WEB-BASED LEARNING DESIGN UNDER SILENT-WAY METHOD FOR 10TH TO 11TH GRADER SENTENCE BUILDING

Yuliana Ambarsari
Universitas Indraprasta PGRI
yuliana.ambarsari@unindra.ac.id

Abstract. This research is done to design a web-based interactive media, for senior high school tenth to eleventh graders are able to do self-drilling in compound/complex sentence building anywhere as they are connected to internet. Most students need self-drilling because there almost no example in building sentences for essay writing in English book for SMA students (Bahasa Inggris SMA Kelas X-XI, 2014). This research is done to correlate how silent way is able to be implied through critical exercises and games. Some data such as literature review, senior high-school English curriculum, English book for class X and XI, silent way theory, and some other detailed theories related to this research purpose are open coded. Then basic structure of the media is refined by axial coding for a prototype concept. It is highly expected that this media is effective to help students assisting themselves as e-self-learning, for they are able to write rich compound/complex sentences in narrative text.

Key words: Silent way, web-based learning, compound/complex sentence building

INTRODUCTION

As my experiences in advising students whose theses were mostly done in senior high school for error analysis in both speaking and writing, I assume that there should be more effort existing for teachers drilling their students in order to widen either student ideas or student sentence patterns in writing essay. This is an example of students writing output titled ‘Last Holiday’:

![Figure 1. Example of Students Writing Output](image)

From an example of how a tenth grader wrote her passage about last holiday, some sentences containing errors are like: “We can not get In on the train, because there is a lot of people so we must waited again” and “after a new rail came we get in and take off in Jakarta kota station.” From the errors, it can be concluded that senior high school students still need practice in building compound complex sentences. Willy nilly, teachers need not only books to deal with language structure, sentence building, vocabulary notes, but also an easy tool to help them alert for sentence building and particles in it. There are many spots, for teachers or
students themselves can practise: reading passage, self study book, continuous exercises in classroom, module, class project, etc. However, most students probably feel exhausted with those things. In this globalized era, as digital native, they need something more that, even, traditional schools cannot provide, e-learning media.

Writing essay is more to study language grammar, and learning grammar is another bowl of sickness where they really want to knock off. The more burden for them, the more distance they put between themselves with the language they are learning. To solve this problem, an interactive media, which now is taken as big consideration as one of the best tool to learn language, will be the main object of this research. The focus of this research later is web-based learning for self-learning, so students may help themselves to understand deeply how sentences, especially compound, complex, and compound complex sentences are built into a passage.

A question to go is how to design a media for sentence building. Wilhelm (2008) investigated eight possibilities teaching methods in three different universities in China land. They are grammar-translation method, audio-lingual method, natural approach, communicative language teaching, the silent way, community language learning, suggestopedia, and total physical response. The result shows that Silent Way is the fifth best possible method used after communicative, audio lingual, community-based learning and suggestopedia. Silent way is applied with minimum teacher’s role. Learning is facilitated if the learners discovers or creates rather than remembers and repeats what to be learned, by accompanying (mediating) physical objects and by problem solving involving the material to be learned (Richards:1999,99). In Silent Way students have liberty to decide their thoughts. Silent Way holds on basic learning circumstance where learning is to take place without specifying what the learning processes themselves are. Functional and versatile words are seen as the best (Patil:2014, 285). There must be no translation and role repetition in Silent Way. Commonly used technique is mounting words. In common silent way application, sound-color chart is used to teach the language sounds; colored word charts are used to teach sentences; and, colored Fidel chart is for spelling. Silent way may suit the term of self learning by web-base media. Therefore, the target of this reserach is to imply silent way as basic thought model to design the web-based media.

METHOD

This design-based research will be done under Brog and Gall model. The steps of research and development are problems, data collection, product design, design validity, design revision, main field testing and production. The scope of this research is only limited in media design prototype for final design. Model validation and experiment will be the incited in my next research. Preliminary research by literature study and field pra-survey are open coded for basic data. Then, they are coded axially. The purpose of the axial coding is to put back the data together in different perspective after open coding. This is in order to make connections between categories. Then, the result for the best rough model draft is tested in a web-base media.

Language need of higher education level students doing e-learning is not quite different with one to another: male and female, private and governemnt institution (Azimi:2014). It does not show far difference of text, graph, audio streaming, and application. As what Azimi done in his research, tenth and eleventh grader will be suitable as the object of this media design. Because of time limitation, the research is only done for Web-based design. The final design and implementation is scheduled for the next research of CD implementation (titled Silent Way for Sentence Building) in a high school in Depok.
**Book Review**

There are four books reviewed and open coded for target language, vocabulary and writing drilling. They are: 1) 1st semester English book of tenth grader (Book 1), 2) 2nd semester English book of tenth grader (Book 2), 3) 1st semester English book of eleventh grader (Book 3), 4) 1st semester English book of eleventh grader (Book 4). Based on a open coding done toward SMA English book of tenth and eleventh grader for their target languages, there are some main results that should be considered:

A. In sentence writing drill, words employed are like evolved, imaginary, significant, merge, relevant, prominent, crucial, emerge, alter, exist, prominent, remind of, etc. This means SMA books applies intermediate vocabulary. For writing passage drill, there is no example given.

B. For reading skill, sentences often seen in stories are like: “There once was a fisherman who lived with his wife in a small hut close by the seaside”, “Put me in the water again, and let me go”, “I am surprised you don't realize what you should have asked for”, “We are poor and I am so miserable.” In reading, the use of simple, complex, compound and compound complex sentences are subconsciously and repetitively drilled.

C. There is also the usage of present and past participle to avoid compound and complex sentence form. It is like “Tsunami is caused by earthquake affecting the seabed.” Present participle and past participle usage is very common to avoid too-long sentence.

D. For speaking skill, there are some target sentences like “I think …”, “I suppose…”, “In my opinion …”, “If teenagers eat too much fast food, they can easily become overweight”, “I am surprised you don't realize what you should have asked for.” For writing sentence, vocabularies used are higher than is for speaking.

E. Connectors that are actively drilled such as: first, second, next, when, then, finally, but, and, that, due to, as...as, if, what, how, who, eventually. All connectors of compound, complex sentences have been employed.

**Theories**

Grammar is a system of learnable rules (Thornbury:2007,17). It includes tenses, formation of questions and negatives, prepositions, pronouns. (Pollard:2008,11). Learning grammar for writing output is a must, especially for senior high school students in Indonesia either in city center or even isolated place. Writing is one of skills stated in English Book for SMA (by Indonesian Culture and Education Ministry). Approaching language grammar for writing can be done inductively and deductively (Thornbury:2007,15). When deductive approach is by teaching learning process, the inductive one starts with some similar sentences referred to a language rule. Then, a set of language figure is displayed and stated. When this research is to design a prototype of web-base media of sentence building for self-learning, surely, inductive approach suits more nicely toward this process.


Dealing with games, some strong examples of powerful engaging gaming models have emerged. Some have been used quite a bit in the educational setting, while others have mainly
garnered popularity in pop culture. Interactive games are often used in audiolingual courses for motivation and to provide a change of pace from pattern-practice drills (1999:22). Games by their very nature, focus the student on what it is they are doing and use the language as a tool for reaching the goal rather than as a goal in itself” (Terrell in Richards:1999). For Umstatter (2002) classified games and activities in non-grammatical sequence, word game, context meaning, critical thinking and memorizing. Each of these then is classified for desiring games. Example is for non grammatcal sequence, he intimidates scan sort and earn, linking it up, word hunt, move it on, part of speech magic square, hidden letter, fix up these 20 missspellings, grammar and mechanics, structuring sentences, the right spot, and many others for different students need and target classification.

Based on the theories performed, some points coded for vast conclusion are listed as:

1. Inductive grammar is coherent to the context of web-base learning.
2. From the four grammar self-study book authors, the way phillips drill compound complex sentence and murphy seem perfect to combine. Instead of applying sentence structure, stressing the usage of connectors and how verb agrees the subject is possibly applicable.
3. There will be activities for drilling and ice breaking. For an e-self-learning users, this media is applying grammar as critical activity but the games are performed as developed activities between drillings.

DESIGN AND DEVELOPMENT

Related to book review and theories, some points are classified axially and resulted as follows:

<table>
<thead>
<tr>
<th>Target Language of Book 1, 2, 3,4</th>
<th>Silent way Method</th>
<th>Other theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar is silently taught for speaking, instead for writing, vocabulary enrichment becomes mass.</td>
<td>It constructs language by process of repetition</td>
<td>Inductive grammar is applied</td>
</tr>
<tr>
<td>There is no drilling for writing passage.</td>
<td>It uses cuisenaire rod in blue, red, green, yellow, orange, to define students’ constructive idea.</td>
<td>Subject verb agreement and connectors usage are the main focus of drilling</td>
</tr>
<tr>
<td>Simple compound and complex sentence for writing output is not clearly stated in book but genre-based writing only.</td>
<td>In silent way, the choice of vocabulary is crucial (1972:3). Cotegno stated semi-luxury vocabulary, luxury vocabulary and functional vocabulary.</td>
<td>Game is for icebreaking between drillings</td>
</tr>
<tr>
<td>Target language for tenth and eleventh grader is almost the same in writing output that is writing genre-based essay.</td>
<td>In silent way, red is usually to teach grammar, green is for vocabulary enrichment and its application. Blue is for glossary, orange is for story telling.</td>
<td>In sentence building drill, not only vocabulary is stressed but subject verb agreement is also stressed more mainly.</td>
</tr>
</tbody>
</table>

The refinedness results from how they are linked and flash backed are:

1. Students need lighter vocabulary (for beginner) for sentence building drill. The target of the media is not mainly in sentence building and less in vocabulary enrichment. This web-based
program later will be for any senior high school students started from first class (X) to the third class (XI). Therefore, functional vocabulary will be applied.

2. Drilling how to build sentence means drilling grammar. Drilling grammar in the media will be done silently and inductively.

3. To apply silent way into the media later, vocabulary enrichment will be done consciously through ice-breaking. Some are occupied as breaker in after each three activities.

4. The four authors (Murphy, Lou, Azar, Widjaja) also define it differently in different chapter. Compound/complex sentences are language drills that should be done consequently slowly and clearly. Therefore, here is listed what lies in English book for tenth and eleventh grade, functional vocabularies, and the core of compound/complex sentence. Then, what will be implied in media later is listed and described in media plan.

5. In compound/complex/compound complex sentence building, there are some parts of speech becoming target notice for sentence building. They are subject, verb, noun, adjective, compliment and adverb; besides, capitalization, punctuation and connector are also major.

Exercise Design
After some main points previously concluded, here is a light concept of the drilling:

1. The silent way employs problem-solving activities that involve the use of special charts and colored rods. There will be colors to use: red, green, blue, red, orange, yellow, black, white, and pink. In the media some color rods are occupied for:
   - Subject is in yellow rod
   - Verb is in red rod
   - Noun is in blue rod
   - Adjective is in green rod
   - Punctuation is in white rod
   - Orange is compliment rod
   - Brown is adverb rod
   - Connector is in black rod (with white letters)

2. There will be two to three target sentences for each set. Two sentences are for two drilling sentences.

3. The cuisenaire rod displayed is defined as fair and long performed in different colors. Fair means as the words or phrases need. Long means wider than what is needed. The function is to navigate users mind to determine main structure of these kinds of sentence. There will be catagorization of answer choices to help user finding the best answer. There are four catagories for available possible answer:
   1. Wrong answer for wrong spelling or wrong structure
   2. Improper answer for not suiting the context meaning
   3. Correct answer
   4. Creative answer

   The catagories are not displayed in each exercise but randomed.

4. Display: four pictures with some rods in specific length: long is for noun (subject) and functional adjective (present and past participle). For each picture, there are seven rods. One picture is for language presentation. picture is for one-sentence or two-sentence drilling.

Examples of drilling concept are:

Picture 1. Picture of two girls (tall and slim) with a boy (short and slim).
Display: word classification is put as preference: Two verbs (are, is) in red rod, connector (but) in black rod, adjectives (tall and short) in green rod, subjects (the boy, the two grils)
Target sentence: The two girls are tall, but the boy is short
Picture 2. Picture of three girls (two are tall and sim; one is fat and tall) and three boys (two are tall and sim; one is fat and tall)
Display: Adjectives are put in green box. Subjects are put in yellow rod. The adjectives displayed are tall but short, tall and slim, tall and short, thin and tall, short and fat, short, fat and tall. Subjects displayed are the two girl, a girl, some girl, a boy, two boy, the two boys, some boys.
Target sentence: The two boys are tall and thin, and the girl is tall and fat. Two boys are tall and thin, and a girl is tall and fat. Two girls are tall and slim, and a boy is tall and slim.

Here is the display of a slide in web-based media:

In accelerating silent way into a web, there are some important items that should be considered in media design. Later, this web will use script server side for client application that is able to connect server. File saved in server are pictures, rods, words in rods, and audio file. There will be more than 30 sets for the first launch of the web-based learning. Each set will consist of two to three pictures and of three to six target sentences. For each set, standard example is given and users highly need to understand that they should be able to build sentences by dragging either correct one or creative one. Game is included in between exercise sets. For overall sets, the simplest target sentences are drilled to the most challenging ones. There will be voice heard for correct sentence that is successfully done by users. Then they need to imitate to get pronounciation score. Game is done in between five sets.

Game Design
Title: regular and irregular verbs.
Goal: users should be able to think creatively and fast
Each game in this application is set for three levels. They are named beginner, runner, fast runner.
Game procedure: user must drag available words into proper catagory not longer than the time given when:
1 minute is provided for beginner; 2 minutes are provided for runner; 3 minutes are provided for fast runner.
After user is done doing a test, then the result, for three levels, is displayed as follow:
- Congratulation. You are a GOOD beginner (if < 50% correct).
- Congratulation. You are an awesome beginner (if 50% - 70% correct).
- Congratulation. You are an excellent beginner (if 70% -100% correct).
- Congratulation. You are a GOOD runner (if < 50% correct).
- Congratulation. You are an awesome runner (if 50% - 70% correct).
- Congratulation. You are an excellent runner (if 70% -100% correct).
- Congratulation. You are a GOOD fast runner (if < 50% correct).
- Congratulation. You are an awesome fast runner (if 50% - 70% correct).
- Congratulation. You are an excellent fast runner (if 70% -100% correct).

Screen display:
Top screen: Title
Screen center: words in a big box to be categorized either as regular verbs or as irregular verbs.
Screen bottom: category boxes are provided in the below right and left part of the screen where right space is for irregular verb box and left space is for regular verb box.

Audio
- First audio is about information of game order. The order is played automatically as the users open the game to play.
  Display:
  “Match Each Word Category by Dragging Them in either Irregular Verbs or Regular Verbs”.
- Second audio is about information about irregular and regular verb game that says
  “Irregular verbs are those that change letter or that still be the same in three different forms: present, past and future. Go is an irregular verb as it changes to went for past form and to gone for participle form”. This is played as the user klick the game name in the top centre of the screen.

An example is given by displaying 20 words. Nine words will be irregular, and eight words will be regular. Three words are suited with no category. The example exhibition only runs less than two minutes.

Example displayed:
Leave, become, grow, lead, keep, tell, hang on, fall, feel.
Wash, call, open, pull, drop off, listen to, ask, note,
Competence, marque, confidential.

Game concept
Beginner will have 25 words displayed (as has been mentioned).
Go, sit, speak, swim, run, say, have, drink, hit, sleep, spend.
Major, submit, talk, maintain, collect, want, step out, grab.
Cash, carrier, personal, outstanding, mannered.
Runner will have 35 words displayed: 25 will be included in to regular and irregular verb categories. The rest are adjective, noun, and adverbs.
Sell, know, think, teach, dig, sink, shrink, bring.
Visit, reject, hire, count, look, shower, explain, lecture, return, cheer.
Cash, worried, smell, fire, scared, noise, assignment, across, apologize, optimistic.
Fast runner will have 50 words displayed: 30 words are in to regular and irregular verb category. The rest are adjective, noun, adverbs, connectors, verbs in different spell.
Read, give, have, ride, find, win, hear, make, swear in, take, buy, have, do, fly, meet, draw, hide, know, catch, choose, see, mean, put, shake.
Dash, shop, fetch, die, live, seek for, interview, pray, mark, tidy up, organize, involve, develop, finalize, experience, chuckle.
Through, weather, finally, pessimistic, expensive, ago, travell, hapen, vendor, so forth.

Note:
Bolded words are irregular verbs.
Italic words are regular verbs.
No mark is for unchoosen words
This is the display of the game.
CONCLUSION
Silent way method using technique of interactive multimedia, slightly, does appear like application; somehow, it has strength in using the rod by stimulous color. This, when done, hopefully can stimulate students, for they can increase self-confident in learning English in more creative way. It is also expected to be able to trigger students’ creativity to reach success learning process, either with peer or as self study.

What I have conceptualized is taken mostly from English book for senior high school student published by Kemendikbud, so this media is assumed to be able to adjust student’s need of building compound/complex/compound complex sentences in writing English essay, either it is procedure, descriptive, narrative, recounting, or even spoof essay. It is highly expected that this media will be very useful to florish students study style, instead of listening to lecture, group discussion or translating essay.

A further research will be done towards tenth to eleventh grader for its applicability towards narrative writing output. Samples taken purposefully will be set up to do practice sets in web-based media in two weeks. Pretest and posttest of writing narrative essay will be done for significant result whether this web-based learning suits their need or not. Since this media is limited for not to be connected with other online users. It is highly expected that other researchers would like to create more attractive and developed media.

REFERENCE


