

THE EFFECT OF USING SILENT WAY TOWARDS STUDENTS' VOCABULARY MASTERY

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Abstract

This research was due to some problems, the 7th-grade students of MTsS PPM Diniyyah Pasia have a limited amount of vocabulary and the teacher used the conventional method where the students focused on listening to the explanation of the teacher. This research was about finding out the effect of using silent ways on students' vocabulary mastery at the 7th grade in MTsS PPM Diniyyah Pasia. This research used experimental research. The researcher used a quasi-experimental design employing pre-test and post-test control designs. The population of this research was at the seventh grade of MTsS PPM Diniyyah Pasia. The sample was VII.2 which was treated as the experimental class and VII.4 was treated as the control class. The findings in this research showed that the t-obtained (-7.951) was lower than the t-table (-1.667). In other words, the alternative hypothesis (Ha) was accepted which means that there was a significant effect of using The Effect of Using silent ways on students' vocabulary ability. Then, the calculation of post-test of both classes showed that the experimental and control classes obtained (-4.587) were lower than t-table (-1.667). It can be concluded that the alternative hypothesis (Ha) was accepted which means that there is a significant difference between using silent way and using conventional technique. Thus, it can be concluded that the entire hypothesis is accepted. It is proved that the use of silent ways of learning vocabulary can help the students master the vocabulary well.

Keywords: vocabulary mastery, method, silent way

Abstrak

Penelitian ini dilatarbelakangi oleh beberapa masalah, yaitu siswa kelas 7 MTsS PPM Diniyyah Pasia memiliki jumlah kosakata yang terbatas dan guru masih menggunakan metode konvensional di mana siswa hanya fokus mendengarkan penjelasan guru. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan metode silent way terhadap penguasaan kosakata siswa kelas 7 MTsS PPM Diniyyah Pasia. Penelitian ini menggunakan penelitian eksperimen. Peneliti menggunakan desain kuasi eksperimen dengan menggunakan desain kontrol pretest dan posttest. Populasi penelitian ini adalah siswa kelas VII MTsS PPM Diniyyah Pasia. Sampel penelitian ini adalah kelas VII.2 yang diperlakukan sebagai kelas eksperimen dan kelas VII.4 sebagai kelas kontrol. Temuan dalam penelitian ini menunjukkan bahwa t-hitung (-7,951) lebih kecil dari t-tabel (-1,667). Sehingga hipotesis alternatif (Ha) diterima yang berarti terdapat pengaruh yang signifikan dari penggunaan metode silent way terhadap kemampuan kosakata siswa. Kemudian, perhitungan post-test kedua kelas yaitu kelas eksperimen dan kelas kontrol diperoleh t hitung (-4,587) lebih kecil dari t tabel (-1,667). Sehingga, hipotesis alternatif (Ha) diterima yang berarti terdapat perbedaan yang signifikan antara menggunakan metode silent way dan menggunakan metode konvensional. Jadi, dapat disimpulkan bahwa seluruh hipotesis diterima. Hal ini membuktikan bahwa penggunaan metode silent way dalam pembelajaran kosakata dapat membantu siswa menguasai kosakata dengan baik.

Kata kunci : penguasaan kosakata, metode, silent way

1. Introduction

Learning is one of the factors that influence and was instrumental in the formation of personal and individual character. Sukmadinata states that most individual development takes place through learning activities. (Sukmadinata, 2005) It means, in order to develop to be a better person, someone need to go through the learning process. For example, if someone wants to be better in communication, he should learn about language.

Communication and information in the world today spread rapidly among the people and the countries that use the international language as a means of communication. English is spoken by most people in the world as a means to build successful communication among members of the global community. As is known, English continues to be the standard language of the world, and until now there is no major threat to the language or global popularity. English plays an important role for the future development of science, technology and art. Recognizing the need to have the language of quality for the era of the future, the Ministry of Education declare English as the first foreign language taught from junior level up to the university level. The main objective of this program is to develop students' interest in English. This idea is implemented by providing one of the most important components of language, it is vocabulary. It is common to have an adequate vocabulary as an asset or a vehicle to be fluent in communication. Furthermore, Harmer analogizes if that language is a part of the body, a structure is a bone that forms the frame, while the vocabulary is the meat that makes the body has a form. (Harmer, 1991) In learning English, vocabulary occupies an important position and without being good at it someone will find it difficult to learn any other skill such as speaking, writing, reading, and listening.

One of the goals of teaching English in junior high school is that students must master a number of vocabulary in order to understand and make simple sentences in English. In addition, students are expected to be able to communicate at least in a very simple sentence. If the students are not really good in mastering vocabulary, they cannot communicate their thoughts as clearly as they want both oral and written (Seven, 2020). Vocabulary is one component of English that should be taught in junior high school. According to Brown, the term vocabulary refers to a list or a set of words for a particular language or a list of words that individual speakers use of language use (Hatch, 1995). In addition, in Macmillan Dictionary, vocabulary is a list of words and their meaning, especially in a book for learning a foreign language. We can learn foreign languages from the books that have vocabulary from that foreign language too. We read the books and try to remember the vocabulary and their meaning. Vocabulary researchers have tried to determine the size of the mental lexicon (how many words a person knows) and how a person accumulates this enormous number of words (Bunting D, 2006).

Judy stated that there are four types of vocabulary which must be known and mastered for any skill, such as listening, speaking, reading, and writing (Montgomery, 2007): Reading vocabulary can be defined as the words we understand when we read text.

Most adults use a more 5,000 to 10,000 words for all their conversational and instructions. Listening vocabulary is the words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks.

Furthermore, babies are listening during all their waking hours and we continue to learn new words this way all of our lives. Writing vocabulary is the words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell. Unfortunately, one of the weaknesses of students in the English is a lack of vocabulary. In other words, students will find it difficult to communicate if they are not mastering enough vocabulary. As a result, they would feel frustrated when they can not find the right words to express their thoughts and their ideas. In learning vocabularies, strategies are needed to make the learning process more effective. There are many strategies and methods that are proven effective to improve students' vocabulary mastery. For example, direct method, communicative method, dialogue method, picture strategy, music strategy, movie strategy, game strategy, and etc. Those are strategies and methods that are proved to be effective in learning vocabulary (Afzal, 2019).

As conclusion, learning vocabulary depends on the strategies used in the process of learning vocabulary. There are 4 strategies that are useful in learning vocabulary; they are discovery strategies which have the learner discover the meaning of a word by themselves, social strategies which allow the student to ask about the meaning of the word to someone who knows, memory strategies the way of learner remember words, and the last one is cognitive strategies which almost the same with memory strategies but more focused on manipulating the mental processing (Schmitt and McCharty, 1997). One of the methods that kind of forgotten by teachers is silent way, even though it is one of the most effective strategy that activate the students learning autonomy. According to Nikki, the Silent Way is based on the theory that individuals should be at the center of their own learning, and that the teacher should largely be silent and subtly provide feedback while the students explore their own abilities.(Nikki, 2007) It means that in silent way, rather than explaining all of the material to the students, the teacher is more likely to let the student to develop on their own. In this method, the role of language teachers is relatively silent so that language learners are encouraged to be more active in producing as much language as possible. A language teacher should encourage language learners to take a role in learning activities (Gattegno, 1960).

There are three advantages of silent way method:(Sari, 2005) This method fosters cooperative learning between individuals. It embodies a new approach to education in general, a respect for the individual and an awareness of the individual's extraordinary cognitive powers. It is succeeded to teach the language the by using the rods without repeating too much, it will really save time and energy for both teachers students. The other advantage of using silent way is to optimize speaking skills (Widowati, 2019).

In the other research concluded that the silent way method is a series of innovative methods to make learning active and interesting (Yamin, Muhammad, 2023). This method is also able to equip students with oral foreign language skills and strengthen listening sensitivity. This method is also able to eliminate students' assumptions about the difficulty of learning a foreign language (Luthfiyah, 2020).

Based on the preliminary research conducted by using interview and observation at the 7th grade of MTsS Diniyyah Pasia, it was found several problems related to students vocabulary mastery. First, the students' lack of vocabulary, this problem was found by observing the students' writing test. The student cannot put the right vocabulary in a simple phrase, as an example, they wrote "High man" rather than "Tall man". The teacher also said the same thing about this problem; she said "the students' main problem in learning English is vocabulary, because without good vocabulary the students cannot be well in any other skill in English"

The second problem was found during the interview with the teacher about the strategy that she used in teaching vocabulary. The teacher uses conventional method where the students focused in listening to the explanation of the teacher. The teacher wrote down the difficult words or new vocabularies on the white board and asked the student to remember them. This method does not seem to be effective because when was asked after the class about the previous vocabularies that they just learned, some of them cannot even remember half of them. Conventional strategy is not a bad strategy, but it only effective on the early hour of the class. At the later hour, the students seems to be bored and sleepy in the classroom, this problem was observed during the observation in the classroom. Based on the background above, the objectives of this research are: 1) To find out whether there is a significant effect of using silent way towards students' vocabulary mastery; 2) To find out whether there are any differences of students who are using silent way with the students who are not using it; 3) To find out whether the students who are using silent way are better than the students who are not using it.

2. Method

This research used the quantitative research. The design of this research was experimental research because it has the purpose to know the effect of using silent way in teaching vocabulary. Gay states in Emzirs' book that experimental research is the one of research method that can truly test the hypothesis concerning cause and effect relationship.(Emzir, 2012) There are two major classes of experimental designs, single-variable designs, which involve one independent variable, and factorial designs, which involve two or more independent variables. Factorial designs are classified as pre-experimental, true experimental and quasi experimental. In this case, the researcher chose the Quasi Experimental Design because in this design, the researcher was able to control some of variables which influence the process of the experimental. According to Suryabrata, Quasi experimental design divided into two kinds, Posttest-Only Control Design and Pretest- Posttest Control Design.

Posttest- Only Control Design is a type of quasi experimental design where the experimental group is exposed to a treatment and both groups are measured afterwards. Pretest- Posttest Control Design where both groups are measured before and after the experimental group is exposed to a treatment.(Suryabrata, 1990) The different between both designs is the pretest. Posttest- Only Control Design does not have pre-test while Pretest- Posttest Control Design has both pre- test and post- test.

However in this research, researcher used the Pretest Posttest Control Design, which in this design there were two groups in this research. Experimental group that was treated by using silent way method and the control group was treated without using silent way method between pretest and posttest. Related to experimental and control, Gay states, ” The experimental group usually gets new treatment or treatment under investigation, while the control group gets different treatment or treated like usual”.(L. R, 1990) The control group is needed to know whether the new treatment under investigation is more effective than the use the unusual one. These two groups have been given the same length of the time and the same materials in teaching.

This research used the pretest to determine a student's baseline knowledge or preparedness for an educational experience or course of study and posttest to know whether there was differences of the students' vocabulary mastery.

Table 1. The design of the research

Class	Pretest	Treatment	Posttest
Experimental class	T1C	X	T2C
Control class	T2D	-	T2D

Where:

T1C = The pretest for experimental class

T2D =The pretest for the control class

X = The treatment that is given to the experimental group by using silent way method

T2C = The posttest for the experimental class

T2D = the posttest for control class

Based on the research design above, special treatment was only given to the experimental class. The post-test will be administrated after the implementation of silent way method as the special treatment for the students in the experimental class. It has been given in order to observe students' vocabulary mastery in both classes.

The population was all students at the seventh grade of MTsS Diniyyah Pasia. The sample of this research was determined by using purposive sampling. The purposive sampling is the selection of a group based on certain characteristic are deemed have a close relation with the characteristics of the population that has been previously known (Margono, 2007) .

The samples of this research were two classes of seventh grade of MTsS Diniyyah Pasia. Researcher chosed VII.2 and VII.4 because they had some problems with vocabulary mastery, which have the close relation with the characteristic of the population, and because it was also suggested by the teacher in the school. Thus, one of two classes has been chosen to be a control class and one class to be experimental class.

The instrument used in this research was test that were given as pretest and posttest. The test consisted of 25 items, which were formulated in multiple choice items with four alternatives. In order to make that test become valid and reliable; the researcher has done the validity and reliability of the test. This research used try out to find out the reliability of the data and the validity of each item in the test. Then researcher used the pretest to determine a student's baseline knowledge or preparedness for an educational experience or course of study. After that, the researcher collected the data based on the score of students' vocabulary test. The data were collected after the posttest of students. The researcher gave posttest to both experimental and control groups. The posttest was given in order to know the significant effect of students' vocabulary mastery after giving the treatment to the experimental group.

The researcher took the scores students' vocabulary based on scoring and measuring students' vocabulary posttest. Then the researcher compared the result of the test gained by the experimental and control groups in order to know whether the using of silent way method can give significant effect or not in improving the students' vocabulary mastery.

This research done by using the t-test in analyzing the data. There were four formulas that used to analyze the data in this research. The first was used to find the average score of each group and the second was sum of square or variance. The third calculated standard deviation. The last calculated t-test formulate.

3. Results and Discussion

To find out either the instrument were valid or not and reliable or not, the instrument should have been tested first. Try out test was given to the students in other class that still in same level which was class VII 3. This class consisted of 35 students. The description of try out can be viewed in the table below:

Table 2 . Accepted/Rejected try out items

No	Criteria	Item Number	Total	Description
1	Valid	4, 5, 6, 9, 11, 13, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 31, 34, 36, 37, 38, 39, 40	25	Accepted
2	Invalid	1, 2, 3, 7, 8, 10, 12, 14, 15, 16, 26, 30, 32, 33, 35	15	Rejected

The result of try out test showed that there were 25 items valid and 15 items invalid. The items that invalid were removed from the test. The test was valid because the output is bigger than 0.3.

a. Data from the Pre-test of Experimental and Control Group

Pre-test was the data analysis that had been given by the researcher at the first meeting before conducting the treatment for experimental class by using silent way and treatment for control class without using silent way. The statistic of raw pre-test scores attained by the control and experimental group is as follows:

Table 3. The Result of the Calculation of Scores Gained from the Pre- test

		Descriptives		
		Statistic	Std. Error	
Cont_Pre	Mean	56.46	1.596	
	95% Confidence Interval for	Lower Bound	53.21	
		Upper Bound	59.70	
	5% Trimmed Mean	56.06		
	Median	56.00		
	Variance	89.197		
	Std. Deviation	9.444		
	Minimum	40		
	Maximum	80		
	Range	40		
	Interquartile Range	12		
	Skewness	.666	.398	
	Kurtosis	.332	.778	
	Exp_Pre	Mean	58.06	1.683
95% Confidence Interval for		Lower Bound	54.64	
		Upper Bound	61.48	
5% Trimmed Mean		57.94		
Median		56.00		
Variance		99.173		
Std. Deviation		9.959		
Minimum		36		
Maximum		84		
Range		48		
Interquartile Range		12		
Skewness		.279	.398	
Kurtosis		.592	.778	

Based on the calculation from the data that researcher got from pre-test, the lowest score of pre-test gained by the control class was 40 and the highest score was 80. The mean of the class was 56.46, the median was 56, standard deviation was 9.444, and the variance was 89.197. For the experiment class, the lowest score of pre-test gained by the control class was 36 and the highest score is 84. The mean of the class was 58.06, the median was 56, standard deviation was 9.959 and the variance was 99.173.

b. Data from the Post-test of the Experimental and Control Group

The post-test was conducted at the end of the treatment in order to find out the effect of silent way toward students' test result in vocabulary. The post-test was given to the experiment and control group after treatment. Both group were given the same test material and time allocation. The data from the post-test score of the control and experimental class are as follows:

Table 4. The Result of the Calculation of Scores Gained from the Post- test

		Descriptives		
		Statistic	Std. Error	
Cont_Post	Mean	65.60	1.698	
	95% Confidence Interval for	Lower Bound	62.15	
		Upper Bound	69.05	
	5% Trimmed Mean	65.68		
	Median	64.00		
	Variance	100.894		
	Std. Deviation	10.045		
	Minimum	44		
	Maximum	84		
	Range	40		
	Interquartile Range	20		
	Skewness	-.035	.398	
	Kurtosis	-.897	.778	
	Exp_Post	Mean	76.00	1.503
95% Confidence Interval for		Lower Bound	72.95	
		Upper Bound	79.05	
5% Trimmed Mean		75.78		
Median		76.00		
Variance		79.059		
Std. Deviation		8.892		
Minimum		60		
Maximum		96		
Range		36		
Interquartile Range		12		
Skewness		.392	.398	
Kurtosis		-.404	.778	

Based on the calculation from the data that researcher got from post-test, the lowest score of post-test gained by the control class was 44 and the highest score was 84. The mean of the class was 65.6, the median was 64, standard deviation was 10.045, and the variance was 100.894. For the experiment class, the lowest score of post-test gained by the control class was 60 and the highest score was 96. The mean of the class was 76, the median was 76, standard deviation was 8.892, and the variance was 79.059.

c. Analysis of the Data

Analysis of the data was used the following steps: The first, doing try out test of instrumentation. The result of try out test showed that there were 25 items valid and 15 items invalid. The items that invalid were removed from the test. The test was valid because the output is bigger than 0.3. Then, the reliability of this test was analyzed for identifying the test was consistent in measurement or not. The result showed that the test was reliable to be used for pre-test and post-test in this research if the value of r_{11} obtained is bigger than 0.6, furthermore 0.86 was categorized as very good. The second, doing normality test of pre-test score of control and experiment class. Based on the data that got by using SPSS 22 the normality of the data was used Shapiro- Wilk. The normality of pre-test data was used as the condition for the data can be analyzed by using t test or not. The third, doing normality test of post-test score of control and experiment class.

Based on the data that got by using SPSS 22 the Sig. (p value) of post-test control is 0.204 which is bigger than 0.05, it means that the data distributed normally and the Sig. (p value) of post-test experiment is 0.237 which is bigger than 0.05, it means that the data was also distributed normally. The normality of the post-test data was used to test the hypothesis whether it was accepted or not. The fourth, doing homogeneity test of the pre-test score from the control and the experiment class. The data from the pre-test of the experimental and control class were homogeny. One of the ways to determine the data is homogenous or not is to compare the Sig.(p value) with the level of significance which is 0.05. The Sig. (p value) is $0.770 > 0.05$, then the data is homogenous. The fifth, doing homogeneity test of the post-test score from the control and the experiment class. The data from the post-test of the experimental and control class also homogenous. One of the ways to determine the data is homogenous or not is to compare the Sig.(p value) with the level of significance which is 0.05. The Sig. (p value) is $0.257 > 0.05$. Then it can be concluded that the data is homogenous. This homogeneity of both post-test and control class had function to see between the two classes are homogenous or not. When they are homogenous, the t test as the formula to test the hypothesis can be analyzed.

d. Testing the Hypothesis

After finding the mean score, the standard deviation, and the value of the $t_{obtained}$ by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tested as follow: the first hypothesis in this research, there is any significant effect of silent way toward students test result in vocabulary. To measure whether the hypothesis is accepted or rejected, the researcher used the formula to find whether H_a/H_0 was accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the t_{table} . If $t_{obtained}$ located between $-t_{table}$ and $+t_{table}$, the null hypothesis (H_0) is accepted or $t_{obtained}$ located not between $-t_{table}$ and $+t_{table}$, the alternate hypothesis (H_a) is accepted. From the data, it means that there is a significant effect of using silent way towards students' vocabulary mastery which is alternate hypothesis (H_a) was accepted because the $(-) t_{obtained}$ is smaller than the $(-)t_{table}$.

The second hypothesis, from the calculation of post-test scores of the both classes, it can be analyzed by using T test in SPSS 22. The output showed that the alternate hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected because the $(-)t_{obtained}$ was smaller than the $(-) t_{table}$. So, it can be said that there was significant difference of the students' test result in vocabulary between the students who are taught by using silent way and the students who are not taught by using silent way.

The third hypothesis was the students test result of the students who are taught by using silent way was better than the students' test result of the students who are not taught by using silent way or was the students' test result of the students who are taught by silent way was not better than the students' test result who are not taught by using silent way. The mean score of post-test of experimental class was bigger than the post-test mean score of the control class ($76 > 65.6$). It means that the alternative hypothesis (H_a) was accepted and it can be concluded that the vocabulary test result of the students who were taught by using silent way was better than the vocabulary test result of the students who were not taught by using silent way.

The t-test was used to know the difference between the mean of pre-test and post-test of experimental class. The samples of this research were two classes of seventh grade of MTsS Diniyyah Pasia. Researcher chosed VII.2 and VII.4 because they had some problems with vocabulary mastery, which have the close relation with the characteristic of the population, and because it is also suggested by the teacher in the school. Thus, one of two classes has been chosen to be a control class and one class to be experimental class. It can be shown from the mean of pre-test and post-test in experimental class. The mean of pre-test of experimental class is 58.05 and the mean of post-test is 76. It means that the mean of post-test of experimental class is higher than the mean of pre-test of experimental class.

The t-test result is shown that the $(-)$ tobtained is Smaller than the $(-)$ ttable ($-7.951 < -1.667$). The differences of both test is caused by the treatment given. The mean of post-test of experimental class was 76 and control class was 65.6. It means that the mean of post-test of experimental class was higher than the mean of post-test of control class.

The t-test result was shown that the $(-)$ tobtained was smaller than the $(-)$ ttable ($-4.587 > 1.667$). The difference of both classes was caused by the treatment given. Based on the hypothesis result, researcher found that using silent way toward students' vocabulary mastery gave significant effect on students' vocabulary mastery. It has proven that the using silent way toward students' test result in vocabulary gave significant difference on students' test result. It can be shown from the mean of post-test in experimental class and control class. The fact shows that silent way has significant difference in influencing the students' test result in vocabulary. The other finding was by Furqon. This study found that there was a significant difference between the mastery of English learning of the students who were taught without silent way and taught by using silent way. They found that silent way was more effective than without it.

This difference also happened to the researcher when taught in the classroom. In experimental class which taught by using silent way, the students were more active in learning process. When the researcher taught them about vocabulary, they were motivated to raise their hand in giving example and asking question. This phenomena are suitable with the statement from Ernie Sari who said that one of the advantages from silent way is the learners are more active in learning process. In contrast, the students who were taught without using silent way were passive and less motivated in learning process.

In conclusion, using silent way can increasing the students' ability in vocabulary. Silent way is almost appropriate for all level including weak students. This can be proven from the score of post-test in experimental class of this research.

4. Conclusion

Based on the findings and the discussions before, it can be concluded that: first, the use of Silent Way in teaching vocabulary to seventh grade in MTsS PPM Diniyyah Pasia has the significant effect in improving students' vocabulary mastery. It is supported by the data that Silent Way can improve students' grade and understanding. Second, there is significant difference between the students who were taught by Silent Way and students who were taught without using it. Third, the use of Silent Way in teaching vocabulary is better than conventional technique. It is proved by the data of the post-test of both classes where the mean score of experimental class is 76 and the mean score of control class is only 65.6 meanwhile both of classes have the same level of ability in the pre-test.

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