CHAPTER II
FRAME OF THEORIES

This chapter encompasses concepts of speaking, types of speaking, concept of teaching speaking, concept of silent viewing technique, concept of sound-only technique, procedures of teaching speaking through silent viewing technique, and procedures of teaching speaking through sound-only technique. A specific attention is also surged for psychological phenomena of mental activation, interference theory, and verbalization which possibly emerge during the research realization. At the end, both advantages and disadvantages of the two techniques are also completely presented.

2.1 Concept of Speaking

Speaking is the vehicle by which a language is used. It is considered important since by speaking people can share and convey what they want to others. It takes the part of pronunciation, vocabulary, grammar, fluency and comprehension altogether (Harris, 1974: 84). Thus, speaking is considered a difficult skill in language learning because it, at once, involves those five aspects of language spontaneously when one wants to deliver his message to others.

There have been several experts proposing the concept of speaking. One of which is Byrne (1984) who states that speaking is an oral communication. It is a two-

way process of delivering and receiving message between speaker and listener. It involves both productive and receptive skills of understanding. Therefore, it also takes in the role of another language skill, listening. Subsequently, in speaking, the speaker must be able to convey his/her ideas to his/her listener as clearly as possible in order that the listener gets the intended response to achieve mutually comprehensible interaction.

Lado (1976: 240) advocates speaking as an ability to converse or to express a sequence of ideas fluently. It means that the speaker must be able to produce his/her intended utterances well so that it can be received by the listener. Then the listener will be able to respond the speaker's utterances appropriately.

Meanwhile, Rivers (1978: 162) states that through speaking someone can express his/her ideas, emotions, and reactions to other person and situation, and influence other person. It can be inferred that through speaking someone can convey everything to other person. Also, by speaking someone can affect other people to follow what he asks them to do or not to do.

Tarigan (1982: 18) advocates that speaking is the ability to produce articulation, sounds or words to express, to say, to show and to think about ideas, thought and feeling. It is the matter of producing all forms of expression in an audible and understandable way to get response from other person which best fits it.

Moreover, Rivers (1976: 6) explains that speaking is developed from the first contact with a language. It is supported by Murcia (1978: 91) who says that speaking is the primary element of language and it can be developed from the

beginning when someone was born, from the first contact with the language. These two notions suggest that speaking is a skill that rises early when someone is involved with a language. It comes in the very beginning of a born baby and emerges successively after listening-the first exposure a baby is involved in after he was born.

As a matter of fact, speaking activity occurs for many reasons, one of which is for communication need, as Doff (1987) says that very often people talk in order to tell people things they do not know, or to find things out from other people. It is obvious that speaking is very crucial in real communication. In English teaching, it is worthy to note that speaking is one important skill of the four skills, especially for direct communication.

Brown (2001: 271) says that speaking in a language class is an ability to perform a language in a task. In addition, speaking in this present research is defined as the ability to express someone's ideas, feelings, opinions, desires, etc. in carrying out speaking task in the classroom. Therefore, it is an urgent demand to serve the students with a proper technique so that the students can perform their speaking task well in language learning.

To sum up, regarding all concepts of speaking by experts above, it, then, is implied that speaking is a language skill which requires its speaker to express his/her ideas, feelings, thoughts, etc. in form of utterances in a comprehensible and fluent way. It is aimed at either delivering messages to the listener or to ask him to do or not to do something said by the speaker.

In assessing speaking performance done by the students, there are some important points need to be taken into account, some of which are the elements that influence performance of speaking as a whole. Concerning on this, the oral scale proposed by Harris (1974: 84) will be adopted in this research. It covers pronunciation, grammar, vocabulary, fluency, and comprehension. These five elements of speaking that will be used as the scoring standard for students' speaking ability are elaborated as follows:

1. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation (Syakur, 1987). Speaking is a matter of making utterances to other people in an audible and understandable way. Audible here means that when someone is speaking, his/her interlocutor should be able to hear what is being said clearly. While the term understandable refers to the point that what someone is saying is understood by his/her recipient. Hence, the intended response of the recipient can be gained.

In addition, Strevens (1977: 81) points out that pronunciation basically refers to the sector of language where the organization of syntax and semantics, having first been generated in the brain as a series of solely mental process, is converted into motor activity, which in turn, produces acoustic effect, i.e. audible sounds. There are three basic main ranges of teaching technique which can be involved to assist students in learning pronunciation. The first is *exhortation*. It is the instructions to imitate and mimic, to make such a sound, without further explanation. For example, the students say *she* /si:/ and then the teacher asks the students to pronounce /ʃi:/ instead of /si:/. The second is *speech training*. It is the

construction of special games and exercises which entail the use of word or sentence so as to practice particular sounds, stress-patterns, rhythm, and intonation. The teacher asks the students to practice how to pronounce sentences. The third is *practical phonetics* which includes description of the organ of speech and description of stress, intonation, etc.

2. Grammar

It is the study of how words and their component parts combine to form sentences, structural relationships in languages or in a language, sometimes including pronunciation, meaning, and linguistic history. Grammar is viewed as a set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. It refers to the study of language rules, a kind of regularity of sound structure that nobody could learn language without grammar, e.g.:

1. The sentence "*What are you doing?*" implies a grammatical rule that an activity which is done in the present time should be in form of present continuous tense.

2. The sentence "*He plays basketball with my brother*" implies a subject-predication agreement that the verb of the third singular person, when used in simple present tense should be added by -s/-es/ies.

In addition, grammar is seen as an inseparable part of a language. There is obviously no language without grammar. Sequences of utterances in a language may be artificially understood by people learning it. However, the further aims of language, as a means of exchanging messages may not be achieved. It is grammar

which can fulfill the gap of superficial understanding with the comprehensive and integrative one.

3. Vocabulary

Vocabulary mainly refers to appropriate diction which will be effective only when words chosen are proper for the audience (person to whom speaking is conveyed) and purpose (under what topic and subject matter speaking is delivered), (Allyn and Bacon, 1999). For instance, when someone wants to address his speaking to a *quality* of a thing, it is *improve* which should be used, instead of *increase*, since this word refers to the quantity of a thing, not the quality. Hence, the probability of misunderstanding or the hindrance of information to be precisely delivered by a speaker as well as received by his interlocutor can be avoided.

Furthermore, according to Harris (1974: 68-69), vocabulary refers to the selection of words which is suitable with content. For instance, the word "solution", in general understanding, means a way to overcome something inappropriate to be the one which is correct or more settled. Yet, when this word is used in the field of chemistry, the meaning constantly changes to be any content or compound which can be used for experiment, resulting in many chemical reactions, usually in form of liquid. These two literally similar yet semantically different words may lead to a failure of information delivery when they are overlap used.

Those two notions, then, implies that vocabulary is not just a matter of word. Instead, it more closely related to the term of word selection in many themes of speaking and contents. In addition, in expressing a thought, opinion, or desire, a speaker has to be able to use the appropriate diction so that the message intended

to be delivered will be fully and precisely accepted by the listener. To sum up, diction, the exact words to be selected and the settings in which they are used, means a great deal to the success of speaking.

4. Fluency

Fluency deals with the smoothness of flow with which sounds, syllables, words and phrases are joined when speaking. Brumfit (1984) in Nation sees fluency as the maximum effective operation of the language system so far acquired by the students. Besides, it also refers to the natural speed by which one expresses a language quickly and easily without any difficulty.

Here is an example of fluency in form of dialogue.

> *Teacher   : Excuse me, can I ask you some questions?*
> *Students : Yes, of course. What are they?*
> *Teacher   : What is actually your hobby?*
> *Students : Well, I like swimming very much.*
> *Teacher   : Why do you like it? What makes you interested in it?*
> *Students : I think, because it is a lot of fun.*
> *Teacher   : What do you really mean, actually? Is it an awesome exercise?*
> *Students : Yes, it is. In addition, it can make me stay healthy and fit.*

It is clear that the above dialog contains fluency since both of the interlocutors are able to exchange relevant ideas and precise language system. All the syllables, words, and phrases are obviously merged and sequenced smoothly. Further, the speaking phases are clearly seen to be arranged in a well-ordered turn.

5. Comprehension

Comprehension is the study of how well one, in this case, students understand a language, or that helps them improve their understanding of it, in which they are being involved in a conversation or listening to someone's speaking, and then

answer questions. It is also regarded as the ability to understand completely and

be familiar with a situation, facts, etc. It refers to the ability to understand a

speaker's intention and general meaning, for example:

> *T   : Alright, after this long and competitive debate, what can probably be concluded based on the passage?*
> *S1 : Well, after listening to the text, I can draw a conclusion that it is the complicated process of bureaucracy which causes foreign investors hesitate to make business cooperation in our country.*
> *T   : What kind of complicated bureaucracy is it?*
> *S2 : Too much, I guess. Just take for example, in the domestic issue we need to wait for more than a month only for get an ID card renewal.*
> *T   : But we have already got an electronic service of ID card renewal, right?*
> *S3 : Yes, we have. Yet, does it succeed to overcome the citizens' scrambled data saving? Instead, it is a seriously big deal for those who live in remote and isolated areas throughout the country. The worse, it badly opens a new chance of corruption of the governmental officials.*

It is, in short, merely no more absurdity that comprehension does play its role in

promoting the success of speaking activity. It is comprehension which points out

whether or not there is a mutual intelligibility between interlocutors involved.

And, from the dialogue between teacher and students above, it can be seen that

comprehension does exist in the running conversation. After the teacher gives a

task, the students obviously can give the intended response, deeper analysis and

conclusion toward the topic discussed.

2.2 Types of Classroom Speaking Performance

Brown (2001:250) says that much of language teaching is devoted to instruction

in mastering English conversation. This premise obviously directs to his

formulation of oral language which are now taught in language classes. He

classifies the types of the oral language as follows:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape-recorder" speech, where for example, learner practices an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but by focusing on some particular element of language form. The teacher asks the students to pronounce word "she". The teacher will initially give the students the correct model of pronunciation. For instance, when the students pronounce the word /si:/, the teacher then correct it and give the students, once again, the correct pronunciation: /ʃi:/ and asks them to repeat the word after. Here is the clearer example:

> T : *Alright, pay attention, please. Can you see the picture on the blackboard, over here?*
> S : *Yes, miss. We can see it clearly.*
> T : *Good, what picture is it, then?*
> Y : *It is actually a picture of a girl.*
> T : *Yes, that's right. What personal pronoun do we refer it to, usually? He or she?*
> S : *It should be "she" as the personal pronoun.*
> T : *Can you say it once more?*
> S : *She.*

When the teacher notices that the students pronounced the word incorrectly, then she correct it and asks the students to repeat after her.

> T : *Allright, listen to me carefully, /ʃi:/. Can you follow me? Say it:/ʃi:/*
> S : */ʃi:/.*
> T : *Yes, excellent, say it once more.*
> S : */ʃi:/.*
> T : *Great, class. You did it well.*

2. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activities, where learners are "going over" certain forms of language. For example:

> T   : *Class, now, look at these two sentences. Which one is grammatically correct?*
> S   : *It should be the first sentence, miss.*
> T   : *Can you read it for me?*
> S   : *Yes, I can. I am studying English now.*
> T   : *Alright, why do you think so?*
> S   : *It is because it uses a present continuous tense.*
> T   : *How do you know that?*
> S   : *There's a time signal of "now".*

3. Responsive

A good deal of students' speech in the classroom is responsive short replies to teacher-or-student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic. Below is the example of responsive speaking activity:

> T   : *Hello, how are you getting on?*
> S   : *Well, as usual, I'm doing well. What about you?*
> T   : *I'm fine too. Thank you. How was your day?*
> S   : *It's pretty good.*

4. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

Conversation, for example, may have more of negotiated nature to them than responsive speech, take for example:

> *T: What is the main idea of this text?*
> *S: The government must improve better law reinforcement.*
> *T: Better law reinforcement than what?*
> *S: Than it is right now.*
> *T: What do you mean?*
> *S: Well, for example, the government should do reformation in national and local law institutions.*
> *T: Do you think it is possible for it to do so right now?*
> *S: Yes, of course, no doubt, since the incumbent government declared to do so in its campaign in 2009. Therefore, it should prove its promise.*

5. Interpersonal

Interpersonal dialogue carried out more for maintaining social relationship than for the transmission of facts and information. The conversations are a little trickier for learners because they can involve some factors, such as slang, sarcasm, etc.

For example:

> *Chabel   : Hi Bob, how's it going?*
> *Kana   : Oh, so-so.*
> *Chabel   : Not a great weekend, huh?*
> *Kana   : Well, far be it from me to criticize, but it was pretty miffed about last week.*
> *Chabel   : What are you talking about?*
> *Kana   : I think you know perfectly what I am talking about.*
> *Chabel   : Oh, that. How come you get so bent out of shape over something like that?*
> *Kana   : Well, whose fault was it, huh?*
> *Chabel   : Oh, wow, this is great, wonderful. Back to square one. For crying out loud, Bob. I thought we had settled it before. Well, what more can I say?*

6. Monologue.

In monologues, when one speaker uses spoken language, as in speeches, lectures, readings, news broadcast, and the like, the listener must process long stretches of speech without interruption and the steam of speech will go on whether or not the listener comprehends. In planned, as is opposed to unplanned, monologue varies considerably in their discourse structures. While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). Here is the example:

Honorable the judges

Honorable the committee,

And all of my beloved friends.

I have three things here, a chili, corn, and a melon. Which one do you think will you choose? Why do choose so? Do you know?? In fact, the nutrition value contained in chili is bigger than that in corn and a melon. It contains 7.100 grams of protein, bigger than corn that contains 1600 and a melon that contains only 0,60 gram of protein. That's why chili is good to meet our daily nutrition needs. Besides, Indonesian food is well-known as spicy and hot food. There must be a lot of chilies here and there. However, a few weeks ago, the price of chilies increased out of control, up to Rp. 150.000 per kilogram. It made most of Indonesian people have to limit their consumption of chilies. It's absolutely not easy to do so since chilies have been one of the main needs of our

consumption. Then, what caused this breaking phenomenon? It is said

that the increase price of chilies is due to the global warming. Is it so? …

Well, ladies and gentlemen, in this nice occasion, I would like to convey my speech concerning on the issue of global warming. …

Considering all of the speaking types above, this research was focused on measuring the students' speaking achievement in form of monologue. As seen in the elaboration above, monologue is the most advanced type of speaking performance. The long stretch of utterances will be the main focus of assessment.

2.3 Concept of Teaching Speaking

Students, as the main subject in language learning, need to be facilitated in their attempt of speaking. Thus, it becomes necessary, particularly for teachers to precisely guide their students to be able to master speaking skill. Teaching speaking refers to the way teachers teach their students how to use language in practice and oral form to express their ideas, emotions to other people in any situation in an understandable way. Students must be able to make themselves understood by their listener in order to get the intended response. They also have to make an effort to avoid errors in pronunciation, grammar, vocabulary, fluency and comprehension. It is also urgent that the students have to observe the social and cultural rules which are applied in the situation of communication in which they are speaking (Burnkart, 1998: 2).

According to Harmer (1990), the aim of speaking is to train students for communication. Thus, as the facilitator, teachers must be able to create a

communicative situation in class, not only physically, but also mentally. This extends the effort by the teacher to utilize a proper technique as well as medium to be used to foster students' speaking skill which directs to their improvement of speaking achievement.

2.4 Concept of Silent Viewing Technique

To get a successful result in language teaching using video as an aid, there are some techniques that should be benefited by both teacher and learner (Cakir, 2006: 67). Viney in Karlina (2010: 29) states that there are five most popular techniques which make use of video as the medium for language teaching and learning, two of which are silent viewing technique and sound-only technique.

In silent viewing technique, teacher can turn off the volume control of video. It is done in order to make use of the visualization which will engage the students' imagination. Watching a video sequence without the soundtrack does more than activating learners' schema and prior experience in interpreting what they see. Without the distraction of the spoken words, learners can focus on the essence of communication among people: body language, gestures, facial expression, and the setting. Learners are motivated to use English by visualizing this common need to communicate of the spoken language. This process will simultaneously result in prediction when they first view the video and reproduction after they finish listening to the soundtrack.

1. Prediction

Since the first, the students are involved with the visualization of the video. They have been beginning and processing, perhaps unconsciously, the prediction of what is happening in the video, who are the characters taking roles in it, what issues they are having, etc. This prediction will employ the students' mind to observe and then conclude what they are seeing in the video.

2. Reproduction

Reproduction (or 'retelling') can also be divided into reproduction of dialogue and reproduction of events. Reproduction of dialogue might be most effective where there are useful formulas, fixed expressions and points of intonation or pronunciation. Meanwhile, reproduction of events tends to focus on narrative tenses, and on sequences.

Active viewing increases the students' enjoyment and satisfaction. It focuses their attention on the main idea of the video presentation. Thus, it is necessary for students to take an active part in video teaching presentations. Before the presentation, the students are given some key questions on the board about the presentation so that the students get an overview of the content of it. After viewing the questions the students answer the questions orally, or the students may take notes while viewing.

For more detailed comprehension, students are provided a cue sheet or viewing guides and session of watching and listening for specific details or specific features of language. These can be given right before the students have class discussion. Difficulties such as in vocabulary, grammar or pronunciation are

reviewed. The learners, then, can confirm their guess by viewing the video straight after listening to the video soundtrack only.

A success of a technique used in language instruction is much influenced by its strong points to support teaching and learning process in the class. However, no matter how good a technique used for language instruction is, there must be some aspects which need to be viewed since they can hinder the aims of instruction. All these points are explored like the following:

The Strengths of silent viewing technique:

1. Students and teachers can see language in factual use. Instead of merely listening to dialogues or other utterances, silent viewing can encourage the students to focus on the material that they are attentively and carefully learning to get the point of the story accurately. It can foster the students to fully concern on sequences of the story without being disturbed by sounds accompanying the video.

2. The technique can also increase the students' interests of imagining what is happening in the video, who the people are, or what they are talking about. This activates students' ability of prediction which leads to memory retention as well as motivation.

The Weaknesses of silent viewing technique:

1. The technique is sometimes difficult to apply in the classroom if the story of the movie or the conversations is too long. It mainly relates to duration and difficulty level of the story. The students will often get confused to guess words or sentences uttered in the video.

2. Sometimes this technique can make students frustrated when teacher constantly stop and start video, only showing little bits at time. It can also be extremely irritating if a teacher fails to show the class how the story ends.

3. The technique is hard for the students who are poor in vocabulary, so they cannot guess the moving lips of the speakers in the video. Thus, they need long time to comprehend it.

4. In the first time of exposure, this technique seems to contribute nothing to students' speaking. Instead of focusing on physical activity, silent viewing mainly covers mental activity alone. This can be worse when the teacher is unable to give students preview of what will be benefited of by being involved in this technique.

2.5 Procedures of Teaching Speaking through Silent Viewing Technique

Based on the procedure and technique proposed by Underwood (1989) and Viney (2004), the teaching scenario can be presented as follows:

The narrative video used in the teaching and learning process is in form of fairy tales entitled *"Three Little Pigs."*

1. Pre activity (previewing)

Teacher (T) greets the students (S), e.g.:

> *T   : Good morning class. How are you?*
> *S   : Good morning, Miss. I'm fine, thank you.*

Students are informed about the topic of the lesson and objective of the learning,

e.g.:

> *T   : OK, class, today, we are going to do speaking activity. But, before we have it, we are going to watch a movie first. Seems great, right?*

> S   : *Wow, yes miss, it's great.*
> T   : *Well, in our movie watching this time, you will view a film twice. In the first viewing, you will see and observe the visualization only, without any sound of dialogues or talks. You will have to guess what is probably happening in the video. After that, you will have to be supposed to have group work and your turn listening to the soundtrack of the video only. OK class, are you ready?*
> S   : *Yes, we are.*

Students are proposed with some questions related to the topic or the video they

are going to watch.

> T   : *OK, before having the video, I want to ask you some questions. in the last meeting, you learned about narrative text, didn't you?*
> S   : *Yes, Miss, we did.*
> T   : *Good. Now, can you mention types of narrative text?*
> S   : *Of course. They are folklore and true experience.*
> T   : *And fairy tale, Miss.*
> S   : *Wow, good. And now… we are going to watch a narrative movie in form of fairy tale. OK, class, let's have it done.*

2. While activity (while viewing)

Students are asked to pay full attention on the video viewing.

> T   : *Class, I will play the video without any soundtrack. As I said before, you have to guess what happens in the video. OK, do you understand?*
> S   : *Yes, Miss.*
> T   : *To make your task easier, you may discuss, write or list down anything that you consider necessary in your viewing, OK?*
> S   : *OK, Miss.*
> T   : *Good, get ready.*
> S   : *Yes, Miss.*

Students view the video visualization. Then, all of them start the noting and

observing all things that happen in the video.

After it gets finished, all of the students are prepared for the second session that is

the listening.

> T   : *OK, class. How's your viewing? Was it fun?*
> S   : *Yes, Miss. It was a lot of fun.*

> *T   : Great. Now, you're going to have the next task. Are you ready?*
> *S   : We're ready!*
> *T   : OK. . After having viewing and listening, you will be divided into groups. It consists of four students respectively. I will divide it based on your presence list order.*
> *S   : Yes, Miss.*
> *T   : Very good. Then, I will call your name one by one, begins from the first group and goes on until the last group.*

After the students are placed in their groups, they have the session of discussion and information share.

> *T   : Class, based on the video you have just watched, now you have the session of discussion and information share. You may discuss and share everything you have got in the viewing and listening to each other, for example, who are the characters involved in the video, where they are, what conflicts emerge in the video, how they are solved, what are the moral message of the video, etc.*
> *S1   : OK, Miss.*
> *S2   : Miss, may we have any noting?*
> *T   : Yes, of course. It will be useful for your group presentation that we'll have later on.*
> *S   : What? Should we present the result of our discussion in front of the class?*
> *T   : Yes, of course. It is your real task in our lesson today. After all of the discussion finished, you have to perform each of yours in front of the class. Arrange the speaking turns to make the presentation good and run systematically.*
> *S   : OK, Miss.*

After the discussion finishes, then the group presentation is started. Each group will have five minutes to perform the presentation. In order to make all groups ready and anticipative, the turns of presentation is determined based on number lottery.

> *T   : Class, I have prepared rolled paper here. It is written a number in each paper. The number which is randomly chosen will be the first to perform the group presentation. OK, can we start it now?*
> *S   : OK, Miss.*

The group presentation goes on until it all finishes. To minimize subjectivity in scoring, there will be two raters scoring the students' performance, the English

teacher of the class and the researcher herself. And in order to get the precise and representative scores, all of the students' performances will be recorded. The record will be used for scoring reflection and rechecking.

3. Post activity (post viewing)

Students are asked about their feeling after having the lesson and whether they face any difficulty during the lesson.

> T : *OK, class. How do you feel? Do you feel happy after having our lesson today? Or do you feel sad?*
> S1 : *We feel so happy, Miss.*
> S2 : *Yes, it's so exciting to have the video.*

Students are asked of what they have got in the lesson.

> T : *Can you tell me what you have got in our lesson today?*
> S1 : *We got an interesting video watching.*
> T : *OK, good. Then, what have you got from watching the video?*
> S2 : *Narrative text, Miss.*
> T : *Yes. Can you mention the generic structure of narrative text?*
> S3 : *Orientation, evaluation, complication, resolution, and reorientation.*
> T : *What about the social function?*
> S4 : *It functions to entertain the readers and also deals with actual experiences.*

Students get reinforcement from the teacher of what they have done during the lesson so that they will be more confident to express whatever they want to express.

> T : *Class, you have done your best in our lesson today. Keep it that way and do better for the next ones, OK?*
> S : *OK, Miss, thank you.*
> T : *Any time. OK, give a big hand for all of us today.*
> S : *(Clapping hands)*
> T : *Well, class, that's our entire lesson for today. For those who haven't finished presenting the work, be prepared for having it in the next meeting.*
> S : *OK, Miss.*
> T : *See you around, good bye.*
> S : *Good bye, Miss.*

2.6 Concept of Sound-only Technique

While silent viewing involves getting information through students' eyes, Sound-only involves listening for aural clues to the action. These include sound effects such as ambulance sirens and car horns, animal sounds, doors slamming, a baby crying, a telephone ringing, and so forth. To use this technique, the brightness control is turned until the television screen goes dark. What is left is, in effect, an audiotape. Students listen to the sounds and the accompanying conversation and make predictions about what is happening. It becomes the most effective when sound effect directly indicates particular locations or activities, who and where the people are and what they are doing. They can also try to describe a character from listening to his/her voice-whether he/she is old, middle-aged or

young, friendly or hostile, etc., exemplified as follows:

1.   *Sound of a taking-off plane: (*pointing out location: in an airport).

2.   *Children grabbing with their mother in the dining room:* (indicating activity: arguing food to eat).

On the other hand, sound-only may also be the chosen technique when the students are asked to pay particular attention to a small piece of dialogue, while avoiding the distraction of the activity on the screen. This is particularly interesting when body language and verbal language are contradictory; focusing on each separately, can lead to interesting students' observations. The same as those in silent viewing technique, prediction and reproduction are also explored in sound-only technique, presented as follows:

1. Prediction

As being found in silent viewing technique, prediction in sound-only technique also focuses on events happening in the video, people involved, time and location in which the events take place, etc. What is typically different is that in sound-only technique the prediction is mainly directed to listening to dialogues uttered and sounds heard in the video. This activity will stimulate the students to get the actual model of pronunciation and then relate what they have heard with the visualization in the video.

2. Reproduction

Reproduction emerged in sound-only technique seems to be better, particularly in term of pronunciation. It is due to the real model of pronunciation uttered by native speaker in the video which is exposed in the first session of learning, instead of visualization. The beginning turn of spoken utterances exposure affects the acceptance of the students. It is this which makes the students better in imitating the pronunciation, or perhaps intonation as uttered in the video.

Just like silent viewing technique, sound-only technique also poses both strengths and weaknesses which need to be either maximize or anticipated in order to improve students' speaking performance. They are itemized as follows:

Strengths of sound-only technique:

1. The major advantage of this method is that students can positively confirm their guesses (or laugh at their mistakes) immediately upon viewing. Students can be asked either to predict what is happening visually, or to use the dialogue as a memory spur to recall what happened visually.

2. By being proposed to listening session in the first time of learning, students optimally get the real and precise examples of correct way of pronunciation of words. It can avoid students to mispronounce words which often lead to misunderstanding of messages conveyed in speaking.

Weaknesses of sound-only technique:

1. It is obviously true that when being asked to be involved in sound-only technique, students tend to be bored since they have to listen to utterances without any visualization. This problem must be anticipated earlier by the teacher so that it will not hinder the success of students' learning.

2. Single listening session in sound-only technique also seems to be less helpful for students with low vocabulary knowledge. It will be much more difficult for this kind of students to be familiar with words, phrases or sentences uttered in the video.

2.7 Procedures of Teaching Speaking Through Sound-only Technique

Slightly different from those of teaching speaking through silent viewing technique, the procedures of teaching by using sound-only technique begins with the session of listening to the video soundtrack and followed by viewing the video visualization straight after it. The steps become as follows:

1. Pre activity (previewing)

Teacher greets the students, e.g.:

T   : Good morning class. How are you?
S   : Good morning, Miss. I'm fine, thank you.

Students are informed about the topic of the lesson and objective of the learning,

e.g.:

> T : *Well, class, today, we are going to have speaking activity. But first of all, we are going to have a movie. What do you think? Seems great, right?*
> S : *Wow, yes miss, it's great.*
> T : *Well, in our movie this time, we will have the film twice. In the first, you will have listening session, without any sound. You have to listen carefully to what are said in the video without any visualization. After that, you will get the second session that is the viewing. In this part, you will have to see and observe the visualization. You will have to guess what is probably happening in the video. After that, you will have to be supposed to have group work and your turn listening to the soundtrack of the video only. OK class, are you ready?*
> S : *Yes, we are.*

Students are proposed with some questions related to the topic or the video they

are going to watch.

> T : *Alright, before having the video, I want to ask you some questions. in the last meeting, you learned about narrative text, didn't you?*
> S : *Yes, Miss, we did.*
> T : *Good. Now, can you mention types of narrative text?*
> S1 : *Of course. They are folklore and true experience.*
> S2 : *And fairy tale, Miss.*
> T : *Wow, good. And now… we are going to watch a narrative movie in form of fairy tale. Anyway, class, let's have it done.*

2. While activity (while viewing)

Students are asked to listen to the video viewing.

> T : *Class, I will play the soundtrack of the video. As I said before, you have to guess what happens in the video. OK, do you understand?*
> S : *Yes, Miss.*
> T : *To make your task easier, you may discuss, writes or list down anything that you consider necessary in your listening, OK?*
> S : *We will.*
> T : *Good, get ready.*
> S : *Alright.*

Students view the video soundtrack. Then, all of them start the noting and observing all things that happen in the video.

After it gets finished, all of the students are prepared for the second session that is the viewing session.

> T   *: Well, class. How's your listening? Was it fun?*
> S   *: Yes, Miss. It was a lot of fun.*
> T   *: Great. Now, you're going to have the next task. Are you ready?*
> S   *: We're ready!*
> T   *: Good. After having listening and viewing session, you will be divided into groups. It consists of four students respectively. I will divide it based on your presence list order.*
> S   *: Yes, Miss.*
> T   *: Very good. Then, I will call your name one by one, begins from the first group and goes on until the last group.*

After the students are placed in their groups, they have the session of discussion and information share.

> T   *: Class, based on the video you just watched now you have the session of discussion and information share. You may discuss and share everything you have got in the viewing and listening to each other, for example, who are the characters involved in the video, where they are, what conflicts emerge in the video, how they are solved, what are the moral message of the video, etc.*
> S1   *: Alright.*
> S2   *: Miss, may we have any noting?*
> T   *: Yes, of course. It will be useful for your group presentation that we'll have later on.*
> S   *: What? Should we present the result of our discussion in front of the class?*
> T   *: Yes, of course. It is your real task in our lesson today. After all of the discussion finished, you have to perform each of yours in front of the class. Arrange the speaking turns to make the presentation good and run systematically.*
> S   *: Alright.*

After the discussion finishes, then the group presentation is started. Each group will have five minutes to perform the presentation. In order to make all groups ready and anticipative, the turns of presentation is determined based on number lottery.

> T   : *Class, I have prepared rolled paper here. It is written a number in each paper. The number which is randomly chosen will be the first to perform the group presentation. OK, can we start it now?*
> S   : *Sure, we can.*

The group presentation goes on until it all finishes. To minimize subjectivity in scoring, there will be two raters scoring the students' performance, the English teacher of the class and the researcher herself. And in order to get the precise and representative scores, all of the students' performances will be recorded. The record will be used for scoring reflection and rechecking.

3. Post activity (post viewing)

Students are asked about their feeling after having the lesson and whether they face any difficulty during the lesson.

> T   : *Well, class. How do you feel? Do you feel happy after having our lesson today? Or do you feel sad?*
> S1   : *We feel so happy, Miss.*
> S2   : *Yes, it's so exciting to have the video.*

Students are asked about what they have got in the lesson.

> T   : *Can you tell me what you have got in our lesson today?*
> S1   : *We got an interesting video watching.*
> T   : *Good. Then, what have you got from watching the video?*
> S2   : *Narrative text, Miss.*
> T   : *Yes. Can you mention the generic structure of narrative text?*
> S3   : *Orientation, evaluation, complication, resolution, and reorientation.*
> T   : *What about the social function?*
> S4   : *It functions to entertain the readers and also to deals with actual experiences.*

Students get reinforcement from the teacher of what they have done during the lesson so that they will be more confident to express whatever they want to say.

> T   : *Class, you have done your best in our lesson today. Keep it that way and do better for the next ones, alright?*
> S   : *We will. Thank you.*

> T   : *Any time. Then give a big hand for all of us today.*
> S   : (Clapping hands)
> T   : *Well, class, that's our entire lesson for today. For those who haven't finished presenting the work, be prepared for having it in the next meeting.*
> S   : *Sure.*
> T   : *See you around, good bye.*
> S   : *Good bye, Miss*

2.8 Concept of Mental activation

Speaking is broadly defined as an activity engaging someone to actively express any of his/her ideas, thought, etc. in form of audible utterances. This is obviously realized by and observed through eminent physical movements, e.g. uttering mouth, dynamic facial expression, and moving gestures. Yet, in deeper view, speaking is not merely the case of that. Only few people who are aware of the fact that speaking is also highly enhanced by the occupation of mental activity. This facet may not much be superficially observed. Thus, it is frequently ignored.

This study cautiously came from a view that there has not been large and sufficient awareness by most people that speaking innately involves mental activity. It is far beyond before someone's speaking that his/her mental has been activated. Simultaneously, by being mentally activated, which is apparently unconscious, as the main subject of learning, students come to the state of consciousness, the highest form of mental activity one is engaged with (Spirkin, 1983). This is the point in which students perform their speaking skill, by producing the intended utterances.

To come to the point of mental activity, it is mental activation (MA) which should receive initial attention. Basically, this term is originated from neurology and is

addressed to patients with problems of working brain abnormality. Mental activation is a simple test whose two of the aims are to ascertain the optimal level of vigilance and to obtain brief information on patients' mental state (Niedermeyer, 2001). Particularly referring to those points of aims, it is, then, relevant to invoke mental activation in the effort of increasing students' speaking skill in classroom English instruction.

In reference to the first aim of mental activation-to ascertain the optimal level of vigilance, in this case, of the students-proposition of silent viewing and sound only techniques, convincingly, stimulate their alertness mentally. First and new exposure toward these two techniques evokes student's attention. They try to observe what this new thing is like-being curious of what it is likely about to offer. This state of curiosity and vigilance, then, results in their effort to remain being engaged with and follow ahead what learning circumstance they will be having.

Expansively, cautiousness the students themselves have been implied in leads to the emergence of the second aim of mental activation, that is, to obtain brief information on students' mental state. It deals a lot with students' perception and response toward the exposure of silent viewing and sound only techniques during their English language learning. It is when the students are doing tracking, observation and involving themselves within the occupation of these two techniques that their mental states are ready to come to the upcoming path of learning-mental activity-particularly state of consciousness which engage them to produce and perform their speaking skill.

2.9 Concept of Interference Theory

During the occupation of silent viewing and sound only techniques in classroom English learning, students are proposed with each single visualization and audio respectively. These two propositions become the inputs they receive and proceed in mind by making use of their mental state which has been activated. Successively, this will result in production of utterances and performance of speaking which take benefits of their mental activity.

Concerning on inputs received by the students, it is considered relevant to view the concept of interference theory. Interference theory is viewed as one reason that people forget (Santrock, 2005). This theory proposes a tenet that it is not memories lost from storage which cause people to forget. Instead, it is the disruption of one input which causes the forgetting of another. A number of inputs someone receives may result in different processing which subsequently affects distinctive memory acceptance toward one input to another, leading to the categorization of interference, retroactive and proactive interference which will also cause diverse result of input reproduction.

Retroactive interference occurs when previously learned information is lost because it is mixed up with new and somewhat similar information (McLeod, 2008). For example, in this case is when students receive visualization in their first session of English learning and is followed by audio in the second chance. The second input of audio interferes with the first input of visualization. This causes students' memory acceptance of visualization hindered or the worse, lost.

Consequently, their speaking performance abridged by the input of visualization is not optimally gained.

In contrast, proactive interference is the one in which the latter information is lost because it is hindered by the previously learned, similar information (McLeod, 2008). This is likely to happen when the students receiving visualization in their first time of learning followed by audio in the next one are unable to perform speaking performance which is promoted by the exposure of the second input of audio. This happens because of the hindrance of the first input of visualization. It blocks the students' memory acceptance of audio, causing worse result of performance of the second input rather than the first.

2.10 Concept of Verbalization

The occupation of silent viewing and sound only techniques proposing the sessions of visualization and audio leads the research to be brought about by particularly take a lot the concept of verbalization into account. This becomes the typically forecasted by relying on the concept of picture which is presented in the session of visualization in both of the two techniques stating that it provides something to talk about (Curtis and Bailey, 2001). They serve language learners with not only models of an object, but often, also colors and real thing-like shapes.

The proposition of visualization which offers pictures is assumed to be effective to make students fully pay attention to what they are seeing. Besides, since it is presented without any disruption of sounds, instead merely relies on the objects

within, students will be able to more focus on what happens in the visualization. A picture can evoke mental images to help second language learners recall a term or concept (Wood and Tinajero, 2002). This is what results the visualization in both silent and sound only technique in verbalization. Verbalization refers to the experience that has been conveyed verbally (Pawelczyk and Erskine, 2008). It is a process in which people in this case students as English learners, utter words, phrases, clauses or sentences to their friends. This is done as an attempt of themselves for being involved in and trying to understand what they are seeing during the visualization session.

Rogers (1942: 131) recognized that one of the most significant features of any type of therapy is "the release of feeling", i.e., the verbalization of "thoughts and attitudes, those feelings and emotionally charged impulses, which center around the problems and conflicts of the individual". This is highly promoted and facilitated by carrying out verbalization. During the typically observed phenomenon of verbalization, the students who do verbalization unconsciously act themselves out as the speakers. Then, just as speaking performance presented in front of classes, their expressing of verbalization, then, involves the other students to take part listening to and responding what they are saying.

The above-mentioned circumstance, subsequently, emerges the process of story-sharing. Taylor (1992: 36) furthers this notion by asserting that self-understanding is very much dependent on sharing one's feelings *verbally* with others. It creates a new party, a speaker telling what he/she has experienced, that is what he/she has seen in the visualization and a listener listening to what the speaker is telling

him/her. This story-sharing spreads out a feeling of relief, that is for being able to express what is just previously kept frozen in mind and for having a chance to give responses toward what is delivered. Eventually, the story-sharing will end up in mutual understanding between the two interlocutors of what they have in their information share.

2.11 Theoretical Assumption

Based on the discussion above, this research was intended to compare the two techniques, silent viewing and sound-only technique in order to see which one is more effective to be used to teach speaking and as well as in what elements of speaking most students differ when they are assigned to have oral performance. Thus, at least, there are two theoretical assumptions compiled as the rationales for this research to be drawn out.

The very first one, silent viewing technique was assumed better to promote students' speaking skill. It is underlined by a tenet proposed by Piribilova (2006: 20) that the exposure provided in silent viewing technique such as mime, action, stance, and gesture can be used especially for explaining activities. As has been stated previously, silent viewing technique offers a chance of visualization in the first class session which will lead to a term called "visual literacy". It is defined as an ability to read, interpret, and understand information presented in pictorial or graphic images (Willeman, 1993: 114). This enables students to build their own visual guessing of what is happening in the video. In subsequence, while seeing and observing silent picture, students, unconsciously, begin to do verbalization in their mind, putting movements in the video into their own words.

On the other hand, sound-only technique can also be helpful and effective in teaching and learning a language. Yet, since the video in this research serves narrative story in form of monologue, it seems that sound-only technique is not much helpful and effective to foster students' speaking skill. Brown (2001: 250) states that monologue is one type of speaking performance which proposes long stretch of utterances. These will remain going on no matter whether the listener understands or not. Furthermore, since it is the native utterances involved in the listening sessions, the students may get difficulty in understanding them well, particularly those with inadequate vocabulary mastery. By this reason, it is presumed that sound-only technique is less effective used for improving student's speaking skill.

2.12 Hypothesis

Referring to the theories and theoretical assumption above, the hypothesis of this research is formulated as follows:

1. There is a significant difference of students' speaking achievement between the students who are taught through silent viewing technique and those who are taught through sound-only technique.