CHAPTER I

INTRODUCTION

In this chapter, the research focuses on the background of the research, research problem, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research and definition of key term.

A. Background of the Research

Speaking is one of language skill that has to be mastered by students besides listening, reading, and writing. It is the macro-skills of language that concerns on the abilities to carry out spoken communication, such as conversation, dialogue, and monologue. Chaney in Kayi, (1998:13) states, "Speaking itself is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts." Speaking is a productive skill; it consists of short, often fragmentary utterances, in a range of pronunciation (Brown and yule, 1983:26). Furthermore, Byrne, (1997:8) states that speaking is a two-way process between speakers and listeners and it involves the productive skills of language and the receptive skills of understanding. This is in line with Widdowson (1996:59) who said that the skill of speaking involves both receptive and productive participation. Receptive aspect of speaking is the skill which is conventionally referred to as listening. While productive aspect of speaking referred to as saying. Receptive and productive participation usually happen in conversation. In other word, speaking

is interactive and requires the ability to cooperate in the management of speaking turns (Scott, 2005:1).

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 student's 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 student's 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.

Many students are afraid of making mistakes when they speak. It is because they are lack of vocabulary, grammar and ideas. The other reason is because they do not have good pronunciation. They also have low motivation in studying English. So that, they do not have confidence to speak English. This is probably due to the fact that the influence of the first language seems to be more apparent in the case of the grammar and vocabulary than pronunciation. There is also the fact that student who begin studying another language rarely achieve levels of fluency. They just learn it because they must learn it. Even some of them hate speaking, whereas speaking is very important for them to master.

Teacher has to be creative to combine several methods, media, materials and techniques to attract the student's 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 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.

One of technique for applying video is silent viewing. According to Stempleski (1992:19) silent viewing is technique involves playing a video sequence with the sound turned down. Students can enter the adventures of moving pictures, gestures, music and expressions. So, they will be motivated to tell a good narrative text. Also, they will not be bored because of boring exercises. In silent viewing activities, students can see the moving pictures and activities that are played by the characters. Also, they can hear the music from the movie, and they can guess the gestures and expressions of the actors. Most of students like watching. The teachers should be smart in choosing the kinds of silent viewing activity. Today, there are many kinds of silent viewing that are provided on internet. The teachers can use animated silent viewing, cartoon silent movies, or other silent viewing activities. Silent viewing will be a prediction technique when students are viewing for the first time and a reproduction technique when they have already seen and heard the section being used for viewing. It means that the movies can increase student's imagination about what happen in the movie and then retell the story in the movie.

In this study, silent viewing technique is used to teach speaking 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. Jenskin and Johnson (2010:4) stated that silent viewing is an excellent way for stimulating speaking and writing. To stimulate the student's 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.

Selecting appropriate media and material is very important in teaching learning process in order to make the environment in the classroom more interesting and more motivating. According to Stempleski (2001) vision on/sound off (silent viewing) is useful for highlighting visual content for stimulating student language use about what they see on the screen, and for getting students to guess or predict the language used on the soundtrack. Students have guessed what the characters are saying. From watching that video, student can create that story by using their own word. Having students think about video except in this way, silent viewing activity not only help them to more understand about the language being used (and how to retell the story in form summary by using their own words), but also direct them to insights about language and behavior in general.

From the definition above, it can be concluded that silent viewing activity can be used as a tool to improve student's speaking.

Silent viewing can help students to improve their speaking skill by using movies. Because movie can made students interesting to learning speaking.

B. Research Problems

1. Is silent viewing activity effective for teaching speaking at the first grade of SMAN 1 Kampak - Trenggalek?

C. Objective of the Research

1. To know whether silent viewing activity effective or not for teaching speaking at first grade of SMAN 1 Kampak - Trenggalek.

D. Research Hypothesis

The hypothesis of this research is:

a. Null Hypothesis (Ho)

There is no significant different on the students' speaking ability by using silent viewing activity and without using silent viewing activity.

b. Alternative Hypothesis (Ha)

There is significant different on the students' speaking ability by using silent viewing activity and without using silent viewing activity.

E. Significance of the Research

The researcher hopes that the result of the study are expected to give contribution for the reader, especially:

1. **For the students**

   This research might be useful for students to improve their speaking skill using silent viewing activity. They might develop their idea to speaking and interesting with this technique. With this technique the students know how to use their own words to speak.

2. **For the English teachers**

   It might be expected to be useful to the teacher to give information about student's speaking skill using silent viewing and improve the quality of teaching. Teachers will know the information about teacher strategy in teaching speaking using silent viewing activity. Teachers will know their role as professional job. Means of professional job is teachers know to develop their knowledge and experiences in teaching process especially in teaching English.

3. **For the future researcher**

   This thesis will give information about teacher's strategy in teaching and learning process in classroom. It might be useful for the next researcher to be a reference as their future research.

F. **Scope and Limitation of the Research**

The researcher limits the scope of this research in order to avoid misunderstanding about this research. The scope of this research is conducted at second grade of SMAN 1 Kampak - Trenggalek, focused on the effectiveness of using silent viewing activity in teaching speaking.

Then, the material that will be taught to students is about narrative text. The materials are taken from instructional books and other relevant sources.

G. Definition of key term

In this part, to avoid misunderstanding and get better understanding, the following terms used in the study need to be defined, as follows:

1. Effectiveness

Effectiveness is the extent to which an activity fulfill it is intended purpose or function (Analytic Quality Glossary)

2. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In line with Chaney (Jondeya, 2011: 28), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. According to this definition, speaking is aiming at exchanging meanings. To achieve the aim, people use their articulators to produce language so that they could express meanings to others. In addition, they also make use of nonlinguistic symbols such as facial expressions and body language in order to make the meanings more clear.

3. Silent Viewing

Silent viewing means turning off the sound on the TV or monitor and making use of the visuals on their own. This is most easily accomplished with the mute button on the remote. (Stoller, 1992:30)