

**TEACHING SPEAKING OF NARRATIVE TEXT THROUGH SILENT VIEWING VIDEO
TECHNIQUE TO ELEVENTH GRADERS OF SMAN 1 DRIYOREJO**

**TEACHING SPEAKING OF NARRATIVE TEXT THROUGH SILENT VIEWING VIDEO
TECHNIQUE TO ELEVENTH GRADERS OF SMAN 1 DRIYOREJO**

Ana Muslimah

English Education, Languages and Arts Faculty, State University of Surabaya

anaeyim@yahoo.com

Dr. H. Aswandi, M.Pd.

English Education, Language and Arts Faculty, State University of Surabaya

Abstrak

Penelitian ini dilaksanakan untuk mengetahui bagaimana guru SMA Negeri 1 Driyorejo menggunakan teknik *silent viewing video* untuk mengajar teks *narrative* pada siswa kelas sebelas dan kemampuan mereka berbicara bersetelah menggunakan teknik tersebut. Namun, sulit bagi siswa untuk mencapai target pembelajaran. Terkadang, para siswa tidak dapat mengembangkan ide-ide mereka dengan baik, takut akan membuat kesalahan, dan merasa bosan ketika mereka belajar berbicara. Untuk mengatasi masalah tersebut, guru harus menggunakan teknik *silent viewing* sebagai teknik pembelajaran alternatif yang akan membuat siswa merasa percaya diri dan terbantu dalam mengembangkan kemampuan berbicara mereka. Penelitian ini akan menjawab dua masalah penelitian yang dianalisa yaitu: 1) Bagaimana implementasi teknik *silent viewing video* dalam mengajar berbicara teks *narrative* untuk siswa kelas sebelas? 2) Bagaimana respon siswa terhadap penerapan teknik *silent viewing video* dalam pengajaran berbicara teks *narrative*. Berkaitan dengan rumusan masalah tersebut, penelitian ini dilakukan secara kualitatif dan hasil penelitian dijelaskan dalam bentuk deskriptif. Selain itu, data dikumpulkan melalui daftar observasi, wawancara, dan angket. Penelitian ini dilakukan selama tiga kali observasi. Hasil analisis menunjukkan bahwa siswa lebih aktif, merasa percaya diri, dan dapat mengembangkan ide-ide mereka dengan baik dalam kemampuan berbicara. Berdasarkan analisis kuesioner siswa, dapat dilihat bahwa banyak siswa yang memiliki respon positif dalam proses pembelajaran dengan menggunakan teknik *silent viewing video* untuk berbicara teks *narrative*. Kemampuan siswa menjadi lebih baik setelah pelaksanaan teknik tersebut, hal ini dapat dilihat dari nilai berbicara mereka. Guru juga cukup baik ketika membimbing siswa untuk menonton video melalui teknik ini. Dapat disimpulkan bahwa teknik *silent viewing video* dapat digunakan untuk mengajar kemampuan berbicara teks *narrative* karena dapat membantu menstimulasi ide siswa dalam proses belajar berbicara teks *narrative*. Dengan ditemukannya penggunaan teknik ini efektif, maka guru disarankan dapat menggunakan *silent viewing* sebagai salah satu teknik penggunaan video untuk mengajar berbicara teks *narrative*.

Kata kunci: berbicara, teks naratif, video, teknik silent viewing

TEACHING SPEAKING OF NARRATIVE TEXT THROUGH SILENT VIEWING VIDEO TECHNIQUE TO ELEVENTH GRADERS OF SMAN 1 DRIYOREJO

Abstract

This study was conducted to know how the teacher in SMA Negeri 1 Driyorejo teaches speaking narrative text to the eleventh graders by using *silent viewing* technique and to identify the students' speaking ability after the implementation of the technique. As the matter of fact, students deal with difficulty in speaking and it makes the students unsuccessful in achieving the teaching and learning target. Sometimes, the students cannot develop their ideas well; they are afraid of making errors and getting bored when they are having a speaking class. In order to solve this problem, the teacher should use silent viewing technique as an alternative learning technique that will make students feel confident and assisted to develop their speaking ability. In this study, using silent viewing technique is offered to teach speaking narrative text. There are two research questions that will be analyzed: 1) How is the implementation of silent viewing video technique in teaching spoken narrative text to the eleventh graders? 2) How are the students' responses toward the implementation of silent viewing video technique in teaching speaking narrative text. Dealing with those questions, this study was conducted qualitatively so that the result would be described in the form of descriptive. The data were collected through observation checklist, interview, and questionnaire. This study was conducted during three observations. The result of the study revealed that the students are more active and confident; they are able to develop their ideas well during speaking class after its implementation. Based on the students' questionnaire, it could be seen that there were many students who had positive responses towards the learning process managed by using silent viewing technique in speaking narrative text. The students' ability got better after its implementation of the technique. It could be seen from their speaking scores. The teacher was also quite capable of guiding the students to watch a video by using silent viewing technique. In short, silent viewing video technique can be implemented to teach speaking narrative text. It can stimulate the students to develop their ideas in speaking narrative text. Since the technique is effective, the teacher can use *silent viewing* as a technique to use a video in teaching and learning process.

Key words: Speaking, Narrative text, video, silent viewing technique



TEACHING SPEAKING OF NARRATIVE TEXT THROUGH SILENT VIEWING VIDEO TECHNIQUE TO ELEVENTH GRADERS OF SMAN 1 DRIYOREJO

INTRODUCTION

Speaking is one of the important skills in English Language. Chenfield (1978: 141) stated that speaking is essential skill to be mastered in order to be successful in managing communication with other people. According to Fisher & Frey (2007: 16), speaking is the human act and process of sharing and delivering information, emotions, and ideas in spoken form. By mastering English speaking skill, people will be able to communicate with all people from foreign countries. It is supported by Richard and Rogers (1986: 78) who stated that whether people can interact and communicate in their society or not depend on their speaking ability. Thus, speaking is helpful when they have to communicate with other people from local or foreign countries by using English.

There are two types of communication; they are oral and written communication. In this research, the researcher focused on the speaking skill. Brown and Yule (1983: 25) stated that speaking in foreign language is one of difficult aspects in students' learning. Most of students are afraid when they want to speak up in front of the class due to the lack of motivation, confidence, and ideas. Those problems are viewed as the major problems obstructing the students' speaking ability development. Nunan (2004: 51) stated that learning speaking in foreign language is facilitated when the students are active in communicating with other people from foreign countries. The teacher should motivate the students to use English and create enjoyable atmosphere to make the students interested in learning speaking.

Teacher has to be creative to combine several methods, media, materials and techniques to attract the students' interest towards the teaching and learning process. Some teachers may use a media such as a video as a particular means to motivate and stimulate the students. Canning-Wilson (2000) stated that video is the most basic level of instruction; it is a communication form and it can be achieved without the help of language when we often interact by gesture, eye contact, and facial expression to convey meaning or messages. Harmer (2002: 282) also stated that the use of video tapes has been a common feature in language teaching for many years. It is not a new thing to use a video in speaking lesson to motivate the students. Sherman (2007: 3) stated that there is a special feeling to understand and enjoy the real scenes in video. By using a video in teaching spoken narrative, the students will be motivated to try speaking using their own words.

According to Harmer (2002: 286), there are five video viewing techniques that the teacher can

use. The first technique is fast forward; the teacher plays and fast-forwards the video so that the sequence shoots pass silently and at the great speed, talking only few second. When it is over the students guess what the characters are saying. The second technique is silent viewing for language; it is playing a video and turning the volume to the lowest so that the soundtrack is inaudible. The teacher will give the students some questions about what they saw, and then the students will try to retell the story. After that, the teacher will play the video one more time and turn its volume on. Third, silent viewing for music is the same technique which used to learn music. The video is played without sound and the students are asked to give their suggestion on what kind of music they would put as the back-sound and provide a reason. Then, the teacher will show video again with sound to make the students know whether they choose the same mood as the composer. Fourth, freeze frame technique is pressing the pause button on the VCR to 'freeze' the picture on the screen. Video gives us an additional dimension of information about the characters' body language, facial expressions, emotions, reactions, and responses. And the last technique is partial viewing; it uses pieces of cards to cover most of the screen. Teacher can put little squares of paper all over the screen and remove them one by one; hence what is happening on the video is revealed gradually. Harmer (2002: 286) stated that viewing techniques are designed to build students' interest through activities of predicting. So, when they finally watch the overall video sequence, they will already have some expectation about it. Based on those explanations, one of the useful techniques that the teacher used to teach speaking narrative is silent viewing technique.

In this study, silent viewing technique is used to teach spoken narrative text. It allows the learner to think about some information which they get by watching a video in silent. To implement this technique, the teacher should turn the volume control to the lowest setting. So, the students cannot hear the soundtrack. Jenks and Johnson (2010:4) stated that silent viewing is an excellent way for stimulating speaking and writing. To stimulate the students' ideas in speaking, the teacher use silent viewing technique because the students will be able to sharpen their interpretations about the story, actress, and many actions depicted on the screen. Stempleski (2001: 26) stated that vision on/sound off (silent) is useful for highlighting visual content for stimulating students language about what they see on the screen and predict the language used on the soundtrack. The students will predict the story by watching the video in silent, and they have to

TEACHING SPEAKING OF NARRATIVE TEXT THROUGH SILENT VIEWING VIDEO TECHNIQUE TO ELEVENTH GRADERS OF SMAN 1 DRIYOREJO

retell the story when they have already seen the video by silent viewing. It means that silent viewing video technique can increase students' ideas or imagination about the story. Through silent viewing, the students can feel the adventures of moving pictures, gestures, and expression in video. It will motivate the students to tell a good narrative story, and they will not feel bored because they can see the moving pictures during the learning activities.

Based on those explanations, it can be concluded that video can be carried out into many kinds of teaching technique to fulfil students' needs to master English speaking skill. The researcher conducted a study about teaching speaking narrative text through silent viewing video technique of SMA Negeri 1 Driyorejo in order to describe the teaching and learning process during speaking narrative lesson and to describe how it can motivate the students to be active in speaking, especially when they try to retell some narrative stories in front of the class using their own words and expectations by watching the silent video. Based on the background of the study, the statements of the problem are formulated as follow:

1. How is the implementation of 'silent viewing' video technique in teaching spoken narrative text to the eleventh graders?
2. How are the students' responses toward the implementation of 'silent viewing' video technique in teaching speaking narrative text?

RESEARCH METHOD

This study used descriptive qualitative research method because this study was conducted to describe the use of silent viewing video technique in teaching spoken narrative. According to Mc Millan (1992), descriptive study is used to describe a phenomenon. Thus, this study described the phenomenon or activity in the form of words, without any statistical calculation. In a descriptive qualitative research, the data collected are in the form of words or pictures, documented books and the other notes rather than numbers. The procedures taken was giving narrative video through silent viewing as the technique of teaching speaking in every meeting. After the materials were given, the students were asked to retell the story in turn. The feedback from the teacher during the teaching and learning process was given in the end of the lesson. The researcher believes that descriptive research is the most appropriate research design to be used because the main objectives of this study is to describe the use of

silent viewing video technique in teaching spoken narrative text and to describe the students' responses during the implementation of silent viewing video technique in teaching spoken narrative text.

The researcher did the observations in SMA Negeri 1 Driyorejo. Then, the researcher chose all students at Class XI IPA 4 of SMA Negeri 1 Driyorejo as the subject of this study. In this case, the researcher took 4 participants from the class of XI IPA 4 as a representative. It is supported by Ary et al (2010:429) who stated that descriptive qualitative research also requires small purposive samples because it analyzes the information in depth analysis. Besides, silent viewing has been applied in the learning process managed in the class of XI IPA 4 Thus, the researcher believed that this class was appropriate to get involved in this study. The researcher also believed that the technique helps the students to be active in learning speaking. Moreover, the researcher expects that the students can understand the teachers' explanation and instruction of watching a video in silent during the process of learning speaking narrative text.

The sources of data for the first research question were the researcher observation checklist about teacher's and student's activity in the classroom. The researcher gained the information on how the teacher conducted the teaching speaking activity by using silent viewing technique. The second source of data was the teacher's interview related to the implementation of the technique. Moreover, the last source was the students' response.

In this research, the data was collected by utilizing observation checklist, interviews, and students' response since those instruments were regarded sufficient to investigate how the implementations of silent viewing technique in teaching speaking narrative text. The researcher managed three observations to collect data concerning the implementation of silent viewing technique in teaching speaking narrative. The researcher observed the conditions that truly occurred. The researcher became a non-participant observer that paid attention to the students' learning process, gathered data from the students' response and teachers' interview and took some list on the observation checklist without participating in

TEACHING SPEAKING OF NARRATIVE TEXT THROUGH SILENT VIEWING VIDEO TECHNIQUE TO ELEVENTH GRADERS OF SMAN 1 DRIYOREJO

the lesson. The researcher remarked the activities from the beginning to the end of the class, so that the researcher was able to know the detail of teachers' and students' activity in the classroom. Those observations were conducted by filling observation checklist to gain the data for each meeting. To answer the second research question, the data were collected through students' responses and interview to the teacher.

Then, in order to know the students' writing score results in speaking narrative text, the researcher collected the students' scores by using Pearson Education's rubric (2005).

The researcher identified data from those three instruments. The data from observation checklist were explained in detail based on the teaching and learning process. The interpretation of all data was used to draw a conclusion.

RESULT OF THE STUDY

The researcher conducted three observations on 2nd, 8th, and 22nd of April 2015. The teacher implemented silent viewing technique in the third meeting.

The Implementation of Silent Viewing Video Technique to Teach Speaking Narrative Text to Eleventh Graders

The researcher conducted three observations on 2nd, 8th, and 22nd April 2015. It could be seen that the implementation of silent viewing technique to teach speaking narrative text to eleventh graders could help the students to be active in the classroom. It also help the students develop their ideas when they have to speak in front of the classroom.

The first meeting was held on Thursday April 2, 2015. It was conducted in XI IPA 4. The class started at 12.15 pm after the second break. Here the students prepared the LCD, Laptop, and active speaker before the class began. In the first meeting the teacher start to great the students. In stimulating activity, some students were able to answer the teacher's questions about narrative correctly. The teacher told the students that the material was about narrative. The teacher showed PPT slide and some examples of narrative cover stories such as Pinocchio, Malin Kundang, Snow White, etc. Then, the teacher asked the students about narrative text in general; the definition, the

generic structure, the language features, and the function of narrative text.

Teacher informed the students that they would watch a narrative video using silent viewing technique in the first meeting. The video would be played without sound (silent). So, the students should guess what the story in video was about. Sometimes the teacher stopped the video to stimulate students' idea and imagination about the silent video they were watching. The teacher showed the title and images of the video. Before playing the video, the teacher distributed a paper of learning sheet. She told the students that they should take notes about the story and use the notes to help them retell the story, and she also told the students that they had to answer the question on learning sheet. The teacher gave the students some minutes to answer some questions after its implementation and asked the students what the story was about. From the first activity until the end, most of the students could answer the questions well. By using *silent viewing video* technique they participated actively in the discussion because they were curios about the video which played without sound. After discussing the answer of the questions, the teacher played the video again and the teacher turned the volume on to see if the students guessed and answered the questions correctly; it was also used to teach students words, meaning, and correct pronunciations.

The last activity was reproducing. When the time preparation had finished, the teacher pointed the female student to perform first. The teacher gave some suggestions and corrections after the students performed.

From the first meeting, the students showed positive responses, it could be seen from the beginning till the end of the lesson. They were active to answer and ask some questions related to the material. In the second meeting was conducted on April 8, 2015. On Thursday, it started at 12.15 pm. Same like the first meeting, teacher started the class by greeting the students and checking students' attendance before beginning the lesson. There is a student absent. The teacher asked the students who had not performed to have preparations. Like the previous meeting, the students were anxious if they were asked to come forward. The teacher realized it and she tried to motivate the students. The teacher call the students one by one based on the attendance list. At first, the students were still busy to memorize their notes; it showed that they still felt anxious to initiate retelling the story. Each student needed two minutes to perform their storytelling, and there

TEACHING SPEAKING OF NARRATIVE TEXT THROUGH SILENT VIEWING VIDEO TECHNIQUE TO ELEVENTH GRADERS OF SMAN 1 DRIYOREJO

were 32 students who had not performed. It took more than 60 minutes to make the entire students perform. After each student finished the storytelling, the teacher gave reinforcement to the students by saying "excellent, good, give applause, etc".

The teacher did not forget to give evaluation of the students' storytelling performance. She did not evaluate the storytelling one by one because it might take much time. The evaluation from the teacher was quiet detail. Firstly, she evaluated the content; she related the content with the generic structure of the narrative text. She evaluated the students' performance when they were telling the story. She explained if it covers some aspects such as intonation, pronunciation, gesture, and expression. Then, she commented on some students' performances which lack of those aspects.

The third meeting was held on April 22, 2015. At this meeting the teacher explained the grammatical feature and generic structure of the narrative text from the previous video to make sure that all students understand these two matters well. Same like previous meeting, the teacher gave some questions to stimulate the students. Firstly, the students and the teacher were having discussion to talk about the grammatical feature. The students were active in this discussion. The teacher did not forget to give reinforcement for the students because they answered the questions correctly. So, to make it clearer, the teacher explained the materials once again. The teacher found that the students had enough understanding about language feature and generic structure of narrative. She gave the students final assignment. It would be the extensive activity of story telling project and it became the final scoring.

Start from first until last meeting, the students showed active responses in teaching and learning process through watch a video by using silent viewing technique. It also seen from students' score in speaking ability.

The Result of Students Responses after the Implementation of Silent Viewing Video Technique to Teach Speaking Narrative Text to Eleventh Graders

In this part, the researcher used questionnaire sheet to know the students' response toward the teaching speaking of narrative text using silent viewing video technique. The researcher took the students' opinion on the third meeting while the students were having learning activity. There are 10 questions in the questionnaire form with each of

question have four options to be chosen based on students' opinion. They showed positive responses in the questionnaire.

From the result of questionnaire, it could be noticed that Silent Viewing technique is a suitable media to teach speaking narrative text. Some students said that silent viewing technique helped them to develop their ideas to make good story based on their imagination and their own language. The students showed their good ability in retelling the story by watching a video in silent technique. They also showed their enthusiasm with the media because the teacher used fun narrative video. The teacher was good in explaining the materials; she also prepared the tools so the activity could work well. She was successful because the students' responses showed that they were interested in learning spoken narrative text by using silent viewing video technique. The technique also motivated the students to try guessing and retelling the story easily. The students also agreed that they had no difficulty developing the idea in speaking narrative text using silent viewing video technique. The results of students' questionnaire are:

First, two questions showed that the students are interested in learning English by using a video; this technique can stimulate the students to develop their thinking. The next three questions focus on the implementation of video as a media and the use of silent viewing technique in teaching speaking narrative text. It showed that most students were interested in silent viewing video, but they were still afraid to share their opinion during discussion. It showed that the students need more motivation when they want to speak.

The next two questions showed that most students said that the silent video is suitable to be used in teaching and learning process, especially in speaking narrative class because it makes the students enthusiastic to predict and guess what the story is about. However, some students had difficulties to predict and understand the story in the video played using silent viewing technique.

Then, two questions showed that most students were confidence and enjoyable to predict the whole story in the video. The students felt that this technique could help them find some ideas when they started compiling a good storytelling after watching a video in silent. The last question showed that the students were motivated to learn speaking narrative through silent viewing video. Most of them said that they have motivation to predict and guess the story in video because it is a challenge to help the students build self-confidence to share their opinion.

TEACHING SPEAKING OF NARRATIVE TEXT THROUGH SILENT VIEWING VIDEO TECHNIQUE TO ELEVENTH GRADERS OF SMAN 1 DRIYOREJO

Conclusion

The implementation of silent viewing video technique in three meeting showed good result and it made the teaching and learning process run effectively. There was a progress from the first meeting until the last meeting. Although some students made mistakes, it is still considered normal since the students are still learning. Teaching speaking by using silent viewing video technique can help students easily develop their ideas to increase their speaking ability. But, sometimes the teacher had some difficulties in implementing silent viewing technique in teaching and learning speaking. There are some students who have little problems when they watch the movie, i.e. the lack of students' acceptance (the students just keep silent in the classroom), the domination of high performer student, students' boredom, the lack of students' vocabulary, and the lack of students' confidence. Nevertheless, the teacher is able to overcome those problems.

Furthermore, it can be concluded that the students were interested in learning speaking narrative by watching video using silent viewing technique. It can be noticed from students' activity; they were enthusiastic in discussing the story in video and enjoyable during the learning process. Besides, most students participated well; they tried to give their opinion when they had to predict the story from a video. The students' responses in speaking ability can be indentified from students' scores in five components of speaking; they are content, grammar, vocabulary, fluency, and accuracy. Most of them got excellent score. There are also students who got good score. Some of students got average and poor scores. The students expected that silent viewing video technique could be able to enhance their ability in speaking. For overall conclusion, it can be concluded that the students can develop their ideas by watching a video in silent because it can stimulate their thinking to predict the whole story and enable them to be proficient in narrative speaking. The use silent viewing technique also showed the great effect for the students; they become proficient to speak and become interactive in communication and it makes them feel enjoyable when they have perform the storytelling in front of the class.

References

Arief S. Sadiman, et al. 2008. *Media PendidikandanPemanfaatannya*. Jakarta: PT. GrafindoPersada.

- Ary, D et al. 1985. *Introduction to Research in Education:Third Edition*. New York: CBS College Publishing.
- Canning-Wilson, C. 2000. *Practical Aspect of Using Video in the Foreign Language Classroom*. The internet TESL Journal. Retrieved October 21, 2014, from <http://iteslj.org/Articles/Canning-Wilson.html>.
- Esberger, J. (2000). *Notes on Using Video in The Language Classroom*. TEFL Articles.
- Fisher, D and Frey, N. 2007. *Checking for Understanding: Formative Assessment Techniques for Your Classroom*. USA: ASCD.
- Harmer, J. 1998. *How To Teach English*. England: Longman. The Internet Journal. Retrieved (8/10/2014), from eslteacherdotnet.files.wordpress.com/2011/07/video-castelo.pdf.
- Harmer, J. (2001). *The Practice of English Language Teaching*. England: Pearson Education Limited.
- Jenskin and Jhonson. 2011. *Stand Out Second Edition Video Book 1*. The Internet Journal. Retrieved (8/10/2014), from eslteacherdotnet.files.wordpress.com/2011/07/video-castelo.pdf.
- Louma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.
- Nunan, David. 1991. *Understanding Language Classroom*. New York: Prentice Hall.
- Nunan, David. 2003. *Practical English Language Teaching*. NY: McGraw-Hill.
- Onega and Landa, G. 2005. *Naratology: an Introduction*.
- Oshima, et all. 1988. *Introduction to Academic Writing*. United State: Addison-Wesley Publishing company, Inc.
- Rebecca. 2010. *Narrative Text in Teaching English*. Teaching English 4 All.
- Sherman, J. (2003). *Using Authentic Video in the Language Classroom*. Cambridge: Cambridge University Press.
- Stempleski, S & Barry, Tomalin. (1990). *Video in Action: recipes for Using Video in Language Teaching*. Great Britain: Prentice Hall, Inc.
- Sudjana, N and Rivai. 2007. *Media Pengajaran*. Bandung: Sinar Baru Algasindo.
- Wirantika (2010: 10). *The Implementation of Inside Outside Circle (IOC) Using Origami to Improve Students' Speaking Ability in Procedure Text for the Seventh Graders at SMP 2 Jetis Mojokerto*. Surabaya: Skripsi Unesa. [https://www.google.co.id//?gws_rd=ssl#q=tehnique+in+speaking+jurnal\(3/10/2014\)](https://www.google.co.id//?gws_rd=ssl#q=tehnique+in+speaking+jurnal(3/10/2014)).