ADOPTING SILENT WAY IN TEACHING ENGLISH LANGUAGE IN CLASSROOM FOR SECOND INTERMEDIATE STUDENTS

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Article history:		Abstract:
		Caleb Gattegn developed the "silent approach" as a technique of teaching languages. Noam Chomsky's focused approach to language study informs this method, which is one of the most innovative to emerge in recent memory. The cognitive process claims that language training is not about habit development but rather rule construction. Those speakers know' of underlying/ abstract' rules that allow them to create/ and interpret utterances innovatively.' Using a formula test, the data has been examined. The results and discussion show that the quiet way technique impacts English language instruction. When it comes to studying English, teachers must expose their pupils to a "silent" approach to instruction.

INTRODUCTION

The Silent/ Way is a language-teaching method created/ by Caleb Gattegno/ that makes/ general/ use of silence as teaching. 'Gattegno has introduced the method in 1963 in his book Teaching Foreign Languages/ in schools: the Silent Way. Gattegno was critical' of conventional/ language education at the time, and he has based' the method' on his general/ theories./ of education' rather' than on existing/ language pedagogy (Gattegno,1992). It is usually/ regarded/ as an "alternative" language-teaching method; Cook's/ groups under/ "other styles", Richards' groups under "alternative approaches/ and methods" and Jin & Cortazzi's/ group under "Humanistic/or Alternative Approaches (Richards',1986).

Many people believe that the Silent Way is an oppressive approach. In a Silent Way classroom, the students' works have done in solitude, and there is a lack of communication (Brown,1987)

Caleb Gattegno developed the "silent approach" as a method of teaching languages. Noam Chomsky offered a cognitive approach to language studies that shares some concepts with this method.

In the 'cognitive approach, it has been said that language acquisition is not about habit development, but rather rule creation, and speakers have an awareness of underlying abstract rules that allow them to produce and interpret innovative expressions.

THE CONCEPT OF SILENT WAY METHOD

The Cognitive Approach does not give rise to the Silent way; it instead transmits some norms to it. A fundamental principle of the silent approach is that "Educating ought to be subjected to learning." He concludes that 'to encourage intends to serve the learning process rather than govern it. According to this "standard, with relation to the dynamic pursuit of the rules," "the student in the Cognitive Approach" is credited. 'From the student's point of view by analyzing the method in which newborns and young children learn,' says Gattegno. According to him, learning begins with preparing our interior assets (our discernment, attention, perception, inventiveness, and creative mind) for the current challenge. He believes this is a process we begin on our own, without the help of others. As we go through teaching, we "coordinate" all we learn and utilize it as a stepping stone to new knowledge. The theoretical foundation of the subtle approach has based on more cognitive than emotional reasoning. As founder Caleb Gattegno encourages a "humanistic" approach to education (Chamost McKeon 1984:2), much of the quiet way has marked by a problem-solving approach to education (Richard and Rodgers, 1986:99).

Those who are more comfortable chatting in front of a group may find the idea of being silent in class to be terrifying. Yet, in the 1970s, Caleb Gattegno gained some momentum when he developed the "Silent Way" approach of language education, which he dubbed the "Silent Method." His book, Teaching Foreign Languages in Schools: The Silent Way, is where he first introduced the idea of using silence as a teaching method. Traditionally, language teachers have done much of the talking and have much control over classroom activities. This is an alternative to

that.

According to this strategy, a solitary moment of quiet has been utilized to focus the pupils' attention; elicit replies, and urge them to remedy their faults. Silent Way is "based on a thorough study of the workings of the mind," not a clear-cut teaching style, but a game-like approach to teaching a foreign language. That's why it's called an "alternative language instruction system" rather than "the silent way" (Cook, 2008).

Language instruction in the old sense relied on pupils passively absorbing and internalizing linguistic structures, as you've already discovered in previous chapters. Students are supposed to learn the target language by copying the teacher and learning new systems using this expository teaching method (Bruner, 1966). As Gattegno (1992, 1976) states, knowledge is not a commodity, but rather an active construct that must be active] developed through experience; therefore, the goal of education should be to raise students' awareness that there is knowledge to be gained, rather than to supply them with knowledge themselves. According to Gattegno's views, research has demonstrated that students who have been forced to acquire new knowledge actively become more conscious, promoting learners' autonomy and subsidizing to higher mastery of new content when given the opportunity. Since pupils don't have to mimic the teacher or memorize phrases, the Silent Way offers an "alternative way to "teaching foreign languages." Students are "encouraged" to learn by "genuine" experience" when the teacher is silent in the classroom, rather than providing direct "input," as is the case in many classrooms.

ANALYSIS SILENT WAY METHOD
Features Silent Way

The Silent Way is characterized by its focus on discovery , creativity, problem solving and the use of associated materials . Richards and Rodgers (1986:99) summarizes the method into three major features :

Learning is facilitated if the learner discovers or creates.

The Silent way belongs to the tradition of teaching that favors hypothetical mode of teaching (as contrasting to expository mode of teaching) in which the teacher and the learner work cooperatively to reach the educational desired goals (Bruner, 1966). The learner is not a counter bound listener but an active provider to the learning process .

Learning is facilitated by accompanying (mediating) physical objects.

The Silent Way uses colorful charts and rods (cuisenaire rods) which are of varying length . They are used to introduce vocabulary (colors, numbers, adjectives, verbs) and syntax (tense, comparatives, …) plurals, word order **3.** Learning is facilitated by problem solving involving the material to be learned . This can be summarized by Benjamin Franklin's words: *"Tell me and I forget Teach me and I remember" Involve me and I learn .*

Method

This "study is" a quantitative study, as the name implies. Proper experimental design" will be applied in this study. 'Pre-test – Posttest Control Group Design" is the term for this type of design. In this study, "the type of data" is "interval data." '"One is an 'exploratory 'class, and another is a controlling class" is how this experimental approach has been described. These two classes—trial and control—are used by the analyst in this way. The researcher used the "silent approach" to teach English to the experimental class. A total of 100 students from the second-stage intermediate class in the academic year 2020-2021 make up the study's population. Their capacity to instruct students in the English language is at an all-time low." For the data, researchers will comb over this sample. For example, the students in VIII (A) and VIII (B) comprise 90 and 60, respectively, of the total number of students in each class. Researchers employ "cluster" random sampling to obtain the sample.

Pre-Test

to determine how well pupils have learned the "English language" through the use of a "pretest." The pretest consisted of an oral test with two items. An experiment and control class both have pretests. "It has made up of students from every subject" The highest score in the experiment class pretest was 64, while the lowest was 52. " There was a 56' and a 44 'which indicates 50' in the controlling class's top and lowest scores.

RESULT OF TREATMENTS

The treatment is given after pre-.The researcher has done three treatments in experiment class .

Result of Post Test

The researcher is conducting a test on the participants. Students are taught English as a second language by responding to text-based questions. There are two elements in each of the test's questions. In this class, the maximum score is 80, and the lowest is 68, which equates to 74. The most significant and lowest scores in the control group are 72 and 60', respectively, corresponding to 66".

CONCLUSION

It's a lot of effort for the students, who have to pay attention and actively participate to get the most out of what the teacher says. According to the author, this manner of learning may be "shattering," according to the author. Cuisenaire Rods, introduced into language education by Gattegno from "mathematics" teaching, are among the "aids employed." Cursors or forms may be made with them, which aids students in coming up with their conclusions about

what they imply. It has been shown that the "silent way approach" can help students in second-class English classes improve their language skills and confidence in "speaking" their ideas. When the teacher employs the silent way approach,' the pupils show increased interest. They are "active and engaged" in following the instructional process.

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7. Richards, Jack C. and Theodore S. (1986). Approaches and methods in language teaching: A description and analysis. Cambridge: Cambridge University Press oblem-solving activities in language classrooms.