

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature consists of theory about speaking, silent viewing, and previous study.

A. Speaking

1. Definition of Speaking

Speaking is a communicative event which includes the use of verbal and non-verbal language to convey meaning. People usually communicate their opinions, ideas, feelings, and beliefs by talking it with other people and it usually involves the speakers' physical, physiological and psychological condition. 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.

Speaking is a productive skill. As stated by Spratt, *et.al.* (2005) speaking involves the speaker to use speech to express meanings to other people. In the same line, Nunan (2003:48) says that speaking is

a productive oral skill. It involves the production of verbal utterance to comprehend meaning. Chastain in Castillo (2007: 78) declares that speaking is a productive skill which involves many components. It is more than producing the right sounds, choosing the right words or getting constructions of grammatically correct. It could include the background knowledge of speakers to create opinions or feelings to be communicated with listeners. Thus, listeners often judge others by evaluating and analyzing the messages of their speaking.

In addition, speaking is a social communication which aiming at sharing values and traditions that bind a community together (Richards and Renandya, 2002: 206). Therefore, to speak a language, one should know how the language is used in social context because it could involve a wide range of non-verbal symbols, which sometimes contradicts the verbal language.

In conclusion, speaking is a productive skill that is two-way process of social communication which includes the use of verbal and non-verbal language to convey meaning. When people have a conversation with others, they include the process of producing language and receiving messages. It can be said that speaking is one of significant elements of means of communication since it could be used as a medium of social interaction.

2. Element of Speaking

Harmer (2001: 269-271) mentions some elements of speaking. They are language feature and mental/ social processing.

a. Language Features

The first element is connected speech. A speaker should not only be able to produce the individual phonemes of English but one also is able to produce a group of phonemes. The second element is expressive devices. A speaker should be able to do as what native speakers of English do. Native speakers of English change the pitch and stress of particular parts of utterances vary volume and speed and use paralinguistic features to show what they are feeling. The third element is lexis and grammar. Speaker can make spontaneous speech by using a number of common lexical phrases especially in the performance of certain language functions. The fourth element is negotiation of meaning. Speaking requires the ability of the speaker to negotiate the meaning used to seek clarification and to show the structure of what he or she is saying.

b. Mental / Social Processing

There are three components in mental/ social processing. The first component is language processing. Speaker needs to be able to process language in his or her head and put it into coherent order so that it can be comprehensible and can also convey the

meaning that re inherited. The second is interacting with others. Speaking involves a good deal of listening to other participants, understanding of how they are feeling, and also the ability how to take turns or allow others to do so. The third component is information processing. A speaker should also be able to process the information people tell him or her the moment he or she gets it.

Moreover, in order to communicate successfully, one needs to consider the relationship between the speaker and hearer. The fact that language is used to interact implies that foreign language learners also need knowing the interactional aspects of communication. They are concerned with the use of correct sounds and structures of the language and skills of the management interaction and negotiation of the meanings. The management of the interaction involves such things as knowing when and how take floor, when and how to keep a conversation going, and when, and how to terminate the conversation. The negotiation of a meaning, on the contrary, refers to the skills of making sure that both speakers and listeners have correctly understood what they are talking about. To develop these aspects, language learners may use conversational routines (Richards&Weber, 1985: 131). However, conversational routines will make the listeners and speakers speak fluently or listen accurately. As known that speaking needs practice a lot to have a good conversation.

c. Types Of Classroom Speaking Performance

Brown (2001) classifies oral production as follows:

1) Imitative

Imitating is for focusing on some particular element of language form rather than for the purpose of meaningful interaction. Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic problems.

2) Intensive

Intensive speaking includes any speaking performance that is designed to practice some phonological or grammatical aspects of language.

3) Responsive

It means that students give short replies to initiate questions or comments. These replies are usually sufficient and do not extend into dialogue.

4) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

5) Interpersonal (dialogue)

It is carried out more for the purpose of maintain and sustaining social relationship than for the transmission and information.

6) Extensive (monologue)

Monologue can be in the form of oral reports, summaries, or short speech.

d. Micro-skills and Macro-skills of speaking

Brown (2004:142) distinguishes between micro-skills and macro-skills of speaking. The micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal words. The macro skills imply the speakers focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. The micro-skills and macro-skills of speaking, according to Brown (2004: 142-143)

Micro-skills

- 1) Produce difference among English phonemes and allophonic variants.
- 2) Produce chunks of language of different lengths.

- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor one's own oral production and use various strategic devices (pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.

Macro-skills

- 1) Appropriately accomplish communicative functions according to situations, participants and goals.
- 2) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and

yielding, interrupting, and other sociolinguistic features in face-to face conversations.

- 3) Convey links and connections between events and communicative such as relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- 4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- 5) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

3. Teaching Speaking

Teaching speaking is important to learners" language acquisition and academic learning. Teaching speaking is important for English teachers because they do not only teach about reading or writing, but also teach speaking. When people communicate with others, their intention to speak is to express their ideas, thought, and also feeling. It makes others understand what they feel and what they think.

Byrne (1997:1) states that the classroom is a convenient place for imparting information and for developing many educational skills, but

our main concern as language teachers is not to inform our students about the language but to develop their ability to use the language for a variety of communicative purposes. It means that teachers do not only teach or give knowledge and information to the students, but also they teach and develop student's ability to use the language in real communication.

Speaking is a crucial part of English language learning and teaching which needs special attention and instruction. Nunan (2003:48) asserts that the notion of speaking is helping learners to be able to do the following activities:

- a. Producing the English speech sounds and sound patterns.
- b. Using words and sentence stress, intonation patterns and the rhythm of the second language.
- c. Selecting appropriate words and sentences according to the proper social setting situation and subject matter.
- d. Organizing their thoughts in a meaningful and logical sequence
- e. Using language as a means of expressing values and judgments, and
- f. Using the language quickly and confidently.

In connection with Communicative Language Teaching (CLT) proposed by Richards (2008: 23-25), the notion of foreign language teaching and learning is interaction and meaningful communication. CLT develops different educational paradigms and traditions by

strengthening the use of effective learning and communication strategies. Therefore, it brings changes on the teaching of speaking. The typical classroom activities in the teaching of speaking are problem solving, interviewing, information-sharing, role play, discussion, and other activities that allow students to negotiate meaning, expand their language resources and take part in meaningful intrapersonal exchange.

In line with the previous explanation, the researcher summarizes that the aim of teaching speaking is helping students being able to carry out conversation in the target language. English teachers, therefore, should train them for communication. Instead of increasing the teachers talking time, the teaching of speaking should increase the Students' Talking Time.

4. Principles of Teaching Speaking

Principles in teaching speaking are important for improving speaking in the classroom. In order to keep on the intentional communicative class, the teacher should consider those principles. The principles also help the teacher to design the appropriate materials. Thus, the teacher should concern on the teaching of speaking comprehension to gain the goals of the teaching and learning process. As stated by Brown (2001: 275-276) there are some principles for designing speaking techniques as follows.

- a. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency

This principle concerns on how to make meaningful activities without throwing away the learner needs. It means that teacher should maintain balance among accuracy, fluency and meaning.

- b. Provide intrinsically motivating techniques

It is very often that the students do not understand the objective of doing tasks giving and benefit of achieving linguistic competence. The teachers should give them understanding about them in order the students are interested and motivated to learn better. It means that the teacher should link the student's interest and their need for knowledge to achieve the competence.

- c. Encourage the use of authentic language in meaningful contexts.

Teaching and learning activities will be more interesting if teacher provides students with authentic context and meaningful interaction. Teachers should give his students the materials which are relevant to the student's knowledge, interest, and experience. It means that the meaningful interaction is important to encourage the student's willingness to speak in the target language.

- d. Provide appropriate feedback and correction.

Since the most EFL students are totally dependent on the teacher for useful linguistic feedback, the teacher should give it appropriately at the moment.

- e. Capitalize on the natural link between speaking and listening.

As the teacher perhaps focusing on the speaking goals, listening goals may naturally precede. Skills in producing language are often initiated through comprehension.

- f. Give students opportunities to initiate oral communication.

It means that the activities should give a lot of opportunities for the students to initiate the target language.

- g. Encourage the development of speaking strategies

It means that the students do not have to worry about their low level of proficiency since they will build their personal speaking strategies for accomplishing oral communication purposes.

5. Characteristic of Successful in Speaking Activity

English teachers often ignore speaking on their teaching and learning process since it is difficult to perform. Some say that it is difficult to assess students' performances. However, they still have to include it on the classroom activity. In order to carry out successful speaking, the students should fulfill some characteristics of a

successful speaking activity which can be used to assess the teaching and learning process. According to Ur (1996:120), some characteristics of a successful speaking class are presented on the following points.

- a. Learners talk a lot: As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but of often most time is taken up with teacher talk or pauses.
- b. Participant is even: Classroom discussion is not dominated by a minority of talkative participants. All have a chance to speak and contribute to the discussion.
- c. Motivation is high: Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- d. Language is of an acceptable level: Learners express themselves in utterances that are relevant, easily comprehensible to each other and of acceptable level of language accuracy.

In connection with the description above, the speaking class supposes to be dominated by the learners' talk. They supposed to communicate at each other to speak out their minds by using language they have learnt. Moreover, the speaking activity should not be dominated by a few talkative learners. Then, each student should have the same opportunity to get involved in the speaking activity. Furthermore, a successful speaking is characterized by

high motivation. The students should be highly motivated to be engaged in all classroom tasks. Then, the language should be in an acceptable level of the learners' comprehension.

6. Speaking Assessment

Assessing speaking is challenging because there are so many factors that influence teachers' impression on how well someone is able to speak a language. When the teachers assess speaking, it means that the teachers' listening skills determine the reliability and validity of an oral production test. Assigning a score ranging from one to five for example is not easy. The lines of distinction between levels are quite difficult to pinpoint. The teachers can spend much time to see the record of students' speaking performance to make an accurate assessment. (Brown, 2004: 140 & Luoma, 2004:84)

Thornburry (2005: 127-129) clarifies that there are two main ways to assess speaking. They are holistic scoring and analytic scoring. Holistic scoring uses a single score as a basis of an overall impression, while analytic scoring uses a separate score for different aspects of the task. This holistic way has advantages of being quick and is perhaps suitable for informally assessing progress. However, analytic scoring takes longer since it requires the teachers to take a variety of factors into account and is probably fairer and more reliable. It also provides information on specific weaknesses and strengths of the students. On the

other hand, the disadvantages of analytic scoring is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five students' categories seem to be maximum that can be handled at one time.

Furthermore, Thornburry (2005: 127-129) asserts that based on Cambridge Certificate in English Language Speaking Skills (CELS), five categories must be taken into account: grammar, vocabulary, discourse management, pronunciation, and interactive communication. When dealing with grammar and vocabulary, the students need to use appropriate syntactic forms and vocabulary in order to meet the task requirements at each level. Discourse management refers to the ability of students to express the ideas and opinions coherently and convey clear information. Pronunciation refers to the ability to use the right stress and intonation to convey the intended meaning. Finally, interactive communication describes the ability of the test takers to respond appropriately with interlocutors with required speed and rhythm to fulfill the task requirement. Those four elements are similar with Brown (2004:172) states about aspect of assessing speaking: grammar, vocabulary, comprehension, fluency, pronunciation, and task.

B. Silent Viewing

1. Conceptual Idea of Silent Viewing

According to Stempleski (1992:19) silent viewing is technique involves playing a video sequence with the sound turned down. When students are watching video for the first time it can be regarded as a prediction technique. Students' task is to watch only the picture and observe the behavior of the characters might be saying. This technique is appropriate for use with dramatic sequences containing visual clues about the situation or relationship among the characters.

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 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. Jenkins 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 retell the story when they have already seen the video by silent viewing. It means that silent viewing video technique can increase student's 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 fulfill student's needs to master English speaking skill. The researcher conducted a study about teaching speaking through silent viewing video technique of SMA Negeri 1 Kampak - Trenggalek in order to describe the teaching and learning process during speaking class and to describe how it can motivate the students to be active in speaking, especially when they try to retell some stories in front of the class using their own words and expectations by watching the silent video.

2. Steps for applying Silent Viewing

According to Harmer (2002: 286) Silent Viewing technique can be used to stimulate oral production (discussion about what is seen, predictions about what is said). The key for this technique to be successful is to choose scenes with short dialogues where the action, emotions, setting and situation provide clues as to what is being said.

There are some procedure to applied Silent Viewing activity:

- a. Do a preview activity (introduce the topic or language function).
- b. Show the whole sequence two or three times.
- c. Have students predict the topic; lead them, if necessary, to the language function you want them to practice.

- d. Use the pause/freeze frame control at the initial point of exchange for students to predict language. Allow enough time if you are asking students to write the exchanges.
- e. Repeat the sequence with the sound on so that students can compare it.
- f. Have students perform to show their ability.

There are other procedures to applied Silent Viewing activity based on Silviyanti (2013) on their thesis. There are some procedures of teaching speaking by using Silent Viewing: preparation of the material, preparation of media, teacher roles, presentation consist of pre-teaching activity, whilst-teaching activity, and post-teaching activity, and evaluation.

a) Preparation

1) Preparation of Material

Before to the class, the teacher should consider many important things such how the teacher chooses the material. Material is important in learning process. In learning process the teacher should be use an interesting materials, so the students get interested in studying English. The materials not just interest to the students but also easy to study for them. If the teacher has wrong in choosing materials, there are some effects in learning English. First, the students will confuse in the study. Second, the

students will be bored. At last, the learning can be bad subject for the students. The studying process cannot walk well.

There are some factors that influenced the teacher in choosing the material:

- **Level of Material**

The teacher should consider of difficulties the materials because if the material too difficult for the students, students cannot understand what they learn.

- **Level with new curriculum**

Actually, the teacher should consider whether the materials with new curriculum because it can make the students study about new topic. And before the class, they will prepare for the material that would be given in the class.

- **Fit with students' level**

Besides the difficulties of the materials, the teacher should consider with the materials whether fit with students' level. For instance, materials in Junior High School impossible to teach in Senior High School. In other words, it will be misunderstanding for the students.

2) Preparation of Media

After choosing the materials, the teacher must be consider about preparation of media. The media should be enjoyable and

interesting to the students. If the media not interesting to the students, they will be bored to study English in the class.

The media used in teaching speaking by using Silent Viewing is a movie. So, they can learn by watching. Students have guess what the characters are saying. The story will be presented in front of the class.

b) Teachers' Role

The teacher is an important person in the classroom. He/she has a great influence over the students, in terms of motivation, confidence, attitudes to learning, beliefs about learning, and social morals. As a good teacher, he/she can produce great results from even the study. In teaching process, the teacher has some roles. Firstly, the teacher is a transmitter of knowledge for the students. The teacher gives more explanations of knowledge to the students. Secondly, the teacher is a controller of learning. When the students study in the classroom, the teachers control the students' activity. Thirdly, the teacher is a facilitator of learning. Teacher facilitates the students' need when they study in the classroom. At last the teacher is a motivator that the students need to develop their drill in learning. Teachers motivate and support the students to more active in the classroom.

c) Students' Role

The students also take important point in classroom activity. Without the students, teacher cannot transfer their knowledge. The role of the students in speaking through silent viewing activity is following the teachers' instruction. The students must be active in the classroom because Silent viewing activity will be done by group work or individual.

C. Previous Studies

There are some previous studies which are similar or in line related to the teaching speaking using Silent Viewing activity. Here, the researcher summarizes some previous studies that can be used as guidelines for the researcher in conducting the new one, and explaining the way this study is different from the previous ones.

The first study conducted by Silviyanti and Fauzia Rozani (2013) with the title *“Using Silent Viewing Activity in Teaching Speaking to Senior High School Students”* in this research it can be conclude that Silent viewing require students to speak orally by watching the movie. This technique can motivate the students more active and easy to understand. Students find and practice their speaking ability in front of the class, so it can improve their speaking ability.

The second study from Ana Muslimah. (2015) with the title *“Teaching Speaking of Narrative Text Through Silent Viewing Video*

Technique to Eleventh Graders of Sman 1 Driyorejo” in Journal of English Language Teaching. Vol.3 No.2. In this research the model of silent viewing activity using prediction, so the teacher asks students to predict the story like narrative text, and the finding of this research is the students’ ability got better after its implementation of the technique. It could be seen from their speaking scores. 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.

Another research from Fitri Ningsih and Rima Andriana S. (2012) with the title “*Using Shaun The Sheep Silent Cartoon Movie as Media In Teaching Speaking A Recount Text At Junior High School*” in Journal of English Language Teaching. Vol.1 No.1. Hlm 24. In this study the writer using Shaun the sheep movie as a silent video and silent viewing technique to teaching speaking a recount text. The difference with the study before is this study use a recount text not narrative text as way to speaking. From this research I can conclude that by using cartoon movie with silent viewing strategy it can be concluded that Shaun the sheep cartoon movie is one of the interesting teaching and learning media in second grade of junior high school. It can help the students to develop their English ability, especially in speaking and understanding a recount text.