

CHAPTER I

INTRODUCTION

The goal of this research is to investigate the teachers' perspective towards the application of silent way method in teaching English. This chapter will explain the background of research.

1.1 Basic Consideration

Teaching English at senior high school is not as easy as some people think. In senior high school, the learning process is based on genre text. Students of senior high school are supposed to have ability in understanding and creating a text because they are prepared to continue their study in college. It is different with teaching English at vocational high school. Students are supposed to have ability in communicating based on their proficiency program. Senior high school students should have experience in using English when they come to the college. That is the reason why teachers have responsibility in developing students' ability of English.

In order to maintain the goal of teaching in senior and vocational high school, teachers as main actors in teaching and learning process, should have more knowledge about teaching method which can be used effectively in teaching Speaking especially for teenager students. That is the reason why there are many methods which have been being discovered and developed to help teachers in teaching language until now. Teachers' responsibility is only selecting the method and using it in handling the class.

On the other side, although teachers are facilitated by teaching method, it does not occur with the increasing of teachers' quality in encouraging students and make them able to use English in their daily life. Senior high school students who should have ability in communicating by using English are still poor in their English. The problem is because teachers have selected the method which is unsuitable with condition of their class. Some teachers have tried to combine their method in teaching-learning process in order to progress and support their lesson plan, and make the situation in class will be more alive. It takes students interest but it does not develop their English. Teachers have chosen the method which needs teachers' role more than students'. It makes teachers give less chance for students to talk and practice their English in class. Teachers often have a main role and take hold the class in teaching-learning process. They always give more explanation in class and it makes students are bored and do not interest in the lesson. It was found in some schools in Gorontalo.

However, from all methods that can be used in teaching foreign language especially English there is one method which is conducted in this research. It is silent way method. Richards and Rodgers (1986) introduced the Silent way method as teaching method which is devised by Gattegno in 1963, which named is because of the fact that teacher should get silence in class. Teachers use silent in order to give more opportunity for their students to be more active in class. It is one of teaching method which is able to facilitate teachers in composing successful learning process. This method can also help teacher in encouraging

students to learn language. By using this method, teachers are not only able to save their energy but also give students opportunity to develop their ability.

Izzan (2008:67) states that there are four strengths of silent way method. First, this method requires students to have more activities which aim to encourage their response and make class become more active. Second, this method catches students' attention without any commands from teacher because the illustration is given only once in order to convince students who do not concentrate will focus on the next session. Third, students are encouraged to make original utterance from gathering previous utterance that they have learned. The fourth, students are able to fix their mistake and make their own conclusion about the mistake.

Overall, the silent way method can save a lot of teacher's time and energy because teacher does not need to be more active in class; the teacher can make sure that the students understand the lesson by observing their responses; the students will become more active because teacher gives them more opportunity to develop and practice their English directly; this method can increase students' concentration and improve students' vocabulary, the teaching-learning process will be more alive; this method can also help students remember the lesson because sometimes when teacher talk more in front of the class, students will be bored and finally they may forget what their teacher said and explained.

Nevertheless, although the silent way is a good method and has much strength, this method was not implemented by teacher in Gorontalo. Based on the

problem, this research is formulated with the title is “teachers’ perspective towards the application of silent way method in teaching English”.

1.2 Research Question

From the basic consideration above, the research question will be:

1. How is teachers’ perspective towards the application of silent way method in teaching English?"
2. What are factors which affect teachers’ perspective towards the application of silent way method in teaching English?

1.3 Objective of Research

The objectives of this research are:

1. To describe how teachers’ perspective towards the application of silent way method in teaching English is.
2. To identify what factors affect teachers’ perspective towards the benefits of using Silent way method in teaching English are.

1.4 Significance of Research

The significances of study are; first, it helps me understand more about teaching method especially the use of silent way method in teaching and learning process. Second, it helps teachers develop their knowledge about silent way method that can be used in teaching English; third, it helps encouraging students’ motivation in learning English in order to make them become independent students and have more experience in using their English; the last is to help the further researcher in order to find more references about study of silent way method and teachers’ perspective.

1.5 Delimitation of Research

This study focuses on the investigation of teachers' perspective about Silent way method and factors that affect their perspective of the Silent way method. In addition, the method used in this research is limited to interviews with only English teachers, and students if it is needed.