

# **CHAPTER I**

## **INTRODUCTION**

This chapter briefly presents the overall research outline. It starts with the background of the research which presents the nature of the research, statement of the problem which presents the formulated questions to be investigated in this research, purposes of research, research methods including the research design, data collection and data analysis. This chapter is also completed with the organization of paper which describes the general content of the all chapters.

### **1.1 Background of the Research**

Based on the observation, some elementary school teachers' in Bandung convey that it is rather hard to teach speaking to young learners. It is stated that are still confused finding an appropriate method and media to be applied in teaching speaking for young learners. Some of them realized that not all English teachers can provide a good model of speaking who could speak English fluently as native like, particularly in giving example of speaking English with appropriate pronunciation, intonation and even the stressing of word itself, whereas children or young learner are stated as the successful L2 or L3 learner (Troike, 2003).

Children as a young language learner are unique for their particular characteristic that might not be found in teen or adult learners. They are, in their ages, really different from adult in some aspects, not only physically but also in the terms

of social/ emotional and cognitive aspects (Brazelton and Greenspan, 2000 cited in Linse , 2005:3). It can be seen from their behaviors that they are active, like to move around and can't stand to stay for a long time except for interesting thing.

The assumption about the nature of young learners above will be dealt with the process of teaching English for your learners which will be the theme of this research. As Brazelton and Greenspan (2000) cited in Linse (2005:3) state, children needs professionals who interact with them in appropriate ways by considering their social/emotional, physical, cognitive, and moral development. It means that teacher should find and use the appropriate strategy in teaching of young learners. When teachers can pay attention to the developmental ability and disability of children, teachers will give better learning activities which are appropriate to children (Linse, 2005:3). In a consequent, when teacher could provide appropriate joyful learning experiences which are suitable with young learners' interests and characteristics, it tends that learning input will be gained by young learners easier and more quickly.

Linse (2005:47) argues that words can be used as an entertainment to be learned by children. She states that children are often seen do the role playing at home or in school. In conversations, young learners often adapt the sentences that they have heard from adults whether directly in person or indirectly on TV as the media. This learning technique is called as imitative (Brown, 2001:271).

Based on the observation, the phenomenon above is indeed happened to most children. Children like to play and pretend to be someone else, whether to be their hero, someone around them or figure that they made lonely in their fantasy.

Sometimes, figure and sentences that children play in their role play are influenced by media as videos which are preferred by them.

Previous research conducted by Hu (2006) shows some findings about teaching non-English majors listening and speaking through videos. It is found that there are some advantages of teaching listening and speaking through videos as follow. Firstly, videos provide authentic materials which can be defined as material that has never been produced for language learning and teaching purposes and material that has been produced in real communication situation. Secondly, they provide cultural input. Hu (2006) states that language is a symbolic human communication and a part of culture. Videos provide real communication situation therefore it is said can provide cultural input in the language learning classroom. Thirdly, videos also cultivate communicative competence. It means that videos which provide a real communication situation make students gradually learn how, when, where and to whom the language should be used besides learn how to apply the rules of grammar and those what are said as communicative competence. Fourthly, videos motivate students. Videos are varied, flexible and enjoyable that's way it can motivate students to learn English more. The last, videos introduce variety and flexibility into classroom since students can see interesting scenery, characters and real situation which can't be found in the text book. It is supported by the findings of research conducted by Wulandari, et.al (2008). Their research shows that videos do not only improve students' pronunciation ability but also develop their motivation to learn English particularly speaking since it is fun for them.

In conclusion, videos do not only function as the entertainment but it also can be the tool or media for learning and teaching English especially speaking.

By looking at some theories, observation, and previous research above, this research takes as a starting point to carry out a research entitled *The Use of Videos to Improve Young Learners' Speaking Ability*, which aims at finding out whether or not the use of videos is an effective method that can be utilized by teachers in order to improve speaking ability of young learners.

## **1.2 Limitation of the Research**

This research limited the investigation of speaking ability in the aspects of fluency, vocabulary, and pronunciation. The limitation also occurred in terms of time, particularly the time of treatment part, observation record which used one video recorder, sample quantity, and input about students' character in arranging the lesson plan.

## **1.3 Statement of Problem**

This research was conducted to answer these following questions:

1. Can the use of videos improve the students' speaking ability?
2. What are the strengths and weaknesses of using videos in teaching speaking to young learners?

#### **1.4 Purposes of the Research**

The aims of this research are:

1. Investigating the effectiveness of using videos in teaching speaking to young learners;
2. Exploring the strength and the weaknesses of using videos in teaching speaking of young learners.

#### **1.5 Significance of the Research**

This research was conducted to give a great value to the development of language teaching method, particularly in the speaking skill. Considering the theory stated in this research, it would give a better understanding and alternative method for English teachers in teaching and learning English through videos. Finally by revealing theories and findings, this research is expected to contribute to the development of speaking English ability of young learner through videos, which is conducted by professional teacher who has good understanding about speaking and videos themselves.

#### **1.6 Hypothesis**

$H_0$  : There is no difference of students' speaking ability between experimental group who receive the treatment and control group who do not receive any treatment.

## 1.7 Research Design

This research used quasi experimental design. There are two groups which were taken as the investigated groups in this research. One group is Experimental Group (EG), the most exposure by videos, while the other group is Control Group (CG) which was not getting any treatment or using dialogue text (Brown, 2011) in its process of teaching and learning.

The experimental design in this research is described as follows:

Sample	Pre Test	Treatment	Post Test
Experimental Group	V 1e	T	V 2e
Control Group	V 1c	0	V 2c

Notes:

V 1e : Students' speaking achievement of experimental group in pre test

V 1c : Students' speaking achievement of control group in pre test

V 2e : Students' speaking achievement of experimental group in post test

V 2c : Students' speaking achievement of control group in post test

T : Treatment using videos.

### 1.7.1 Population and Sample

The population of this research was one public elementary school in Sukabumi. The sample used two classes of the fifth grade students which each class consisted of 45 students. However, to avoid the students' absence, it was only 30

students who were taken as the sample. The first was class V-B as the experimental group and the second was class V-A as the control group. The samples which had similar speaking ability proved in pre test, were taken based on the existing class.

### **1.7.2 Data Collection**

In collecting data, this research used the following instruments:

1. Pre test; it was administered to the students. Pre test was conducted to know their initial capability in speaking.
2. Post test; it was administered to the students. It was conducted to check whether there was a different result or not in the speaking ability of students after given a treatment.
3. Field notes; they were taken by the researcher and observer while observing to know the strength and weaknesses of the implementation videos usage for learning speaking in the classroom and the way those videos being media learning for speaking skill.
4. Questionnaires; they were administered and filled by young learners (students) to know students' preference and hours in watching videos and its influence to their speaking English ability. Besides, they were also administered to know students' opinion toward the strength and weaknesses of the implementation videos usage for learning speaking in the classroom and the way those videos being media learning for speaking skill.

### 1.7.3 Research Procedures

The procedures of this research are described as follows:

1. Organizing the teaching procedures.
2. Organizing the research instruments.
3. Trying out the research instrument to check its reliability and validity.
4. Conducting the pre test to both targeted participants group to know students' initial ability in speaking skill.
5. Treating the experimental group using videos in the process learning and teaching speaking.
6. Taking filled notes while observing to know the strengths and weaknesses of using videos in the process of teaching and learning speaking.
7. Conducting the post test to both of experimental and control group to know whether there is a different result or not in the students' speaking ability after the treatment.
8. Administering the questionnaire to the students of experimental group to know their opinion toward the treatment.
9. Analyzing the collected data.
10. Drawing conclusions.



#### 1.7.4 Data Analysis

There are some steps that the researcher did to analyze the data.

1. Analyzing the data of pre test and post test was done by organizing data preparation, describing the data by using table, and testing Hypothesis and interpreting the data by using t-test. The computation of the pre test and post test data was undergone by using SPSS 17 for Windows Program.
2. Analyzing the results of field notes was done by observing and calculating the percentage of students' attention, participation, and comprehension.
3. Analyzing the results of the questionnaire was done by calculating the frequency of students and answers.
4. Interpreting the research findings in order to explain the results of the study by looking at the calculation of research findings. It is supported by grounded theories of teaching speaking toward young learners employed Cameron (2001) and Pinter (2006) and the theory of using videos employed by Candlin (1981) and Sherman (2003).

## 1.8 Clarification of Key Terms

To avoid misinterpretation in understanding this research paper, it is necessary to clarify some key terms as follows:

1. The use of videos refers to the method used in the process of teaching speaking to young learners through English videos which are suitable with learning topic.
2. Improving the speaking ability in this research is defined as the effort to improve the speaking ability of young learners in the process of teaching and learning speaking particularly vocabulary, pronunciation, and fluency aspects.
3. Young Learners in this research refers to the students of fifth grade of elementary school who attain the age of 10-11 years old.

## 1.9 Organization of Paper

The research paper is organized as follows:

**Chapter I** : Introduction

This chapter presents background of the research, statement of problem, purposes of the research, research methods, significance of the research, and organization of the paper.

**Chapter II** : Theoretical Foundation

This chapter elaborates the theoretical foundation which is relevant with the investigated problem in this research. It also will be the bases which guide the conducting research.

**Chapter III** : Research Method

This chapter presents in detail the method used in this research including the formulation of problem, clarification terms, research design, hypotheses, data collection, and data analysis.

**Chapter IV** : Research Findings and Discussion

This chapter presents, analyzes, interprets and discusses the findings data from the research. It is presented in the form of statistic and narrative.

**Chapter V** : Conclusions and Suggestions

This chapter draws conclusions the whole research findings which have been obtained including its strength and weaknesses and also proposes the suggestion for further research or the teaching of English.