

THE EFFECTIVENESS OF USING SILENTWAY METHOD ON STUDENTS' VOCABULARY MASTERY

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ABSTRACT

The students low motivation in learning English language caused their low in mastering vocabulary. They were not interested because the strategy used by the English teacher when teaching was not interesting. therefore, this research aimed to know the effectiveness of using Silent Way Method on Students' Vocabulary Mastery. The design of this research was pre-experimental research using one group pre-test and post-test at the seventh grade of MTS Al-Mannan Bagik Nyaka 2023/2024 academic year. The population of this study is class VII at MTS Al-Mannan Bagik Nyaka, in which one class consist of 29 students and this research will just be conducted in one class. The sample of this research is the students of class VII at MTS Al-Mannan, in which the total of them are 29 students. To get the data of this research, the researcher gave test as an instrument which included pre-test and post-test in form of multiple choices test, consist of 20 items questions for each. The learning process was two meetings, As the result, the average in post-test is 79.83 and the pre-test class is 50.86. The researcher employed the paired sample T-test to analyze the data following data calculation. Considering the significance score of 0.000 (<0.005), it can be said that H_0 is rejected and H_1 is accepted. Therefore, there was a significant effect of using Silent Way Method on Students Vocabulary Mastery.

Keywords: *Effectiveness, Silent Way Method, Vocabulary Mastery*

INTRODUCTION

English is one of the languages used internationally (Ilyosovna, 2020). In the modern world, speaking English is no longer unusual (Aziz et al., 2018). According to the highest-ranking list of English proficiency in the world's major countries and regions, as measured by the EF EPI (English Proficiency Index) 2021, it has grown to be the most popular language learned by the typical individual in the majority of places with high proficiency in English. One of the subjects that student's study in school is English. In Indonesia, where this language is taught in schools, people use it to converse with each other, learn new

things, and express their emotions (Nation, 2001).

English has three crucial parts: pronunciation, vocabulary, and grammar. One of the three essential elements is vocabulary (Bai, 2018). We won't be able to communicate ourselves or our societal requirements without a robust vocabulary. Students with weak vocabulary skills may encounter serious problems that hinder their ability to learn English (Afzal, 2019). To understand the language, the learner must master the vocabulary. People use language as a tool to express their thoughts and feelings (Al-Harbi, 2019). We need to have a great grasp of vocabulary to transmit the language, such as our ideas, and understand what other people are saying (Hasram & Singh, 2021). We can still understand the language even if we know nothing about grammar. On the other hand, the language will tell us nothing if we know nothing about vocabulary. It shows that vocabulary contains more information than carried out by grammar.

To gain effectiveness in teaching vocabulary, it needs appropriate teaching methods. The Teaching methods are one of the best ways to increase students' abilities. The silent way method is one of the best methods that will be used by teachers in teaching vocabulary. The silent way method is one of the language teaching methods developed by (Caleb, 1911-1988). This method is based on the philosophy that the teacher in the classroom should be silent as much as possible, while the students are encouraged to be involved in production as much as possible. The Silent Way Method made a positive contribution toward teaching English vocabulary in the classroom. Students English vocabulary increases significantly (Negara et al., 2022). A recent study using the Silent Way Method in teaching vocabulary showed that students' vocabulary achievement significantly improved (Lestari & Martina, 2022). Another study by Renza (2022) showed that students' vocabulary mastery increased significantly. Previous studies proved that teaching vocabulary by applying the silent way method had a positive effect on improving students' English vocabulary.

Based on the preliminary study at MTS Al-Mannan. The researcher can deduct from the observations at MTS Al-Mannan that grade VII is still low in mastering vocabulary. The problems are because of the method and media applied

by teacher were still conventional such as the lecturing method. Furthermore, it is well understood that this method leaves students uninterested and unmotivated. An English teacher should create a strategy to guarantee that students are proficient in the necessary terminology to allay this concern.

Therefore, this research uses this method to apply different contexts, places, and target students to solve the problem of mastering English vocabulary. The study aimed to determine the effectiveness of using silent way method on students' vocabulary mastery at the seventh grade in MTS Al-Mannan.

LITERATURE REVIEW

Definition of Vocabulary

Vocabulary is a component of language proficiency and provides much of the basis for how people speak, listen, read and write. It can be assumed that the first thing student should know in order to master English is vocabulary. Without vocabulary, people cannot speak, listen, read and write well. It is one of language components that should be mastered to get the language goals. A person can convey their thoughts, feelings, and desires through language (Susanthi et al., 2021). Language is a vital instrument in our daily lives, both in society and at work. Humans are impossible to coexist in perfect harmony without language. One of the many factors of language acquisition that can aid in success is vocabulary (Susanthi et al., 2021). Vocabulary is intimately tied to each of the four language skills of reading, writing, listening, and speaking (Hanifah et al., 2017). Additionally, vocabulary is a crucial component of learning a foreign language, with students being required to learn words for words to increase their vocabulary, according to Bauer (2013) claims that vocabulary contains a variety of skills in addition to knowledge about words, their meanings, linkages to other words, and how we use them to depict the world.

Kinds of Vocabulary

According to Haspelmath (2001) all English words can be divided some categories: noun, verb, adjective, adverb, pronoun, preposition, conjunction, and

interjection. Syah & Enong (1982) states that noun is a word used to name people, place, plant, object, animal, quality and abstract concepts. It means that noun is one of the elements of speech that used to name people, etc. According to Syah & Enong (1982) verb is a word that is showed measured and condition of a thing. It means that verb is used to show the condition of thing especially in action. According to Harmer (2008) adjective is a word that gives more information about noun or pronoun and it can be used before or after noun. It means that adjective is a word that gives more information about noun or pronoun. For example: beautiful, tall, big etc. Adverbs range in meaning from words having a strong lexical content (those that describe the action of the verb, or those that indicate such meanings as time and place) From the statement above, researcher assume that adverb is word that describes or adds to meaning of another part of speech, such as verb, adjective, etc. A pronoun is a word used in place of a noun or other pronoun. From this statement the researcher conclude that pronoun is words in a language that are used as substitutes for nouns or noun phrases. Preposition link a noun or a pronoun following it to another word in a sentence. It means that a noun or pronoun always follows a preposition. Conjunction connects words or groups of words and show how the words are relating. It means that conjunctions are word which link other words, phrases, or clauses. For example: for, and, nor, but, so.

Teaching Vocabulary

Teaching is the process of introducing people to students to help them grow their knowledge, attitudes, and appreciation. Teaching is "an interactive activity, necessary classroom discourse that occurs during particular and defined activities between teachers and students," according to (Rajagopalan, 2019).

Nation (2005) in Dakhi & Fitria (2019), states that there are six guiding principles for teaching vocabulary:

1. Instruction should be simple and direct, with no complex justifications
2. Making a connection between present instruction and understanding using a pattern or analogies.

3. Making both oral and written presentations.
4. Concentrating on words that students only vaguely recognize.
5. Notifying students whether a term is a high-frequency word that won't need their future attention.
6. Ignoring words from the same vocabulary set, opposites, or other similar-sounding but difficult-to-understand phrases.

Definition of Silent Way

The silent way is founded on the idea that each student should be at the centre of their learning and that the instructor should primarily stay silent and discreetly offer feedback while the students explore their talents (Gyi, 1994 in (Nurnalisa, 2020). According to Nurnalisa (2020) the process aims to be similar to how we learn our native language, which is through introspection. The silent way is a method for learning languages that was created by Caleb Gattegno. It is not usually regarded as the normative method of language learning. Gattegno first referred to it in his book "Teaching Foreign Languages in Schools: The Silent Way" in 1963. Gattegno based his approach on his basic conceptions of education rather than modern language pedagogy. At the time, he opposed traditional language instruction and viewed the approach as a part of his larger educational philosophies. The use of colored wooden sticks known as Cuisenaire rods and his series Words in Color, an approach to teaching beginning reading in which sounds are classified by specific colors, have made Gattegno's name well known.

Characteristics of the Silent Way Method

The use of color charts and colored Cuisenaire rods, in particular, came about as a result of Gattegno's prior work as an instructional designer for reading and math programs. (Georges Cuisenaire, a teacher from Europe, invented the Cuisenaire rods and utilized them to teach math. Gattegno got the idea to utilize them in language training after seeing Cuisenaire. According to Sasi et al., (2020) the main elements of the materials include a set of colored rods, wall charts with coded pronunciation and vocabulary, a pointer, and reading/writing tasks, all of

which are designed to demonstrate the connections between sound and meaning in the target language. The tools are made to be used independently and jointly by students and teachers to encourage language learning through direct association (Gyi, 1994 in Celik, 2014).

Principles of Silent Way

The Silent way of guiding ideas for learning foreign languages includes the following (Setiyadi, 2020).

- a. Language learners must connect the linguistic signs to the reality they sense with their senses to complete the task.
- b. Rebuilding the model will not help the learner learn the language. Language learners must set their internal standards of correctness. This suggests that language teachers should occasionally use gestures or other signals to demonstrate new sounds in the target language instead of always modelling them for their students.
- c. By concentrating on learners' perceptions rather than translation, meaning may be made obvious. The teacher tries to demonstrate something to clarify the meaning when a language learner makes an error or has a misunderstanding rather than correcting it through translation.
- d. Reading symbols in the target language starts once a language learner can create sounds in the language and relate those sounds to reality. Language teachers need not wait till after the first class to start this process.

The Procedure to use the Silent Way Method

To get learners ready to study the target language, the Silent Way processes start by presenting the sounds of the language before connecting them to meanings. Since the sounds of a foreign language sound unusual and amusing to beginners, language learners must be familiar with these noises. The method can be used with recordings of native speakers and a language teacher. Recordings of the listening materials' content could include lectures, greetings, casual conversations, or discussions. The ability to give in to the sounds will

enable language learners to become unconscious of every bit of a language's soul that has been memorized (Cattedno, 1978 in Setiyadi, 2020).

RESEARCH METHOD

This research design is pre-experimental research using one group pre-test and post-test. Sugiyono (2013) states that pre-experimental design is a design that includes only one group or class that is given pre-test and post-test. This one group pre-test and post-test design is carried out on one group without a control or comparison group. Through this design, it will be known the effectiveness of using silent way method on students' vocabulary mastery before and after treatment.

Researcher used test to check students' vocabulary mastery. The data collection of this research obtained by using tests (pre and post). The sample of this research is the students of the class VII at MTS Al-Mannan, in which the total of them are 29 students. In this research the researcher chose multiple choice to measure students' vocabulary mastery. The test was given twice. The first was pre-test and the last was post-test. The test consisted of 20 items. In this research, the test was divided into two ways pre-test which was given before treatment and post-test which was given after doing treatment.

The result obtained from the pre-test and post-test of students in the class will be calculated to determine the number and average using descriptive statistic. Next, the researcher conducted a normality test from the results of pre-test and post-test. After that, the researcher used the paired sample t-test to find out if there is a significant increase. If the result of sig.2 tailed is lower than 0.05, the effectiveness is achieved. All the calculations will be counted with the SPSS application (Hasria Riski et al., n.d.).

FINDINGS AND DISCUSSION

Research Findings

The category of scores of the student's achievements is classified in the following table:

Classification of students' achievement

Score	Grade	Level
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly-sufficient
<39	E	Low

Based on the table, every student who gets a score between 80-100 is in grade 'A' and is categorized as a student at the 'Excellent' level. A student who gets a score between 66-79 is in the grade 'B', and he's among the 'Good' level students. Then, a student whose score is between 56-65 gains a 'C' score, and belongs to the 'Sufficient' grade students. 40-55 score includes grade 'D' and is categorized to level 'Fairly-sufficient'. And last, score between 40-55 includes grade 'E' and is categorized to level 'Low'.

The objective of this research is to know the ability of the VII students of MTS Al-Mannan in vocabulary mastery before being taught using silent way method and students' vocabulary mastery after being taught using silent way method. Besides the objective of this research is also used to find whether or not there is significant different score on the students' vocabulary achievement before and after being taught by using silent way method at class VII MTS Al-Mannan. The data of this research consisted of pre-test score and post-test score. The result of the research will be explained as follows:

1. Students' Vocabulary Mastery Before Being Taught Using Silent Way**Method**

After the result of the pre-test and post-test question are valid and reliable. The researcher gave pre-test questions to class VII student, which consist of 29 students. In the pre-test, the students must answer 20 multiple choice questions. This test was intended to know the students' vocabulary mastery before given treatment. The students' vocabulary mastery in pre- test was presented in table:

**The Result of Students' Vocabulary Mastery at
Class VII of MTS Al-Mannan**

Students	The pre-test score
1	60
2	55
3	60
4	40
5	50
6	45
7	55
8	45
9	50
10	45
11	55
12	50
13	50
14	35
15	50
16	60
17	70
18	45
19	40
20	45
21	60
22	40
23	45
24	45
25	55
26	50
27	50
28	75
29	65
Total	1475
Mean	50.86

Based on the data in table, it shows that the result of the pre- test that all student of class VII MTS Al-Mannan with the description of each correct answer getting 5 point and the wrong getting 0 point, the table above would be strengthened by analyzing descriptive as can be seen in tablebelow:

Descriptive Statistic of Pre-Test Score

Pre-test	N	Minimum	Maximum	Sum	Mean
	29	35	75	1475	50.86

Based on the data table above it showed that the descriptive statistic of the pre-test, which aims to determine students' vocabulary mastery before students were given treatment. From the data above $N = 29$, which mean a total of the sample. The minimum score is 35, the maximum score is 75, the sum is 1475, and the mean score is 50.86.

2. Students' vocabulary mastery after being taught using silent way method

After conducting of the pre-test, the researcher gave post-test question to class VII students, which consist of 29 students. Post-test question was given after researcher give treatments or experiments to students. The data of the Post-test is shown in the table below:

The Result of Post-Test of Students' Vocabulary Mastery at VII of MTS Al-Mannan

Students	The post-test score
1	90
2	80
3	80
4	65
5	80
6	75
7	85
8	75
9	70
10	85

Students	The post-test score
11	55
12	80
13	85
14	75
15	75
16	85
17	90
18	80
19	75
20	75
21	85
22	75
23	80
24	80
25	80
26	75
27	80
28	95
29	75
Total	2315
Mean	79.83

Based on the data in table, it shows that the result of the post- test that all students of class VII with the description of each correct answer getting 5 point and the wrong answer getting 0 point. The table above would be strengthened by the analyzing descriptive as can be seen in table below:

Descriptive Statistic of Post-Test Score

Post-test	N	Minimum	Maximum	Sum	Mean
	29	65	95	2315	79.83

Based on the data in table, it showed that the descriptive statistic of the post-test, which aims to determine students' vocabulary mastery before students were given treatment. From the data above $N = 29$, which means a total of the sample. The minimum score is 65, the maximum score is 95, the sum is 2315, and the mean score is 79.83.

3. Significant Difference of the Students' Vocabulary Mastery Between Before and After Being Taught Using Silent Way Method

After collecting the result of students' scores of pre-test and post-test data in the class, it can be said that after being taught using silent way method, students' vocabulary mastery improved because the mean score from the pre-test to post-test increased. To determine the significance of the effect of using silent way method on students' vocabulary mastery, the pre- test and post- test were analyzed using paired sample t-test. However, before analyzing students' scores, the data must be normally distributed.

a) Normality Test

The result of Normality in Pre-test and Post-test Normality Test

	Kolmogorov- S mirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.156	29	.069	.953	29	.223
Posttest	.179	29	.019	.939	29	.094

a. Lilliefors Significance Correction

In the normality test based on Kolmogorov Smirnov, data were stated as distributed normally when sig. scores higher than 0.05. The table above showed that the data had a normal distribution. The significant score before treatment is 0.223 and the significant score after treatment is 0.094. it means the significant value of the data > 0.05 it can be concluded that the data is normally distributed. Furthermore, the data would be analyzed with paired sample t-test.

b) Paired Sample T-test

The paired sample t-test is used to determine whether there is a difference

in the mean of two paired samples. It is part of parametric statistics in which the data must first be normally distributed. The researcher used the software SPSS version 25 to analyze the data. Then, the result of the t-test can be seen as follows in table below:

Paired Sample T-Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Interval		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest-posttest	-28.966	6.992	1.298	-31.625	-26.306	-22.308	28	.000

Based on the data in table, it shows that a significant value (2-tailed) of 0.000 (<0.05) so it can be said that the underlying “Hypothesis is accepted”. In addition, it can be that there is a difference in the value of students’ vocabulary mastery before and after being taught using silent way method. Because there is a significant difference, it can be said that using silent way method is effective to teach vocabulary for class VII of MTS Al -Mannan.

Discussion

1. The Students’ Vocabulary before being Taught Using Silent Way Method

Before the researcher gave the treatment by using Silent way method, students’ vocabulary ability in pre-test was low. The researcher conducted a pre-test to assess the students' vocabulary ability in class VII before teaching them using the Silent way method. The test results are shown, with a mean pre-test

score of 50.86 the maximum score of 75, and the lowest score of 35. Based on pre-liminary study conducted by the researcher, situations like this are usually caused by a number of factors, they are follows: Low student learning motivation, less interesting learning strategies, and Interaction between teachers and students is limited.

The researcher conducted a pre-test to assess the students' vocabulary ability in class VII before teaching them using the Silent way method. The test results are shown with a mean pre-test score of 50.86 the maximum score of 75, and the lowest score of 35. This is because they find it difficult to learn English.

2. The Students' Vocabulary after being Taught Using Silent Way Method.

After giving a pre-test to class IV students, the researcher carried out treatment for two meetings. After all the treatments had been given, the researchers then gave a post-test to the students. The post-test contained 20 multiple-choice questions, the same as those provided during the pre- test. The results show that the highest score is 95, the lowest is 65, and the mean post-test score is 79.83. based on the table of criteria, it is included in the good category. From the calculation, the mean score of the students in the post-test is 79.83, and it concluded the good category. So, it can be said that students' vocabulary mastery after silent way method applied is at a good level, this indicates that there is an improvement in the score between the pre-test and post- test, from medium to high level.

3. Significant Effectiveness of Using Silent Way Method to Teach Vocabulary

Based on the result of this research, the researcher found that silent way method has significant effect to teach vocabulary. The researcher compared the result of this research with related findings. The first, the researcher by Renza (2022) stated that using silent way method increasing student vocabulary mastery. The second, Lestari & Martina (2022) stated that silent way method had a significant effect on the students vocabulary achievement. Then Auliyah & Ihsan

(2023) also found the result of the research showed that silent way method can improve students' vocabulary mastery. Moreover Loi & Afrita (2023) found that silent way method has significant effect in teaching English. This research proves that students' vocabulary mastery at MTS Al-Mannan increases by using silent way method in learning process.

Therefore, based on the results of the paired sample T-test, the results show that after the researcher gave treatments to the student, there is a significant influence on students' vocabulary mastery; this is proved by the Sig. (2-tailed) value is 0,000, which is lower than the alpha value of 0.05, which means H_a is accepted, and H_0 is rejected. It can be concluded that silent way method is effective for teaching vocabulary at class VII MTS Al-Mannan.

CONCLUSION

Based on the result of data analysis and discussion, it can be concluded that, using Silent Way Method was Effective to teach vocabulary. The student's vocabulary mastery in post-test is higher than in pre-test. It can be seen in the data analysis that there are many students who got good score in the class by using Silent Way Method. As the result, the average in post-test is 79.83 and the pre-test class is 50.86. The researcher employed the paired sample T-test to analyze the data following data calculation. Considering the significance score of 0.000 (<0.005), it can be said that H_0 is rejected and H_1 is accepted, as there is a significant influence on student vocabulary mastery after being taught using the silent way method, and the study came to the conclusion that the silent way method was an effective strategy for teaching vocabulary in class VII of MTS Al-Mannan, Bagik Nyaka.

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