weaknesses of teaching-learning process of English using Silent Way.

D. Limitation of the Study

In this research, the writer limits the study to make the research easier. The writer focuses on teaching learning process of English using Silent Way to the fourth year student of SDN 1 Gumiwang Lor, Wuryantoro, Wonogiri in 2008/2009 academic year.

E. Benefit of the Study

The writer hopes that this research paper will have some benefits in English teaching and learning process. It has two major benefits, there are:

1. Theoretical Benefits
 - a. The result of the research can be used as a reference for those who want to conduct a research in English teaching and learning process.
 - b. The research will be useful especially for the students of English department who will conduct Silent Way method.
2. Practical Benefits
 - a. For the writer herself, she can also get the larger knowledge about Silent Way in applying and using it, especially in teaching English.
 - b. The students understand how to use English in the Silent Way, so they become more active and independent.

F. Research Paper Organization

This research paper is divided into five chapters. They are as follows:

Chapter I is introduction. It presents of background of the study, problem of the study, objective of the study, limitation of the study, benefit of the study, research paper organization.

Chapter II is review of related literature. It consists of previous study, notion of Silent Way, the objective of Silent Way, the procedure of Silent Way, the syllabus, the instructional material, the characteristic of young learner, the principle of Silent Way.

Chapter III is research method. It deals with of type of the research, object of the study, subject of the study, data and source data, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion.

Chapter V presents conclusion and suggestion.