

TEACHING SPOKEN NARRATIVE BY USING SILENT VIEWING VIDEO TECHNIQUE TO SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This research aimed to describe the implementation of silent viewing technique in teaching speaking narrative to develop students' ideas in learning process. There were 34 senior high school students in SMAN 1 Driyorejo who participated in this qualitative study. This research used three instruments such as checklist observation, interview, and questionnaire. The result shows that the use of silent viewing technique is successful and effective. The students can make good storytelling after the implementation. It also makes the students easily absorb the new knowledge and share their ideas and opinions based on what they have watched in the silent video.

Keywords: teaching speaking, narrative speaking, silent video viewing

INTRODUCTION

Nowadays, learning a second or foreign language is important for the students to communicate with native speakers. To communicate with other people means to express thoughts, feelings, and information effectively through the four language skills. As known, speaking is one of the important skills in English because that it is the first mode in which children acquire language. It is part of the daily involvement of most people with language activities (Efrial, 2012). This is also supported by Fisher and Frey (2007). They explained that speaking was human act and process of sharing and delivering information, emotions, and ideas in the spoken form.

By mastering English speaking skill, people can communicate with all people from foreign countries. The teacher should motivate the students to use English and create an enjoyable atmosphere to make the students interested in learning speaking. According to Anjomshoa and Sadighi (2015), the motivation is an important contribution to language achievement in the learning process. It measures the knowledge structure of languages such as vocabulary, grammar, and pronunciation. It also includes the four basic skills of the language such as listening and reading (receptive skills), and speaking and writing (productive skills). The teacher has to be creative to combine methods, materials, and techniques to attract the students' interests.

One way to help students to improve their speaking is by using a video in language classes. Moreover, Cakir (2006) explained that most of the teachers liked the video because it could motivate the students, brought the real world into the classroom situation, contextualized language naturally, and enabled the students to experience authentic language learning. Moreover, the video is a learning tool which can provide students with visual, contextual, and non-verbal features. These features can help the students to compensate any lack of comprehension.

In addition, Harmer (2002) affirmed that the use of videotapes had been a common feature in language teaching for many years. It is not a new thing to use a video in speaking lesson. This statement is also supported by Berk (2009) who believed that video materials could draw on the students' multiple intelligences and learning styles to maximize their understanding. It means that when videos and multimedia learning are combined, an empirical basis is provided for the use of videos in the process of teaching languages. He also mentioned that such courses enhanced the students' comprehension and understanding and would be more beneficial for the students in their early stages.

In other words, Harmer (2002) classified five video viewing techniques for teaching and learning process. Those were fast forward, silent viewing for language, silent viewing for music, freeze frame, and partial viewing. According to Harmer (2002), viewing techniques are designed to build

student's interest through activities of predicting. Therefore, when they watch the overall video sequence, they will 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.

According to Shahani and Tahriri (2015), in silent viewing technique, the teacher plays a video with normal speed without the sound. Then, the students have to guess what the characters are saying. The teacher can also play the video with sound again to check the answers. Furthermore, Jenkins and Johnson (2011) stated that silent viewing was an excellent way for stimulating speaking and writing. The students could sharpen their interpretations of the story, actress, and many actions depicted on the screen. Moreover, the students will predict the story in the video. They also have to retell the story that they have seen. It means that silent viewing video technique can increase student's ideas or imagination about the story. In this study, silent viewing is used to teach spoken narrative. It allows the students to think about some information which they get by watching a video in silence. To use this technique, the researcher adopts the technique from Stempleski and Tomalin (2001). It consists of several ways in its implementation. Those are pre-teaching, preparing the situation, giving questions, playing the sequence, discussing, playing the sequence again, and comparing the students' guesses.

It is interesting to conduct a study about silent viewing technique for the students in English speaking class. It is because the video may carry out many kinds of teaching technique to fulfill students' needs in speaking English speaking skill. In the present study, the researcher is fascinated to investigate the use of silent viewing technique in teaching narrative spoken to senior high school students in SMAN 1 Driyorejo. Thus, the benefit of this study is to provide the information in the field of video teaching technique. It also expected to be beneficial for the teachers. It is necessary to have a clear idea of how to use the appropriate technique in teaching process to make the learning process more interesting for the students.

Based on the background of the study, the statements of the problem are formulated. First, it is how the implementation of silent viewing video technique is in teaching spoken narrative to the eleventh graders. Second, it is how the students' and teacher's responses are toward the implementation of silent viewing video technique in teaching and learning spoken narrative.

METHODS

This research used qualitative research method to describe the use of silent viewing video technique in teaching spoken narrative. According to Donald et al. (1985), qualitative research also requires small purposive samples because it analyzes the information in-depth analysis. Thus, this research described the phenomenon or activity in the form of words, without any statistical calculation. In qualitative research, the data collected are in the form of words or pictures, documented books, and the other notes rather than numbers. The subject of the study is the students of XI IPA 4 in SMAN 1 Driyorejo which consists of 34 students. Moreover, an English teacher of XI IPA 4 also would be observed.

The data are collected by utilizing three instruments. First, the researcher uses observation checklist as guidance to observe the use of silent viewing video technique in

teaching spoken narrative text. The researcher takes the data during the observations at the beginning of the lesson from the material explanation, and the application of the technique, to the closing of the lesson.

Second, the interview is used to gather data about opinions, beliefs, and feelings by using their words. The interview can be classified into three types. Those are the structured interview, unstructured interview, and semi-structured interview. The structured interview is an interview in which the respondents have to answer the ordered questions guided by the interviewer. Meanwhile, the unstructured interview is when the interviewer gives the questions which are relatively unpredictable. Then, the combination of two types of interviews mentioned is the semi-structured interview. The researcher uses the structured interview in this study because it can elicit more personal responses and viewpoints of the students about their perceptions related to the questions about the used technique. The researcher gives the teacher about 20 questions and uses a video recorder to avoid the missing information that may happen during the interview.

Third, the questionnaire is related to the students' responses after the teacher has used silent viewing video technique in teaching spoken narrative. The students are asked to choose the appropriate answers from the questions based on their opinion and thought about the techniques and how the technique can motivate them.

The other instruments that the researcher uses are rubric speaking score by Thornbury (2005). It aims to measure the students' fluency in learning activities. That rubric includes performance, content, fluency, accuracy, pronunciation, and vocabulary. Those instruments are regarded sufficient to investigate how the implementation of silent viewing technique in teaching spoken narrative. The procedures start by giving narrative video with silent viewing as the technique in every meeting. After the material has been given, the students have to retell the story in turn. The feedback from the teacher during the teaching and learning process is given at the end of the lesson.

RESULTS AND DISCUSSIONS

In recent years, technology has been integrated with the curriculum to maximize communicative language teaching. According to Berk (2009), video is an audiovisual educational tool. It is an important aid to stimulate and facilitate foreign language learning. Therefore, teaching English in countries like Indonesia has become more interesting and challenging for both teachers and students with the emergence of videos. It is because video provides students with content, context, and language.

In the implementation, the teacher uses silent viewing technique systematically. Based on Stempleski and Tomalin (2001). They asserted that video was used in every level of proficiency both as additional material for language reinforcement and skill practice. The observation was held on April 2nd, 8th, and 22nd, 2015 in SMAN 1 Driyorejo. The class started at 12.15pm. Before the class begins, the teacher prepared the LCD, laptop, and active speaker. In pre-teaching, the teacher greeted the students and stimulated them through a brainstorming activity.

Many students were able to answer the teacher's questions about narrative correctly. The teacher told the students that the material is about narrative. Then, in preparing the situation, the teacher showed Power Point

slide and some examples of narrative cover stories such as *Pinocchio*, *Beauty and The Beast*, *Snow White*, and others. After that, the teacher gave some questions to the students about narrative text in general. The questions were the definition, the generic structure, the language features, and the function of narrative.

Before playing the sequence, the 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). Then, the students should guess what the story in the video is about. Sometimes the teacher stopped the video to stimulate student's thinking. The teacher showed the title and the image of the video and distributes a paper of learning sheet. The teacher told the students that they should take notes about the story and use the notes to help them retell the story. Moreover, the teacher said that they had to answer the question on learning sheet.

After the video had been played, the teacher gave the students some minutes to answer the questions in the learning sheet and asked them what the story is about. Then, the teacher and the students discussed the silent video. In the discussion, the students participated actively. Then, they discussed their prediction, and the teacher played the video again and turned the volume on to compare and to know the students' prediction correctly. In the last activity, the teacher asked the students to perform. The teacher gave some suggestions and comments after the students performed.

From those three meetings, the students showed a positive response. For example, they were active to answer and asked some questions related to the material. After

each student performed, the teacher gave reinforcement to the students by saying "excellent, good, give applause, and others". The teacher did not forget to give an evaluation of the students' speaking performance. The teacher evaluated the content related to the generic structure of the narrative when the students performed in front of the class. The teacher explained that the evaluation could cover some aspects such as intonation, pronunciation, gesture, and expression. Then, the teacher commented on student's performance which lacks those aspects.

Based on the evaluation of students' result, the researcher categorizes it into several classifications according to Thornbury (2005). There are 30 students who get the score of 70 – 92. Around 11 students get score of > 70, 17 students get > 80,2 score. Moreover, there are students who get the score of > 90. There are only 4 students gotten the score of < 70. Most of the students show an active response in the learning process to predict the story in the video. This result is supported by Jenskin and Jhonson (2011). They stated that silent viewing was an excellent way to stimulate students' speaking ability. Moreover, from performance show, most of the students have a good score from some aspects. Table 1 shows the result of students' speaking score.

Moreover, the researcher also uses the questionnaire to know the students' response toward the implementation of this technique. Many students have the positive response to the use of silent viewing as a media in learning spoken narrative. The result is shown in Table 2.

Table 1 Students' Result in Using Silent Viewing Technique in Speaking

No	Students number	Score	No	Students number	Score
1	6254	69	18	6276	90
2	6255	80	19	6277	83
3	6257	72	20	6278	70
4	6258	89	21	6279	92
5	6260	81	22	6280	70
6	6261	68	23	6281	81
7	6262	74	24	6282	80
8	6264	81	25	6283	79
9	6265	89	26	6284	87
10	6266	82	27	6285	70
11	6267	87	28	6286	81
12	6268	76	29	6287	77
13	6269	79	30	6288	58
14	6272	77	31	6289	87
15	6273	78	32	6290	88
16	6274	83	33	6291	68
17	6275	89	34	6292	82

Table 2 The Result of Questionnaire

Number	Options			
	A	B	C	D
1	23	11		
2	22	12		
3	11	22	1	
4	3	27	4	
5	11	17	4	2
6	10	22	3	1

Number	Options			
	A	B	C	D
7	7	19	6	1
8	4	20	9	1
9	6	21	5	1
10	14	19	1	
TOTAL	99	183	52	6

There are 10 questions in the questionnaire. Each of question was followed by four options: (a) very interested, (b) interested, (c) less interested, (d) not interested. The first and second questions are related to the students' opinion about the implementation of video in speaking narrative. In the first question, 23 students choose option (a), 11 students pick option (b), and no students choose the option (c) and (d). For the second question, 22 students select option (a) and 12 students choose option (b).

The third and fourth question is about the implementation of silent viewing as a technique in teaching spoken narrative. In the third question, there are 11 students choosing option (a), 22 students in option (b), and only one student in option (c). For the fourth question, there are only three students in option (a), 27 students in option (b), and 4 students in option (c). In the fifth question, 11 students choose option (a), and 17 students choose option (b). Moreover, in the same question, 4 students choose option (c), and 2 students choose option (d).

Then, sixth and seventh questions are about the students' opinion in using silent viewing video technique in teaching spoken narrative. In the sixth question, there are 10 students choosing option (a), 22 students in option (b), 3 students in option (c), and 1 student in option (d). Next, for the seventh question 7 students select option (a), and 19 students pick option (b). However, 6 students choose option (c), and 1 student selects the option (d).

Then, two questions (number 8 and 9) are regarding the students' opinion about their achievement in using silent viewing video technique in teaching spoken narrative. In the eighth question, 4 students vote for the option (a), 20 students for option (b), 9 students for option (c), and 1 student for option (d). Moreover, for the ninth question, 6 students choose option (a), and 21 students pick option (b). Then, 5 students agree in option (c), and 1 student chooses option (d). The last one question is related to students' motivation in using silent viewing video technique. In the last question, 14 students choose option (a), 19 students for option (b), and 1 student for option (c).

Based on the result mentioned, it shows that most of the students are interested in silent viewing video. It can be seen that the options (a) and (b) are chosen by students. The students enjoy predicting the story in the video. Moreover, it makes them easy to find some ideas when they start to make good storytelling after watching the video. However, some students are still afraid to share their opinion in discussing. It is shown from options (c) and (d) chosen by the few students.

Not only the researcher observes the students' response, but the researcher also interviews the teacher to know the detail information about silent viewing technique. Based on the result of teachers' interview on April 22th, 2015, silent viewing technique by using a video for teaching spoken narrative can stimulate students' ideas and their imagination (Jenskin & Jhonson, 2011). There are 20 questions for the teacher. From the result of the interview, it shows that the teacher uses silent viewing technique because she wants to vary her technique by using a video. It aims to make the students enjoy, relax, and feel excited.

Moreover, she states that silent viewing is implemented through some steps. Those steps are preparing and presenting the material; asking the students to watch the video and taking some notes; asking some questions to stimulate the students thinking; asking the students to guess and predict what happen in the video; playing the video again with sound; asking the students to retell the story; and

giving individual performance score (Stempleski & Tomalin, 2001). In teaching and learning process, she usually walks around the class, tries to encourage the students to be active, controls the class, gives a comment, answers the students' questions, and corrects the students' errors in speaking.

Sometimes, she also finds some problems. First, it is lack of students' acceptance in silent viewing video technique. Although the use of video in silent viewing as a technique is not new in teaching and learning process, the students do not like it. Sometimes students feel uncomfortable with the activity which they should think and try to understand all parts of the story. However, they can accept this technique in learning speaking.

Second, the students are silent in the classroom. They are not confident to share their opinion because they are afraid that they make some mistakes. Third, it is the domination of performance by some students. The domination of one or two students in the classroom activities exists. They think that they know and can predict the story well. Thus, the other students are not confident when they want to be active in the classroom.

Fourth, there is students' boredom. This problem comes when the students watch the video and try to understand the story. They are not patient to hear the sound of the video. Fifth, there is a lack of vocabulary. It is faced by students in English lesson. This can be solved by giving new words as many as possible every time, and the vocabulary can be increased automatically. In this activity, most students need English dictionary to look for the meaning of the words which they do not know before. This takes much time and makes them feel bored. Last, the students are not confident. This is a natural problem when they want to express their opinion or when they will retell the story in front of the class. They do not believe that they can do it well. It can be solved by teachers' motivation. Sometimes the teacher can give a question to make the students more active to speak in the learning process.

CONCLUSIONS

Silent viewing is a technique which can be used in the video-based lesson to teach speaking (Harmer, 2002). It is an effective technique that the teacher uses in teaching spoken narrative in SMAN 1 Driyorejo. Based on the result of the observation, there are some conclusions in the implementation of silent viewing technique. First, the teacher uses silent viewing technique by implementing some steps. It starts by explaining the language feature and generic structure; showing the video; playing the video at normal speed and with lowest volume; stopping the video; stimulating students thinking by giving some questions related to the video (discussion), predicting what characters say or guessing what happen in the story; and playing the video again with sound. In the implementation of this technique, it makes teaching and learning process effectively. There is progress from the first meeting until the last meeting.

Second, there are some difficulties with the silent viewing technique that has been implemented. There are some students who have little problems when they watch the movie. Moreover, there are some problems like the lack of students' acceptance, silent students in the classroom, domination of high performer student, students' boredom, lack of students' vocabulary, less of self-confidence. However, the teacher can overcome those problems.

Third, the students' response in speaking ability can be known from students' scores in five components of speaking. Those are content, grammar, vocabulary, fluency, and accuracy (Thornbury, 2005). Most of them get an excellent and good score. Few students get an average and poor score. They expect that silent viewing video technique can enhance their ability in speaking. By using silent viewing technique, it has a great effect on the students' speaking skill.

The limitation of this present research is the eleventh graders of science class (XII IPA 4) in senior high school. Furthermore, this study is examined the use of silent viewing technique to make the students more active and interest in the narrative lesson as stated in the result before. In other words, the researcher conducts this study in order to give some input to the teacher and students who are involved in the process of teaching and learning English especially speaking. The researcher is suggested that other researcher who will use Silent Viewing video technique in teaching and learning speaking should give an appropriate and interesting video for students.

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