



## Teachers' Perception Toward Silent Way Method Used in EFL Classroom

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Receive: 11/02/2024

Accepted: : 19/02/2024

Published: : 01/03/2024

### Abstract

Today's English learners are required to learn English independently and motivated because they cannot rely too much on their teachers to learn in the classroom. The present study was to seek how the teachers' perception toward silent way method used in EFL classroom. Title: Teachers' Perceptions of the Silent Way Method in EFL Classrooms: A Qualitative Inquiry. This study investigates the perceptions of teachers regarding the utilization of the Silent Way method in English as a Foreign Language (EFL) classrooms. The Silent Way approach, characterized by its learner-centered, non-verbal communication techniques, has garnered attention for its potential to enhance language acquisition. Through a qualitative inquiry employing interviews, observations, and document analysis, this research explores teachers' experiences, challenges, and beliefs concerning the implementation of the Silent Way method. Findings offer insights into the effectiveness of this approach, its alignment with pedagogical principles, and implications for EFL instructional practices. Adopting quantitative methodological design and analyzing the data collected through questionnaires, it was revealed that (1) teachers' perception toward the use of silent way in English class is really positive and helpful for teachers' itself (2) the use SWM is really have many advantages, teachers are suggested to tried using this because by the students' think it's more challenging; as for learners, learners are encouraged to be independent in language learning through training activity in the classroom or with grouped learning activity outside the class with peers and merits the internet for good.

**Keywords:** EFL, Silent Way Method, Teachers' Perception, A Qualitative Inquiry

### Introduction

English is a universal language, most of people use it as a tool of communication among the nations in all over the world. As an international language, English is important to be learnt of the people. There are some important techniques that are needed in learning English, such as modeling, imitating,

instructing and implementing the method. In learning process, not all students can understand the material only by using one technique, but also need other elements. This is in accordance with Levert (1998, as cited in Abdurrahman, 2015, p. 24), the use of mimicking or modeling in learning process is not enough to produce the sound or phonetic string. For example, in

teaching vocabulary the teacher not only becomes a model in spelling the words, but also, she/he has to apply the method to make the students memorize it. Therefore, in teaching language the using of method is a significant key towards a successful teaching. According to Nunan (1991, p. 2), method is procedure and practice for orderly presentation of language materials that is used in teaching. In other word, the method is the procedure of teacher in teaching language, and as the effort to make learning effectively. As Xue & Fang states that “the approaches and methods of language teaching have cast light on the language teaching theory and practice” (2007, p. 69). In teaching language, there are a lot of methods that can be used for teaching in English Foreign language (EFL) classroom, one of them is Silent way method.

Silent way is a method of language teaching devised by Gattecno. In this method, the teacher should be silent as much as possible in the classroom, when the learners are encouraged to produce more language (Richards & Rogers, 1986, p. 81). The procedure of silent way method in teaching language is giving instruction. For example, in teaching vowel sound, teacher will stick five blocks of vowel sound (a,i,u,e,o) on the whiteboard with different colors. Then, the teacher will point each letter without saying the sound for the second times. In the third time, she will mention the sound of the letter. The students will repeat the sound by themselves when teacher points the block of vowel sound. Thus, “student is expected becomes independent, autonomous and responsible in learning” (Abdel, 2018). The students can take a role in learning activity by themselves. The silent way method has the aim to give beginner level student oraland aural facility of the target language in basic elements (Melvina).

In this research, the researchers analyzed how the teachers' perception related to the implementation of the silent way method in teaching English. There are some differences of technique and approach in language teaching methods. According to Xiu & Fang (2007, p. 69), “there are still many controversies about their usefulness and appropriateness”. The silent way method is taken from match method. Thus, this study tries to gain the information about students' opinion on silent way method implemented in the classroom, whether it is effective or have to add some activity to make the method appropriate with learning English.

The success of a teaching-learning process depends on factors within the individual and factors outside the individual. individual factor or called individual factors, namely factors that exist in oneself, such as growth, intelligence, exercise, motivation and personal factors; while factors outside individual or also called social factors, namely family factors or home conditions stairs, teachers and teaching methods, tools used in teaching and learning, environment, available opportunities and social motivation. Gattecno sees language learning as a process of personal growth that grows from students consciously and becomes a challenge for them. Students can develop personality, autonomy and responsibility. Students must realize that the skills they acquire depend on themselves, and must realize that using language is useful. to learn a new language. Based on the findings that students should learn independently, not dependent on the teacher. Gandana (2024) argues that students will learn better when they develop personal responsibility for their own learning. Therefore, it is very important to know how students think about this method, because in this method the greater emphasis is placed on students.

The purpose of the study is describing the teachers' perception and the significant different toward the use of Silent way method in EFL Classroom.

## **Review of Literature**

### ***The Concept of Perception***

In the world, many people have difference perceptions. Perception is the process of recognizing and interpreting sensory stimuli. "The perceptions are different according to the physical characteristics of the stimulus and they are interpreted in function of the previous experiences associated to that stimulus, making the brain able to extract knowledge" (Alexandre & Tavares, 2010). That perception involves human's five senses: there are hearing, smelling, tasting, touching, and sighting. For higher efficiency, the sensorial organs work in an integrated way. In learning something, people should know what they are expected to get when they are learning for it (Pikirang et al, 2021). Generally, those organs work together associated in a complementary manner. Thus, a percipient quality, for example the largeness, can be simultaneously considered by more than one sensorial organ. Kumar et al (2014) explained that concept of perceptions in perspective of philosophy, psychology, and the cognitive sciences that perceptions are process of attaining awareness or understanding of sensory information. He also defines that perception is the process of selection, organization, and interpretation of stimuli by someone to be a coherent and meaningful picture of the world.

The perception which is begin by the process of feeling, of measuring something which also the process of accepting stimuli by individuals through sense organs or it is also called sensory process. There are also factors that

influence someone's perception it includes internal and external factors of an individual will be influenced by psychological factor of someone, thought, feeling, motivation, and attention (Dowd, 2013). Perception is very important in understanding the human behavior, because every person perceives the world and approaches the life problems differently whatever we see or feel is not necessarily the same as it is really (Mahdavi, 2020). It is because what we hear is not what is really said, but what we perceive as being said. When we buy something, it is not because it is the best, but because we take it to be the best.

Perception defines variously by different scholars as Huda, (2017) states that perception of stimuli that can be influenced by an individual's mental awareness, past experience, knowledge, motivation, and social interactions. The perception of an individual eventually give rise to an individual's attitudes. Liando & Tatipang, (2022) also state that perception is way of understanding natural sign, or better of translating natural sign into intentional signs. From the above explanation it became clear that perception is something more than sensation. It correlates, integrates and comprehends diverse sensations and information from many organs of the body by means of which a person identifies things, objects, and the sensations.

### ***Silent Way Method***

The silent way method is a method of language teaching that triggered by Caleb Gattegno. The silent way is called because "the aim of the teacher is to say as little as possible in order can be in control of what she wants to say" (Nosrati, Karimi, Malekian & Hariri, 2013, p. 210). In this method, the students are the center of the learning process, and the teacher should be largely silent. In other word, the teacher

should be less talk during learning activity in the classroom, and the learners are encouraged to be more active in producing language (Richard & Rodger, 1986, p. 99). In addition, students are responsible for their own work.

Each method has particular characteristic that shows the feature of that method. A general characteristic in silent way method is the teacher less talk during teaching activity. The silent way method also has elements, which drawing the activity of teaching in the classroom. According to Richard & Rodger (1986, p. 99), the particularly elements used in silent way method are color charts and the colored Cuisenaire rods. In addition, Brown also described the material of silent way in a language classroom is utilized a set of Cuisenaire rods-small colored rods of varying lengths and a series of colorful wall charts (2000, p. 29). In other theory mention "the method may not be separated from the use of the rods and word charts with different color" (Setiyadi, 2006, p. 75).

Furthermore, in introducing the vocabulary (verb, adjective, noun) and syntax (tense, comparatives, pluralization, word order, and the like) is used the rods, but in introducing pronunciation models, grammatical paradigms and the like is used charts (Brown, 2000, p. 29). These elements grow out after Gattecno observed a European educator who used them for teaching math. Furthermore, Gattecno got the idea to apply them in teaching language (Richard & Rodger, 1986, p. 99). The rods are the thin and straight colored wooden or plastic sticks (Setiyadi, 2006, p. 75). Therefore, the rods and color charts become main point of silent way method in language teaching. A problem-solving approach in learning is the characteristic of this method (Brown, 2000, p. 28).

## Method

This study is a quantitative research design. The researcher describes the teacher' perceptions on silent way method in EFL classroom. This study can be characterized as quantitative research because the technique of data analysis is descriptive data. The quantitative research method has gained prominence due to its advantages, which include the ability to cover a large number of subjects and generalize the findings either entirely or in part. Data analysis is also time-efficient because specific software like Microsoft Excel and statistical tools are used, and any given variable can be measured using frequencies, percentages, or mean scores to find correlations or comparisons. On the other hand, the method is not as effective in achieving a deeper understanding and comprehension of the study cases that are presented (Rahman, 2017).

The participant of this research is the English teachers. Moreover, in this study the researcher the EFL teachers who included in teacher counsel (MGMP) have been appointed in this study. The researcher used purposive sampling in choosing this participant. The participants that selected are teachers that have good achievement in learning and have a lot of ideas in giving opinion. For the teachers, the EFL teachers who included in teacher counsel (MGMP) have been appointed in this study.

Teacher participants' data had been collected through Google Form since there was no English teacher counsel in the coming future just yet when this study occurred, plus, most of them are working from different school, hence, it be more appropriate to have them through online, thus, 10 teachers have selected for the study.

A simple convenient technique had been applied for collecting the data. The convenience sampling technique is a

sampling based on the availability of elements or samples and the ease of obtaining them, samples were selected because the samples were at the place (Sharma,2017). In this study, the researcher used collect the data from teachers' opinion. The researcher used questionnaire. Questionnaire is a data collection technique carried out by how to give a set of written questions to respondents to answer, can be given in person or by post or the internet. There are two types of questionnaires, namely closed and open. The questionnaire used in terms of this is a closed questionnaire, which is a questionnaire whose answers have been provided, so that respondents just choose and answer directly. The questionnaire here uses a Likert scale.

These are the following collecting method. Teachers as the participants. Firstly, the researcher contacted the chair of the English teacher council in Manado city, researcher asked for permission for distributing the Google form to the MGMP Whatsapp group; after basket the permission, the Google form was distributed then collected respectively in 24 hours. Finally, the data were collected then were computed using Microsoft Excel and SPSS v22 program. The instrument was adapted from the questionnaire of Jannah (2018) that consists of 15 questions. The instrument also consists of the respondents' profile such as gender and questions modified items regarding the teachers' perception toward the used of silent way method at the EFL classroom. Since the original questionnaire used English language, and the study was conducted in Indonesia, the questionnaire has been translated into Indonesian language, and has been approved and validated by three teachers at Universitas Negeri Manado. Then, the questionnaire was printed and copied as much as the numbers of the respondents.

The result of the data has been measured by Statistical Tool Packages version 22. For research questions, number one and two, the mean score was used. As the pattern, a five-point Likert Scale was used to interpret the participants' level of perceptions toward the used silent method in EFL classroom; further, Best's (1981) and Degang's (2010) scale were adopted to specify the findings as displayed in Table 1. Thus, the value data will be regarded as positive or strong when the P value is <0.05.

**Table 1. Indication of mean score**

Score Range	Indication
1.0-1.5	Very Low
1.6-2.0	Low
2.1-2.5	Moderately Low
2.6-2.9	Slightly Below Average
3.0	Average
3.1-3.5	Slightly Above Average
3.6-4.0	Moderately High
4.1-4.5	High
4.6-5.0	Very High

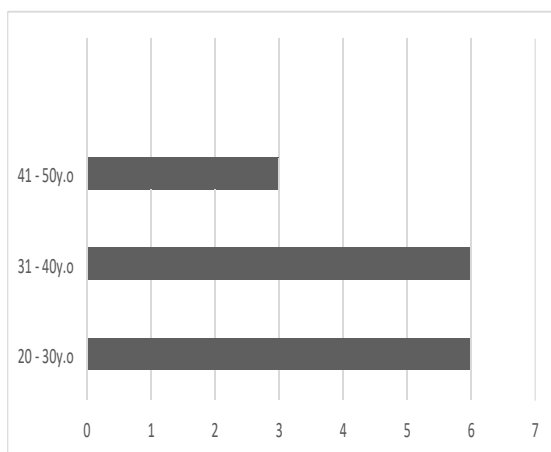
### **Findings and Discussion**

To answer the research questions of the study, the results and their interpretation have been provided in this chapter. It has divided into several parts. Firstly, the results from learners' perceptions from the questionnaire of learning autonomy and motivation were explained; secondly, the results of teachers' perceptions from the questionnaires were presented, either; as well as the correlation of each perception in each variable.

The data of the teachers were gathered in which as the purpose to seek is their data are correlated with their

perception. The data are out as follows in figure 1 and figure 2:

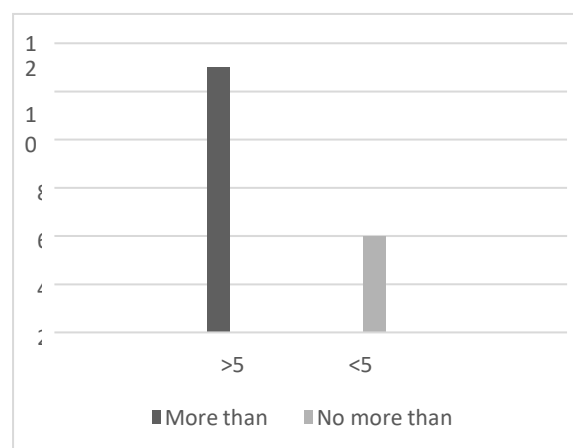
Figure 1 represents teachers' age data, the participants' age were gathered in which the purpose is to reveal is there any correlation between their perception of used silent method in EFL classroom, the advantage, and their age later on.



**Figure 1. Teachers' Age**

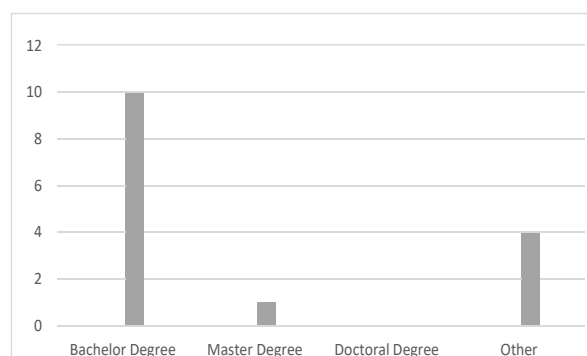
As displayed in figure 1, arranged from the highest value to the lowest, it is indicated that 6 teachers are aging 20 – 30 years old, 6 teachers aging 31 – 40 years old, and three learners are aging 41 – 50 years old. These results indicate that young English instructors nominate the majority of the educators. It would have implied that they are responsive to the circumstances at hand, energized, and capable of upgrading to the newest information.

Figure 2 represents teachers' length of service, the participants' length of service background data were gathered in which the purpose is to reveal is there any correlation between their perceptions of used silent way in EFL classroom later on.



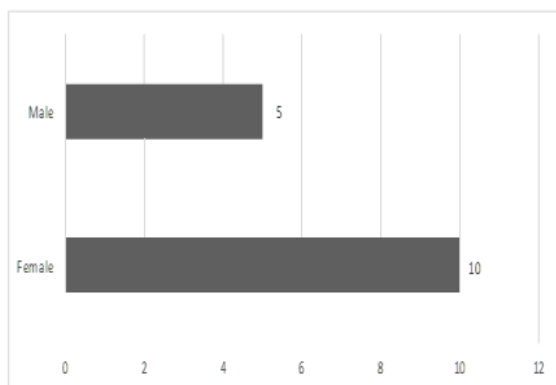
**Figure 2. Teachers' Teaching Period**

Additionally, figure 2 proposed a teaching period for the teachers. According to the results, eleven of the teachers in this instance have been in the classroom for longer than five years, while seven have just been there for that long. It is evident that educators with more than five years of experience surpass those with less than five years of experience in the classroom. These results confirmed that the majority of teachers have prior experience instructing and learning English.



**Figure 3. Teachers' Educational Background**

Afterwards figure 3 indicated the educational background of the teachers. The results indicated that all teachers hold a degree in education, proving that they are qualified to teach English.



**Figure 4. Teachers' Gender**

As displayed in figure 4, arranged from the highest value to the lowest, it is indicated 5 of Male Teachers' and 10 of Female Teachers'. This part shows that women have a higher perception than men. But in this case, even though there are more women but this case, it is not seen from the greater number of women but from the response, then the response of women in terms of gender looks at this activity. The and the cause of the many responses from women, because based on field research conducted by researchers found that, the number of women is more than men who take part in English. And the reason is probably because the English teachers in Manado most of them are female. As stated by (Heath et al., 2022) women interest more in language learning, because they often experience greater benefits, while men consider activities more depending on risk status and type of activity. In this tendency explain why women more become the English teachers.

**Teachers' Perception Toward Silent Way Method**

In this part, the results of how teachers perceive about use silent way method in language learning was revealed. It is showed that most of the teachers were showing positive perceptions toward the use of silent way method in EFL classroom since many participants agreed on their

options on Strongly Agree and Agree on the given items in the questionnaire. It is also could be seen from the mean score where the value 4 is the most appeared number, which indicates that teachers have agreed with the given arguments. Percentages value and the mean score were computed to seek the high and low scores in the collected data. Firstly, the use of silent way method was computed and the results come out are as follow (Table 2):

**Table 2 Teachers' Perception Toward Silent Way Method**

Items	SA/A	D	N	Mean	Interpretation
<b>The use of silent way method</b>					
1. Learning about the concept of English is easier for the students because of the implementation of silent way method	86%	7%	7%	3.4	Slightly Above Average
2. Silent way method can improve students critical thinking while learning English and integrate their English skills at the same time	90%	5%	5%	4.0	Moderately High
3. The use silent way method helps students to train their four language skills	98%	2%	0%	4.1	High

Table 2 reveals that of 86% teachers agreed that using silent way method in EFL class is easier for the students. The mean score of 3.4 presented at the Slightly Above Average level. Teachers seemed agreed with the use of silent method in EFL class because they think student can be easier in learning English and to implement the concept of English. Then, 90% of teachers perceived are Strongly Agree/Agree with the use of silent way method, the mean 4.0, Moderately High in the score. This is indicating that student can improving their skills in English because of silent way method. Lastly, 98% of teachers a Strongly Agree/Agree then; the mean 4.1 in the score which indicates this method really helps student to develop their English skills. Overall, based on the results, teachers agreed that the use of silent way

method can really help students to developing their English in any aspects.

**The Advantage of Silent Way Method**

In this part, the result showed to us how teachers’ perceive that the advantage of silent way method in the EFL classroom. There are quite a number of methods that can be done during the teaching-learning process to encourage students' motivation to learn English. Using the silent way method, for example, has been shown to increase learners' engagement with English language instruction and, consequently, their essential communication skills in the target language throughout the pandemic (Wullur et al., 2021). It is also supported by the result of questionnaire that already distributed, the mean scores values are 4 the most appeared number. The result showed in the table 3:

**Table 3. The Advantage of Silent Way Method**

Items	SDA/DA	N	SA/A	Mean	Interpretation
<b>Advantage of used Silent Way Method</b>					
4. With silent way method teachers can train and improve students four skills at the same time	5%	5%	90%	3.9	Moderately High
5. Silent way method makes teachers more efficient in teaching and learning activities	2%	5%	93%	4.0	Moderately High
6. The implementation of silent way method help students acquiring new vocabularies	0%	0%	100%	4.3	High
7. Learners used library to learn English individually	30%	0%	70%	3.8	Moderately High
8. Students develop their English ability during the teaching learning process	0%	2%	98%	4.1	High
9. Students assessing their own strengths and weaknesses in English	0%	2%	98%	4.1	High
10. Students can find out the mistakes they make in learning and immediately correct them	10%	5%	85%	3.9	Moderately High
11. Students find their own way of learning and can take responsibility in their learning activities	15%	0%	85%	3.9	Moderately High
12. Students can track and assess their English learning activities	15%	0%	85%	3.9	Moderately High
13. Students use learning apps to improve their English skills	30%	0%	70%	3.9	Moderately High
14. Students access textbooks or articles on the internet to learn and practice English	40%	0%	60%	4.0	Moderately High
15. Students watch English learning content on the internet to practice their English skills	40%	0%	60%	4.0	Moderately High

Source: Statistical Tool

The result above showed that most of the teachers’ think that silent way has a positive advantage for students in learning especially English. In the result above showed that 90% teachers in this study thought that with the silent way method

can train and can make an improvement for the students, the mean score is 3.9 Moderately High in the score. The next item also showed positive result 93% teachers think that silent way method can make the learning process more efficient, the mean score is 4.0 Moderately High in the score, it is probably because teachers must think that students can more explore by themselves and make the learning process be more efficient rather than the teacher himself/herself who explained it in front of the class. The next item showed 100% teacher agreed with the implementation of silent way method can helps student in developing new words in English, the mean score is 4.3, High in the score value.

In the table above also showed positive perceptions, supported by the result that the mean scores 4 appeared the most. Item number 7 showed that 70% Agree/Strongly Agree and 30% Disagree/Strongly Disagree, the mean score is 3.8 in score value it can interpret as Moderately High. According to Daniel and Pacheco (2016), some teachers just think that with the proper supported book at the library can help students in learn English by themselves. Items number 8 and 9 showed same result 98% teachers agreed with the statements, the mean scores are 4.1 in score value is High. It is revealed that silent way method can help students in Learning process. As for item 10, showed 85% teachers Agree/Strongly Agree with the statements and 10% Disagree/Strongly Disagree and 5% just have Neutral opinion, and the mean score 3.9 in the score value is Moderately High. Items number 11 and 12 showed same result with 85% Agree and 15% Disagree, and the mean score is 3.9. Next item 13 showed interesting result 60% Agree with the statement and 30% Disagree with the statement, the mean score is 3.9%. The last items 14 and 15 also



have same result, as the table above showed that 60% teachers Agree and 40% Disagree about the statement. Teachers may perceive that silent way method can help students in improving their English skills nevertheless, the teacher needs to assist them because if students use the internet just play instead of learning, that could happen.

**Learners’ Perception Toward Silent Way Method**

In this part, the results of how learners perceive the use of silent way method in the classroom was revealed. It is showed that most of the learners were showing positive behavior toward silent way methods because options on Strongly Agree/Agree with the given items in the questionnaire. It is also could be seen from the mean score where the value 3 is the most appeared number, which indicates that learners have agreed with the given arguments. Percentages value and the mean score were computed to seek the high and low scores in the collected data. Since the questionnaire was made up of two dimensions perspective and the advantage of used the method in the classroom, therefore, interpretation will be conducted in each session and tables respectively.

Firstly, the perceptions were computed and the results come out are as follow listed in Table 4:

**Table 4 Learners’ Perception Toward Silent Way Method**

Items	SA/A	D	N	Mean	Interpretation
<b>The use of silent way method</b>					
1. I learn the concept of English easier because of the implementation of the method silent way method	90%	5%	5%	4.0	Moderately High
2. Silent way method can improve my critical thinking while learning English and integrate their English skills at the same time	90%	5%	5%	4.0	Moderately High
3. The use silent way method helps me as students to train their four language skills	98%	2%	0%	4.1	High

In the table 4 reveals that 90% learners agreed by the using of the silent

way method in the classroom. The mean score of 4.0 presented at the Moderately High level. Students showed positive respond in the first question that stated about implementation of silent way method can help them and make the English easier, student might think that by using this kind of method can make them more freely in learning. Then for questions number 2 and 3 showed 90% and 98% of students perceived are Strongly Agree/Agree with the use of silent way method, and the mean score are 4.0 and 4.1 which indicates that students are agreed with this method can help them in developing their English in so many aspects.

Moreover, in this part showed about the advantage of silent way method according to the students perceived. There are many advantages that students can get through this method, and it approved by the result with showed means scores values are 4 the most appeared number. The result showed in the table 5:

**Table 5. The Advantage of Silent Way Method**

Items	SDA/DA	N	SA/A	Mean	Interpretation
<b>Advantage of used Silent Way Method</b>					
4. I can improve and train my four skills in English	5%	0%	95%	3.8	Moderately High
5. Silent way method makes teachers more efficient in teaching and learning activities	0%	5%	95%	4.0	Moderately High
6. I can acquire new vocabularies because of the implementation of silent way method	0%	0%	100%	4.3	High
7. I am using library to learn English Individually	50%	10%	40%	2.4	Moderately Low
8. I can develop my English ability during the teaching learning process	0%	0%	100%	4.3	High
9. I can assess my own strengths and weaknesses in English	0%	2%	98%	4.1	High
10. I can find out the mistakes that I make in learning and immediately correct them	10%	5%	85%	3.9	Moderately High
11. I can find my own way of learning and can take responsibility in their learning activities	15%	0%	85%	3.9	Moderately High
12. I can track and assess my English learning activities	15%	0%	85%	3.9	Moderately High
13. I can use learning apps to improve my English skills	30%	0%	70%	3.9	Moderately High
14. I can access textbooks or articles on the internet to learn and practice English	40%	0%	60%	4.0	Moderately High
15. I watch English learning content on the internet to practice their English skills	40%	0%	60%	4.0	Moderately High

Source: Statistical Tool

In the table above showed positive perceptions of students about the advantage of use silent way method, the mean score values most of it can interpret

as Moderately High and High. It is because student might think through this method, they can more exploring about the material in this case English. In this part also, one number got Moderately Low with the mean score 2.4. The explainable reason for this case might be learners do not like and or still unfamiliar with the learn in the library and not confident which hinders them from being responsible for their study; they just let the teachers find, choose, and provide the activity for them. Learners who did it occasionally means that they at it only if they remembered or have more free time to commit with the activity.

### **Discussion**

It has been discovered that the EFL junior high school teachers' perceptions of learning used silent way method in EFL classroom were high overall. The participants have perceived high might be due to there are interesting learning and so much technology that can help students to learn and find out on their own. With that being stated, learners still displayed high dependence toward their teachers which meant they would likely do learning only when have been instructed to do so. With that stated, students showed that they can do learning on their own means they will probably do learning even without being instructed to do so. The study is in line with previous studies which shown high perceptions among the learners (Henri et al., 2017; Nabila, 2019; Ramirez, 2017). For the purpose of teaching EFL in the classroom, the silent way method was found to be an effective and suitable approach. In order to encourage the students to be more active in creating their target language, the tutor used a strategy that involved his being as silent as possible while they participated during the EFL learning process in the classroom. By doing this, it was intended that the students

would become so used to thinking before speaking in English that they would understand the idea of what they were going to say before speaking it.

Secondly, the findings showed that by using SWM there are a lot of advantage that can be reached by applying this method. For example, items number 6 result is 100% all of the participant Agree/Strongly Agree with the statement that said by this method students can discover new vocabularies and phrases. This result in lined with previous study also, as what Richard (2013) states: "The Silent Way Method is intended to activate the learner's power of awareness and capacity to learn. Both input and output are more or less taken for granted. While mastery of grammar and vocabulary and the ability to use language fluently and accurately are at the core of language mastery in the Silent Way, these require little detailed pre-planning and will be the outcome of the activities generated from the use of Cuisenaire rods and other items manipulated by the teacher".

The aim of using SWM is to help the students develop into responsible, independent, and autonomous persons who actively participate in their education. In order to gain knowledge or skills, students are generally agreed to take an active role in their education rather than only acting as passive recipients of teaching. And based on what the result showed, it means that teachers perceptions of the used of SWM is positive. As we know, one approach to teach English is Silent Way Method. The silent method's overarching objective is to assist beginners in achieving a foundational level of fluency in the target language, leading to near-native language proficiency and accurate pronunciation. According to Candra (2017) stated that, students learn to recognize sentences in the target language using this strategy. The vocabulary, syntax, and usage

of sentences in spoken language will all be covered in the instruction. With this approach, students will learn how to speak like native speakers easily.

In the teaching-learning process situation nowadays, several practices could be done to foster learners' motivation to learn English. One of them by taking advantage of the use of SWM which proved would enhance learners' engagement in studying English then enhance their essential required skill in communicating in the target language during this era (Wullur et al., 2021). However, it should be noted that none of the teaching methodologies will be worked in all situations, wherefore, it is recommended to combined particular teaching methods that match with the objective in learning (Liando et al., 2018).

Thirdly, the findings on items 7 up until 15 really have a significant impact, the result values score is 4. The statement from item 7 until 15 are talk about the advantage of used SWM whether for students or the teacher itself. This is also same with the study conducted by Lestari & Martina (2022), students who study through a silent method will be better able to form sentences, enunciate words, and select the most appropriate word for communication. We will also learn from this approach that pupils must possess accountability, independence, and autonomy. The teaching objective can be accomplished when the pupils exhibit certain qualities. To helping students be more active, teachers derive great satisfaction from an argument that gives kids room to get involved with plenty of activities. In addition, encouraging students to work independently and participate actively in class can help free up teachers' time to plan and consider the lessons they want to teach.

In the advantage section (Table 4, p.35), learners had scored a high-average

perception with the given statements. Learners found are agree on the use of SWM in the English educational applications, educational content, and educational videos to practice and improve their English. Only little learners, according to them, sometimes and disagree it. Internet facilities in the era of 4.0 should be able to facilitate learners where all learning resources can be obtained as easily as the touch of their finger with their smartphone (Thu Ba, 2018); yet most learners seemed to fail to respond to this, as an exchange, they heavily used it as an entertainment tool rather than as a learning resource.

What makes this research different from the previous studies is in this study the researcher used quantitative method, whereas the previous study by Pratama & Gandana (2024) used the qualitative method. This study also more focusing about the advantage of used Silent Way Method. This research also slightly different from Negara et al ... (2014), which in his research just focusing how to use Silent Way Method in classroom, but in this research the researcher also put information about the advantage and disadvantages of used Silent Way Method. Most research related to this topic is carried out on students, but on this research, researcher use the perception from the teachers.

### **Conclusion**

Teachers' perceptions of used Silent Way Method were High overall. Regarding the selection of teaching methods in light of classroom facts, teachers' perceptions, thoughts, and beliefs are relevant. In this sense, effective teaching should center within the needs of the students, showing them that they can take charge of their education and become independent learners by giving them the opportunity to express their opinions. As a result, students

should be actively involved in choosing the instructional strategies that will be used. Furthermore, a decision of which instructional techniques to utilize in the classroom should ideally take the opinions of the students into consideration because there is a gap in the perceptions of these approaches held by teachers and students. Therefore, it is argued that the search for the best teaching strategies should be bidirectional, involving both teachers' intentional use of teaching methods for students and students interacting with teachers about their intentions to learn specific strategies that best suit their needs and circumstances. The results of the search will guide teachers' choices and application of instructional strategies in the classroom.

There are several recommendations for this study based on the findings and discussion. Since this study only represents the viewpoints of the teachers, it is advised that future research include cross-case analysis and comparisons between the beliefs held by the teachers and the perceptions held by the students across departments regarding the teaching methods used. This way, the findings will be more thorough and represent the teaching methods used in higher education from a variety of disciplines and perspective.

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