CHAPTER I
INTRODUCTION

This chapter pertains to several points, i.e. background of the problems, that is, the

basis why the research is carried out, formulation of the problems which concerns

on what matters should be particularly focused on, completed with objectives of

the research, uses of the research, scope of the research, and definition of terms

clarified as follows:

1.1 Background of the Problem

It is obvious that the principal objective of English language teaching is to make

its learners able to communicate with their interlocutors by using the language

properly. More specifically, this provides the students with a skill which enables

them to communicate orally with others in order to convey the intended message

in an understandable way.

Speaking, as one of language skills, is viewed as the one which best matches with

those aims. It is one of the four basic language skills which are essential but hard

to master. Furthermore, it is generally recognized that speaking skill involves a

number of components in terms of linguistic point of view mixed in grammar,

vocabulary, pronunciation, fluency, and comprehension. Consequently, speaking,

in this case, learning to talk in foreign language is often considered the most

difficult aspect of language learning for teachers to help the students with (Brown and Yule, 1983).

Learners of Elementary School have been required to learn English since their first time of study. They are taught the basic elements of English such as knowing simple vocabularies, daily short expression, etc. It goes on until the learners attend Junior and Senior High School. With more time and exposure with English they are expected to be able to use English in more extended state. In other words, the learners have been long guided to be able to speak in English. Unfortunately, they are still unable to do so. They often face problems of expressing idea, opinion, and message to others fluently and comprehensively in oral form.

More specifically, as is widely known, fluent and effective communication is the instructional goal of language learning in SMA curriculum. The SMA learners of English are demanded to have sufficient speaking skill. They have to be able to communicate their ideas, feelings, desires, etc. to others. However, the students encounter many difficulties in achieving these objectives of learning speaking. Byrne (1977) states that students of Senior High School often face difficulties in speaking such as expressing simple greeting and response, making a more comprehensive dialogue, up to conveying long stretches of ideas like those in monologue, although they had enough time to learn English in Junior High School, even in Elementary School. It is seen when the students are asked to practice speaking. They seem reluctant to speak of their own ideas.

Some previous studies conducted by several students of Unila found that students of Senior High School faced difficulties to speak fluently (see: e.g. Rizal, 1997;

Imelda, 2001; Yunila, 2002; and Rahayu, 2004). This problem is particularly due to many reasons, two of which are the inappropriate use of technique and medium used in English instruction. Many teachers prefer using ways and media of teaching which often do not promote their students' speaking skill. As a consequence, the students are not able to perform adequate skill to express their ideas orally.

During the Field Practice Program (PPL) done by the researcher, it was also found that the majority of the students experienced difficulty to express their ideas in English orally. This might be related to a number of factors, one of which is the improper way of teaching speaking used by the teachers. They were often found to use traditional and monotonous technique as well as conventional medium of teaching. They often just gave the students long one way-explanation about a speaking material. Then, the students were asked to read their text book about the material being discussed. As a result, they could not perform a natural and fluent speaking.

In fact, technique is one of the most influential factors in language teaching. It deals with an implementational term, which actually takes place in the classroom. This is a particular trick, stratagem, or contrivance, used to accomplish an immediate objective (Anthony, 1963: 63). On the other hand, medium also contributes huge effects in language instruction. Therefore, these two elements of teaching become inseparable in the language instruction.

It is urgent to select, combine and apply the appropriate technique and medium for language teaching and learning. Alexander (1995) states that the teaching quality,

particularly the technique and medium used in teaching process are considered important. A good technique is not merely proper when it is combined with an inappropriate medium, and vice versa. Therefore, it is important for English teachers to merge and apply a good technique which matches a promoting medium so that the learners are involved optimally in the teaching and learning process which then, leads to the successful achievement of language teaching and learning objective.

There are various techniques used in language teaching and learning. Among them is the one which makes use of video as the main medium to promote students' speaking performance. As is widely known, video has been a popular medium used to improve students' language ability, particularly their listening skill. However, it has not been largely employed to foster students' speaking skill. There has not been sufficient amount of research concerning the use of video for improving students' speaking skill. Hence, it is expected that the application of proper technique with video will enhance speaking teaching and learning quality.

Speaking class, superficially, involves physically active activities referring to the arousal of utterances such as expression, mini talk, or dialogue, beginning from the initial part, i.e. in the pre activity of class learning, up to the main activity of speaking performance. This may cause reluctance, particularly of English teachers, to use video as the main medium to help their students improve their speaking skill since it seems that video is used only for passive learning activity, like listening. Thus, the appropriate combination of techniques with the use of

video in classroom language instruction is expected to be contributive used in improving students' speaking skill.

Related to the use of video in language teaching and learning, Viney (2004) in Karlina (2010: 29) states that there are five most popular techniques which take benefit of video as the main medium for language teaching and learning, they are: (1) silent viewing technique, (2) sound-only technique, (3) freeze frame technique, (4) jigsaw viewing technique, and (5) normal viewing technique. These five techniques occupying video as the main medium can well be applied in teaching speaking to English learners.

Nonetheless, if it is observed in more detail, there are two techniques which seem to have similar types of exposure to students, silent viewing and sound-only technique. Both serve audio and visual presentation. What makes them different is the turn of these two exposures given to the students. In silent viewing technique, visualization comes first at the beginning of the while-activity and audio comes next. Meanwhile, in sound-only technique, the sessions are played conversely; the audio is put first, which is followed by the visualization. Use of visualization will engage the students' imagination of what is happening in the video. Audio, on the other hand, provides students with the precise model of how sounds are produced, including pronunciation, intonation, or stress.

In addition, speaking is not merely about expressing ideas, thoughts, etc. In a deeper view, speaking, particularly for some types of advanced oral performance, requires optimum memory acquisition and mental activity all at once. In monologue, for example, a speaker uses spoken language, such as in speeches,

lectures, readings, news broadcasts, and the like. The listener, on the other hand, must process long stretches of speech without any interruption and the steam of speech will remain going on whether or not the listener comprehends. Thus, it is the speaker who must be able to utter everything stored in mind, not only in a natural, but also in a comprehensible way so that the listener understands what the speaker is saying.

In relation to the above fact, sufficient memory acquisition will only be achieved by students' devotion of optimal mental activity while they are learning (Frost, 2008). This intelligible attachment is benefited from the use of video which is occupied both by silent viewing and sound-only techniques. It is considered the most appropriate medium to serve the students with complete exposure, both visualization which offers interesting, impressive and real examples of, like cultures, interaction, emphasis, social life and auditory with precise example of pronunciation, dialogues, etc. which finally promote students' speaking achievement, particularly in term of advanced speaking performance, such as monologue.

With reference to the background above, it can be observed that basically, those two techniques are just similar one to another. They both utilize video as the medium of language instruction. However, their exposure to the students is obviously different one to another. The point of contrast is seen in the application of video in the teaching and learning process. The silent viewing technique initially proposes viewing the video visualization which is separately followed by the listening of video soundtrack. While in sound-only technique, the students are

given the soundtrack listening at first, and the video viewing comes straight after it. It is this fact that underlies the research to be employed to apply and compare the two techniques in order to find out which one is more effective to be utilized in speaking teaching and learning and to improve students' speaking achievement.

This study is conducted through a work entitled "A Comparative Study of Students' Speaking Achievement between Those Taught through Silent Viewing and Sound Only Technique at The First Grade of SMA N I Natar. SMA N 1 Natar was picked out in this research since the language teaching and learning which occurred in classes at this school still used conventional technique and medium. It is seen from the pre-observation that most of teachers there taught the students only by using monotonous and traditional way of teaching. They taught the speaking material only by explaining it without using effective technique and medium which can attract the students' attention and focus toward the subject being learned. During the teaching, there was no two-way interaction between the students and the teacher. As a result, the students tended to be bored and exhausted. They did not feel motivated and stimulated to make a good interaction with their friends. Consequently, when the students were asked to perform their speaking, they seemed reluctant, confused, and even afraid of what to say.

Therefore, by implementing and comparing silent viewing and sound-only technique, it is expected that the teacher can select which technique is best applied for speaking teaching and learning that the students can be naturally and fluently stimulated to make a good and understandable interaction with others which at the end, leads to the improvement of their speaking achievement.

1.2 Formulation of the Problems

In line with the background of the research described previously, the formulation of the problems is composed as the following:

1. Is there any significant difference in the increase of students' speaking achievement between those taught through silent viewing and sound-only technique?

2. In what elements of speaking do the students most differ when they are assigned to have oral performance?

1.3 Objectives of the Research

This study is aimed at reaching the objectives below:

1. To find out whether there is a significant difference in the increase of students' speaking achievement between those taught through silent viewing and sound-only technique.

2. To determine in what elements of speaking the students most differ when they are assigned to have oral performance.

1.4. Uses of the Research

This research is expected to be used for:

1. Theoretically, the results of this research are counted on to confirm and clarify the previous theories about teaching speaking.

2. Practically, the results of this research can be used as an alternative consideration in selecting the appropriate technique used especially in teaching speaking.

1.5 Scope of the Research

This is a quantitative research. It was conducted at SMAN I Natar, focusing on the comparison of silent viewing and sound-only technique in teaching speaking. There were two classes singled out as the subjects of research; one class was the experimental class 1 while the other one was the experimental class 2. The research was conducted in five meetings respectively; the first meeting was for pretest, the second, the third, and the fourth meetings were for treatments and the fifth meeting was for the posttest, with time allocation 2x45 minutes for each meeting.

Meanwhile, the materials taught were about narrative story. It is based on School-Based Curriculum (KTSP) for grade X students of Senior High School. The speaking test was in form of monologue. Monologue was taken into account to be the selected form of speaking performance since it best matches the characteristic of the two techniques occupying video as the medium of learning. Basically, as is explained before, speaking is a skill which involves an ability to express any idea, thought or desire in an understandable way. All of the ideas, thoughts and desires which will be expressed are obviously stored in the speaker's mind in form of memory. In this case, monologue is assumed as the best type of speaking performance that occupies memory to succeed students' speaking performance.

1.6 Definition of Terms

In order to make a mutual perception among the readers, the definition of terms which needs to be served is itemized as the following:

Speaking

It is defined a way by which people use to communicate their messages, intention, or ideas to others. This is also used to maintain someone's social relationship with their colleagues.

Silent viewing technique

This is a kind of technique which guides students to view video visualization in their first turn of learning and followed by listening to the video soundtrack in the second part of learning.

Sound-only technique

It is a technique which engages the students to listen initially to a video soundtrack in the first session and view the video visualization in the second time of their learning.

Video

It is a type of teaching and learning media which proposes both audio (dialogue, talk, or any other audible sound) and visual (living, moving, colorful, and interesting picture) exposures.