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 (Efrizal, 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, Jenksin and Jhonson (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 Stempleスキ 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.

**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 Stempleスキ 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 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.
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.

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**Table 1 Students’ Result in Using Silent Viewing Technique in Speaking**

| No | Students number | Score |
|----|-----------------|-------|
| 1  | 6254            | 69    |
| 2  | 6255            | 80    |
| 3  | 6257            | 72    |
| 4  | 6258            | 89    |
| 5  | 6260            | 81    |
| 6  | 6261            | 68    |
| 7  | 6262            | 74    |
| 8  | 6264            | 81    |
| 9  | 6265            | 89    |
| 10 | 6266            | 82    |
| 11 | 6267            | 87    |
| 12 | 6268            | 76    |
| 13 | 6269            | 79    |
| 14 | 6272            | 77    |
| 15 | 6273            | 78    |
| 16 | 6274            | 83    |
| 17 | 6275            | 89    |

| No | Students number | Score |
|----|-----------------|-------|
| 18 | 6276            | 90    |
| 19 | 6277            | 83    |
| 20 | 6278            | 70    |
| 21 | 6279            | 92    |
| 22 | 6280            | 70    |
| 23 | 6281            | 81    |
| 24 | 6282            | 80    |
| 25 | 6283            | 79    |
| 26 | 6284            | 87    |
| 27 | 6285            | 70    |
| 28 | 6286            | 81    |
| 29 | 6287            | 77    |
| 30 | 6288            | 58    |
| 31 | 6289            | 87    |
| 32 | 6290            | 88    |
| 33 | 6291            | 68    |
| 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
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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