

## CHAPTER I

### INTRODUCTION

The chapter starts with the background of the research in which the reasons for choosing the topic are clearly stated. It includes the statement of the problems, the aims of the study, and the significance of the study. Clarification of terms and the organization of the paper are also explained in this chapter.

#### 1.1. Background

In teaching English to young learners, speaking is considered to be an important skill to teach. Speaking becomes one of the skills that is suggested to teach first before reading and writing. As stated by Linse (2005) and Pinter (2006), speaking is important to emphasize on teaching English to young learners. In line with that, Linse (2005:27) states that “children need to say a word before they can read it, and they need to read a word before they can write it”. It can be summarized that speaking is a foundation to develop other language skills that are reading and writing. Thus, children need to begin the language learning with plenty of input and opportunities to use the language through speaking.

Developing speaking skills for young learners is not an easy task to do since English is a foreign language in Indonesia. Learning to speak English is difficult for children because they are not in the target language environment. The condition provides them with minimum exposure, while they need more inputs in order to be able to speak in English. Therefore, teachers are highly recommended

to provide media that can give them more exposure and help them have good speaking ability. As stated by Kawai (n.d.) cited in Griffith (2008), it is important for teachers to find ways to provide support such as media since the ability to speak well in the target language is an important goal of the learning.

However, based on my personal experiences as a teacher, there are some problems faced when trying to provide good media for children to teach speaking. The first is the confusion of finding appropriate media that provide best input for children. The second one is the lack of confidence to be a model to represent good English speaking.

Taking the problems above into account, it seems that teacher needs to consider an appropriate teaching media that can accommodate the need of the children to have good speaking skill. There are some media that can help to boost speaking skill. One of them is video. Video is chosen since it has several characteristics to consider as an appropriate teaching media. First, video provides some inputs for speaking practices such as vocabularies, pronunciation model, and language chunks that are presented contextually in form of short story, song and etc. As stated by Sherman (2003) video provides language models which can be good models for learning.

Second, video offers a help for children understand every word they learn. In relation to this, Philips (1993) states that “video provides meaningful and helpful learning for children since it visualizes what they learn”. Third, video affords improvement in term of children’s motivation since it contains interesting pictures, such as cartoon, that can attract their attention. Therefore, it helps the

children be more interested in learning English. This is in line with Brown (1977: 61, 71) who says that video provides a proper motivation and helps the students to be active in learning.

Referring to the problems and the theories discussed above, this research is conducted to find out the use of video in teaching speaking to young learner. Specifically, it is to investigate how the video improves the speaking ability of children, the types of speaking that are produced by the children and the aspects of speaking that are improved by using video.

### **1.2. Statements of the Problems**

This study is conducted to answer these following questions:

1. How does the video improve children's speaking ability?
2. What types of speaking that are produced by children?
3. What aspects of speaking are improved?

### **1.3. Aims of the Study**

Referring to the questions formulated in statements of the problem, the first aim of this research is to investigate how the video improves the speaking ability of children. The second aim is to investigate the types of speaking that are produced by children. The third aim is to investigate the aspects of speaking that are improved by using video.

#### 1.4. Significance of the Study

This study is expected to give significance to the development of teaching and learning English in EFL context. Theoretically, the result of this research is expected to enrich the literature on teaching speaking. Moreover, this research will be a reference for those who want to conduct a similar research. Practically, the research is expected to give an alternative teaching media for teacher in teaching speaking and also giving some important ways to the teacher to teach speaking using video.

#### 1.5. Clarification of Key Terms

To avoid misconception and misunderstanding, several terms are clarified as follows.

1. Video is one of audio-visual aids that can be used in teaching and learning speaking (Canning, 2000). In this study, video that acts as an interactive media in teaching speaking are taken from “*Magic English*” video.
2. Speaking Skills refer to children’s speaking ability in terms of pronunciation, vocabulary, fluency, grammar and comprehension.
3. Young learners refer to starter level students in an English course in Bandung, aged seven to eight years old. According to Cameron (2005), young learners are those who are under 14 years old.

## **1.6. Organization of the Paper**

This paper is organized into five chapters as follows.

### **Chapter I Introduction**

This chapter contains the background of the study, statement of the problems, aims of the research, research method, and significance of the study. Clarification of terms and also organization of the paper entitled *The Use of Video in Teaching Speaking to Young Learners* are also presented.

### **Chapter II Theoretical Foundation**

This chapter includes theoretical foundation from the experts and researchers as the fundamental research investigation about the use of video in teaching speaking to young learners.

### **Chapter III Methodology**

This chapter describes the methodology applied in investigating the use of video in teaching speaking. It explains the research design, research site and participant, data collection, research instrument, research procedure, and data analysis.

### **Chapter IV Findings and Discussion**

This chapter presents the findings of the study regarding the use of video in improving children's speaking skill. Besides, the findings are analyzed in discussion section. The section presents the writer's interpretation toward the findings of the study.

## **Chapter V Conclusions and Suggestions**

This chapter draws conclusion from the findings and offers some suggestions regarding the use of video in teaching speaking to young learners for the students, teachers, and further research.

### **1.7. Concluding Remarks**

This chapter has discussed the importance of speaking skills in teaching English to young learners. Speaking is considered to be an important skill to teach since it is important for children's language development to be ready to read and to write. Considering English is a foreign language in Indonesia, so that children need more exposure in order to have good speaking ability. Therefore, finding an appropriate way that can accommodate the children needs is necessary. Video is chosen as a teaching media that is expected to be able to provide support for children to develop their speaking ability. The terms have been clarified to give introduction to the study and organization of this paper has been explained in order to give a brief description about the whole paper.