

**THE IMPLEMENTATION OF SILENT WAY METHOD
WITH FLASHCARD TO IMPROVE STUDENTS VOCABULARY
IN JUNIOR HIGH SCHOOL**

SKRIPSI

*Submitted in Partial Fulfillment of Requirement
for the degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

BY:

RIZKY ANNISAH
NPM: 1502050322



UMSU
Unggul | Cerdas | Terpercaya

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BERITA ACARA

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Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, Tanggal 10 Oktober 2019, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Rizky Annisah
NPM : 1502050322
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of Silent Way Method with Flashcard to Improve Students Vocabulary in Junior High School

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (**A-**) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

Ketua

PANITIA UJIAN

Sekretaris

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Dr. Hj. Syamsuyurnita, M.Pd.

ANGGOTA PENGUJI:

1. Pirman Ginting, S.Pd., M.Hum.

1. _____

2. Dr. Bambang Panca Syahputra, S.Pd., M.Hum.

2. _____

3. Halimah Tussa'diah, S.S., M.A

3. _____



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Webside : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI



Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Rizky Annisah

N.P.M : 1502050322

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Implementation of Silent Way Method With Falshcard to
Improve Students' Vocabulary in Junior High School

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:

Dosen Pembimbing

Halimah Tussa'diah, SS, MA

Diketahui oleh:



Dekan,

Sekretaris Program Studi,

Dr. H. Elfrianto Nasution, S.Pd., M.Pd

Pirman Ginting, S.Pd, M.Hum

ABSTRACTS

Rizky Annisah. 1502050322. *The Implementation of Silent Way Method with Flashcard To Improve Students Vocabulary in Junior High School. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara Medan. 2019.*

The objective of this research was to find out the improvement students mastery vocabulary by using Silent Way Method with Flashcard. This research had been conducted by applying classroom Action Research. The subject of this research was the seven grade students in SMP Muhammadiyah 02 Medan of academic year 2019/2020 year which consist of 19 students. The instrumen in collecting data were test for quantitative data, observation sheet and interview sheet. Including students and teacher activity in learning process. Then, the data were analyzed quantitatively and qualitatively. The research findings show that the mean score was 53.68 with the percentage at 15.78 %. In pre test, 74.47 with the percentage 73.69 %. In cycle II and the mean score improved to be 90.26 with the percentage 99.99 %. Based on these findings, it was concluded that there was the improvement of students mastery vocabulary by applied Silent Way Method with flashcard.

Keywords: Classroom Action Research, Silent Way Method, Vocabulary

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Rizky Annisah

1502050322

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CHAPTER I

INTRODUCTION

A. The Background of Study

Vocabulary is the essential part in learning English. Vocabulary was applied to develop skills including four aspects to communicate effectively. The ability to understand vocabulary is seen when the students are able to read and listen. While the ability to use vocabulary is apparent in writing and speaking activities. In the learning curriculum, vocabulary was taught in the classroom with all students together.

Nowadays along with the progress of science and technology, demands that students must know is the language ability especially English which became a crucial problem and many students whose English learning achievement is relatively still low. The low mastery of students' vocabulary in general is influenced by several factors as follows: lack of students' knowledge about vocabulary, method and media which is used by the teacher incorrectly, and the students' fear also makes them less active in learning.

Based on the researcher's analysis in SMP Muhammadiyah 02, the students' mastery of vocabulary in English was still low. This problem could be seen from the result of the students' scores in the classroom. Most of the students are still low in mastering vocabulary. The methods and media applied by the teacher were still conventional such as the lecturing method. The teacher should be able to provide methods and media correctly. But the teacher only gives instructions to students to memorize vocabulary in the classroom without rechecking students' vocabulary.

Based on the problem above, the researcher used learning method and media correctly with the teaching material. The teaching method must be interesting, fun, communicative. That teaching vocabulary used in this method was able to make the students become more active. One of the learning methods that can improve students' vocabulary mastery, especially about noun was Silent Way method. Silent Way is a method when during teaching learning process the teacher should be silent. In this method the teacher only helps students to learn or in other words the teacher as a facilitator. In this method the use of instructional media is also very important. Because, learning media is a tool used by teacher to help the learning process to be more efficient. One of the media that can improve vocabulary is a flashcard because, in teaching learning process this media is able to attract the attention of students in learning vocabulary. Flashcard is a card contains the picture and name of things which is made as attractive as possible to make students not feel bored and joyful in teaching learning process. The purpose of this media students is to be able to get a new vocabularies and remembering rather than memorizing because actually, vocabulary must be practiced more and more again.

Based on the problem above the researcher found about the improvement vocabulary mastery students. Therefore the researcher interest to research "The implementation of Silent Way Method with Flashcard to Improve vocabulary mastery in Junior High School.

B. The Identification of Problem

The problem of this research were identified;

1. Lack of students' knowledge about vocabulary,
2. Students fear , so make the students less active in learning
3. Method and instructional media wereused incorrectly.

C. The Scope And Limitation

Based on the problem above, the scope of this research was focused on vocabulary and limiteded in improving vocabulary about nounby using of Silent Way method with flashcard as media.

D. The Formulation of Problem

1. Is there any improvment on the students' vocabulary by using Silent Way Method by using flashcard

E. The Objective of Study

The object of thisresearch was stated as follows :

1. To find out the improvment of silent way method and flashcard to improve students vocabulary`

F. The Significance of Study

1. Theoretical

The findings of this research are hoped to the source of information especially to teach vocabulary at school.

2. Practically

To help the teacher to teach vocabulary in the classroom. And also to help the student to mastery vocabulary with the silent way method. And the other as the source of information.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Vocabulary

Vocabulary is the essential part in learning English. Vocabulary applied to develop skills includes four aspects to be able to communicate effectively. According to Lestari (2015) Vocabulary is all the words that a person knows or uses and it is all the words in a particular language. Furthermore, according to Morales (2005) vocabulary is a listing of the words. According to Richard (2003) states that Vocabulary is a core component of language proficiency and provides much of the basis for how well a learner speaks, listens, reads, and writes.

Based on the above definition, vocabulary is the stock of words in the mind that someone has to be able to communicate effectively. Vocabulary is words which people understand both the meaning and use in daily activities. The ability to understand vocabulary is seen when someone is able to read and listen. While the ability to use vocabulary is apparent in writing and speaking activities.

1.1. The Importance of Learning Vocabulary

As explained in the background of the study along with the progress of science and technology, demands that students must know is the language ability, especially English, has become a crucial problem. Vocabulary is the essential basis for learning. According to Tussa'diah and Irdyana (2018) the importance of vocabulary becomes important because vocabulary can be used as a basic

foundation to construct a word into a good sequence of sentence. Learning also a language is often associated with how to arrange a good sentence to communicative effectively. Many students think that they want to be able to directly speak effectively and interact with the language being studied, but students rarely think that what is more important to learn and reproduce is the vocabulary mastery of the language, however mastering many vocabulary is the main facility for compose sentences and speak effectively.

According Alqahtani (2015) the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. According nation (2011) in English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills listening, speaking, reading, and writing

1.2. Mastery of Vocabulary

Mastery vocabulary is the list of words someone knows. Because students are said to be able to master vocabulary when they know it meaning and word formation.

The vocabulary test which will be utilized to measure the learners vocabulary mastery is dealing with the measurement of productive skills that is the vocabulary knowledge required for writing according Nation (2012).

From the statement it can be concluded vocabulary is the first element in English. It must be mastered well by the learners to support the English mastery.

1.3. Teaching Vocabulary

Teaching Vocabulary can teach through Word maps where word map graphic organizers based on the Frayer model that help students learn new words by associating it with its antonyms, synonyms, writing their own definition or using the word in their own sentence. Word map activities allows students to think about vocabulary in several ways, and further make connections with each word in relation to other words they already know. Then through listen music and the teaching with game.

1.4. Assesment of Vocabulary

Evaluation or assesment or test, must be conducted in the teaching learning activities to know how well the students' understanding about the materials which has given by the English teacher, as a general evaluation is the process os systemic information collecting through the number, verbal description, analysisand information interpretation to give a score to the students work result. As Muslich stated about “ Collecting process and using information by the teacher for giving decision of student learning result based on the step of learning progress. So, it can be gained profile of student' ability with competency that fixed in curriculum.

According to brown, assesment has two main categories, they are formative assesment

- a. Formative assesment : The teacher applied this assesment when the have explained one or two chapters of the material and the students give the feed back to improve their ability.

b. Summative assesment : In this assesment, the teacher give to types of test,middle test examination and final test examination.

The essential purpose of formative assesment is to move students learning foward while their learning is still in the process of developing. It opera test as a feed back loop in which both teacher and students can play active roles enabling learning by consistenly working to build and consolidate students understanding and skill during the course of a lesson.

According coombe (2013) divided types of vocabulary asesment into 2 types including discrete vocabulary are multiple choices, question formats, matching formats and sentence completion or gap fill items and also translation. Then embedded vocabulary the first are assesing vocabulary in reading comperhension, assesing vocabular in writing and assesing in speking.

1.5. Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. According Zunita Maskor (2015) there are types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

1. Receptive vocabulary is words that learners recognize and understand when they are used

2. In context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

1.6. The Classification of Word

The basic classification of words in terms of part of speech are divided into two class. According Alqahtani (2015) English vocabularies are classified into: Lexical or content words, Grammatical or content word.

The content words can be learned in small group around life situation. Word contents include: Nouns Refers to a person, place, or thing. It can be divided into subclasses. They are proper nouns like Betsy, Ohio and the Mormon Tabernacle, common nouns like woman, state, and choir, concrete nouns like disk, table and chair, abstract nouns like hope, love count noun like books, birds, and pianos, mass noun like applesauce, gravy and rice, and group nouns like bank, government, board. Then verbs are words that denote action nouns that name states, process and events are not as noun like as physical objects that exist in time and space for examples do write and listen. Then Adjectives Adjectives are

used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example: light, dark, bright and dull are used with color names. Then Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses, or to entire sentences rather than to nouns.

Grammatical or function words The content words can be learned are prepositions are all those words that help locate items and action in time and space. For example: above, ahead, behind. Then Conjunctions are sometimes called logical connectors because they clarify the relation between the linked clauses. For example: because, while, unless, and, or, but. Then Pronouns refer to nouns that have already been mentioned in the discourse or point ahead to a noun that are about to mention. For examples: me, he, him. Then Article and demonstratives. The articles like a, an, the and demonstratives like this and that and also are important to help point out object and bring them to the attention of the listeners.

2. Silent Way Methods

The silent way is a method of teaching language based on the idea that teachers should be as silent as possible during a class but learners should be encouraged to speak more actively was founded in the early 1970 by the Egyptian mathematician and educator Caleb Gattegno by wikipedia. It is based on the idea that language learning can be enhanced in three main ways: discovery rather than teaching, problem-solving in the target language, the use of physical tools. Above all, like Victorian children, the teacher should be seen and not heard.

In the Silent Way, the teacher is a facilitator, intervening vocally only if absolutely necessary. Learning is achieved through the use of colour-coded charts that represent the sounds and spellings of language and small, coloured, multi-length blocks of wood called Cuisenaire rods (originally designed for mathematics). An essential of the Silent Way is that the teacher does not teach but helps the learner learn.

2.1. Steps to Use SilentWay

The usual steps taken by the teacher in using this method are in generally the Preliminary in this method the teacher provides teaching aids in the form of fidel chart. This board contains a spelling of all syllables in a foreign language that was studied or cuisenenaire rods. Then Sticks that usually number ten with different colors that will later be used as props in forming complete sentences.

The Second step the teacher presents one language that is understood, the presentation is only one time. Thus he forced the students to listen well. At the beginning, the teacher said nothing, but only showed the symbols on the display board. Students say the symbol that the teacher refers to by pronouncing it loudly, first simultaneously. Then on the instructions of the teacher, one by one the students recited it. This step is the beginning. After the student is able to pronounce the sounds in the foreign language being learned, the teacher presents the second display board containing the selected vocabulary, this vocabulary is taken from the sentences that are most often used in daily communication. This vocabulary is very useful for students in arranging a sentence independently, this step is also still the beginning. The teacher uses a colorful stick that has been

provided to lure students speaking foreign languages that are being studied, at this time the teacher raises the stick and says. After that the teacher raises another stick with different colors, for example ; thus students will be stimulated to make complete sentences verbally with the words they have mastered before. In this case the use of the most correct cues is quite important in lieu of verbal explanations.

In closing, the teacher give test the success of students in vocabulary mastery which has been taught using commands that are not verbally as possible as in point number 4 above. In this test, of course, you must pay attention to the time available, it is not possible with the time limit testing can be given to all students.

2.2. Advantages of Silent Way

The advantages of silent way method are Tasks and activities in this method serve to encourage and shape student responses. So in this case the class becomes active. The educating to concentrate on subject matter as well as students in the demand to always try themselves in learning because there is no correction if there are mistakes made by students, and there is no information, students are encouraged to make their own analogies by making conclusions and formulating the rules themselves. This trains them in making conclusions and decisions quickly.

2.3. Disadvantages of Silent Way

Silent Way gives students the freedom to make choices in situations that are presented. This method impresses that students can master the learning situation, but in reality the teacher still plays an active role in the teaching-learning process (teacher-centered). Then If examined carefully, the SilentWay is used for beginner level students who are only given syllable pronunciation materials and make simple construction of sentences. While reading and composing seems to be difficult to teach with this method. And then As explained in the Silent Way concept aimed at guiding students to achieve fluency that is almost the same as native speakers, then they are required to master the correct pronunciation, intonation, rhythm, and pauses in speaking with foreign languages learned, the learning process that outlined by this method it seems that there is no guarantee of achieving that goal.

3. Defenition of Flash Card

Flash card media is a learning media in the form of a picture card measuring 25x30 cm. Pictures made using hands or photos or using existing pictures or photos that are pasted on flash card sheets. the images on the flash card are a series of messages that are presented with a description of each image listed on the back of the card Riyana (2009).

According Femmy anggraini(2017) said that "Flashcard is one form of educational games in the form of cards that contain images and words that are deliberately designed by Doman to improve various aspects including: developing

memory, exercising independence and increasing the number of vocabulary words."

3.1. Advantages Flash Card

Flashcard media is as the visual media (images,Picture). According Riyana (2009) flashcard media has several advantages flashcard are easy to carry everywhere with a small size a flashcard can be stored in a bag even in a pocket. So it does not require extensive space, can be used anywhere, in class or outside the classroom. And then Practical that is seen from the way it is made and its use, flashcard media is very practical, in using this media the teacher does not need to have special skills, this media does not need to also need electricity. If you are going to use it, you just have to arrange the sequence of images according to your wishes, make sure the exact position of the image is not reversed, and if you use it, you can save it back by tying it or using a special box so that it is not scattered.Easy to remember; the combination of images and text makes it easy for students to recognize the concept of something, to know the name of an object can be helped by the image, and vice versa to find out the name of an object or concept by looking at the letters or text.Fun; Flashcard media in its use can be through games. For example students are competing to search for an object or certain names of flashcards stored randomly, by running students competing to find something to order.

Based on the description above, it can be concluded that the advantages of flashcard media include: easy to carry, practical, easy to remember and fun.

Besides that, flashcard media can help ability the students to remember images and words so that it can improve students vocabulary.

3.2. Capabilities Achieved by Using Media Flashcard

Flashcard media is one of the learning media that can lead to enthusiasm, motivation of students and not cause verbalism, and can present something abstract to be more concrete, train memory and improve vocabulary and mastery of vocabulary.

Flashcard media is considered as a medium that gives rise to the fun and interest of students in vocabulary learning, because a flashcard is a form of learning media in the form of picture cards that students like and can be presented in the form of games.

Thus flashcard is an alternative that can be estimated to help improve students vocabulary skills, especially especially the ability to listen to vocabulary (Listening skills) and speaking (speaking skill).

Where listening is a process of listening to oral symbols with attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication that has been conveyed the speaker through speech or spoken language Tarigan (2008). The purpose of listening is to obtain information, collect data and provide the right response to everything that is heard among the ability to listen to vocabulary spoken by the teacher ,the ability of students to recognize and remember vocabulary,the ability to understand the meaning of vocabulary given and the

ability to respond (responding) instructions given by the teacher related to the vocabulary learned.

According to Tarigan (2008) there are several steps that can be taken by the teacher in listening learning including: Determine meaning, Demonstrating expressions, Ask to repeat, Provide extensive training.

Then Speaking is the ability to say sounds of articulation or words to express, express or convey thoughts, ideas, and feelings. The main purpose of talking is to communicate. In order to be able to convey thoughts effectively, the speaker should understand the meaning of everything he wants to communicate. In line with this, Suharsono (2005) suggests that speaking is conveying a certain purpose by saying the sounds of language so that it can be understood by others. The speaking skills referred to in this study are the ability to repeat the vocabulary spoken by the teacher, understand the word used and connect it to the object it represents, ability to pronounce vocabulary correctly.

B. Previous Related Study

1. The first related study was observed by Muhammad Sukirlan, Sudirman entitled *An Analysis of Using Silent Way Method to Improve Young Learner Vocabulary*. This research of the research were: to find out students vocabulary type that improved after being taught by using Silent Way, and to find out what problems the students faced when taught using Silent Way in teaching vocabulary. The data were collected by using vocabulary test and observations, and were computed by using The One Shot-Case Study. The result of the test

showed that the students got the highest score in noun. The total score of noun was 67. The students got higher increase in noun than verb ($38.7 > 26.5$). Based on the observation data, The researcher found a problem that the students of low level of English mastery were still confused to follow the lesson. They were confused to find out whether their response was already correct or not

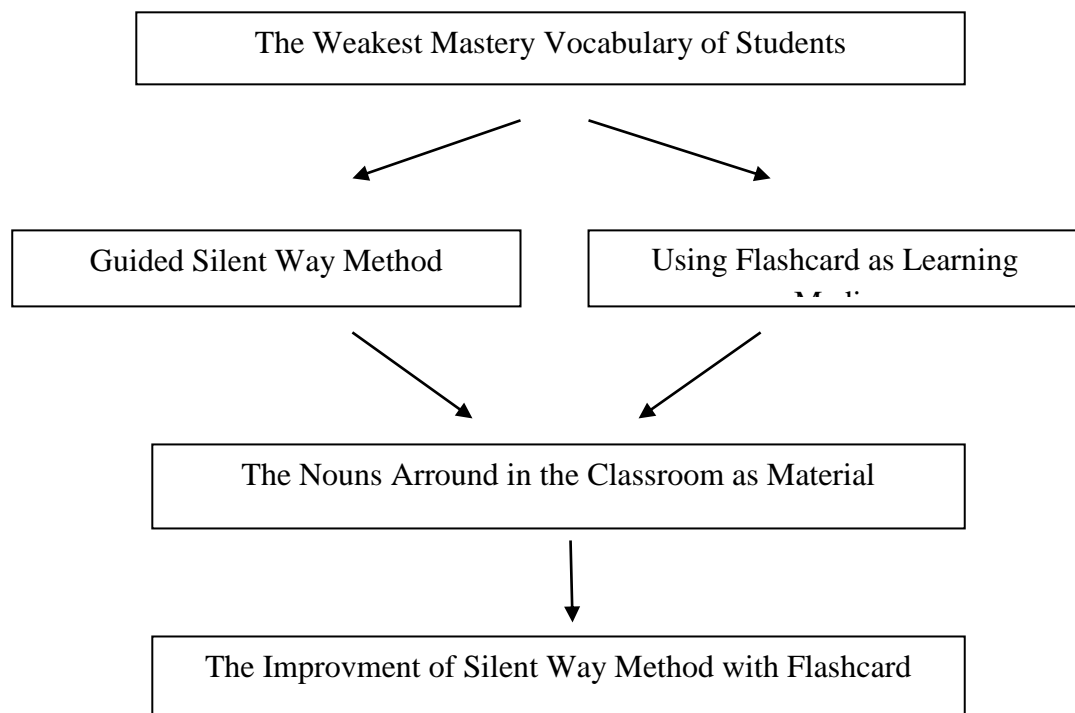
2. The second related study was observation by Dyah Ayu Prihatini entitled The Use of Silent Way Methods in English Teaching in Pia English Course Manado. As the result, the teacher in PIA used a syllabus to help in their teaching preparation and in teaching systematically. The teacher's roles as a lecturer, educator and driver of creativity were found in class. Similarly, learners could express their opinion by using their own language, they can also explore words and sentences in English in their own way. As well the learner in Silent Way Method can be more confident in expressing their questions and statements. The media gave support for the learner in learning English by using Sound – Color – Chart, Teacher's Silence, Peer Correction, Word Chart and Rod.

C. Conceptual Framework

Vocabulary is essential part to learning English. If students mastery vocabulary so students able to speak English actively. Many kinds of way to improve the students vocabulary. Through vocabulary mastery the students can obtain some information about English subject. In order to get best outcome in the process vocabulary mastery, the students should have a good to master in vocab from lower into higher

This research was conducted to determine how if Silent Way Method collaborated with flashcard can influence noun things around in the classroom. Silent Way method is suitable to be implemented in teaching process. It can improve mastery of students' vocabulary because this method helps the students to be more active and this media can help the students to attract the situation teaching learning process more interesting.

English teacher should try to find out good method and media in order to make better results. Vocabulary is one of the essential parts applied to develop four skills.



CHAPTER III

METHOD OF RESEARCH

A. Research Design

The research was conducted by using Classroom Action Research (CAR) design. The design of the research described in detail as the following chart.

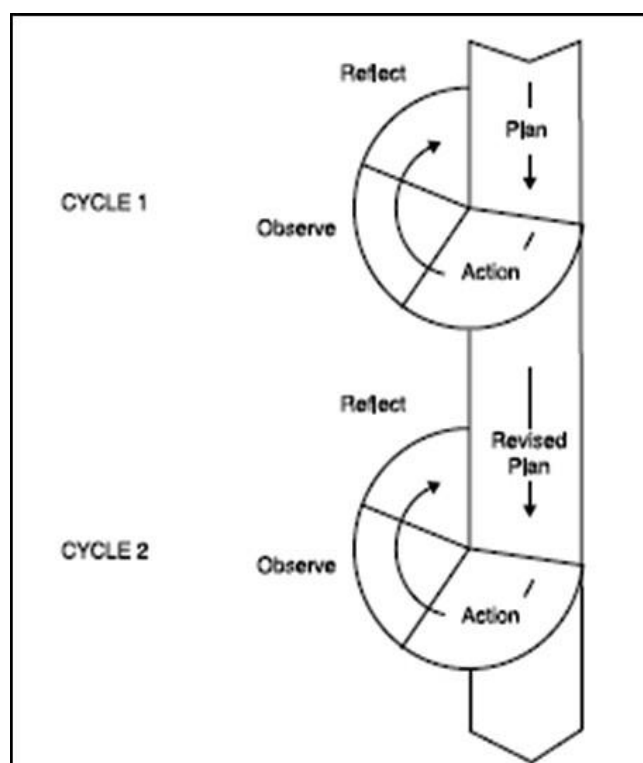


Chart 3.1 Classroom Action Research Model by Kemmis and Mc. Taggart in Arikunto (2013)

The research was applied in two cycles with two meetings for each. There were four steps in conducting this classroom action research the name are planning, action, observation and reflection.

- a. Planning, the researcher and the teacher made the plans regarding the implementation of the research related to this strategy.
- b. Action, the teacher applied the strategy to the students' in the classroom and the researcher observe.
- c. Observation, the researcher was observed the process of implementing learning in the classroom to get the data.
- d. Reflection, the researcher along with the teachers' collaborate to reflect on the implementation of the learning process.

B. Subject of Research

This research was conducted at SMP Muhammadiyah 02 Medan located on Jalan pahlawan medan academic year 2018/2019. It has 19 students. This subject is chosen as a place of study because it was experienced by the researcher based on the consideration that the class is the weakest students vocabulary.

The position of the researcher was as an observer while the implementation of the learning process done by the teacher. The researcher collaborates with the English teacher in applying the strategy.

C. Instrument of Research

The instruments that used by the researcher in collecting the data are test and observation sheet.

1. Instrumen of quantitative

To get the data, the researcher has been the test. The researcher used fill in the blank which consist of 20 question

2. Instrumen of qualitative

- a. Observation sheet used to observe all activities that happen during the teaching learning process. The activities include students activity.
- b. Interview sheet used to get information about the students interested about the mastery vocabulary. So interview is only conducted in analyzing data situation the English teacher and some of students are interviews.
- c. The Test used to get the data the researcher given a test. The researcher used 20 question test item. The test is taken from English subject book (Buku Soal guru matapelajaran bahasa Inggris penerbit Erlangga).

D. Procedure of Research

The procedures of the research were described as the followings:

1. Cycle 1

a. Planning

In this step, the researcher offered a new method in improving students vocabulary. It is the implementation of Silent way method with assisted by flashcard as a learning media. The action was based on the lesson plan applied in the class. Besides that the researcher also prepared materials that are going to be

taught in the class, make lesson plans, the form of observation in order that the class was be observed well, teaching aids, test instrument, etc.

b. Action

This step was implemented of Silent Way Method assisted with flashcard as teaching-learning material. The teacher carried out the lesson plan in the classroom step by step. It described how the implementation Silent way method assisted flashcard as Media in the class was promote students vocabulary improvment.

Those, the teacher had created the classroom atmosphere as well as possible. In this case, the teacher took roles as a controller of the students' activities and also provide help when they get difficulties in doing the tasks.

c. Observation

Observation was used to collect data namely, teacher and student activities during the teaching and learning process. In this case, the researcher will observe by using observation sheet namely: students observation sheet and the teacher's performance in learning activities. The researcher will be an observer for English teacher and the students.

d. Reflection

Reflection is a feedback process from the action that is done. Reflection was used to help the teacher to make a decision. The teacher and researcher analyzed all recording information in the learning process.

2. Cycle II

The researcher used cycle II if the result in cycle I still needs the improvement. In cycle II also has four stages; planning, action, observation, and reflection. Every weakness in cycle I is revised in cycle II.

E. Technique of Collecting Data

There were some procedures in collecting data:

1. Pre-Test were given before the treatment. The function of the pre-test is to know the mean scores of students before given a treatment.
2. Treatment were given to the students by using Silent way method and flashcard as media. The treatment was given in the cycles.
3. Post-Test After giving the treatment to the students, the researcher gives a test again to find out their score in vocabulary.

F. Technique for Data Analysis

There were two kinds of research data, namely quantitative and qualitative data. Qualitative data was taken to describing the situation during the teaching learning process. The qualitative data was used to analyzed from the observation sheet and interview sheet to describing the improved of the students mastery vocabulary. Quantitative data involving students learning achievement will be analyzed by using a formula as follows:

$$\bar{x} = \frac{\sum x}{N} \quad (\text{Arikunto, 2014})$$

The formula was described as following:

\bar{x} : The mean of average score from the subjects writing descriptive text

$\sum x$: The total score of students

N : The number of the students

Next, to categorize the number of students who pass the test successfully, the researcher applies the following formula $P = \frac{R}{T} \times 100\%$ (Arikunto, 2014)

Where:

P : The percentage of those who getting score

R : The number of students getting score

T : The total number of the students

G. Success Indicator

This Classroom Action Research (CAR) was judged to be succeed if $\geq 75\%$ of the total students reached the minimum score at 80 (Good), then the students activities in learning activities were categorized good if the average percentage shows that it has reached 75% of the number of students.

CHAPTER IV
FINDING AND DISCUSSION

A. Finding

This research consisted of two kinds of data namely qualitative and quantitative data. Qualitative data were used to describe the situation during the teaching and learning process including students and teacher's activities and the qualitative data were used to analyze the students ability in vocabulary. Qualitative data were obtained from the students' activity in learning process and teacher activity in teaching as illustrated. While quantitative data were taken from the students' score of vocabulary fill item tests in pretests, cycle I and cycle II.

The score result of the students can shown in table below:

Table 4.1
The score result of the first until last meeting

No	Student's Initial	Pre-Test	Cycle I	Cycle 2
1	AF	60	80	100
2	AM	65	85	95
3	AR	60	75	90
4	CFD	50	65	95
5	DK	20	50	85
6	IK	40	70	90
7	MF	50	75	90
8	M.ID	80	95	100

9	MR	60	80	90
---	----	----	----	----

10	MZ	15	45	75
11	NH	45	75	85
12	RA	35	75	95
13	RYH	40	60	80
14	RS	70	80	90
15	RSD	75	85	95
16	SRA	80	85	95
17	SS	55	75	85
18	T.DS	60	80	90
19	TP	60	80	90
Total		1020	1415	1715
Mean		53,6842	74,4737	90,2632

Table 4.2

The Students' score mastery vocabulary for first until last meeting

Test	Students score got 75	Percentage
Pre-Test	3	15,78%
Cycle I	14	73,69%
Cycle II	19	100%

B. Data Analysis

From quantitative data. After giving pre-test to 19 students the researcher was found that the mean score of students vocabulary was 53,68 with the successful percentage 15.78% . It means that 3 of the students achieved the

minimum score 75 . Thus the researcher conducted cycle I to improve students' vocabulary.

1. Cycle I

In the cycle I, there were many activities done. All activities were elaborated by the researcher as follows:

a) Planning

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan and its instruments. The researcher also prepared the instrument of collecting data, such as observation sheets, and interview sheet field note in order to know students activeness in joining teaching learning process. Then, the researcher conducted post-test to know the students' improvement in vocabulary mastery. It consisted of one topic is things arround in the classroom. There were 19 students joining in the class.

b) Action

The research of the first cycle was done into two session (2x40 minutes). Learning activity in this cycle was implemented in accordance with a plan designed at the planning stage action. The first stage, the researcher explained the step applied in the learning method and learning objectives to be achieved.

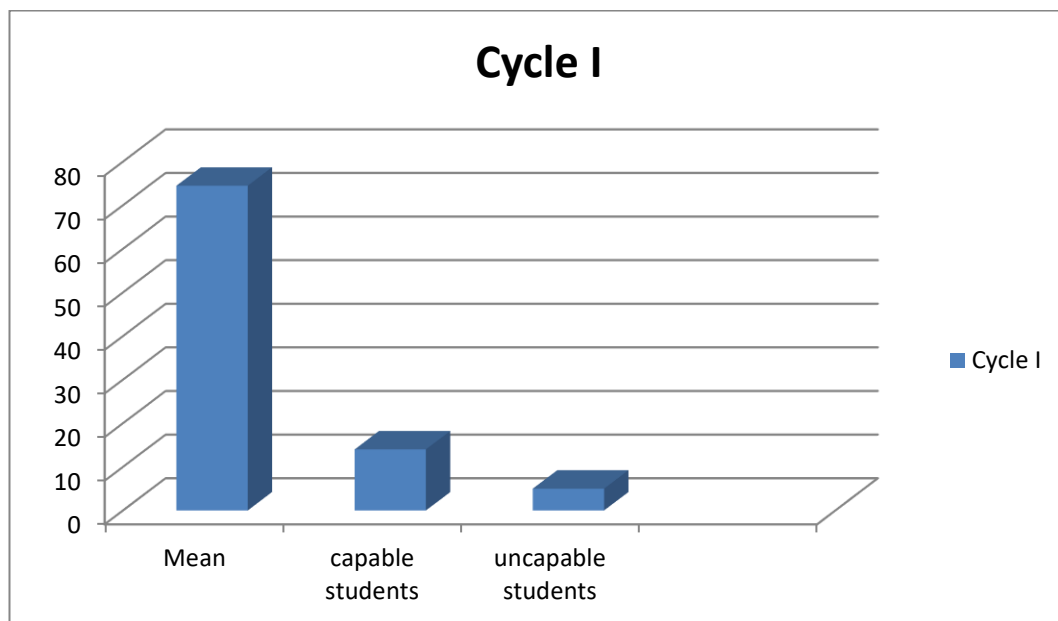
In applying this method, researcher collaborated with English teacher. The teacher explained the material briefly about vocabulary to all students. Then the students explained about how to this method was appllied.

After the all of students understanding about this method the teacher begin the method with silent during teaching learning process. Then shown one of picture from flascard. The students write in their papper.

c) Observing and Evaluating

The students' ability in vocabulary in cycle I was still low. It means that, the successful category had been not achieved. From the total students' in cycle I the means score was only 74.47 with the successful percentage at 73.69%. In detail, the students who got score more than 75 were 14 students', while the rest had the score lower than 75. In addition, the students' score in cycle I was illustrated in the following chart.

Chart 4.1
Students score in Cycle 1



d) Reflection

Based on the results of the first cycle, it still required continuing the next cycle. Thus the researcher applied the research activities as done in cycle I but there were some revisions.

2. Cycle II

From quantitative data in cycle II was done because after reflecting the cycle I, it was still not good enough. Cycle II was conducted to improve the constraints encountered in cycle I.

a) Planning

In the second cycle, the action plan was a follow up of problems or obstacles encountered in the implementation of the first cycle action. The main issues contained in the first cycle with regard to the learning experience of students using Silent Way method. Learning on the second action aimed to improve students learning activities in order to achieve the specified indicators. Implementation of the second cycle was substantially similar to the implementation of the first cycle.

b) Action

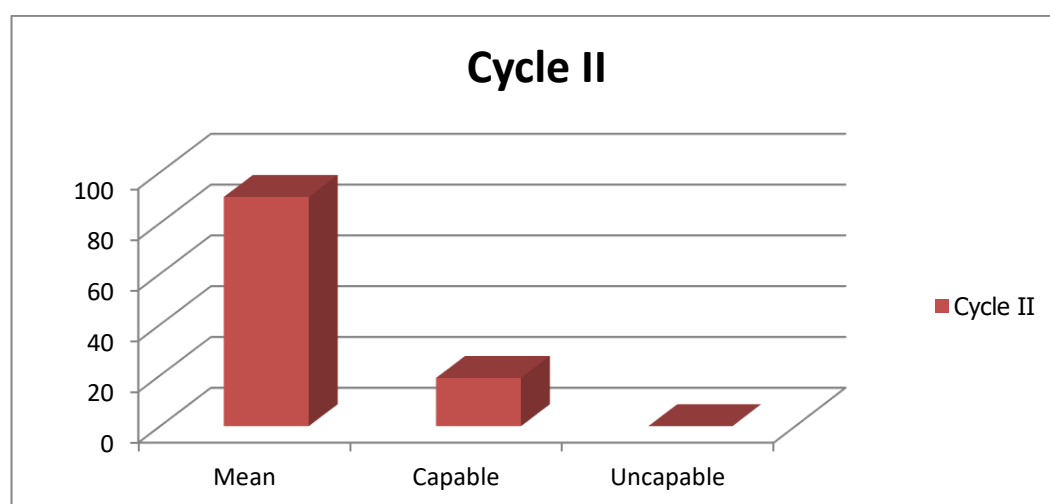
Implementation of the action in the second cycle was in principle the same as the first cycle of implementation of the action. In this cycle, the study was conducted in two meetings. At the beginning of the learning process in this cycle, a technical description of the Silent Way Method with flascard still be given to students in order to improve student's vocabulary mastery. Then, the next learning process is similar to previous meetings, but with the same learning materials.

c) Observing and evaluating

The students' achievement in vocabulary in cycle I was done. Because it means the successful category had achieved. From the total students' the means score was at 90.26 with the successful percentage 99.99%. In detail, the students who got score more than 75 were 19 students' score highest. In addition, the students' score in cycle II was illustrative in the following chart below:

Chart 4.2

Students score in Cycle 2



This means that were increased activities of students' in learning between the first and second cycles. It was proved from the mean score of students' activity between the first cycle, 73.69 % and second cycle, 99.99%, with a difference was 26,3 %.

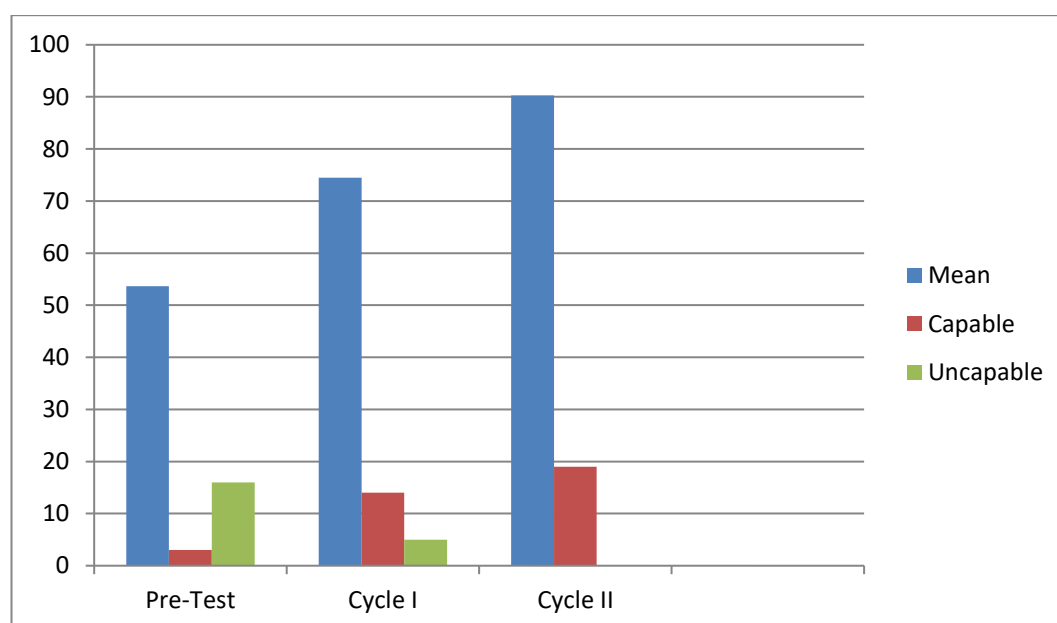
d) Reflecting

The followings were some of the achievements after the implementation of the second cycle. The students' score in learning material looked significantly

based different on the data of the mean value of the results in the both cycle it was 74.47 in the first cycle, with the success percentage at 53.68%, and the second cycle was 90.26 with the success percentage of at 99.99% The Improvement of student's score in Cycle 1 and Cycle 2 were shown on chart below :

Chart 4.3

The Improvement of Students and Students Frequency in Pre-Test Cycle 1 and Cycle 2



From qualitative data observation sheet was used to observe all activities that happened during the teaching learning process. The activities include teacher and students activities. The teacher was an observer for the researcher and the students in the class consist of 19 students. The teacher had created flash card more attractive to made students feel not bored.

From qualitative data Interview sheet had used to observe about the opinion of students and teacher during teaching learning process in the classroom. The observed found that the students gave their attention during teaching learning

process. The first cycle was conducted in two meetings. The first test was given the students without giving method. From the first test, it was found that three students could get 75 or above. They felt difficult to master vocabulary. Before the teaching learning process, the teacher explained the prediction Silent Way Method with Flashcard for understanding difficult word to memorize relate the material in order word to avoid their mistake in interpreting. In this first students was no discussion or individually. The teacher and the researcher worked together to predicting what the text was about, and what would happen next. The students were very enthusiastic in doing this activity. Even though there were some students who were not participated in this activity and were still shy to say the word.

In the next meeting, they could apply this method better because they already knew about the procedures of Silent Way and Flashcard. The researcher and the teacher also students worked together. The purpose was to develop the students mastery about the procedure, so that when they worked in the next meeting they could do it well. The researcher only guided them if they faced the problems in using this method.

Based on the previous reflection in the second cycle if this method better than before. The classroom activity very active and the students interested with the method. It showed that there was an improvement vocabulary mastery during teaching learning process by silent way method with flashcard as media.

C. Discuccion

The findings of this research are indications of an improve in students' vocabulary mastery in SMP Muhammadiyah 02 in the context of mentioning the names of objects around the class. the rest is still not mastering vocabulary or around 15.78% and when it has finished doing the cycle I the results are an increase from the previous pre test from 53.68 to 74.47 or about 73.69% then after giving action on the second cycle the results were more significant from cycle i 74.47 or around 73.69% to 90.26 or around 100% after being applied that it was indeed effective if the silent way method was applied to increase students' vocabulary mastery in junior high school.

Based on reseacrh findings above, it was seen that there was an improvement of students' mastery in vocabulary by implementing Silent Way Method. Thus the researher took a conclusion that the application of Silent Way method in learning process can increase the ability of students' in the learning, especially the learning of vocabulary. Then the Applying Silent way method with flashcard in this research was believed to improve the students' vocabulary.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

After researcher conducted research and got the data from quantitative like score of students and interview sheet also observation sheet and interview sheet that the conclusions are :

1. Has been showed that the mean of pre test 53,68 with three students got score 75 and the cycle I began look forward that are fourteen students succes got score 75. And the cycle II was the mean who are nineteen students got score 75 that meant if there any improving from capability students from Pretest, Cycle I and Cycle II.
2. From the interview sheet and observation sheet showed that the teacher very active to teach english subject and the students was interested and active thus making practice vocabulary more and more. Finally the students do not feel fear that english subject. It meant that silent way method with flashcard is a method was improvement mastery vocabulary students.

B. Suggestion

1. For the teacher, should suggest to implement this method to improve vocabulary students in junior high school because this method it is better way to easy teacher to teach students.

2. For the students , to use implemented the silent way method with flashcard especially mastery vocabulary because this research can improve their improvment vocabulary.
3. For the researcher , This this research contribute how to mastery vocabulary to improvment in vocabulary through silent way method with flashcard.

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I Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan	: Smp Muhammadiyah 02 Medan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII (Tujuh)/I (Satu)
Materi Pokok	: Chapter IV (This in My World)
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti

- KI 1 Menanggapi dan mengamalkan ajaran agama yang dianutnya.
- KI 2 Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.
- KI 4 Mencoba, mengolah, dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan umum yang dekat dengan kehidupan siswa sehari-hari.	Mengidentifikasi nama binatang, benda, dan bangunan umum yang dekat dengan kehidupan siswa sehari-hari. Mengidentifikasi karakteristik dan fungsi dari benda/ bangunan umum tertentu.
4.4 Menyusun teks lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan umum yang dekat dengan kehidupan siswa sehari-hari.	4.4.1 Menyusun teks tulis pendek dan sederhana untuk mendeskripsikan nama dan jumlah benda, binatang, dan bangunan umum yang dekat dengan kehidupan siswa sehari-hari.

C. Tujuan pembelajaran

Setelah mengikuti proses pembelajaran peserta didik dapat:

1. Peserta didik mampu menuliskan dengan baik dan benar nama benda yang ada di lingkungan sekolah.
2. Peserta didik mampu menyebutkan dengan intonasi dan pelafalan yang benar nama benda yang ada pada setiap ruangan kelas.

a. Materi Reguler

Tema : Chapter IV This is My World

2 Fungsi sosial

Menuliskan, menyebutkan, melafalkan, mengartikan

b. Materi Pengayaan

a. Unsur kebahasaan

1. Nama benda yang ada di dalam sekolah :
pencil, book, whiteboard, bag, chair, table, vase, rules and etc
2. Nama nama benda yang dibawa siswa ke sekolah
3. Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.

c. Materi Pembelajaran

3 Benda-benda di sekitar kelas

✓ Ruler	: Penggaris
✓ Pen correction	: Stipo
✓ Pen	: Pena/Pulpen
✓ Marker	: Spidol
✓ Calender	: Kalender
✓ Shooes	: Sepatu
✓ Clock	: Jam Dinding
✓ Lesson book	: Buku pelajaran cetak
✓ Sharpener	: Rautan
✓ Highlighter	: Stabilo

✓ Dictionary	: Kamus
✓ Scissor	: Gunting
✓ Socks	: Kaus kaki
✓ Uniform	: Seragam sekolah
✓ Pencil case	: Tempat pencil
✓ Eraser	: Setip
✓ Notebooks	: buku tulis
✓ School bag	: Tas Sekolah
✓ Tie	: Dasi
✓ Flag	: Bendera
✓ Fan	: Kipas angin
✓ Goblet	: Piala
✓ Desk	: Meja Tulis
✓ Curtain	: Horden
✓ White board eraser	: Penghapus
✓ Vase	: Vas
✓ Chair	: Kursi
✓ Pancasila picture	: Gambar pancasila
✓ President picture	: Gambar presiden
✓ Colouring pen	: Pensil warna
✓ Pencil	: Pensil
✓ Lamp	: Lampu
✓ Waste basket	: Keranjang basket

D. Metode Pembelajaran

Metode : Silent Way

E. Media, Alat, dan Sumber Pembelajaran

1. Media

- a. Flashcard

2. Alat

- a. Spidol
- b. Whiteboard

3. Bahan

- a. Model gambar Flash card tentang nama-nama benda disekitar sekolah dan kelas

F. Sumber Pembelajaran

- a. Buku pelajaran siswa: Kemendikbud. 2016. When English Rings a Bell
- b. Sumber dari internet:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

G. Langkah-langkah Kegiatan Pembelajaran

1. Pre teaching (5 menit)

- a. Guru menyapa siswa dan memulai kegiatan pembelajaran dengan berdoa
- b. Guru mempersiapkan psikis siswa sebelum menyampaikan pelajaran
- c. Guru menyampaikan tujuan pelajaran dan metode yang akan digunakan

2. Observing (10 Menit)
 - a. Siswa mengamati flashcard yang berisi gambar dan tulisan di depan kelas
 - b. Guru meminta siswa untuk memahami bacaan dan gambar yang ada di flash card
 - c. Siswa diminta untuk membaca nama benda yang ada pada gambar flash card tersebut.
3. Experimenting (20 menit)
 - a. Guru memberikan contoh bagaimana metode yang digunakan pada pembelajaran hari ini
 - b. Siswa diminta untuk membaca kosa kata yang ada di flash card nama dan gambarnya.
 - c. Siswa diminta untuk mengulang secara serentak secara beramai ramai di dalam kelas.
4. Associating (10 menit)
 - a. Guru mengoreksi bacaan siswa dengan menunjuk salah satu siswa yang jawabannya benar.
5. Communicating (20 menit)
 - a. Siswa diminta untuk membaca secara serentak gambar dan nama yang ada di depan kelas.
 - b. Secara bergantian siswa di tunjuk untuk kedepan kelas melafalkan kembali apa yang sudah mereka pelajari.
 - c. Guru mengoreksi dengan cara memilih siswa yang jawaban nya dianggap benar.
6. Questioning (5 menit)
 - a. Guru mempersilahkan siswa untuk bertanya
 - b. Guru bertanya tentang informasi apa yang didapat oleh siswa.
7. Post Teaching (10 Menit)

- a. Guru menyimpulkan hasil pembelajaran hari ini
- b. Guru menanyakan kesulitan siswa
- c. Guru memberikan motivasi kepada siswa
- d. Guru memberikan pelajaran dengan berdoa

H. Penilaian

No	Aspek yang dinilai	Indikator Pencapaian	Skor
1	Mengartikan Kosakata	Siswa dapat mengartikan kosakata bahasa inggris dengan baik	20
		Siswa belum dapat mengartikan kosakata bahasa inggris dengan baik	10
2	Membaca Kosakata	Siswa dapat membaca kosakata bahasa inggris dengan baik	20
		Siswa belum dapat membaca kosakata bahasa inggris dengan baik	10
3	Melafalkan Kosakata	Siswa dapat melafalkan kosakata dengan lancar	20
		Siswa belum dapat melafalkan kosakata dengan lancar	10
4	Menulis Kosakata	Siswa dapat menulis kosakata bahsa inggris dengan baik dan cepat dalam buku	20
		Siswa dapat menulis kosakata bahsa inggris dengan baik dan cepatdalam buku	10
5	Menggunakan kosakata	Siswa dapat menggunakan kosakata bahasa inggris dalam pembelajaran	20
		Siswa belum dapat menggunakan kosakata bahasa inggris dalam pembelajaran	10

- ✓ Every correct : 5
- ✓ Maximal Score : 100
- ✓ Students mark : 5

$\frac{5}{x 100}$	$S = \frac{R}{N}$
-------------------	-------------------

- 6 Where :
- 7 S : Score of the test
- 8 R : Number of the correct answer
- 9 N : Number of question

Fill in the blank

1. The students use U _ _ _ _ _ before we go to the school
2. The student use S _ _ _ _ in feet
3. The student bring B _ _ to school
4. Headmaster write papper with a P _ _
5. The teacher put list attendance on the D _ _ _
6. The student painting by using C _ _ _ _ _ P _ _
7. Usually the students use S _ _ _ _ _ _ _ _ to sharpen
8. The teacher use M _ _ _ _ _ to write in the white board
9. My friend use S _ _ _ _ _ _ _ to cut papper
10. W _ _ _ _ B _ _ _ _ _ usually used by students to put rubbish

11.



H _ _ _ _ _

12.



C _ _ _ _

13.



R _ _ _ _

14.



M _ _ _ _ _

15.



C _ _ _ _

16.



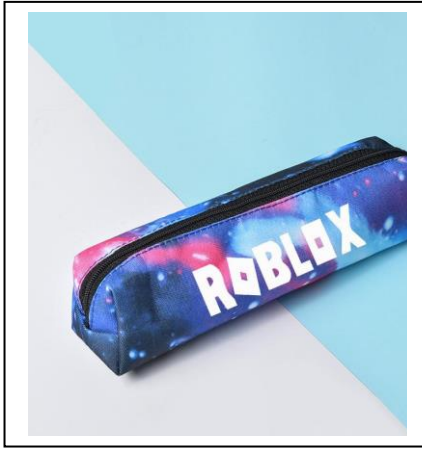
W _ _ _ _ _ _ _ _

17.



N _ _ _ _ _ _

18.



P _ _ _ _ _

19.



L _ _ _

—

20.



F - - _ _

APPENDIX 3

Answer Key

1. Uniform
2. Shoes
3. Bag
4. Pen
5. Desk
6. Colour pen
7. Sharpener
8. Marker
9. Scissors
10. Waste Basket
11. Highlighter
12. Clock
13. Ruler
14. Marker
15. Chair
16. Whiteboard
17. Notebook

18. Pencil case

19. Lamp

20. Fan

Answer Key

1. Uniform

2. Shoes

3. Bag

4. Pen

5. Desk

6. Scissors

7. Sharpener

8. Colour Pen

9. Marker

10. Waste basket

11. Eraser

12. Goblet

13. Dictionary

14. Flag

15. Tie

16. Dustpan

17. Notebook

18. Pencil case

19. Lamp

20. Fan

APPENDIX V

The Observation Sheet in the Cycle 1 and Cycle 2

Subject : English

Class : VII-2

Number of Students : 19 Students

Observe's Name : Rizky Annisah

Teacher's Name : Mawarliah S.Pd

No	Indicators for Teacher	Cycle I		Cycle II	
		Yes	No	Yes	No
1	The teacher come to class on time				
2	The teacher greet the students				
3	The teacher talks the students what the material				
4	The teacher ask students about vocabulary				
5	The teacher give example of vocabulary with silent way method and flashcard				
6	The teacher explain about vocabulary				

7	The teacher given students homework				
8	The teacher asks about conclusion what do the lesson				
9	The teacher close the classroom				

—

APPENDIX VI

INTERVIEW SHEET

Interview with the teacher before conducting silent way method with the flashcard

R :Do the students seven grade like with english subject ?

T :Most of them like english subject

R :Do the students after learnt english subject

T :Most of them was learnt english subject before

R :Do the students interesting about english subject

T : Yes,They do

R : Do the students feel difficult to understand and memorizing vocabulary

R :Do the student

T:Yes,because most of the students slowly in memorizing vocabulary

R:Do you find difficulties in teaching vocabulary ?

T : Yes i do actually for the students weakness to memorizing

R : How did you teaching to p ractice vocabulary in the classroom

T : Usually I use dictionary and then give instruction the students to memorize and

I call the students to stand front of class then try vocabulary what the students

Interviewing with the students before conduc silent way method with flashcard

R :Do you like with english subject ?

T :I like english subject miss

R :Do you after learnt english subject before ?

T : I was learnt english subject before

R :Do you interesting about english subject

T : Yes,I do

R : Do You feel dificult to understand and memorizing vocabulary

T:Yes,because most of the students slowly in memorizing vocabulary

R:Do you find difficulties in teaching vocabulary ?

T : Yes i do actually for the students weakness to memorizing

R : How did you teaching to p ractice vocabulary in the classroom

T : Usually I use dictionary and then give intruction the students to memorize and

I call the students to stand front of class then try vocabulary what the students

read



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Rizky Annisah
NPM : 1502050322
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Impelementation of Silent Way Strategy With Flashcard to Improve Students Vocabulary in Junior High School	approved 20/3/2019

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Halimah Tussa'fiah, S.S, M.Hum

Medan, 20 Maret 2019
Hormat Pemohon,

Rizky Annisah



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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

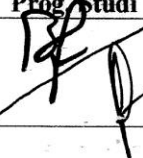
Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Rizky Annisah
NPM : 1502050322
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

IPK = 3,57

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan
	The Impelementation of Silent Way Strategy With Flashcard to Improve Students Vocabulary in Junior High School
	The use Dream Three to Student Ability in Writing Descriptive text by using Field Practice Strategy
	The Implementation of Video to Improve Students Writing in Procedure Text by Using CTL Strategy



Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 20 Maret 2019
Hormat Pemohon,


Rizky Annisah

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Rizky Annisah
NPM : 1502050322
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Implementation of Silent Way Strategy with Flashcard to Improve
Students Vocabulary in Junior High School

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Halimah Tussa'diah, SS, MA *Acc 21/06-2019 RF*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 09 Mei 2019
Hormat Pemohon,

Rizky Annisah

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 3469 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Rizky Annisah
N P M : 1502050322
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Silent Way Strategy with Flashcard to Improve Students Vocabulary in Junior High School.

Pembimbing : Halimah Tussa'diah, SS, MA

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 22 Juni 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 18 Syawal 1440 H
22 Juni 2019 M



Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



UMSU
Unggul | Cerdas | Terpercaya

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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Rizky Annisah
N.P.M : 1502050322
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Silent Way Strategy with Flashcard to Improve Students Vocabulary in Junior High School

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
25/03. 2019	1. Chapter 1 dan II	
2/5. 2019	2. Chapter III	
12/6. 2019	3. Table of content and all chapter	
5/7. 2019	4. previous related study and theoretical framework.	
10 Juli 2019	5. ACC 10/7/2019	

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Medan, Juli 2019

Dosen Pembimbing

(Halimah Tussadiah, SS, MA)



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

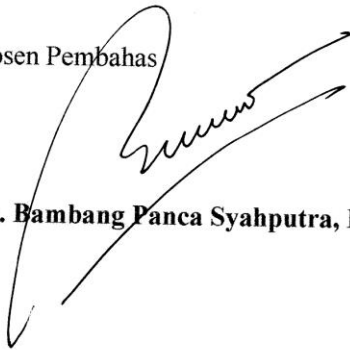
Nama Lengkap : Rizky Annisah
N.P.M : 1502050322
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Silent Way Method with Flashcard to Improve Students Vocabulary in Junior High School

Pada hari Senin tanggal 29 bulan Juli tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Agustus 2019

Disetujui oleh:

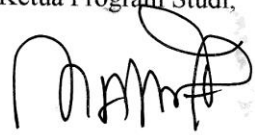
Dosen Pembahas


Dr. Bambang Panca Syahputra, M.Hum.

Dosen Pembimbing


Halimah Tussa, SS, MA.

Diketahui oleh
Ketua Program Studi,


Mandra Saragih, S.Pd., M.Hum.

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Rizky Annisah
N.P.M : 1502050322
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Silent Way Method with Flashcard to Improve Students Vocabulary in Junior High School

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Agustus 2019
Hormat saya
Yang membuat pernyataan,



Rizky Annisah

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



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SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Rizky Annisah
N.P.M : 1502050322
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Implementation of Silent Way Method with Flashcard to Improve Students Vocabulary in Junior High School

benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 29, Bulan Juli, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Agustus 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum



Unggul, Cerdas & Terpercaya

Untuk menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Nomor : 433 /H.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 04 Muharram 1441 H
04 September 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMP Muhammadiyah 02 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

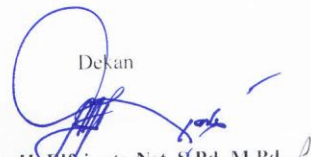
Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktivitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Rizki Annisah
N P M : 1502050322
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Silent Way Method with Flashcard to Improve Students Vocabulary in Junior High School.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakaatuh.

Dekan


Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertinsoal **



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
CABANG MEDAN TIMUR – KOTA MEDAN
SMP SWASTA MUHAMMADIYAH 2**

NSS : 204076002052 NPSN : 10210133 NDS : G. 17022027

Jalan Pahlawan No. 67 Telp. (061) 4568535 Kel. Pahlawan Kec. Medan Perjuangan – Medan 20233

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN
NOMOR : 204/KET/IV.4.AU/F/2019**

Yang bertanda tangan dibawah ini, Kepala SMP Swasta Muhammadiyah 02 Medan, dengan ini menerangkan dengan sebenarnya bahwa :

Nama : Rizky Annisah
NPM : 1502050322
Program Studi : Pendidikan Bahasa Inggris

Benar telah melaksanakan Riset di SMP Swasta Muhammadiyah 02 Medan pada tanggal 04 s/d 28 September 2019, guna penyusunan skripsi yang berjudul : **“The Implementation of Silent Way Method with Flashcard to Improve Students Vocabulary in Junior High School”**.

Demikian surat keterangan ini diperbuat dengan sebenarnya, untuk dapat digunakan sebagaimana mestinya.

Medan, 28 September 2019

Kepala Sekolah,



MUHAMMAD ANDRES S.Pd.I

CURRICULUM VITAE

Personal Information

Name : Rizky Annisah
Place / Date of Birth : Medan 23 January 1995
Sex : Female
Religion : Islam
Email : Rizkyannisah.hn@gmail.com
No. Hp / Wa : 085270347023
Address : Jl. Tegal Sari lau dendang no 25

Parents

Fathers Name : Asmai
Mother's Name : Maini
Address : Jl. Tegal Sari lau dendang no 25

Education

Kindergarten : TK Ritzki Chairani (2000)
Elementary School : Min Medan Tembung (2000-2006)
Junior High School : SMPN 27 Medan (2006 2009)
Senior High School : SMA Swasta Budisatrya (2009 2012)
University : English Department of University (2015)
Muhammadiyah Sumatera Utara