

**THE EFFECTIVENESS OF USING SILENT VIEWING
TECHNIQUE TOWARD STUDENTS SPEAKING ABILITY OF
THE 10TH GRADE OF SMA NEGERI 1 NEGERI AGUNG**

A Thesis

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**FACULTY OF TARBIAH AND TEACHER TRAINING
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1445 H/2023 M

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A Thesis

**Submitted as a Partial Fulfillment of the Requirements for
Bachelor Degree**

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ABSTRACT

The research was about the effectiveness of the using silent viewing technique towards students' speaking ability. Based on the preliminary research at SMAN 1 Negeri Agung, it was found that 74% of students failed the test or were below the standard of minimum completeness of mastery learning, which was 70. The objective of the research was to determine the effectiveness of using the Silent Viewing Technique towards students' speaking ability in the 10th grade of SMAN 1 Negeri Agung.

The research was conducted using a quasi-experimental design. The population in this research was the tenth grade of SMA Negeri 1 Negeri Agung. The samples used were two classes, X MIPA as an experimental class and X IPS 1 as a control class, which consisted of 32 students. In collecting the data, this research used an instrument in the form of an oral test. After giving the pre-test and post-test, data analyzed the normality and homogeneous distribution data using SPSS version 25 to calculate the independent samples t-test.

Based on the results of processing data from SPSS version 25, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected. The Asymptotic significance 2-tailed of this research was $0.000 < \alpha = 0.05$. It could be concluded as $0.000 < 0.05$ or the significance value was smaller than the standard significance level. It meant that the Silent Viewing Technique had a significant effect on the students' achievement in speaking at the tenth grade of SMA Negeri 1 Negeri Agung. In conclusion, the Silent Viewing Technique was effective in helping students increase their speaking ability.

Keywords: Effectiveness, Silent Viewing Technique, Speaking

Free Plagiarism Letter

I hereby declare that this thesis, entitled **THE EFFECTIVENESS OF USING SILENT VIEWING TECHNIQUE TOWARD STUDENTS SPEAKING ABILITY OF THE 10TH GRADE OF SMA NEGERI 1 NEGERI AGUNG**, is entirely my own work and is based on my own research. I also declare that all materials and sources consulted in preparation of this thesis, by the books, articles, and any other kinds of document, are properly acknowledged in the footnotes and bibliography.

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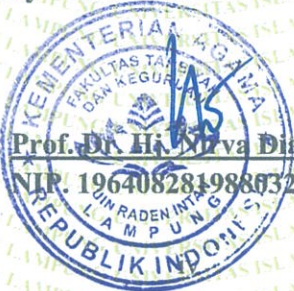
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MOTTO

كَانَ الشَّيْطَانُ إِنَّ بَيْنَهُمْ يَنْزِعُ الشَّيْطَانَ إِنَّ أَحْسَنُ هِيَ الَّتِي يَقُولُوا لِعِبَادِي وَقُلْنَ
مُبِينًا عَدُوًّا لِلْإِنْسَانِ

“And say to My slaves (i.e. the true believers of Islamic Monotheism) that they should (only) say those words that are the best. (Because) Shaitan (satan) verily, sow a state of conflict and disagreements among them. Surely, Shaitan (satan) is to man a plain enemy.” (Q.S. Al-Isra:53)¹



¹ Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the meanings of the noble Qur'an in the English language*, (Madinah Munawwarah: King Fahd Complex, 1998). p. 375.

CURICULUM VITAE

Annisa Muti'ah was born on May, 09th 2001 in Baradatu, Way Kanan, Lampung. Annisa is first daughter of the couple Mr. Ahmad Subardo and Mrs. Lisna Wati. She has one brother his name is Ardi Nurwahidin.

Annisa accomplished her formal education at SD Negeri 1 Karya Agung in 2013. She entered the junior high school at SMP Negeri 1 Negeri agung in 2016 and she continued her school at SMA Negeri 1 Negeri Agung until she graduated in 2019. During her high school education, she was active in intra-school student organizations as a member of religious management. She also active in other school extracurricular activities such as arts and scout.

Stepping to higher education, in 2019 she was accepted to one of the state university of Bandar Lampung namely the State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) for study in English Departement of Tarbiyah and Teacher Training Faculty through UM-PTKIN. She was done the 140 credits including KKN-DR at Karya Agung, Way Kanan, Lampung and PPL at SMP Taman Siswa Teluk Betung, Lampung.

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DEDICATION

From deep in my heart, this thesis dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Ahmad Subardo and Ms. Lisna Wati always support and keeps on praying every time for my life and success. Thank you for all the love and support.
2. My beloved brother Ardi Nurwahidin. I fell so blessed having him in my life.
3. My beloved lecturers in English Education Study Program.
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Secondly, this thesis is presented to the English Study Program of UIN Raden Intang Lampung. The primary aim of writing this thesis is to fulfill a part of students' ask in partial fulfillment of requirement to obtain an S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore, sincerely thanks to:

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CHAPTER I

INTRODUCTION

A. Title Affirmation

As the first step, in order to avoid misunderstanding in comprehending the purpose of this thesis proposal entitled “The Effectiveness of Using Silent Viewing Technique Towards Student Speaking Ability At 10th Grade Students of SMA Negeri 1 Negeri Agung”. The following are the description.

As mentioned in the Oxford Advanced Learner’s Dictionary effectiveness is “producing the result that is wanted or intended”.² The ability to produce a desired outcome or output is what we mean when we talk about effectiveness. When something is deemed effective, it either achieved the desired or expected result, or it left a lasting impression.

Silent Viewing Technique is one of the techniques that can be used in the speech teaching process. Students are provided with a silent video and they will explain what is happening and then identify what is said and shown in the video. A problem-based learning approach is integrated with this technology. Students can be taught in group lessons, but the emphasis is on students having the opportunity to be creative and have a lot of fun learning.

Speaking is the mouth-to-mouth delivery of language. In English, speaking is one of the important skills and mastering English communication is one of the main goals in learning English.

SMA Negeri 1 Negeri Agung is one of the high secondary educational institutions, which is located on Jalan Jenderal

²A.S.Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 2015). P.478

Sudirman, Bandar Dalam, Negeri Agung sub-district, Way Kanan Regency.

B. Background of the Problem

Speaking, for many English as Foreign Language (EFL) and English Second Language (ESL) students is priority to mastery. The majority of language learners evaluate their English proficiency by their level of fluency in speaking the language. Speaking abilities are also utilized in real life. This indicates that one of the primary objectives of learning English is to master English communication skills. This is in line with what Horn bury mentioned “speaking is so much part of daily life”.³ He also mentioned that speaking is a real challenge for the most language learners. Speaking is a skill that requires development and practice outside of the grammar curriculum.⁴ Nunan and Linse state that “speaking is a productive oral skill”. It involves making a systematic verbal utterance to express a meaning.⁵

Speaking ability is even more important in a society where everyone speaks English on a daily basis. English is a widely used means of communication, making it easier for people from different countries to socialize and communicate. Ideas and information can be communicated orally in a variety of ways, including speaking. Gilakjani suggests that students can improve their writing skills by speaking to improve their writing skills. Students can express their thoughts and feelings, tell stories, express wishes, discuss, debate and demonstrate the many uses of language. Speaking is essential outside of the classroom. If we want to encourage students to communicate, we should use the

³Scott thorbury, *How to Teach Speaking*, (Harlow: Pearson Longman, 2005). P.1

⁴ Ibid

⁵David Nunan, T. D. Terrell, and H. Douglas Brown, *Practical English Language Teaching*, vol. 57, (New York: McGraw-Hill/Contemporary, 2003). P. 48

language in actual communication.⁶ Chastain argued that speaking is a useful skill. As a result, its development always occurs somewhat behind that of the receptive skill and occurs after the receptive skills of listening comprehension and perhaps reading.⁷ According to Bygate, speaking a second language requires specific communication skills to be developed. The regular grammatical, lexical, and discourse pattern of spoken language differs from that of written language due to the context in which it originated.⁸

However, despite the significance of speaking English fluently, students encounter numerous challenges while learning these skills. Speaking is regarded as challenging for learners of foreign languages. EFL students' concerns and challenges when participating in speaking classroom activities have been the subject of numerous studies.⁹ Riadil argued that students' participation in speaking activities during the teaching experience may be negatively impacted by a variety of factors. First and foremost, the large number of students, becomes problematic. They have fewer opportunities to practice speaking in this section. Second, in order to avoid being laughed at, students frequently cover up their mistakes and weaknesses.¹⁰ Wulandari et.al stated that many high school students are of the view that speaking English is very difficult due to lack of motivation in

⁶Abbas Pourhosein Gilakjani, "A Review of Efl Learners ' Speaking Skill and the Strategies for Improvement", *Modern Journal of Language Teaching Methods*, (2019).P.56-57

⁷Jean-Pierre Berwald and Kenneth Chastain, *Developing Second Language Skills: Theory to Practice*, (Chicago: Harcourt Brace Publisher, 1988). P.333-334

⁸Martin Bygate, *Speaking*, (London: Oxford University Press 1997). P.14

⁹Al-Tamimi et al., "Teaching Speaking Skill To Efl College Students Through Taskbased Approach: Problems And Improvement" 8, no. 2 (2020). P.114-115

¹⁰Ikrar Genidal Riadil, "A Study of Students' Perception: Identifying EFL Learners' Problems in Speaking Skill," *International Journal of Education, Language, and Religion* 2, no. 1 (2020): 31, <https://doi.org/10.35308/ijelr.v2i1.2256>. P.32

practicing speaking English and lack of vocabulary.¹¹ This is in line with Damayantis' state that shyness, confusion brought on by a lack of vocabulary, and nervousness were the most common causes of students' difficulties in speaking class.¹²

In fact, students of SMA Negeri 1 Negeri Agung Way Kanan are also facing speaking difficulties. Preliminary findings show that most students do poorly on language tests given by their English teachers. This shows the percentage of STANDARD OF MINIMUM COMPLETENESS OF MASTERY LEARNING students scoring in the speaking test. Below are the percentages of SMA Negeri 1 Negeri Agung Grade 10 language test scores.

Table 1. 1
The Percentage of the 10th Grade Students Speaking Score
Second Semester of the Academic Year
2022/2023

No	Class	Students' Score		Total Students
		<70	≥70	
1	X MIPA	21	11	32
2	X IPS 1	23	9	32
3	X IPS 2	26	5	31
Total		70	25	95
Percentage		74%	26%	100%

Source: Teacher Score Recapitulation of Speaking Test

¹¹Nyimas Ayu Wulandari, Shynta Amalia, and Muhammad Iqbal Ramdhani, "Investigating Speaking Difficulties of Senior High School Students: Linguistics and Psychological Problems," *ENGLISH FRANCA: Academic Journal of English Language and Education* 6, no. 1 (2022): 151, <https://doi.org/10.29240/ef.v6i1.4271>. P.153

¹²Maria Eva Damayanti and Listyani Listyani, "An Analysis of Students' Speaking Anxiety in Academic Speaking Class," *ELTR Journal* 4, no. 2 (2020): 152–70, <https://doi.org/10.37147/eltr.v4i2.70>. P.153

The table shows that only 26% of the students passed the speaking test requirement. Meanwhile, 74% of students either failed the test or were below THE STANDARD OF MINIMUM COMPLETENESS OF MASTERY LEARNING. Many students' low scores are due to psychological factors, including fear of speaking English, lack of self-confidence, confusion when expressing words in English, etc. Other factors include lack of vocabulary mastery and lack of motivation in classroom learning. The results of the student survey bear this out. The questionnaire was distributed at X MIPA. It is based on 7-point statements and closed questions.

Based on the results of the questionnaire on the preliminary research that had been conducted, it was found that many students had difficulty in speaking class. From the results of the student questionnaires that the majority of students do feel quite difficult when learning English in class. These difficulties are partly caused by psychological conditions such as feeling afraid and not confident in their abilities and also because their English language skills are actually still lacking, among others, students are still limited in vocabulary and learning motivation is also still lacking. With this problem, many students still have an enough level of speaking or even at a low level. Psychology has a significant influence on English foreign language learners' capacity to acquire speaking abilities. Human psychology is essential in any learning context, formal or informal. According to Haidara, human psychology has a significant impact on the language competence of English communication, and this issue might have negative effects for language learners as they grow in their learning journey.¹³ Thao and Nguyet highlighted that psychological elements such as fear, shyness, anxiety,

¹³Youssef Haidara, "Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia", *Universal Journal of Educational Research* (2016), <https://doi.org/10.13189/ujer.2016.040701>, p. 1503.

lack of confidence, and lack of passion might cause students to become unfluent while speaking in an unexpected situation.¹⁴ From the result of questionnaire and the explanation above, it can be said that students who feel afraid when doing speaking tend not to be able to speak fluently.

Furthermore, during the preliminary research, interviews with the English teacher for grade 10 at SMA Negeri 1 Negeri Agung revealed that students did face difficulty in speaking class. During the speaking class, many students were passive and rarely participated. Thus, students' speaking ability is difficult to increase. This is in line with the statement from the English teacher that the students are often passive in class so that their English language skills are only at an adequate level. Students' speaking skill is at an enough level but not at a very good level. From this the teacher also stated that the teacher had quite a hard time dealing with the passivity of students in class, the teacher had tried many techniques to teach speaking so that students were more active in class. Then, the teacher also explained that students were still having problems because of a lack of knowledge about how to pronounce a word in English. Students are also constrained in pronunciation because for them it is difficult to determine how to pronounce a word correctly because it is different from Indonesian where writing and how to read are the same while English is written and how to read is different. Based on the teacher's information, the technique that is often used is the drilling technique, where students are asked to repeat what is the teacher said. Based on the observations, it was found that almost all students were afraid of speaking in front of the class and also that many students had difficulty understanding how

¹⁴Tran Quoc Thao and Dang Thi Nhu Nguyet, "Four Aspects of English Speaking Difficulties Encountered by Tertiary English-Majored Students," *Social Sciences* 9, no. 2 (2020): 53–64, <https://doi.org/10.46223/hcmcoujs.soci.en.9.2.261.2019>. p.54

to pronounce a word in English. This makes them more passive when learning English takes place and makes it difficult for them to absorb knowledge about speaking aspects.

When the difficulties of students speaking skills were considered, it became clear that solutions were important. Choosing the best teaching technique could be one of the steps in the teaching-learning process. Teaching technique should not be overlooked as a factor impacting teaching outcomes, as speaking instruction is a primary focus of many language programs. According to Harmer when planning speaking activities, it is essential to ensure that students are aware of their responsibilities. This entails providing students with clear instructions and, when necessary, demonstrating an activity with one or more students so that no one is unsure of what they should be doing.¹⁵

Many classroom activities are currently used in speaking classes to achieve learning objectives. Watching videos is one of the best activities to use in speaking class. According to Harmer, videotapes have been a popular feature in language education for many years.¹⁶ Using a video in a speaking lesson is not a novel concept. For students in their early phases, video is more effective. Learning with video is also predicted to improve students' attitudes about learning.¹⁷ Harmer identified five video-viewing techniques to use in teaching and learning. Fast forward, silent viewing for language, silent viewing for music, freeze frame, and partial viewing were the options.¹⁸

¹⁵Jeremy Harmer, *The Practice of English Language Teaching 4th Edition*, (New York City: Pearson Education ESL, 2007). P.348

¹⁶Jeremy Harmer, *The Practice of English Language Teaching, 3rd Edition*, (New York City: Pearson Education ESL. 2001). P.286

¹⁷A H Sunubi and U Rustam, "Video-Based Learning (VBL): An Implementation on Advanced Learner", *ELITE JOURNAL*, (2020), <https://www.elitejournal.org/index.php/ELITE>. P.198

¹⁸Harmer, *The Practice of English Language Teaching 4th Edition*, 2003. P.309

Based on those explanations, the silent viewing approach was one of the advantageous techniques utilized by the teacher to teach speaking. Silent viewing techniques, according to Harmer, are when the teacher plays the video at normal speed but without sound.¹⁹ Endang Fauziati state that the use of silent videos can be around 10 minutes or less and can be obtained from anywhere, including making the video itself.²⁰ Then, students have to guess what the characters say. Teachers can also play video with sound again to check the answer.

In addition, according to Jenks and Johnson, silent viewing is an excellent method for stimulating writing and speaking. The story, actress, and many of the actions shown on the screen could be better understood by the students. Additionally, the students will be able to predict the video's narrative. Additionally, they must retell the story they saw.²¹

Moreover, students will guess the tale in the film, and they will also have to repeat the story they saw. This indicates that the Silent Viewing Technique can help students build their ideas or imaginations about the story. By imagining and providing students' vocabulary ideas it will also increase because students will easily grasp new information and share their ideas and opinions with their classmates. This is in line with Ana Muslimah's research, which found that using the Silent Viewing Technique is successful and effective. After the implementation, the students will be able to tell good stories. Students are also able to easily absorb the new

¹⁹Ibid.

²⁰Endang Fauziati, *Methods of Teaching English As a Foreign Language*, (Surakarta: Era Pustaka Utama, 2014). P. 175

²¹Muslimah, "Teaching Spoken Narrative by Using Silent Viewing Video Technique to Senior High School Students," p.164

information and express their thoughts and ideas based on what they have seen in the silent video.²²

To achieve the required learning results, it is indisputable that the appropriate technique must be utilized. Based on background of the problem above, this research will try to apply Silent Viewing Technique in the speaking class of 10th grade of SMA Negeri 1 Negeri Agung. Then, after trying to apply the Silent Viewing Technique this research will measure the effectiveness of using this Silent Viewing Technique in class. Because the technique that will be used in this research is the Silent Viewing Technique, so the title of this research is “The Effectiveness of Using Silent Viewing Technique Toward Students Speaking Ability of the 10th Grade of SMA Negeri 1 Negeri Agung”

C. Identification and Limitation of the Problem

The identifies the problem as follows based on the bacground of problem's and the data collected in the field.

1. Students' had lack of vocabulary.
2. Student often feel afraid when they speak English in front of the class so they do not speak fluently.
3. Students' had lack of confidence when speaking so they can not pronounce the words clearly.
4. Student often confused to expressed their idea in English.

Based on the identification of the problem described above, the research focused on this research on the effectiveness of using Silent Viewing Technique toward students speaking ability at 10th grade students' of SMA Negeri 1 Negeri Agung.

²²Ibid., p.163

D. Formulation of the Problem

Based on the identification of the problem above, the formulation of the problem as followed:

“Is there any effectiveness of using Silent Viewing Technique toward students speaking ability of the 10th grade of SMAN 1 Negeri Agung?”

E. Objective of the Research

Based on the research questions, the objectives of this research are:

“To determine the effectiveness of using Silent Viewing Technique toward students speaking ability of the 10th grade of SMAN 1 Negeri Agung.”

F. Significance of the Research

The research findings are predicted to be theoretically and practically valuable in the development of the teaching and learning process.

1. Theoretically

The findings of this research are designed to provide information about the effectiveness of using Silent Viewing Technique towards students' speaking ability. Both for readers and the next researchers.

2. Practically

a. The researcher

This research assumes that will useful for the future researcher in terms of advancing their knowledge about the effectiveness of using Silent Viewing Technique towards students' speaking ability.

b. Teacher

For teachers, this research hope that this research can be a reference as one of the determinations of learning techniques in the classroom, especially speaking class

c. Student

To motivated the students so the students more enjoy in speaking class.

d. School

Researchers hopefully this research can be a reference for schools in order to improve the quality of teaching English, especially teaching speaking.

G. Relevant Research

In this research, three previous research were used which were very useful as scientific references, namely:

1. The Effect of Silent Viewing Activity on Student's Speaking Ability at The First Grade of Sman 1 Kampak – Trenggalek

Sari Alfina Achmadi completed previous research. The problem under consideration in this research is "whether Silent Viewing activity is effective or not for teaching speaking at first grade of SMAN 1 Kampak - Trenggalek." The population of this research is all students of the first grade at SMAN 1 Kampak, which consists of 172 students, the sample is students of X MIPA 1 class, which consists of 26 students, the research instrument is test, and the data analysis technique is T-test. The T-test determines whether H_a is accepted or rejected.

The research showed that there was a significant difference before and after being taught with silent watching. In other words, the Silent Viewing Technique is being used

effectively as an alternate strategy for teaching students at SMAN 1 Kampak - Trenggalek to speaking.²³

2. Teaching Spoken Narrative by Using Silent Viewing Video Technique to Senior High School Students

Ana Muslimah conducted previous research and the aim of the research was to discuss the use of the Silent Viewing Technique in teaching spoken narrative in order to improve students' ideas during the learning process. This qualitative research included 34 senior high school students from SMAN 1 Driyorejo. This research employed three instruments: checklist observation, interview, and questionnaire.

The outcome confirms that the Silent Viewing Technique is successful and effective. After the implementation, students will be able to tell good stories. It also allows students to effortlessly absorb new information and offer their ideas and opinions based on what they have seen in the silent video.²⁴

3. The Effectiveness of Silent Video on Students' Ability in Writing Narrative Text in Ma Al-Muslihun, Tunggangri

This previous research conduct by Lutfi Ratnasari. The problem discuss in this research are "Is there any significant difference on students' ability in writing narrative text before and after being taught by using silent video?" This research used a quantitative technique in accordance with the pre-experimental design. All of the participants in this research were tenth-grade students at MA Al-Muslihun, Tunggangri, during the 2017/2018

²³ Sari Alfina Achmadi, "The Effect of Silent Viewing Activity On Student's Speaking Ability At The First Grade Of Sman 1 Kampak – Trenggalek", (Thesis, State Islamic Institute (Iain) Tulungagung, 2019).

²⁴ Ana Muslimah, "Teaching Spoken Narrative by Using Silent Viewing Video Technique to Senior High School Students".

school year. 31 students from X MIA were chosen as the sample for this research using the purposive sampling method. Test was the research instrument used. The data were analysed by used IBM SPSS Statistics 16.0 and the Paired Sample T-test.

The result demonstrated that the results of the pre-test and the post-test any difference significantly. The research show that null hypothesis (Ho) was rejected, while the alternative hypothesis (Ha) was accepted. Therefore, silent video tasking improves students' ability to comprehend narrative text at MA Al-Muslihun, Tunggangri's tenth grade. To put it another way, MA Al-Muslihun, Tunggangri can teach writing narrative text through silent video tasking.

In this research, concluded that Silent Viewing Technique have a significant effect on students' speaking ability. In addition, there are some differences between the previous research and this research. In previous research, this research used pre-experimental research and observe about the Effect of Silent Viewing Activity on Student's Speaking Ability at The First Grade of Sman 1 Kampak – Trenggalek. The second research the researcher used qualitative research and the researcher observe about teaching Spoken Narrative by Using Silent Viewing Video Technique to Senior High School Students. Then the third research used pre-experimental research and observe about the Effectiveness of Silent video on students' ability in writing narrative text.²⁵

²⁵ Lutfi Ratna Sari, "The Effectiveness of Silent Video On Students' Ability In Writing Narrative Text In Ma Al-Muslihun, Tunggangri", (Thesis. State islamic institutue (iain) Of tulungagung. 2018).

In the first previous research, the researchers used pre-experimental research, where there was no comparison class (control class) in the research, while in this research will used quasi-experimental research, in this research where there would be a comparison class (control class). In second previous research, the researcher using qualitative design and this research used Quasi-experimental quantitative design. In the previous research, the researcher observed and analyzed students' behavior when using silent viewing and this research will measure the effectiveness of the Silent Viewing Technique on students' speaking abilities. Then in the third previous research, the researcher examined the use of silent video and in this research will also use silent video as a medium, but this research will focus on the Silent Viewing Technique. The differences between this research and previous research above are in the different subjects, locations and there are differences in the method and research design. To conduct this research, researcher will conduct research in 10th grade students of SMAN 1 Negeri Agung using quasi-experimental and will focus on the effectiveness of using Silent Viewing Technique on students' speaking ability.

H. Systematics of the Writing

1. Chapter I Introduction

This chapter contains the validation of the research title which aims to minimize the occurrence of misinterpretation regarding the title of this research. And accompanied by the background of the problem, problem identification, problem definition, problem formulation, research objectives, previous research and the systematics of writing.

2. Chapter II Frame of Theory and Hypothesis

This chapter arranged several things, namely the theoretical framework used in the research and the submission of hypotheses in this research.

3. Chapter III Research Method

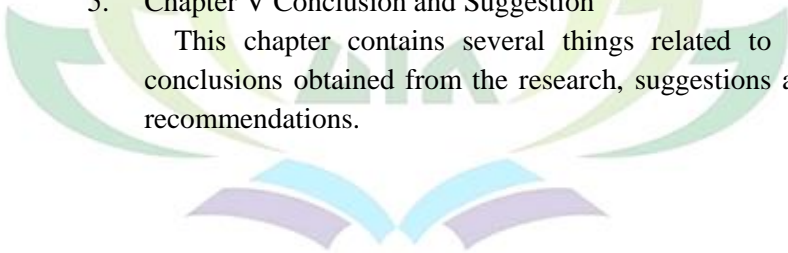
This chapter describes the time, place of research which also explains the design used, population, sample, and data collecting technique. Then, this chapter also explain about operational definition of variables, research instrument, validity and reliability of the instrument, fulfilment of the assumption and hypothesis testing.

4. Chapter VI Findings and Discussion

This chapter contains a description of the data and a description of the research results from the analysis of the data that has been obtained.

5. Chapter V Conclusion and Suggestion

This chapter contains several things related to the conclusions obtained from the research, suggestions and recommendations.





CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Speaking

1. Definition of Speaking

Speaking is a communicative activity that involves conveying meaning through verbal and nonverbal language. Talking to other people is the most common method by which people convey their thoughts, feelings, beliefs, and opinions, and it frequently involves the speaker's physical, and psychological state. In line with Chaney, speaking is the process of creating and communicating meaning in a variety of contexts through the use of verbal and nonverbal symbols.²⁶ This definition says that speaking is about sharing meanings. People use their articulators to produce language so that they can convey meaning to others in order to accomplish the goal. In addition, they clarify the meanings by employing non-linguistic symbols like body language and facial expressions.

In Nunan, Clark asserts that speaking is primarily an instrumental act, with speakers speaking to influence their listeners.²⁷ According to the report, speaking is used to communicate with others. One of the language abilities that students need to become good public speakers is speaking ability. Language is an important tool for getting a message across to someone directly. It is not enough for students to acquire words, phrases, or grammatical aspects in order to develop their English communication speaking skills because language is a way of communication.

²⁶ Jondeya, R. S. *The effectiveness of using information gap on developing speaking skills for the eighth graders in Gaza Governorate schools*, (Gaza: Al-Azhar University, 2011), p.28

²⁷David Nunan, *Language Teaching Methodology*, (NJ: Prentice Hall International Press, 1991), p.23

Jones believes that because speaking is a kind of communication, it is critical to ensure that what you say is understood. When it comes to sending meaning, how something is said can be just as significant as what it is said.²⁸ According to this viewpoint, speaking is valued as communication because it allows speakers to effectively convey their feelings. Humans must remain almost completely isolated from any kind of community when they do not speak. Speaking is difficult for language learners since learning a foreign language necessitates the capacity to utilize the language effectively in social contexts.

Brown asserts that speaking is an interactive process of meaning construction that may involve the production, reception, and processing of information.²⁹ Speaking is important, so English teachers include speaking activities in their lessons to help students improve their speaking skills. However, speaking alone is not enough; students must also have correct grammar and pronunciation if they want to converse with others.

Speaking is an oral ability that is used to express one's understanding, convey the intended meaning effectively and with sufficient vocabulary, utilize language in suitable situations, and engage fluently with other speakers. Language is a vital communication skill that humans possess and utilize to communicate with one another. The very fact of every human group suggests the presence of language. As a result, it is obvious that in order to socialize properly, everyone must be able to communicate well both verbally and in writing.

Speaking, as defined above, is a spoken productive language activity for communicating information to two or more persons (hearers and speakers). We provide feedback by

²⁸Rhodry Jones, *Speaking and Listening*, (London: John Murray publisher Ltd, 1989), p.14

²⁹Douglas Brown, *Language Assesment: Principles and Classroom Practices*, (New Yrok: Pearson Education, 2004)

speaking when we hear information in order to develop good communication. It goes beyond making the correct sounds, choosing the correct words, and producing grammatically perfect sentences. It may incorporate the speakers' background information so that they can express their opinions or feelings to the listeners. As a result, listeners frequently evaluate and analyse the messages conveyed by others in order to judge them.

Finally, speaking is a vital skill that involves two-way social communication and the use of language to transmit meaning, both verbally and nonverbally. The process of creating language and receiving messages are included in conversations between people. Speaking is one of the most important aspects of communication because it can be used as a means of social interaction.

2. Types of Speaking

Brown goes on to suggest that there are a few basic forms of speaking in teaching and learning speaking, as seen by the taxonomy below:

a. Imitate

The ability to simply parrot back (imitate) a word, phrase, or possibly a sentence is at one end of the continuum of types of speaking performance. The criterion performance may include a number of prosodic, lexical, and grammatical properties of language at this purely phonetic level of oral production.

b. Intensive

The production of brief segments of spoken language with the intention of demonstrating proficiency in a restricted range of grammatical, phrasal, lexical, or phonological relationships.

c. Responsive

Responsive includes interaction and comprehension tests, but only at the level of brief conversations, common greetings, small talk, and straightforward requests and comments. This is a type of brief responses to questions or comments posed by the teacher or the student that provide instructions. Those answers are generally adequate and significant.

d. Interactive

The length and complexity of the interaction, which may include multiple exchanges and/or participants, distinguish responsive speaking from interactive speaking. Transactional language, in which specific information is exchanged, and interpersonal language, in which social relationships are maintained, are two types of interaction.

e. Extensive (Monologue)

Speeches, oral representations, and storytelling are examples of extensive oral production tasks in which the possibility of oral interaction is ruled out.³⁰

3. Speaking Ability

Speaking, according to Luoma, is an important aspect of the curriculum for teaching languages, making them an important object for testing.³¹ This indicates that speaking is important for teaching languages and builds effective teaching and learning.

According to Brandley from Putri, ability is the condition of being able, competence in any activity or field of action resulting from the possession of capacity, skill, means, power, or capacity to accomplish or act in any connection, or other

³⁰ Brown, *Language Assessment: Principles and Classroom Practice*, p.141-142

³¹Sari Luoma, *Assessing Speaking*, (New York: University Press, 2004), p.1

qualification.³² It denotes that someone's ability to perform an action is their ability to do so. Additionally, being able to get to know and interact with others is a necessary skill for speaking. According to Finnochiaro and Brumfit, speaking is the act of expressing one's thoughts, beliefs, and emotions through speech or conversation.³³

In this research will apply recount text. This research focuses tell students about student experiences. In this application, students ask to share or retell memories or experiences they have had experienced. In this case, speaking ability is focused on how students are able to pronounce words, expressions and the intonation and clarity of His storyline

Furthermore, Brown from Afifah state that experts have proposed a variety of aspects of speaking skills. Speaking skills are made up of fluency, accuracy, pronunciation, and vocabulary.³⁴

a. Grammar

This is comparable to rigid written and oral rules. Brown says that grammar is a set of rules for how words in a sentence should be arranged and related in the usual way. When necessary units of language combine, it is much easier for a person to develop communication when communicating messages in spoken or written form, which supports a speaker or writer in expanding any ideas they have in their mind.

³²Annisa Retno Sari, "The Effectiveness of Using Video Blog (Vlog) On Students' Speaking Ability In Expressing Daily Activities For The First Semester Of The Eleventh Grade Of Ma Unwanul Falah Pesawaran In The Academic Year Of 2020/2021" (Thesis, UIN Raden Intan Lampung, 2021), p.17

³³Finocchiaro, M., & Brumfit, C, *The Functional-Notional Approach from Theory to Practice*, (Oxford: Oxford University Pers, Inc,1983), p.400

³⁴Nurul Afifah and Trisilia Devana, "Speaking Skill through Task Based Learning in English Foreign Language Classroom," *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP 7*, no. 2 (2020): 135, <https://doi.org/10.33394/jo-elt.v7i2.3109>. p.136

In this research, students will be assessed as having good grammar when they are able to compose sentences according to the language feature of recount text.

b. Fluency

Fluency is related to the first aspect. According to Rihards and Rodges, a person's level of communication proficiency is measured by their ability to speak naturally and quickly with few pauses. Fluency is recognized as the capacity to speak naturally. It means knowing how the other person communicates ideas without using filler words like "um" and "ah". Fluency here means that when students do a monologue in front of the class, they are able to tell about past experiences or talk about the past fluently without too many pauses.

c. Comprehension

The comprehension of the second aspect is a factor. Brown stated that comprehension is the capacity to produce correct sentences in natural interaction using the appropriate vocabulary and grammar. This indicates that the speaker's phonology, grammar, and discourse in their spoken output are the primary focus of comprehension. Comprehension is the ability to comprehend a word, to use correct structures and syntax, to grasp the meaning of language messages without making any mistakes, and to engage in recount text monolog without hesitation.

d. Pronunciation

The third factor to examine is pronunciation. The process of appropriately pronouncing a word is known as pronunciation. A crucial aspect of speaking is also the location of acceptable pronunciation. Pronunciation is the ability when students can speak

with correct pronunciation such as how they pronounce the past verb well.

e. Vocabulary

Vocabulary is related to the fourth aspect. Every function has its own meaning in vocabulary. To avoid confusion in communication, ideas are expressed in words. It also helps to define any actions, concepts, or objects. In terms of listening, writing, speaking, and reading no one will have much understanding, in the event of a limited vocabulary. The more variations of vocabulary that students use when helping, the better the students' speaking will be.

4. Teaching Speaking

Teaching students to speak is crucial to their language and academic development. Teaching speaking is important since English teachers not only teach reading and writing but also speaking. The purpose of communication is to convey one's thoughts, feelings, and ideas to another person. It helps others comprehend their thoughts and feelings.

One way for helping students comprehend the significance of communication is through the teaching of speaking. In addition, mastery requires a lot of practice and direction. Tornbury asserts that speaking is so commonplace that it is taken for granted.³⁵ This indicates that students require a partner for practice, as speaking must essentially be practiced repeatedly.

In addition, Nunan in Afifah suggests that speaking success necessitates the use of appropriate conversational formula, excellent mastery stress, an acceptable level of fluency, and the capacity to express phonological features of a

³⁵ Scott Tornbury, *How To Teach Speaking*, (Harlow: Pearson Longman, 2005), p.1

language.³⁶ Must employ appropriate strategies and methods so that students can respond quickly to the material. Not to mention the appropriate phonological characteristics of a language and the benefit of mastery stress.

Speaking is an important part of learning and teaching the English language that requires special attention and instruction. According to Nunan, the concept of speaking enables students to perform the following tasks:

- a. Making the sounds and patterns of sounds used in English speech.
- b. Utilizing sentence stress, intonation patterns, and the second language's rhythm.
- c. Choosing the right words and phrases for the situation and subject matter of the appropriate social setting.
- d. Arranging their thoughts in a way that makes sense and makes sense.
- e. Using language to express values and opinions.
- f. Using the language quickly and with confidence.

In accordance with the previous explanation, it could be summarized that the goal of teaching speaking is to assist students in carrying out conversation in the target language. English teachers should consequently prepare students for communication. Instead than increasing teachers' talking time, speaking instruction should enhance students' talking time.

5. Principles of Teaching Speaking

It is important to teach speaking principles in order to improve classroom speaking. In order to maintain the intentional communicative class, the teacher should consider these principles. The ideas can also be used by the teacher to create appropriate materials. As a result, in order to meet the goals of the teaching and learning process, teachers should

³⁶Afifah and Devana, "Speaking Skill through Task Based Learning in English Foreign Language Classroom." p.22

focus on teaching speaking comprehension. According to Brown, the following are some principles for designing speaking technique:

- a. Employ techniques to target a wide variety of learner needs, from language-based accuracy to message-based interaction, meaning, and fluency. This concept focuses on how to design meaningful activities while keeping learner needs in mind. This means that teachers must establish a balance between meaning, accuracy, and fluency.
- b. Provide intrinsically motivating techniques. Students frequently do not understand the objective of the assignment or the advantage of acquiring language ability. If teachers want their students to be interested in and motivated to learn more, they must first educate themselves on the subject. This means that, in order for the student to develop ability, the teacher should connect the student's interest and knowledge requirement.
- c. Encourage people to use natural language in important situations. Activities for teaching and learning will be more engaging if the teacher provides real-world context and meaningful interactions for the students. Teachers should give students with materials that are relevant to their knowledge, interests, and experiences. This suggests that meaningful engagement is required to encourage the student's willingness to speak the target language.
- d. Correct and provide feedback as needed. Because the majority of EFL students rely totally on their teacher for helpful linguistic input, the teacher should deliver it now.
- e. Use the natural relation that exists between speaking and listening. Because the teacher may be focusing on the speaking objectives, the listening objectives may naturally take first place. Comprehension is frequently the initial step toward increasing language production abilities.

- f. Give opportunities for students to speak verbally. This means that the activities should provide students with multiple opportunities to use the target language.
 - g. Encourage students to build effective communication strategies. This means that students will not have to be concerned about their lack of ability because they will develop their own abilities to communicate verbally.³⁷
6. Characteristic of Successful in Speaking Activity

Because it is difficult to carry out, English teachers frequently disregard speaking about their teaching and learning process. Some say that students' performance can be difficult to evaluate. However, they must still include it in the activity for the classroom. Students must fulfil certain characteristics of a successful speaking activity in order to speak effectively, which can be used to assess the teaching and learning process. Ur stated that there were 4 characteristics in the success of the speaking class. Here are the bullet points:

- a. Students talk a lot. Learners discourse takes up as much time as possible of the time allotted to the activity. This may seem obvious, yet most of the time is spent with teacher talk or pauses.
- b. The participant is balanced. A fraction of talkative people do not dominate classroom debate. Everyone has an opportunity to talk and contribute to the discussion.
- c. There is a lot of motivation. Learners want to speak up because they are interested in the topic and have something fresh to say about it, or they want to help achieve a task target.
- d. The language is of an acceptable standard. Students express themselves in relevant, easily understood

³⁷ Douglas Brown, *Teaching by Principle and Interactive Approach to language pedagogy*, (New York: Longman Inc, 2001). p. 275-276

utterances with an appropriate level of linguistic accuracy.³⁸

As previously stated, the students' discussion is expected to dominate the speaking class. They were expected to speak and express themselves using the language they had learnt. Additionally, a small number of talkative students should not dominate the speaking activity. The speaking activity should then be made available to all students equally. Furthermore, a high level of motivation is essential for effective speaking. To be fully engaged in all classroom activities, students ought to be highly motivated. The language should then be understood by the students at a level that is acceptable.

7. Speaking Assessment

Assessing speaking ability is challenging since there are so many elements that influence teachers' opinions of how well someone can speak a language. Speaking is a productive talent that can be directly and experimentally observed, as stated by Brown, but the precision and efficacy of a test taker's listening skill always impacts those observations, compromising the validity and reliability of an oral production test. Because of the connection between speaking and listening, the author of an oral production test finds it difficult to isolate as many of the components accounted for by aural intake as feasible.³⁹

According to Harris, speaking like writing, is a complicated skill that necessitates the simultaneous application of numerous abilities that often develop at varying rates. In most studies of the speech process, four or five components are identified: Pronunciation (includes segmental elements such as vowels and consonants, as well as stress and intonation patterns), grammar, vocabulary, and fluency (the

³⁸Penny Ur, *A Course in Language Teaching: Practice of Theory (Cambridge Teacher Training and Development)*, (Cambridge: Cambridge University Press, 1996). p.120

³⁹ Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco: Longman). p.140

ease and speed with which speech flows).⁴⁰ Given that oral communication requires a subject to respond to speech as well as to initiate it, five comprehension should probably be added to these. Finally, interactive communication refers to test takers' capacity to respond effectively with interlocutors at the essential speed and rhythm to complete the assignment. Brown lists these five criteria as well: Grammar, vocabulary, comprehension, fluency, and pronunciation are all important.⁴¹

Then Harris states that the time allocated for speaking assessment is 120 minutes, with 10 minutes for administrative procedure or preparation such as seating the students and handing out materials, giving general directions, collecting the materials at the end of the testing period, dealing with unanticipated problems, and so on. Finally, there will be 110 minutes for actual testing.⁴² Total the time allocation from English class of the 10th grade is 2x45 minutes or 90 minutes, if there are 32 students in the class, then the student performance time allocation will get around 2,5 minutes of performance. Harris added that in determining the allocation of test time, it can be carried out liberally or as freely as possible to achieve test achievement.⁴³

Further, for the level of speaking ability Harris state there are four level indicators for speaking test; 80 – 100 good to excellent, 60 – 79 average to good, 50 – 59 poor to average, and 0 – 49 poor.⁴⁴ This information will be used to determine indicators of students' speaking abilities in this research.

⁴⁰ David P. Harris, *Testing a Second Language*, (New York: Mc.Graw-Hill Book Company, 1969). p.81

⁴¹ Douglas Brown, *Language Assessment Principles and classroom Practice*, (California: Long Man, 2003). P. 172-173

⁴² David p. Harris, *Testing a Second Language*. p.97-99

⁴³ Ibid., p.98

⁴⁴ Ibid., p.134

The speaking assessment will be carried out by two researchers, the researcher is a researcher itself and the second researcher is an English teacher, so that the total score of the students obtained is based on the total of the two scores of the two researchers.

B. Silent Viewing Technique

1. Conceptual Idea of Silent Viewing

According to Harmer Silent Viewing Technique is a technique that use a video with the volume is turn off.⁴⁵ When use this technique the teacher plays the video with normal speed and then the volume is turn down, and then the student should guess what the characters are saying. This technique using the media that called silent video. Fauziati state that the video can be 10 minutes or less and from wherever the teachers like, including making by the teacher self.⁴⁶ The video can even focus on curricular aspects such us special vocabulary, prepositions, or other special grammatical features. In these activities the students have an opportunity to be creative and have a lot of fun while learning. For the task, teacher can give the students silent video (video without sound) and then the students must give a soundtrack or dubbing. Students confront many grammar aspects that they must explore when working on this, as well as pronunciation, vocabulary, and other.

According to Stempleski, silent viewing is a technique in which a video sequence is played with the sound turned off. When students are watching video for the first time, it is possible to use it as a prediction method.⁴⁷ The task for students is to only watch the picture and pay attention to what

⁴⁵Harmer, *The Practice of English Language Teaching*, 3rd Edition.

⁴⁶Fauziati, *Methods of Teaching English As a Foreign Language*.

⁴⁷Stempleski, S & Barry, Tomalin, *Video in Action: recipes for Using Video in Language Teaching*, (Great Britain: Prentice Hall, 1990). p.19

the characters might be doing or saying. This technique can be useful in dramatic sequences that include visual cues about the situation or the relationships between the characters.

In the Silent Viewing Technique, according to Shahani and Tahriri, the teacher plays a video at normal speed with no sound. The students are then required to guess what the characters are saying.⁴⁸ The teacher can also play the video with sound again to check the answers. Harmer's consider of silent viewing, as mentioned in the technique, can be used to foster oral production (conversation about what is seen and predictions about what will be said). Choosing sequences with little dialogue where the action, emotions, scenery, and scenario convey hints as to what is being said is critical to the effectiveness of this strategy.⁴⁹

Harmer claims that the teacher can employ five different video viewing techniques. The first technique is to fast forward the video; the teacher plays and fast-forwards the video so that the sequence proceeds swiftly while just speaking for a few seconds. After the show, the students guess what the characters are saying. The second language technique is silent viewing, which involves playing a video at the lowest possible volume to drown out the audio. After the teacher asks them some questions about what they witnessed, the students will attempt to retell the event. From then on, the teacher will re-play the video and turn on the volume. Third, the same technique utilized to research music also works for music. As the video is shown without sound, students are invited to suggest what type of music they would use as background music and explain why. The teacher will then play the video again, this time with sound, to check if the students chose the same mood as the composer. Fourth, the freeze frame

⁴⁸Ana Muslimah, "Teaching Spoken Narrative by Using Silent Viewing Video Technique to Senior High School Students," *Lingua Cultura* 12, no. 2 (May 30, 2018): 163, <https://doi.org/10.21512/lc.v12i2.4057>. p.164

⁴⁹Ibid., p.163

technique includes "freezing" the image on the screen by pushing the pause button on the video recorder. Students can learn more about the characters' emotions, reactions, body language, and facial expressions in a fresh way. The final technique is partial viewing, in which the bulk of the screen is covered by card pieces. The teacher can scatter small squares of paper across the screen and then remove them one by one. As a result, the events represented in the film become increasingly clear.⁵⁰ Harmer's stated that predicting activities are used in viewing techniques to pique students' interest.⁵¹ As a result, they will be anticipating something when they ultimately watch the complete video sequence. Based on those explanations, the Silent Viewing Technique was one useful method the teacher used to teaching speaking.

In this research, Silent Viewing Technique is used to teach spoken recount text. It gives the student a chance to reflect on some of the information they would get from watching a video in silence. The teacher should set the volume control to the lowest setting in order to use this technique. The students cannot therefore hear the music. Stempleski stated that using vision on/sound off (silent) can be useful for highlighting visual content, encouraging students to speak about what they see on the screen, and allowing them to anticipate the language used in the soundtrack. By watching the video in silence, the students will be able to predict the story, and if they have already seen it, they will have to retell it. This indicates that the silent viewing video technique can enhance students' narrative ideas and imagination. Through Silent Viewing Technique, children can experience the adventures of moving pictures, movements, and expression in video.⁵² Students will

⁵⁰ Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Edition. p.286

⁵¹Ibid.,.

⁵² Stempleski, S & Barry, Tomalin, *Video in Action: recipes for Using Video in Language Teaching*, (Great Britain: Prentice Hall, 1990). p.26

not get bored because they can see moving graphics while participating in instructional activities.

Those explanations lead us to the conclusion that Silent Viewing Technique is the teaching technique that use a video with the volume is turn off and when the teacher use this technique the video play with normal speed but without sound and then the student should guess what the video are saying.

2. Step for Applying Silent Viewing Technique

According to Harmer, the following are the stages for using the Silent Viewing Technique.

- a. Introduce the language or topic with a preview activity.
- b. Repeat the pattern for at least two or three minutes.
- c. Request that students guess the subject; if necessary, direct them to the language function that you want them to master.
- d. Use the pause or freeze frame option at the start of the conversation to help students anticipate language. Give students enough time if you want them to write the exchanges.
- e. Turn on the sound and repeat the sequence so students can compare them to show their abilities
- f. Students perform to show their ability.⁵³

For applying Silent Viewing Technique, this research will be used the following steps:

- a. Pre-teaching
During the pre-teaching activity, the student's awareness of the subject at hand. instruction to research, pique one's interest in the subject, and raise one's level of awareness by providing a reason to learn. The purpose of each of these activities,

⁵³ Jeremy Harmer, *The Practice of English Language Teaching, 3rd Edition.*
p.285-286

which are performed at the start of the class, is to provide students with background information and boost their confidence. They can learn more about the subject by showing the students what they found or by giving them activities that can give them clues. The instructor then explains the objective subjects that will be covered.

b. While teaching

First, the teacher explains the technique first. In addition, the teacher also gives explanation about recount text as complicated in this activity. The teacher must ensure that all students understand about the activity

The second, the teacher plays a short video about recount text without sound by using projector in front of the class. For the first time the students should pay attention to the video. The teacher asks the students whether they understand the story after watching it for the first time. The teacher then asks a question on the board and directs the students to discuss it together. Therefore, each group can verbally respond to the question using their own word. The teacher directs students to discuss what sentences are said in the video. Following the discussion, students will share the results of their discusses in groups in front of the class.

Then, after the presentation students can discuss the topic together to increase their vocabulary. The teacher will play the video at normal volume to help students discuss. It also aims to confirm whether students really understand the topic of discussion.

c. After teaching

After the activity, the teacher with the students give a conclusion the material that has been studied together and also the teacher assesses class performance.

3. Strength and Weakness of Silent Viewing

a. The Strengths of Silent Viewing Technique

- 1) Both teachers and students can observe the use of factual language. Silent viewing, as opposed to simply listening to dialogue or other utterances, can encourage students to concentrate on the material they are learning to accurately grasp the story's message. It can help students concentrate fully on the story's sequences without being distracted by the video's soundtrack.
- 2) The students' interest in imagining what is happening in the video, who the people are, and what they are discussing may also increase as a result of the technique. Students' ability to predict is made more active as a result, which improves motivation and memory retention.

b. The weakness of silent viewing

- 1) If the video's story or the conversations are too long, the technique can be hard to use in the classroom. It mostly has to do with how long the story is and how difficult it is. When attempting to guess the words or sentences spoken in the video, students frequently become confused.
- 2) When the teacher stops and starts the video on a regular basis and only shows small portions at a time, this method occasionally frustrates students. If a teacher fails to show the class how the story ends, it can also be very annoying.

- 3) Students with limited vocabulary find the method challenging, and as a result, they are unable to determine which speakers' lips are moving in the video. As a result, it takes them a long time to comprehend.
- 4) This technique appears to have no effect on students' speaking at first exposure. Silent viewing primarily covers mental activity alone rather than physical activity. This can get even worse if the teacher cannot show the students what will happen if they participate in this technique.

C. Drilling Technique

1. Teaching Speaking Through Drilling Technique

A technique of instruction that helps students remember and learn the target language is drilling. Listening to a teacher's model, a tape, or another student's model and then repeating or responding to what they hear constitutes drill. When using the drill technique to teach speaking, students present a dialogue in the target language that includes both listening and speaking. According to Fauziati, repetition drill is a technique that the students repeats an utterance aloud as soon as they have heard. They do it without looking at a printed text. Utterance must be brief enough to be retained by ear.⁵⁴

Richards and Rodgers, as stated when using drill techniques, follow these steps:

- a. Students first hear a model dialogue comprising the major structures that will be the subject of the class, which is either read aloud by the teacher or recorded on

⁵⁴Endang Fauziati, *Methods of Teaching English as a Foreign Language (TEFL)*. p.41

tape. They singly and collectively repeat each dialogue line. The instructor pays close attention to fluency, intonation, and pronunciation. Grammatical errors can be corrected directly and immediately. Line by line, the dialogue is gradually memorized. If necessary, a line can be broken up into multiple phrases. One half of the dialogue is read aloud in chorus, with the other half responding to one speaker's part. During this phase, students do not consult their books.

- b. By changing key words or phrases, the dialogue is adapted to the students' interest or situation. The student plays this out.
- c. Different types of pattern drills are based on a particular key structure from the dialogue. These are first practiced individually and in the chorus. At this point, a grammatical explanation may be provided, but it is kept to a minimum.
- d. Follow-up reading, writing, or vocabulary activities based on the dialogue can be introduced using the students' textbooks. Writing at the beginning is purely imitative and consists largely of copying previously practiced sentences. Students can use framing questions to help them write short compositions on specific topics or write variations of the structural elements they have practiced as their proficiency grows.
- e. Following up activities may be held in the language laboratory, where more dialogue and drill practice is conducted.

Drilling technique will be used for the control class during the research. This technique will be used for teach spoken recount text. Drilling technique is used based on techniques commonly used by teachers when teaching speaking in class. The drilling technique will be used in

control class. Here are the following steps applying drilling technique in this research:

a. Pre-teaching

The teacher reads a short summary of the dialogue.

b. While teaching

- 1) A brief dialogue is read by the teacher. The conversation concerns invitation dialogue.
- 2) After reading aloud the dialogue, the teacher instructs the students to repeat it line by line.
- 3) The teacher directs the students to recite the dialogue in groups and individually. Each sentence may be repeated a half-dozen times, depending on the length of the sentence and the level of awareness of the language learner. If the teacher identifies an error, the offending student corrects and repeats the statement.
- 4) After the students repeat the dialogue, the teacher asks them to add a few more words.
- 5) The dialogue is written on the whiteboard by the teacher. It is now permissible for the students to examine their textbooks.
- 6) The teacher instructs the students to compose their own dialogue. The dialogue follows a fundamental structure.
- 7) Every student's speech performance in each pair are records.

c. After teaching

After the activity, the teacher and students discuss the information that they have learned together, and the teacher evaluates class performance.

2. Strength and Weakness of Drilling Technique

a. Strength

Huebener at Mayasari asserts The Pattern Drill Technique has the following advantages:

- 1) It makes sure that the students participate because they have unique and important information; Every student must gather information from others.
- 2) It aids students in understanding the subject matter.
- 3) It has a significant impact on the learning attitude and social relationships of group students.
- 4) Students are able to comprehend the dialogue because, as they participate in the activity, they will attempt to comprehend the dialogue's entirety by deciphering its meaning.

b. Weakness

According to Huebener, the weakness are as follows:

- 1) The educational and cultural objectives of foreign language instruction at the school have always been its primary focus. Fluency in speaking is not primarily learned in the classroom; rather, it is developed through extensive outside practice. The teacher can solve that issue from the first statement by giving the students a chance to practice speaking the foreign language after class. Language teachers must continually monitor the students' progress and be inventive in providing learning resources.
- 2) Due to the limited amount of time available to develop it, real conversation is difficult to achieve in the classroom.

- 3) Oral practice should not be confused with conversation. Conversation is when two or more people talk freely and without planning about any subject that interests them. Its effectiveness is influenced in part by facial expression and gesture.
- 4) Speaking ability is the most challenging aspect of learning a foreign language.

D. Hypothesis

The research hypothesis that will propose is the effectiveness of using Silent Viewing Technique toward students speaking ability of the 10th grade of SMA Negeri 1 Negeri Agung. The research hypothesis is stated as follows:

Ho: There was no effectiveness of using Silent Viewing Technique toward students speaking ability of the 10th grade of SMA Negeri 1 Negeri Agung.

Ha: There was an effectiveness of using Silent Viewing Technique toward students speaking ability of the 10th grade of SMA Negeri 1 Negeri Agung.

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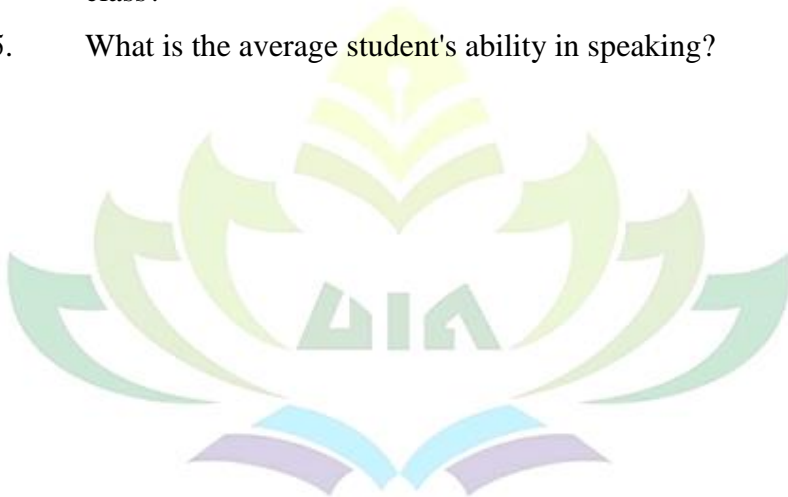
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Appendix 1 Interview Guideline for Preliminary Research

1. How long have you been teaching English?
2. How was your experience in teaching English?
3. What techniques do you often use in teaching English, especially teaching speaking?
4. What problems do you often face in teaching speaking in class?
5. What is the average student's ability in speaking?



Appendix 2 Teachers' Interview Transcript

Interviewer: Assalamualaikum warahmatullahi wabarakatuh permission to introduce myself Miss My name is Annisa Muti'ah, a student from UIN Raden Intan Lampung. Good Miss I permission to ask about Miss's stories and experiences when Miss taught at SMA Negeri 1 Negeri Agung Way Kanan Regency.

Teacher: Waalaikumsalam, Good permission to introduce myself my name Nia Sela S.Pd is usually called Miss Nia when at school.

Interviewer: Good with e.g. Nia. Miss Nia, how long has Miss been teaching English at SMA Negeri 1 Negeri Agung Kabupaten Way Kanan this Miss?

Teacher: I have taught English at SMA 1 Negeri Agung or I taught at SMA 1 Negeri Agung starting in 2016 for approximately 7 years.

Interviewer: It's been 7 years since Miss taught at SMA Negeri 1 Negeri Agung so, for that how did Miss Miss experience teaching at SMA Negeri 1 Negeri Agung Way Kanan Regency be?

Teacher: My experience while studying here was quite good although there were some maybe not good but yes quite good experience because I could meet children who didn't understand English at all, which was far away, what, which was far from my thoughts when I entered SMA 1 Negeri Agung I thought his children would be active it turned out they were passive in English.

Interviewer: I don't know a lot of Miss experience while teaching at SMA Negeri 1 Negeri Agung especially teaching English. Good for the next Miss for technique, what techniques does Miss often use to teach English especially teaching Miss speaking?

Teacher: If the actual technique is one of them that I can take and maybe what I can teach maybe the first I teach them how they read first then after that I teach pronunciation to children, pronunciation, so because it was constrained by children in this area yes have no experience or do not have what ya do not have enough skills in English or speak English so yes somewhat, It's a bit difficult.

Interviewer: Okay, so often constrained because of the experience of children in this area, Miss. Well, from the things that have been missed, explain earlier, what problems Miss often faces while teaching English, especially teaching speaking in class.

Teacher: That problem was constrained by the problem of pronunciation, pronunciation, usually because the writing with what they say is the same, even though the way of reading is different, back again as I explained before it was constrained, language barrier because they really don't understand like we who teach basic or teach basic first to children, that's more or less.

Interviewer: Good Miss is Next What does Miss think the average ability of students at SMA Negeri 1 Negeri Agung is especially in their speaking skills?

Teacher: If you look at my previous explanation, the average ability of students in that aspect may have been able to ananda Annisa Muti'ah answered herself also actually they are still very, very lacking, still very, very passive, yes, maybe there are some children who can, but yes, it can be counted, it can be counted with a finger count. Yes, maybe one or two children who are active, the others must be all.

Interviewer: So according to Miss Nia's statement, the English language skills of students at SMA Negeri 1 Negeri Agung, especially in their speaking skills, are still at a basic level, Miss. Good thank you Miss for the time, sorry to disturb Miss Nia's rest time.

Teacher: Maybe that's all I can answer the question from Annisa less and more I'm sorry, good luck in the preparation of the thesis launched then Hopefully what I conveyed can be useful.

Interviewer: Good thank you very much Miss, I hope Miss is always healthy and the knowledge Miss provides can be a benefit and blessing and become a charity for Miss Nia and her family.

Appendix 3 Students' Questionnaire

Name:

Class:

Explanation

This questionnaire is compiled to find out your opinion in learning English, especially in learning *to speak*. This questionnaire has no effect on your English scores, so don't hesitate to answer every statement truthfully.

Charging instructions

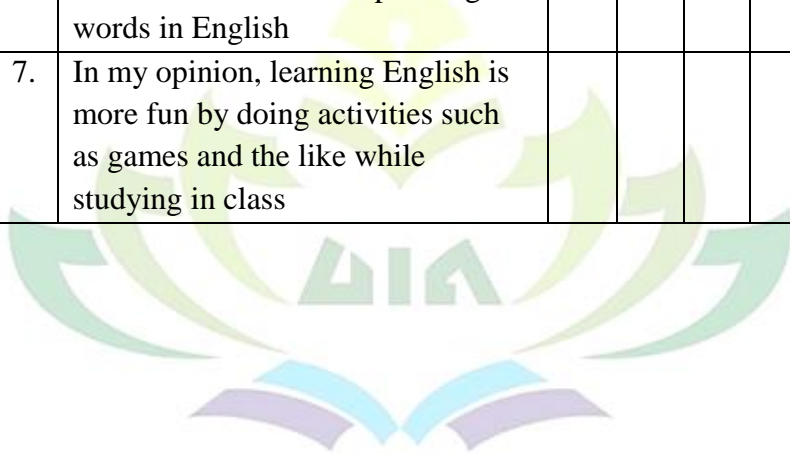
Check (✓) one of the answer options for the questionnaire question below according to the actual event. Before filling in, please write down the name and class first.

Information

- SS : Totally agree
 S : Agree
 TS : Disagree
 STS : Strongly disagree

No	So'al questionnaire questions	Answer options			
		SS	S	TS	STS
1.	Learning to speak English is fun				
2.	I am always involved in every English learning process				

3.	I often find it difficult to learn to speak English in class because I feel that I do not master the vocabulary in English				
4.	I often feel afraid of being wrong when speaking in English				
5.	I often feel insecure about my English speaking skills in class				
6.	I often feel confused expressing words in English				
7.	In my opinion, learning English is more fun by doing activities such as games and the like while studying in class				



Appendix 4 The Result of Students' Questionnaire

No	Satatement	Percentage				Total
		Strongly Agree	Angree	Not Agree	Strongly Not Agree	
1	Learning English is fun	2	26	4	0	32
2	I always involved in every process of learning English	1	6	20	5	32
3	I often find it difficult to learn English in class because I feel that I do not master English vocabulary	22	8	1	1	32
4	I often feel afraid of being wrong when I speak English	16	13	3	0	32
5	I often feel insecure about my English-speaking ability	23	6	2	1	32
6	I often feel confused expressing	23	8	1	0	32

	words in English					
7	In my opinion, learning English is more fun by doing activities such as games and the like while researching in class	13	14	2	3	32



Appendix 5 Percentage of Students' Questionnaire

No	Statement	Percentage				Total
		Strongly Agree	Agree	Not Agree	Strongly Not Agree	
1	Learning English is fun	6%	81%	13%	0%	100%
2	I always involved in every process of learning English	3%	19%	62%	3%	100%
3	I often find it difficult to learn English in class because I feel that I do not master English vocabulary	69%	25%	3%	3%	100%
4	I often feel afraid of being wrong when I speak English	50%	41%	9%	0%	100%
5	I often feel insecure about my English-speaking ability	72%	19%	60%	3%	100%
6	I often feel confused expressing words in English	72%	25%	3%	0%	100%

7	In my opinion, learning English is more fun by doing activities such as games and the like while studying in class	41%	44%	6%	9%	100%
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Appendix 6 Validation Form for Students Speaking Test

Name :

Class :

Based on the instrument speaking test, answer the following questions.

Description : 1-5 explain an easy-to-understand question and 6-10 explain a question

question is difficult to understand.

No	Question	Yes	No	Scale (1-10)	Commentary
1.	Are the instructions and instructions on the instrument test clear enough?				
2.	Is the allocation of time given to the test effective enough?				
3.	Is the topic on the instrument appropriate?				
4.	Do you understand the generic structure in recount text?				
5.	Do you understand the aspects of speaking consisting of				

vocabulary, grammar, comprehension, fluency and pronunciation?				
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Appendix 7 Result of Readability

No	Code	Question and Scale					TOTAL	AVERAGE
		1	2	3	4	5		
1	S1	2	3	3	5	1	14	2,8
2	S2	2	3	3	5	1	14	2,8
3	S3	3	2	2	4	5	16	3,2
4	S4	3	5	2	4	1	15	3
5	S5	3	2	4	3	4	16	3,2
6	S6	3	2	4	5	2	16	3,2
7	S7	2	1	1	2	1	7	1,4
8	S8	1	1	2	1	1	6	1,2
9	S9	3	2	4	1	5	15	3
10	S10	3	4	2	1	5	15	3
11	S11	2	2	3	5	1	13	2,6
12	S12	3	3	3	3	3	15	3
13	S13	2	3	2	2	3	12	2,4
14	S14	3	3	4	5	3	18	3,6
15	S15	1	4	3	5	2	15	3
16	S16	1	5	2	4	1	13	2,6
17	S17	1	4	1	1	4	11	2,2
18	S18	1	3	1	1	2	8	1,6
19	S19	2	3	2	2	4	13	2,6
20	S20	1	2	1	1	1	6	1,2
21	S21	1	1	1	1	2	6	1,2
22	S22	3	3	1	1	2	10	2
23	S23	1	1	1	1	2	6	1,2
24	S24	1	3	1	1	3	9	1,8
25	S25	1	1	1	2	2	7	1,4
26	S26	2	2	2	1	4	11	2,2
27	S27	1	1	1	3	3	9	1,8
28	S28	1	1	1	2	3	8	1,6

29	S29	1	2	2	2	4	11	2,2
30	S30	2	2	2	3	3	12	2,4
31	S31	2	3	1	5	5	16	3,2
32	S32	1	1	1	1	1	5	1
33	S33	1	1	1	1	1	5	1
34	S34	1	1	1	1	1	5	1
35	S35	1	1	1	1	1	5	1
36	S36	1	2	2	1	1	7	1,4
37	S37	1	2	2	1	1	7	1,4
38	S38	3	1	1	1	1	7	1,4
39	S39	1	3	2	2	2	10	2
40	S40	1	2	2	2	2	9	1,8
41	S41	1	1	1	1	1	5	1
42	S42	1	1	1	1	3	7	1,4
43	S43	1	1	1	1	1	5	1
44	S44	1	1	1	2	2	7	1,4
45	S45	1	3	1	1	1	7	1,4
46	S46	1	1	1	1	2	6	1,2
47	S47	1	1	1	1	2	6	1,2
48	S48	1	1	1	1	2	6	1,2
49	S49	3	1	1	1	2	8	1,6
50	S50	1	1	1	1	1	5	1
51	S51	1	1	1	1	1	5	1
52	S52	1	1	1	2	2	7	1,4
53	S53	2	3	1	1	1	8	1,6
54	S54	1	1	2	2	1	7	1,4
55	S55	1	1	1	1	1	5	1
56	S56	1	1	1	1	2	6	1,2
57	S57	3	3	3	1	1	11	2,2
58	S58	1	2	1	1	1	6	1,2
59	S59	2	2	1	1	1	7	1,4
60	S60	1	1	1	1	2	6	1,2

61	S61	3	1	2	1	1	8	1,6
62	S62	1	2	2	1	1	7	1,4
Total Mean								113,6
Mean								1,832258



Appendix 8 Lesson Plan (Experimental Class)

School Name : SMA Negeri 1 Negeri Agung
Subjects : English
Class/Program : X / MIPA / IPS
Semester : 2
Subject Matter : Text Recount
Time Allocation : 6 x 45 minutes

A. Core Competencies :

- Competence 1 and competence 2: Living and practicing the teachings of the religion they follow. Appreciate and practice honest, disciplined, polite, caring behavior (mutual assistance, cooperation, tolerance, peace), responsible, responsive, and pro-active in interacting effectively in accordance with the development of children in the environment, family, school, community and surrounding natural environment, nation, state, regional region, and international region".
- Competence 3: Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, and apply procedural knowledge in specific fields of study according to their talents and interests in solving problems.
- Competence 4: Processing, reasoning, and presenting in the concrete and abstract domains related to the development of what they learn in school independently, acting effectively and creatively, and being able to use methods according to scientific principles.

B. Basic Competency and Competency Achievement Indicators (GPA)

Basic Competencies	Competency Achievement Indicators
1.1 Be grateful for the opportunity by learning English as the language of instruction for international communication which is manifested in the spirit of learning	
2.2 Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends	
3.7 Distinguish the social function, text structure, and linguistic elements of some oral and written recount texts by giving and requesting information related to historical events according to the context in which they were used	3.7.1 Mention of the social function of text recount 3.7.2 Identifying the structure of the recount text 3.7.3 Identifying the use of Simple Past and Past Continuous Tense
4.7 Text recount – historical events	4.7.1 Find general information from text recount about experiences. 4.7.2 Find detailed information from the recount text about the experience. 4.7.3 Create a recount text about the idol's experience.

C. Learning Objectives

1. Identify the content, social function, text structure, and linguistic elements of a simple text recount of personal experience.
2. Explain the content of the text that tells personal experiences correctly by paying attention to the purpose of communication, text structure, and linguistic elements of the recount text according to the context of use.
3. Narrating personal experiences orally and in writing by paying attention to social functions, text structure, and linguistic elements of text recount according to context.

D. Learning Materials

1. Recount text
Social Function: to tell past events in sequential order.
2. Generic Structure:
 - Orientation
 - Sequence of events
 - Reorientation
3. Text meeting my idol (Source: English Book SMA/MA, SMK/MAK Class X)
Text my Birthday (source: internet)

Meeting My Idol

Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meetand- greet event at a local radio station. Feeling excited, I packed all my Afgan's to get his signature at the event.

On that bright and sunny Saturday morning, the radio station was full of Afganism (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini

stage for Afgan's singing performance and a table for Afgan to sign Afganism's memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, "Good morning. How are you all?" The crowd went crazy. The shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name.

Then, he started the event by singing his hit single "Dia dia dia". Afganism went even crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say "To Mia, Love Afgan". He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him. He was just an amazing person. That was one of the best days in my personal life history.

1. Grammar Review

- Using Past verb

On that bright and sunny Saturday morning, the radio station **was** full of fans. They **were** excited to wait for Afgan. They **were** ready to see his performance on the meet-and-greet. When he **was** finished with the song, the host **announced** that it **was** time for autographing the memorabilia. I **prepared** my CDs and **began** to stand in the line. When I **arrived** at the table, I **was** speechless. It **was** unreal just seeing Afgan that close. I **thought** it **was** really cool seeing him like that because he really just **felt** like a normal person, which **was** awesome. He **was** also very friendly, so I **didn't feel** too nervous when I **had** a chance to take pictures

with him. He **was** just an amazing person.

Pattern: S + was/were + adj./adv./noun

I You They We	Was
She He It	Were

Chaotic Situation in The Market

Last week, I went to a traditional market to buy some daily needs. As usual, I go there alone and bring a shopping list.

After arrived at the market, I started searching for the things I needed one by one. While I was bargaining the price of some fruits, I saw a crowded condition where there was a thief beaten by a lot of people. it was so terrible. I didn't want to see the condition get worse so I called the police. A few minutes later, police came and calmed down the situation. Asking the fruit seller, I knew that the thief tried to steal someone's wallet but someone saw him and shouted. After that, suddenly many people roughed him up hard.

It was a scary moment I experienced last week and I hoped that it will never happen again in the future.

E. Approaches and Methods

1. Pendekatan : Scientific Approach
2. Learning Model : Problem Based Learning
3. Learning Technique : Silent Viewing Technique

4. Learning Methods :

- The teacher identifies the structure of the problem
- The teacher presents the problem to the students
- Students create study groups to identify relevant solutions
- Students present the results of teamwork
- Teachers and students jointly evaluate the results of student work
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F. Media, Tools and Learning Resources

1. Learning Media

- Video (silent video)

2. Tool

- Computer/Laptop
- Sound system
- Projector
- Blackboard
- Markers

3. Learning resources

- English Book SMA/MA, SMK/MAK Class X
- Internet
- Youtube

G. Learning Steps

1. First Meeting

Activities	Event description	Time Allocation
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Introduction	<ul style="list-style-type: none">• Say hello and pray together• Check student attendance• The teacher gave ice breaking for a moment• Ask students to name Ask students about students' past experiences• Conveying the topic of the material this time, which is about simple recount texts about personal experience• Convey learning objectives.	10 Minutes
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<p>Main Activities</p>	<ul style="list-style-type: none"> • The teacher introduces students to silent viewing learning techniques. • The teacher asked the students to pay attention to one of the texts about past experiences, which was about meeting idols • Students observe the text recount of "Meeting My Idol" to find the main thoughts, detailed and specific information from the text • The teacher explains the material about recount text to students • The teacher gives students the opportunity to ask questions related to the text recount • The teacher provides motivation or provocation statements so that students carry out questioning activities 	<p>70 Minutes</p>
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Closing	<ul style="list-style-type: none"> • The teacher summarizes the learning discussion • Teachers give appreciation to groups that have good performance and cooperation • The teacher provides an evaluation of class performance • The teacher delivers the next lesson plan • The teacher closes the learning class 	10 Minutes
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2. Second Meeting

Activities	Activities Description	Time allocation
Introduction	<ul style="list-style-type: none"> • Say hello and pray together • Check student attendance • The teacher gave the ice breaking for a moment. • The teacher reviewed the previous lesson • The teacher gives students 	10 Minutes

	<p>the opportunity to ask questions about the material beforehand</p> <ul style="list-style-type: none">• The teacher provides motivation or provocation statements so that students carry out questioning activities smoothly• The teacher asks the students about the material that has been studied before.• Conveying the topic of the material this time, which is about simple recount texts about unforgettable experiences• Convey learning objectives.	
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Main Activities	<ul style="list-style-type: none">• The teacher divides students into 2 groups• The teacher explains the theme in the video (<i>My birthday party and Grandpas' birthday party</i>)• The teacher plays the video in a mute state• The teacher asks questions about what has been said in the video (two groups of students with different themes)• The teacher plays the video at a large volume• The teacher and the student together corrected the sentence that the student had guessed	70 Minutes
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Penutup	<ul style="list-style-type: none"> • Teachers and students evaluate group performance • Teachers give appreciation to groups that have good performance and cooperation • The teacher provides an evaluation of class performance • The teacher delivers the next lesson plan • The teacher closes the learning class 	10 Minutes
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3. Third Meeting

Activities	Activities Description	Time Allocation
Introduction	<ul style="list-style-type: none"> • Say hello and pray together • Check student attendance • The teacher gave the ice breaking for a moment. • The teacher reviewed the previous lesson • The teacher gives students the opportunity to ask questions about 	10 Minutes

	<p>the material beforehand</p> <ul style="list-style-type: none"> • The teacher provides motivation or provocation statements so that students carry out questioning activities smoothly • The teacher asks the students about the material that has been studied before. • Conveying the topic of the material this time, which is about simple recount texts about unforgettable experiences in the past • Convey learning objectives. 	
Main Activities	<ul style="list-style-type: none"> • The teacher explains to the students about the self recount text • The teacher divides students into 6 groups • The teacher instructs the students to pay attention to the video to be played by the teacher 	70 Minutes

	<ul style="list-style-type: none">• The teacher explains the theme in the video (unforgettable experience in the past)• The teacher plays the video in a mute state• The teacher asks students to guess what sentences are in the video• The teacher asks what words or sentences are mentioned in the video in groups• The teacher asks students to narrate/present a sentence they guessed from the video• Students come to the front of the class in groups and do percentages one by one in turn• The teacher plays the video at normal volume• The teacher and the students jointly corrected the sentences that the students had guessed	
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Closing	<ul style="list-style-type: none"> • The teacher summarizes the learning discussion • Teachers give appreciation to groups that have good performance and cooperation • The teacher provides an evaluation of class performance • The teacher closes the learning class 	10 Minutes
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Speaking Instruction

1. Delicious Candy

- Guess what will be said in the video (recount text)
- Discuss with your group
- Present the results of your discussion in groups



Source: <https://www.youtube.com/watch?v=DjgwdSkadM>
(edited)

2. My Birthday

- Guess what will be said in the video (recount text)
- Discuss with your group
- Present the results of your discussion in groups



Source: <https://www.youtube.com/watch?v=wsS8S7CmMwM>
(edited)

3. Grandpa's birthday

- Guess the sentences that you think fits with the video
- Discuss with your group
- Present the results of your discussion in front of the class



Source: <https://www.youtube.com/watch?v=D5LgKv8MNO8>
(edited)

4. Special experience when I was in elementary school

- Guess the sentences that you think fits with the video
- Present the sentence that you think fits with the video in front of the class



Source: https://www.youtube.com/watch?v=hYjc1_zz6FA
(edited)

Appendix 9 Lesson Plan (RPP) (Control Class)

School Name : SMA Negeri 1 Negeri Agung
Subject : English
Class / Program : X / MIPA / IPS
Semester : 2 (Even)
Subject Matter : Text Recount
Time Allocation : 6 x 45 Minutes

A. Core Competencies :

- Competence 1 dan competence 2: Live and practice the teachings of the religion he adheres to. Appreciate and practice honest, disciplined, polite, caring behavior (mutual assistance, cooperation, tolerance, peace), responsible, responsive, and proactive in interacting effectively in accordance with the development of children in the environment, family, school, community and surrounding natural environment, nation, state, regional region, and international region".
- Kompetensi 3: Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems.
- Kompetensi 4: Processing, reasoning, and presenting in concrete and abstract domains related to the development of what they learn in school independently, acting effectively and creatively, and being able to use methods according to scientific principles.

B. Basic Competency and Competency Achievement Indicators (GPA)

Basic Competencies	Competency Achievement Indicators
1.1 Be grateful for the opportunity by learning English as the language of instruction for international communication which is manifested in the spirit of learning	
2.2 Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends	
3.7 Distinguish the social function, text structure, and linguistic elements of some oral and written recount texts by giving and requesting information related to historical events according to the context in which they were used	3.7.1 Mention of the social function of text recount 3.7.2 Identifying the structure of the recount text 3.7.3 Identifying the use of Simple Past and Past Continuous Tense
4.7 Text recount – historical events	4.7.1 Find general information from text recount about experiences. 4.7.2 Finding detailed information from the recount text about the experience of meeting idols 4.7.3 Create a text recount about an unforgettable experience

C. Learning Objectives

1. Identify the content, social function, text structure, and linguistic elements of a simple text recount of personal experience.
2. Explain the content of the text that tells personal experiences correctly by paying attention to the purpose of communication, text structure, and linguistic elements of the recount text according to the context of use.
3. Narrating personal experiences orally and in writing by paying attention to social functions, text structure, and linguistic elements of text recount according to context.

D. Learning Material

1. Recount text:
2. Social Function: to tell past events in sequential order.
3. Generic Structure:
 - Orientation
 - Sequence of events
 - Reorientation
4. Text meeting my idol (Source: English Book SMA/MA, SMK/MAK Class X)
5. Text my Birthday (Source: internet)

Meeting My Idol

Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meetand- greet event at a local radio station. Feeling excited, I packed all my Afgan's to get his signature at the event.

On that bright and sunny Saturday morning, the radio station was full of Afganism (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan's singing performance and a table for Afgan

to sign Afganism's memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, "Good morning. How are you all?" The crowd went crazy. The shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name.

Then, he started the event by singing his hit single "Dia dia dia". Afganism went even crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say "To Mia, Love Afgan". He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him. He was just an amazing person. That was one of the best days in my personal life history.

2. Grammar Review

- Using Past verb

On that bright and sunny Saturday morning, the radio station **was** full of fans. They **were** excited to wait for Afgan. They **were** ready to see his performance on the meet-and-greet. When he **was** finished with the song, the host **announced** that it **was** time for autographing the memorabilia. I **prepared** my CDs and **began** to stand in the line. When I **arrived** at the table, I **was** speechless. It **was** unreal just seeing Afgan that close. I **thought** it **was** really cool seeing him like that because he really just **felt** like a normal person, which **was** awesome. He **was** also very friendly, so I **didn't feel** too nervous when I **had** a chance to take pictures with him. He **was** just an amazing person.

Pattern: S + was/were + adj./adv./noun

I You They We	Was
She He It	Were

My birthdays' party

My 13th birthday is april 21st 2021. I celebrated it at a seafood restaurant in Rembang. There I invited my parents, my sister and my brothers. They even started at 6.30 p.m and every one present given me gifts. We sang a pretty song and i cut the cake. Then I given everyone a piece. Next my family and I ate the seafood that has been ordered. The food was very good and i love it. My Birthday is simple but it all means a lot to me. Even talk some did not came but I understand it i really enjoyed every moment at my Birthday. I was very grateful to my parents who took care of me until now. I hope that on my 13th birthday I can make my parents happy and pursued my dream of becoming a doctor. Thank you.

Pattern: S + was/were + adj./adv./noun

I You They We	Was
She He It	Were

My special experience when I was in elementary school

Today I want to tell you about a special experience when i was in elementary school. At that time a physical education teacher Mr rudy often took us walking around the hills and along the river near our school. One day when we were walking with him along the riverbank my friends and I jumped into the river and swam. Our other friends shouted at us but we didn't listen. Suddenly Mr rudy saw us when we were swimming in the river he shouted at us to swim to the riverbank. He told us that it was very dangerous to swim there we were scared and we climbed out of the river. We were sorry because we didn't obey our teacher. From this experience I learned that we must listen to our teacher and obey the advice.

E. Approaches and Methods

1. Approach : Traditional Approach
2. Learning Model : Audio Lingual Method
3. Learning Techniques : Drilling Techniques
4. Learning Methods :
 - The teacher reads the text of the monologue to the students
 - The teacher reads short sentences to the students
 - Students repeat sentences spoken by the teacher

F. Media, Tools and Learning Resources

1. Media and Learning tools
 - Blackboard
 - Markers
 - Student worksheets
2. Learning resources
 - English Book SMA/MA, SMK/MAK Class X
 - Internet
 - Youtube

G. Learning Steps

1. First Meeting

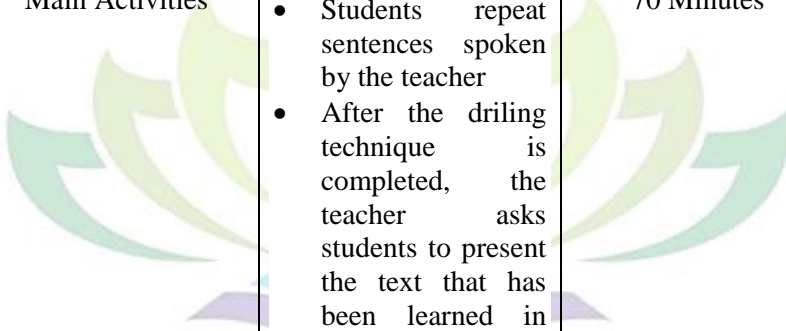
Activities	Activities Description	Time Allocation
Introduction	<ul style="list-style-type: none"> • Say hello and pray together • Check student attendance • The teacher gave ice breaking for a moment • Ask students to name who their idol figure is and why he or she became an idol. • Show some pictures of famous figures and ask students to guess who they are and why they became idols. • Conveying the topic of the material this time, which is about a simple recount text about the experience of meeting idols • Deliver learning objectives. 	10 Minutes
Main Activities	<ul style="list-style-type: none"> • The teacher asks them to observe the new vocabulary that will appear in the text by matching words with their meanings and 	70 Minutes

	<p>practicing pronouncing them.</p> <ul style="list-style-type: none">• Students observe the text recount of "Meeting My Idol" to find the main thoughts, detailed and specific information from the text• The teacher explains the material about recount text to students• The teacher gives students the opportunity to ask questions related to the text recount• The teacher provides motivation or provocation statements so that students carry out questioning activities smoothly• The teacher read out the text "meeting my idol"• The teacher asks the students to follow the sentence mentioned by the	
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	<p>teacher</p> <ul style="list-style-type: none"> • Students repeat sentences that the teacher has mentioned • The teacher recited the next sentence • Students repeat the sentence that the teacher has said again • After finishing one story, the teacher asked one by one to Shiva about the text that had been read together before 	
Closing	<ul style="list-style-type: none"> • The teacher summarizes the learning discussion • Teachers give appreciation to groups that have good performance and cooperation • The teacher provides an evaluation of class performance • The teacher delivers the next lesson plan • The teacher closes the learning class 	10 Minutes

2. Second Meeting

Activities	Activities Description	Time Allocation
Introduction	<ul style="list-style-type: none"> • Say hello and pray together • Check student attendance • The teacher gave the ice breaking for a moment. • The teacher reviewed the previous lesson • The teacher gives students the opportunity to ask questions about the material beforehand • The teacher provides motivation or provocation statements so that students carry out questioning activities smoothly • The teacher asks the students about the material that has been studied before. • Conveying the topic of the material this time, which is about simple recount texts about unforgettable 	10 Minutes

	<p>experiences</p> <ul style="list-style-type: none"> • Deliver learning objectives 	
<p>Main Activities</p> 	<ul style="list-style-type: none"> • The teacher divides students into 6 groups • The teacher reads a text to the students • The teacher asks the students to repeat the sentence that the teacher will say • Students repeat sentences spoken by the teacher • After the drilling technique is completed, the teacher asks students to present the text that has been learned in groups in front of the class 	<p>70 Minutes</p>
<p>Closing</p>	<ul style="list-style-type: none"> • Teachers and students evaluate group performance • Teachers give appreciation to groups that have good performance and cooperation • The teacher provides an evaluation of class performance • The teacher 	<p>10 Minutes</p>

	delivers the next lesson plan <ul style="list-style-type: none"> • The teacher closes the learning class 	
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3. Third Meeting

Activites	Activities Description	Time Allocation
Introduction	<ul style="list-style-type: none"> • Say hello and pray together • Check student attendance • The teacher gave the ice breaking for a moment. • The teacher reviewed the previous lesson • The teacher gives students the opportunity to ask questions about the material beforehand • The teacher provides motivation or provocation statements so that students carry out questioning activities smoothly • The teacher asks the students about the material that has been studied before. • Conveying the 	10 Minutes

	<p>topic of the material this time, which is about simple recount texts about unforgettable experiences in the past</p> <ul style="list-style-type: none"> • Deliver learning objectives. 	
<p>Main Activities</p>	<ul style="list-style-type: none"> • The teacher explains to the students about the self recount text • The teacher divides students into 6 groups • The teacher reads a text to the students • The teacher asks the students to repeat the sentence that the teacher will say • Students repeat sentences spoken by the teacher • After the drilling technique is complete, the teacher asks students to retell/present the text that has been learned individually in front of the class 	<p>70 Minutes</p>

Closing	<ul style="list-style-type: none">• The teacher summarizes the learning discussion• Teachers give appreciation to groups that have good performance and cooperation• The teacher provides an evaluation of class performance• The teacher closes the learning class	10 Minutes
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Appendix 10 Generic Structure of Recount Text

Orientation	Contains information about the character or characters, location and time of occurrence.
Sequence of events	Contains a series of stories about events or incidents experienced (the essence of orientation)
Reorientation	The conclusion of the whole story as well as telling the ending of the story

Example:

Orientation	A few years ago, I had the opportunity to go on a vacation to one of my dream countries, Turkey. I went there with my husband. We departed from Soekarno-Hatta Airport in Tangerang. We had a very long flight for around 12 hours by Turkish Airlines and we landed at Istanbul Airport, Istanbul.
Sequence of events	On the first day, due to exhaustion, we just stayed at the hotel near Hagia Sophia to rest. The next day, we left for Taksim to visit one of the popular destinations, Galata Tower. We saw a lot of shopping centers and local authentic cafes there. After that, we visited one of the Malaysian restaurants that I really wanted to visit in the Blue Mosque area.
Reorientation	A trip to Turkey a few years ago

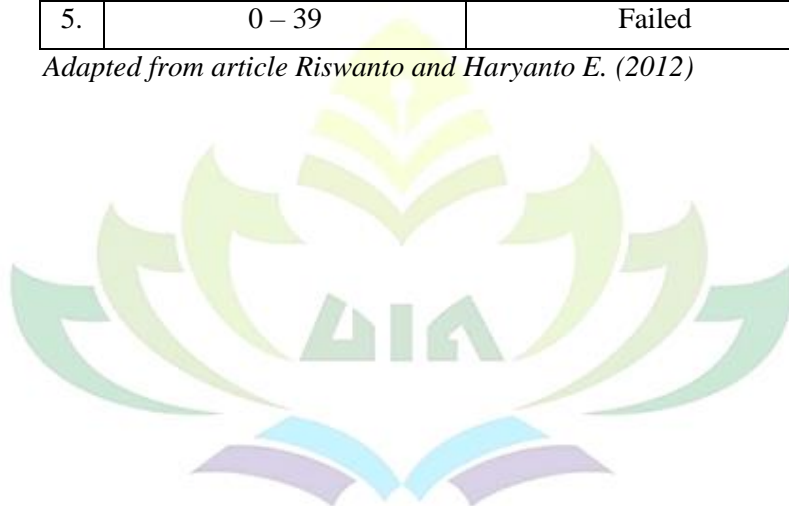
	<p>was an experience I will never forget for the rest of my life. The bonus, two weeks after arriving in Indonesia, God trusts us to have the child. We think that having quality time with a partner is very important.</p>
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Appendix 12 Speaking Test Indicator

No	Interval Test Score	Level
1.	85 - 100	Excellent
2.	71 – 84	Very Good
3.	60 – 70	Good
4.	40 – 59	Low
5.	0 – 39	Failed

Adapted from article Riswanto and Haryanto E. (2012)



Appendix 13 Speaking Scoring Procedure

No	Criteria	Rating Score	Comments
1	Grammar	1	Grammatical errors often occur but the teacher still understands the recount monologue text from students
		2	The students' grammar control is still lacking in confidence. Students often speak with basic grammar when do a monologue about recount text related to historical events.
		3	Good grammar mastery. Students are able to speak with adequate language structure. Students are able to do monologue recount text related to historical events.
		4	Grammar errors are rare. Students are able to do monologue recount text related to historical events accurately.
		5	Equivalent to that of an educated native speaker.
2	Vocabulary	1	Vocabulary used by students in monologue recount text is still lacking and only uses basic vocabulary
		2	Students do a monologue recount text with basic

			vocabulary and some convoluted vocabulary
		3	Students are able to do monologue recount text with sufficient vocabulary. The vocabulary of the recount text that the students have is quite broad and the students rarely grope for words.
		4	Vocabulary when doing monologue recount text tends to vary and the accuracy of the vocabulary used by students is at a high level.
		5	Students speak like native speakers including the breadth in the use of idioms, everyday language as well as formal and informal vocabulary.
3	Comprehension	1	Students' understanding of language is very limited and students do not understand simple statements delivered at a slow pace.
		2	Students can understand the topic given (eg. students can explain the topic of recount text with good topic suitability)
		3	Students monolog recount text with a fairly high suitability for the topic and students are able to speak at a normal speed

		4	Students can understand the topic of recount text very well. Students do a monologue recount text according to the topic given.
		5	Equivalent to that of an educated native speaker.
4	Fluency	1	When students do monologues students often pause.
		2	Students rarely pause when doing monologue recount text.
		3	Students rarely pause and rarely have to fumble for words when doing monologues
		4	Students are able to use language fluently when doing monologue recount text.
		5	Have complete fluency in the language so that the speech is like a native speaker.
5	Pronunciation	1	Student errors in pronunciation often occur but student monologues can still be understood by the teacher.
		2	Students carry out a monologue with a good accent and can be understood even though they often make mistakes.
		3	Mispronunciation when

			students are doing a monologue does not make the teacher confused. Student accents are still carried over to their mother tongue.
		4	Errors in pronunciation when student do a monologue are quite rare. The student's English accent is very good.
		5	Student speaks like a native speaker.

Aspect of speaking by H. Douglas Brown, 2003



Appendix 14 Speaking Test Instrument Experiment class (pre-test)

Speaking test instrument

Class : Experiment class (pre-test)
Text : Recount text
Topics : Personal experience
Skill : Speaking
Aspect : grammar, vocabulary, comprehension, fluency, pronunciation

Class :
Time allocation : 2 x 45 minutes

Instruction:

- 1) Take note of a monologue about recount text.
- 2) Choose one of the topics of recount text, they are:
 - a. Bad experience
 - b. Good experience
- 3) Your performance will be measured by the generic structure of recount text, they are:
 - a. Orientation
 - b. Sequence of events
 - c. Reorientation
- 4) The speaking aspect that will be assessed are:
 - a. Grammar
 - b. Vocabulary
 - c. Comprehension
 - d. Fluency
 - e. pronunciation
- 5) Perform individually in front of the class clearly and fluently maximum 2,5 minutes.

Appendix 15 Speaking Test Instrument Control class (pre-test)

Speaking test instrument

Class	: Control class (pre-test)
Text	: Recount text
Topics	: Personal experience
Skill	: Speaking
Aspect	: grammar, vocabulary, comprehension, fluency, pronunciation

Class :
 Time allocation : 2 x 45 minutes

Instruction:

- 1) Take note of a monologue about recount text.
- 2) Choose one of the topics of recount text, they are:
 - a. Bad experience
 - b. Good experience
- 3) Your performance will be measured by the generic structure of recount text, they are:
 - a. Orientation
 - b. Sequence of events
 - c. Reorientation
- 4) The speaking aspect that will be assessed are:
 - a. Grammar
 - b. Vocabulary
 - c. Comprehension
 - d. Fluency
 - e. pronunciation
- 5) Perform individually in front of the class clearly and fluently maximum 2,5 minutes.
- 6) The teacher's ask the students to perform individually in front of the class clearly and fluently around 2,5 minutes.

Appendix 16 Speaking Test Instrument Experiment class (post-test)

Speaking test instrument

Class : Experiment class (post-test)
 Text : Recount text
 Topics : Personal experience
 Skill : Speaking
 Aspect : grammar, vocabulary, comprehension,
 fluency, pronunciation

Class :
 Time allocation : 2 x 45 minutes

Instruction:

- 6) Take note of a monologue about recount text.
- 7) Choose one of the topics of recount text, they are:
 - c. Birthday
 - d. Holiday
 - e. Meeting Idol
- 8) Your performance will be measured by the generic structure of recount text, they are:
 - d. Orientation
 - e. Sequence of events
 - f. Reorientation
- 9) The speaking aspect that will be assessed are:
 - f. Grammar
 - g. Vocabulary
 - h. Comprehension
 - i. Fluency
 - j. pronunciation
- 10) Perform individually in front of the class clearly and fluently maximum 2,5 minutes.

Appendix 17 Speaking Test Instrument Control class (post-test)

Speaking test instrument

Class	: Control class (post-test)
Text	: Recount text
Topics	: Personal experience
Skill	: Speaking
Aspect	: grammar, vocabulary, comprehension, fluency, pronunciation
Class	:
Time allocation	: 2 x 45 minutes

Instruction:

- 1) Take note of a monologue about recount text.
- 2) Choose one of the topics of recount text, they are:
 - a. Birthday
 - b. Holiday
 - c. Meeting Idol
- 3) Your performance will be measured by the generic structure of recount text, they are:
 - a. Orientation
 - b. Sequence of events
 - c. Reorientation
- 4) The speaking aspect that will be assessed are:
 - a. Grammar
 - b. Vocabulary
 - c. Comprehension
 - d. Fluency
 - e. pronunciation
- 5) Perform individually in front of the class clearly and fluently maximum 2,5 minutes.

Appendix 18 Expert Validation form Speaking Test

EXPERT VALIDATION FOR SPEAKING TEST**(Before Validation)**

Direction:

Please give your response by check (✓) the options representing your choice of each question.

No	Question	Yes	No	Comments
1.	Is the speaking test instrument clear enough and easy to understand?			
2.	Is the generic structure already include all aspect?			
3.	Is the topics clear enough to be understood?			
4.	Is the aspect of speaking easy to be understood?			
5.	Is time allocation enough?			

General comments:

Please give any general comments or suggestions you may have concerning this test development

.....

Date,
 Validator

Appendix 19 Students Scores (Experimentl Class)

Students Pre-Test Score (experimental class)

N o	Student s	Gramma r		Vocabular y		Comprehensio n		Fluenc y		Pronunciatio n		total		Score		Total Score	Final Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	E1	2	2	2	2	1	1	2	2	2	2	9	9	36	36	72	36
2	E2	2	2	2	2	2	2	2	2	2	2	10	10	40	40	80	40
3	E3	1	2	2	2	2	2	2	2	3	2	10	10	40	40	80	40
4	E4	2	2	2	3	2	2	3	3	2	3	11	13	44	52	96	48
5	E5	1	2	2	2	1	2	2	2	2	2	8	10	32	40	72	36
6	E6	2	2	2	2	2	2	2	3	2	3	10	12	40	48	88	44
7	E7	2	2	2	2	2	2	2	2	2	2	10	10	40	40	80	40
8	E8	1	1	1	2	2	2	2	2	2	3	8	10	32	40	72	36
9	E9	2	2	2	2	2	2	2	2	2	2	10	10	40	40	80	40
10	E10	1	2	2	2	2	2	2	1	1	1	8	8	32	32	64	32

11	E11	1	1	2	2	2	2	2	2	2	2	9	9	36	36	72	36
12	E12	2	2	2	2	2	2	2	2	3	3	11	11	44	44	88	44
13	E13	2	2	2	2	2	2	2	2	3	3	11	11	44	44	88	44
14	E14	2	2	3	2	2	2	2	2	2	1	11	9	44	36	80	40
15	E15	2	2	1	2	2	2	1	2	2	2	8	10	32	40	72	36
16	E16	1	2	2	2	3	2	2	2	1	1	9	9	36	36	72	36
17	E17	2	2	2	2	1	1	2	2	2	2	9	9	36	36	72	36
18	E18	1	1	2	2	1	1	2	2	2	2	8	8	32	32	64	32
19	E19	2	2	2	2	2	2	2	2	2	2	10	10	40	40	80	40
20	E20	2	2	2	2	1	1	2	2	2	2	9	9	36	36	72	36
21	E21	1	1	2	2	1	1	2	2	2	2	8	8	32	32	64	32
22	E22	1	2	2	2	3	2	2	2	1	1	9	9	36	36	72	36
23	E23	2	1	2	2	2	3	2	2	1	1	9	9	36	36	72	36
24	E24	1	1	2	2	1	1	2	2	2	2	8	8	32	32	64	32
25	E25	2	2	2	2	2	2	2	2	2	2	10	10	40	40	80	40
26	E26	2	1	2	2	2	3	2	2	1	1	9	9	36	36	72	36
27	E27	2	2	1	2	2	2	1	2	2	2	8	10	32	40	72	36
28	E28	1	1	2	2	1	1	2	2	2	2	8	8	32	32	64	32
29	E29	2	2	3	2	2	2	2	2	2	1	11	9	44	36	80	40

30	E30	2	2	2	2	2	2	2	2	3	3	11	11	44	44	88	44
31	E31	2	2	3	2	2	2	2	2	2	1	11	9	44	36	80	40
32	E32	2	2	1	2	2	2	1	2	2	2	8	10	32	40	72	36

Mahasiswa



Annisa Muti'ah

Negeri Agung, 12 Juni 2023

Guru Mata Pelajaran



Nia Sela, S.Pd

Students Post-Test Score (experimental class)

No	Students Code	Grammar		Vocabulary		Comprehension		Fluency		Pronunciation		total		Score		Total Score	Final Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	E1	3	3	4	3	3	3	3	3	3	3	16	15	64	60	124	62
2	E2	2	2	3	3	3	3	3	3	4	4	15	15	60	60	120	60
3	E3	3	3	3	3	3	2	3	3	4	4	16	15	64	60	124	62
4	E4	3	3	4	4	3	3	3	3	4	4	17	17	68	68	136	68
5	E5	3	3	3	3	3	3	3	3	4	3	16	15	64	60	124	62
6	E6	3	3	3	3	2	2	3	3	4	4	15	15	60	60	120	60
7	E7	3	3	4	4	3	3	4	4	4	4	18	18	72	72	144	72
8	E8	3	2	2	3	4	3	4	3	4	4	17	15	68	60	128	64
9	E9	2	3	3	3	3	3	3	3	4	3	15	15	60	60	120	60
10	E10	2	2	4	4	2	2	3	3	4	4	15	15	60	60	120	60
11	E11	3	3	3	3	2	2	3	3	4	4	15	15	60	60	120	60
12	E12	2	2	3	3	3	3	4	4	3	3	15	15	60	60	120	60
13	E13	3	3	3	4	3	3	3	3	4	4	16	17	64	68	132	66
14	E14	2	2	3	3	3	3	4	4	4	4	16	16	64	64	128	64

15	E15	3	3	3	3	2	3	3	3	3	4	14	16	56	64	120	60
16	E16	3	3	4	4	3	3	3	3	4	3	17	16	68	64	132	66
17	E17	3	3	4	4	3	3	3	3	4	4	17	17	68	68	136	68
18	E18	3	3	3	3	3	3	4	4	4	4	17	17	68	68	136	68
19	E19	4	4	3	3	3	3	3	4	4	4	17	18	68	72	140	70
20	E20	3	3	3	3	3	3	3	3	3	4	15	16	60	64	124	62
21	E21	4	4	3	3	3	3	3	3	3	4	16	17	64	68	132	66
22	E22	3	3	4	4	3	3	3	3	4	4	17	17	68	68	136	68
23	E23	3	3	3	3	3	3	3	2	3	4	15	15	60	60	120	60
24	E24	3	3	3	3	3	2	3	3	4	4	16	15	64	60	124	62
25	E25	3	4	3	3	3	3	3	3	4	4	16	17	64	68	132	66
26	E26	2	3	3	3	2	3	3	3	4	4	14	16	56	64	120	60
27	E27	3	2	2	3	4	3	4	3	4	4	17	15	68	60	128	64
28	E28	3	3	3	3	3	2	3	3	4	3	16	14	64	56	120	60
29	E29	3	3	3	3	3	3	3	3	3	4	15	16	60	64	124	62
30	E30	3	3	3	2	3	3	3	3	4	3	16	14	64	56	120	60
31	E31	3	3	3	3	3	3	3	3	4	4	16	16	64	64	128	64
32	E32	3	4	3	3	3	3	3	3	3	4	15	17	60	68	128	64

Negeri Agung, 12 Juni 2023

Mahasiswa

A handwritten signature in black ink, appearing to be 'Annisa Muti'ah', with a stylized, cursive script.

Annisa Muti'ah
NPM: 1911040269

Guru Mata Pelajaran

A handwritten signature in black ink, appearing to be 'Nia Sela', with a stylized, cursive script.

Nia Sela, S.Pd

Appendix 20 Students Scores (Control Class)

Students Pre-Test Score (control class)

Students Code	Grammar		Vocabulary		Comprehension		Fluency		Pronunciation		total		Score		Total Score	Final Score
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
C1	1	2	1	2	1	2	2	2	2	2	7	10	28	40	68	34
C2	1	1	2	2	2	2	1	1	2	2	8	8	32	32	64	32
C3	1	2	2	2	1	1	2	3	2	2	8	10	32	40	72	36
C4	2	3	2	3	2	2	1	1	1	2	8	11	32	44	76	38
C5	1	2	1	2	2	1	2	2	2	2	8	9	32	36	68	34
C6	2	2	2	2	1	2	2	2	2	2	9	10	36	40	76	38
C7	2	3	2	2	2	2	2	1	2	1	10	9	40	36	76	38
C8	1	1	1	2	2	2	2	2	2	2	8	9	32	36	68	34
C9	2	2	3	2	3	2	2	2	1	1	11	9	44	36	80	40
C10	1	1	2	2	2	2	1	2	2	2	8	9	32	36	68	34
C11	1	1	2	2	2	2	2	2	2	2	9	9	36	36	72	36
C12	2	3	2	2	2	2	2	1	2	2	10	10	40	40	80	40
C13	2	2	2	2	2	2	2	1	2	2	10	9	40	36	76	38

C14	2	2	3	2	2	2	2	2	2	1	11	9	44	36	80	40
C15	1	2	2	3	2	2	1	1	2	2	8	10	32	40	72	36
C16	1	2	2	2	1	1	1	2	2	2	7	9	28	36	64	32
C17	2	2	2	2	1	1	2	2	2	2	9	9	36	36	72	36
C18	1	1	2	2	1	1	2	2	2	2	8	8	32	32	64	32
C19	2	2	2	2	2	2	2	2	2	2	10	10	40	40	80	40
C20	2	2	2	2	1	1	2	2	2	2	9	9	36	36	72	36
C21	1	1	2	2	1	1	2	2	2	2	8	8	32	32	64	32
C22	1	2	2	2	3	2	2	2	1	1	9	9	36	36	72	36
C23	2	1	2	2	2	3	2	2	1	1	9	9	36	36	72	36
C24	1	1	2	2	1	1	2	2	2	2	8	8	32	32	64	32
C25	2	2	2	2	2	1	2	2	2	2	10	9	40	36	76	38
C26	2	1	2	2	2	3	2	2	1	1	9	9	36	36	72	36
C27	2	2	1	2	2	2	1	2	2	2	8	10	32	40	72	36
C28	1	1	2	2	1	1	2	2	2	2	8	8	32	32	64	32
C29	2	2	3	2	2	2	2	2	2	1	11	9	44	36	80	40
C30	2	2	2	2	2	1	2	2	1	1	9	8	36	32	68	34
C31	2	2	3	2	2	1	2	1	2	1	11	7	44	28	72	36
C32	2	2	1	2	2	2	1	2	2	2	8	10	32	40	72	36

Mahasiswa

A handwritten signature in black ink, consisting of several overlapping loops and lines, representing the name Annisa Muti'ah.

Annisa Muti'ah

NPM: 1911040269

Negeri Agung, 12 Juni 2023

Guru Mata Pelajaran

A handwritten signature in black ink, featuring a large initial 'N' followed by the name 'Sela' and a period, representing the name Nia Sela.

Nia Sela, S.Pd

Students Post-Test Score (control class)

Students	Grammar		Vocabulary		Comprehension		Fluency		Pronunciation		total		Score		Total Score	Final Score
	Code	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1		
C1	2	2	2	2	2	3	2	2	2	2	10	11	40	44	84	42
C2	2	2	3	2	2	2	2	2	2	2	11	10	44	40	84	42
C3	2	2	2	3	2	2	2	3	3	2	11	12	44	48	92	46
C4	2	3	2	3	2	2	3	2	3	3	12	13	48	52	100	50
C5	2	2	3	2	2	2	2	2	3	2	12	10	48	40	88	44
C6	2	2	2	3	2	2	2	3	2	3	10	13	40	52	92	46
C7	2	2	3	2	2	2	2	3	2	3	11	12	44	48	92	46
C8	2	2	2	2	2	2	2	2	2	2	10	10	40	40	80	40
C9	2	2	3	2	3	2	2	2	3	2	13	10	52	40	92	46
C10	2	2	3	3	2	2	3	3	2	2	12	12	48	48	96	48
C11	2	2	2	2	2	2	3	3	3	3	12	12	48	48	96	48
C12	2	2	3	3	2	2	3	2	3	2	13	11	52	44	96	48
C13	2	2	3	2	2	2	2	2	3	3	12	11	48	44	92	46
C14	2	2	3	2	2	2	3	2	2	3	12	11	48	44	92	46
C15	2	2	2	3	2	2	2	2	2	2	10	11	40	44	84	42

C16	2	2	2	3	3	2	2	2	1	2	10	11	40	44	84	42
C17	2	2	2	2	2	2	2	2	2	3	10	11	40	44	84	42
C18	2	2	3	2	2	2	2	2	2	3	11	11	44	44	88	44
C19	2	2	2	3	2	2	2	3	2	3	10	13	40	52	92	46
C20	2	2	2	3	2	2	2	2	2	2	10	11	40	44	84	42
C21	2	2	2	2	2	2	2	2	2	2	10	10	40	40	80	40
C22	2	3	2	2	2	2	2	2	2	2	10	11	40	44	84	42
C23	2	2	2	2	2	2	2	2	2	3	10	11	40	44	84	42
C24	2	2	2	2	2	2	2	2	2	2	10	10	40	40	80	40
C25	2	2	3	2	3	2	2	2	3	3	13	11	52	44	96	48
C26	2	2	2	2	2	2	2	2	3	3	11	11	44	44	88	44
C27	2	2	2	2	2	2	2	2	2	2	10	10	40	40	80	40
C28	2	3	2	3	2	2	2	3	2	2	10	13	40	52	92	46
C29	2	2	2	2	2	3	2	2	3	2	11	11	44	44	88	44
C30	2	2	3	2	2	1	2	2	3	3	12	10	48	40	88	44
C31	2	2	2	3	2	2	2	2	3	3	11	12	44	48	92	46
C32	2	2	3	3	2	2	2	2	3	3	12	12	48	48	96	48

Mahasiswa

A handwritten signature in black ink, appearing to be 'Annisa Muti'ah', with a stylized, flowing script.

Annisa Muti'ah

NPM: 1911040269

Negeri Agung, 12 Juni 2023

Guru Mata Pelajaran

A handwritten signature in black ink, appearing to be 'Nia Sela, S.Pd', with a stylized, flowing script.

Nia Sela, S.Pd

Appendix 21 Result of Realibility

Reliability Statistics	
Cronbach's Alpha	N of Items
.498	4

Appendix 22 Gain Score of Experimental Class and Control Class

NO	Experimental Class		Gain Score	Control Class		Gain Score
	Pre-Test	Post-Test		Pre-Test	Post-Test	
1	36	62	26	34	42	8
2	40	60	20	32	42	10
3	40	62	22	36	46	10
4	48	68	20	38	50	12
5	36	62	26	34	44	10
6	44	60	16	38	46	8
7	40	72	32	38	46	8
8	36	64	28	34	40	6
9	40	60	20	40	46	6
10	32	60	28	34	48	14
11	36	60	24	36	48	12
12	44	60	16	40	48	8
13	44	66	22	38	46	8
14	40	64	24	40	46	6
15	36	60	24	36	42	6
16	36	66	30	32	42	10
17	36	68	32	36	42	6
18	32	68	36	32	44	12
19	40	70	30	40	46	6
20	36	62	26	36	42	6
21	32	66	34	32	40	8
22	36	68	32	36	42	6
23	36	60	24	36	42	6
24	32	62	30	32	40	8

25	40	66	26	38	48	10
26	36	60	24	36	44	8
27	36	64	28	36	40	4
28	32	60	28	32	46	14
29	40	62	22	40	44	4
30	44	60	16	34	44	10
31	40	64	24	36	46	10
32	36	64	28	36	48	12
Total	1212	2030		1148	1420	
Average	37,875	63,4375	25,5625	35,875	44,375	8,5

Appendix 23 Description of Pre-test and Post-Test (Experimental Class)

Descriptive Statistics Pre-Test Experiment

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	32	32	48	37.88	4.062
Valid N (listwise)	32				

Descriptive Statistics Post-Test Experiment

	N	Minimum	Maximum	Mean	Std. Deviation
Post Test Experimental Class	32	60	72	63.44	3.454
Valid N (listwise)	32				

Appendix 24 Description of Pre-Test and Post-Test (Control Class)

Descriptive Statistics Pre-Test Control

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control	32	32	40	35.88	2.637
Valid N (listwise)	32				

Descriptive Statistics Post-Test Control

	N	Minimum	Maximum	Mean	Std. Deviation
Post Test Control Class	32	40	50	44.38	2.803
Valid N (listwise)	32				

Appendix 25 Result of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment	.099	32	.200*	.972	32	.556
Control	.168	32	.023	.930	32	.038

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix 26 Result of Homogeneity

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Post Test	Based on Mean	1.577	1	62	.214
	Based on Median	.758	1	62	.387
	Based on Median and with adjusted df	.758	1	51.141	.388
	Based on trimmed mean	1.448	1	62	.233

Appendix 27 Result of Hypothetical Test

Test Statistics^a

	Posttest
Mann-Whitney U	.000
Wilcoxon W	528.000
Z	-6.918
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Class

Appendix 28 Result of Expert Validation

EXPERT VALIDATION FOR SPEAKING TEST

(Before Validation)

Direction:

Please give your response by check (✓) the options representing your choice of each question.

No	Question	Yes	No	Comments
1.	Is the speaking test instrument clear enough and easy to understand?		✓	
2.	Is the generic structure already include all aspect?	✓		
3.	Is the topics clear enough to be understood?	✓		
4.	Is the aspect of speaking easy to be understood?	✓	✗	
5.	Is time allocation enough?	✓		

General comments:

Please give any general comments or suggestions you may have concerning this test development

The test development is well prepared, but still waiting for the execution.

.....

.....

.....

.....

.....

.....

Date, May 16th, 2023

Validator

Angga F. Al Barq, S.Pd.
NIP: 1980402162009021003

Appendix 29 Validation Certificate

CERTIFICATE OF VALIDATION

The undersigned, as validator instrument pre-test and post-test sheets explain that:

Name : Annisa Muti'ah
NPM : 1911040269
Study Program : English Language Education
Thesis Title : The Effectiveness of Using Silent Viewing
Technique Toward Students Speaking
Ability of the 10th Grade of SMA Negeri 1
Negeri Agung

After examining and examining the instrument, the pre-test and post-test sheet instruments are declared to have met the content validation and are suitable for use for research.

Thus, this certificate is made so that it can be used in data collection in the field.

Kanan,

Negeri Agung, Kab. Way
Lampung 16 Mei 2023



Validator

Angga F. Al Bari, S.Pd

NIP: 1980402162009021003

Appendix 30 Students Readability

Name : *Anggi Prayoga*Class : *X IPS 2*

Berdasarkan instrument test speaking, jawablah pertanyaan berikut.

Keterangan : 1-5 menjelaskan sebuah so'al mudah dipahami dan 6 - 10 menjelaskan sebuah so'al sulit untuk dipahami.

No	Pertanyaan	Ya	Tidak	Skala (1-10)	Komentar
1.	Apakah petunjuk dan instruksi pada instrument test cukup jelas?	✓		3	
2.	Apakah alokasi waktu yang diberikan pada test tersebut cukup efektif?	✓		2	
3.	Apakah topik pada instrument sesuai?	✓		4	
4.	Apakah anda memahami generic structure dalam recount text?	✓		1	
5.	Apakah anda memahami aspek speaking yang terdiri dari vocabulary, grammar, comprehension, fluency dan pronunciation?	✓		5	

Name : Alen Moirani
 Class : X IPS 2

Berdasarkan instrument test speaking, jawablah pertanyaan berikut.

Keterangan : 1-5 menjelaskan sebuah so'al mudah dipahami dan 6 - 10 menjelaskan sebuah so'al sulit untuk dipahami.

No	Pertanyaan	Ya	Tidak	Skala (1-10)	Komentar
1.	Apakah petunjuk dan instruksi pada instrument test cukup jelas?	✓		2	
2.	Apakah alokasi waktu yang diberikan pada test tersebut cukup efektif?	✓		3	
3.	Apakah topik pada instrument sesuai?	✓		2	
4.	Apakah anda memahami generic structure dalam recount text?	✓		2	
5.	Apakah anda memahami aspek speaking yang terdiri dari vocabulary, grammar, comprehension, fluency dan pronunciation?	✓		3	

Appendix 31 Students Speaking Transcription

1. Pre-test

a. Student code : AA

Minute : 33 s

Pre-test : Experimental class

When I in elementary school I got bullying by my classmate. They call me ugly and short. I cry everyday and then I told my teacher and my teacher help me and my teacher give them punishmen. I will never forget that

b. Student code : AA

Minute : 45 s

Pre-Test : Control Class

Two years ago, a friend of mine give me book of friend rice that she made by herself. I was amazed about how tasty her friend rice. So, one week later I made one. After school I purposively did not take a note instead. I went to the kitchen and prepared the ingredients needed. It walk me approximately ten minute of preparation until ten minute of cooking. Turns on, cooking was an exciting activity after reciving complete from by my mother and father.

2. Post-test

a. Student code : AA

Minute : 41 s

Post-test : Experimental class

I am a big fan of Rafi Ahmad. In 2019 I heard the news that Rafi Ahmad was come to Way Kanan. My mother and I were very happy that day. We were waiting to see him at side of the

road then, past the Rafi Ahmad group in front of me. I saw him in the car and I was very happy to see him in person. And then, I went home and told my father.

b. Student code : AA

Minute : 34 s

Post-test : Control class

In Idul Fitri I and my family were in my grandpas' hometown at Tulang Bawang. It is our agenda every holiday. It was rainy season there. It rained everyday, we had no time to visit my uncle home. So, we just stayed at home all day. To overcome my boredom, I played a game with my sister. It was a bad experience in my holiday I think.

Appendix 32 Preliminary Research Permit



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FAKULTAS TARBİYAH DAN KEGURUAN
Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame 1 Bandar Lampung (0721) 703260

Nomor : B- 172/ Un.16/DT/PP.009.7/01/2023 Bandar Lampung, 12 Januari 2023
Lampiran : -
Perihal : Izin Melaksanakan Pra Penelitian

Kepada Yth,
Kepala SMA Negeri 1 Negeri Agung, Way Kanan
di-
Tempat

Assalamualaikum Wr Wb

Dalam rangka memenuhi persyaratan studi pada program Strata Satu (S1) UIN Raden Intan Lampung, maka dengan ini mohon bapak/ibu berkenan memberikan izin kepada mahasiswa/i:

Nama : Annisa Muti'ah
NPM : 1911040269
Semester : 8 (Delapan)
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris

Untuk melaksanakan Pra Penelitian di SMA Negeri 1 Negeri Agung. Data hasil penelitian akan dipergunakan oleh yang bersangkutan untuk penyusunan Proposal Skripsi.
Atas izin serta kerjasamanya disampaikan terimakasih.

Wassalamualaikum Wr Wb

An. Dekan
Wakil Dekan I Bidang Akademik Dan Kelembagaan



Prof. Dr. H. Deden Makbuloh, M.Ag. &
NIP. 1973050120011210010

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan
2. Kasubag Akademik
3. Kaprodi Pendidikan Bahasa Inggris
4. Mahasiswa/i yang Bersangkutan

Appendix 33 Preliminary Research Certificate



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 01 NEGERI AGUNG



Alamat: Jl Jend.Sudirman No 100, Bandar dalam, Kec. Negeri Agung, Kab. Way Kanan 34764

SURAT KETERANGAN
 Nomor: 421/261/III-01-3/ 2023

Yang bertanda tangan dibawah ini kepala SMA NEGERI 1 NEGERI AGUNG

Nama	: SUKIRNO, S.Pd.,M.M
NIP	: 19700822 200701 1 026
Jabatan	: Kepala Sekolah
Unit Kerja	: SMA NEGERI 1 NEGERI AGUNG

Berdasarkan surat dari Universitas Islam Negeri Raden Intan Lampung tentang izin mengadakan Pra-Penelitian no B-972/Un. 16/DT/PP.009.7/01/2023 dengan ini menerangkan atas nama:

Nama	: ANNISA MUTI'AH
NPM	: 1911040269
Semester	: 8 (Delapan)
Fakultas/Jurusan	: Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris

Bahwa yang bersangkutan diberikan izin untuk melakukan Pra-Penelitian di SMA NEGERI 1 NEGERI AGUNG Kecamatan Negeri Agung Kabupaten Way Kanan.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya

Negeri Agung, 18 Januari 2023


Kepala Sekolah



SUKIRNO, S.Pd.,M.M
 NIP: 19700822 200701 1 026



Appendix 34 Research Permit



KEMENTERIAN AGAMA
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FAKULTAS TARBIYAH DAN KEGURURAN
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Nomor : B-04/Un.16/DT/PP.009.7/05/2023 Bandar Lampung, 05 Mei 2023
 Sifat : Penting
 Lampiran : -
 Perihal : **Permohonan Mengadakan Penelitian**

Kepada Yth.
Kepala Sekolah SMA Negeri 1 Negeri Agung Kabupaten Way Kanan
 di
 Tempat


Assalamu'alaikum Wr.Wb.

Setelah memperhatikan Judul Skripsi dan Out Line yang sudah disetujui oleh dosen Pembimbing Akademik (PA), maka dengan ini Mahasiswa/i Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung :

Nama : **Annisa Muti'ah**
 NPM : 1911040269
 Semester/T.A : VIII (Delapan)
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effectiveness of Using Silent Viewing Technique Toward Students Speaking Ability of The 10th Grade of SMA Negeri 1 Negeri Agung

Akan mengadakan penelitian di **SMA Negeri 1 Negeri Agung Kabupaten Way Kanan**, Guna mengumpulkan data dan bahan-bahan skripsi yang bersangkutan. Waktu yang diberikan mulai **tanggal 03 Mei 2023** Sampai Dengan Selesai.
 Demikian, atas perkenan dan bantuannya diucapkan terima kasih.


Wassalamu'alaikum Wr.Wb.

Dekan,

Prof. Dr. Hj. Nirva Diana, M.Pd.
 NIP. 19640828 198803 2 002

Tembusan :

1. Wakil Dekan Bidang Akademik dan Kelembagaan;
2. Kajar/Kaprodi Pendidikan Bahasa Inggris
3. Kepala bagian Tata Usaha;
4. Mahasiswa yang bersangkutan

Appendix 35 Research Certificate


PEMERINTAH PROVINSI LAMPUNG
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 NPSN: 10806770 NSS: 301120810014 AKREDITASI: B (76)
 Alamat: Jl Jend.Sudirman No 100, Bandar dalam, Kec. Negeri Agung, Kab. Way Kanan 34764

Nomor : 421/206/III-01-3/ 2023
 Lampiran : 1 Lembar
 Hal : Telah Melaksanakan Penelitian


Kepada,
 Yth. : Kepala Universitas Islam Negeri Raden Intan Lampung (UIN)
 Di-
 Bandar Lampung


Dengan Hormat,
 Sehubungan dengan surat nomor B-4976 Un.16/DT/PP.009.7/05/2023, Universitas Islam Negeri Raden Intan Lampung, saya mengizinkan mahasiswi bernama:

Nama : ANNISA MUTTAH
 NPM : 1911040269
 Jurusan : Pendidikan Bahasa Inggris

Pada tanggal 11 Mei s.d 12 Juni 2023 mahasiswi diatas telah melaksanakan penelitian di SMA Negeri 1 Negeri Agung Kabupaten Way Kanan dengan judul The Effectiveness of Using Silent Viewing Technique Toward Students Speaking Ability of the 10th Grade of SMA Negeri 1 Negeri Agung.

Demikian surat ini kami buat dan dapat digunakan sebagaimana mestinya.

Negeri Agung, 12 Juni 2023
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Assalamu'alaikum Wr.Wb.

Saya yang bertandatangan dibawah ini:

Nama : Dr. Ahmad Zarkasi, S.Ag., M.Sos. I
 NIP : 197308291998031003
 Jabatan : Kepala Pusat Perpustakaan UIN Raden Intan Lampung
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Alamat : Jl. Letkol. H. Endro Suratmin, Sukarame I, Bandar Lampung 35131 Telp. (0721)783260 Fax. 780422

SURAT KETERANGAN BEBAS PLAGIAT

Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Raden Intan Lampung menerangkan bahwa mahasiswa/i dengan nama:

Nama : Annisa Muti'ah
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