

CHAPTER I

INTRODUCTION

This chapter includes information about background of the study, statement of the study, objectives of the study, theoretical background, scope and limitations, significance of the study, definition of key terms, and organization of the proposal.

1.1 Background of the Study

Speaking is a way to tell information and communicate with others. According to Chaney (1998), “speaking is a process of building and sharing meanings in various contexts through verbal and non – verbal symbols.” In Stephen Krashen’s theory of Second Language Acquisition as cited in Schütz (2019), there are five main hypotheses: (1) the acquisition-learning hypothesis, (2) the monitor hypothesis, (3) the natural order hypothesis, (4) the input hypothesis and (5) the affective filter hypothesis. In the fifth hypothesis, the affective filter hypothesis, he claims that students who have a high level of self-confidence, good self-image, and low anxiety are those who are ready for success in mastering a second language. It means that if the students are confident in speaking English when expressing their thoughts or communicating with others, their speaking ability will develop.

In improving one’s speaking skill, we often encounter obstacles and one of which is lack of linguistic elements, namely grammar,

vocabulary, and pronunciation. The low mastery level of these components: grammar, vocabulary, and pronunciation, may be the factors that decrease the students' confidence to speak English. As a result, they are afraid to communicate and share their opinions using English. If it happens, it will be difficult for them to communicate with other people, especially using English.

Whether we are ready or not, we are now in the digital era, in which the sophistication of technology has increased so rapidly. Thus, there are various media that are usually used by teachers to help their students, especially young learners, in order to speak English which continues to develop and become more diverse. One of the popular media used in the classroom is a video. Video is one of the common media used by teachers to support learning processes. It may deliver the combination of pictures, sounds and very commonly music, so that the materials will be delivered more interestingly. The increasing trend of using video in teaching English has triggered the writer to explore the role of videos in young learners' speaking skill.

1.2 Statements of the Study

The study is then conducted to investigate further possible answers to the following question: "What is the role of videos in young learners' speaking skill?". It is expected that through this study, the influence of the use of videos can be identified; whether videos have any influence on learning and whether the influence is constructive or the opposite.

1.3 Objectives of the Study

The aim of the study is to identify the role of videos in young learner's speaking skill.

1.4 Scope and Limitation

This research study focuses on the role of videos in young learners' speaking skill. The videos mentioned are videos designed for learning, such as animation videos or short movies/clips. The types of videos are considered to be relevant, as the popular videos for young learners are generally in the forms of animation or short movies/clips. Young learners defined in this study are children who are EFL learners between the age of 10 and 11 years old or in the 5th grade of elementary school who are learn speaking both in the classroom and also at home by the time this study is conducted.

1.5 Theoretical Background

Video is the combination of pictures that are sequentially read in a certain time with a certain speed that are supported by audio as an accompaniment (Bravo et al., 2011). Its main function is to deliver stories or describe situations by showing the representations of the real situations. In its use, video is considered to support English as a foreign language learning processes. It helps students, especially young learners in the age of 10-11 years learn better. The following paragraphs explain this in details.

In Piaget's theory (1973), there are four development stages: (1) *Sensorimotor stage* (from birth up to 2 years old), in which children experience their world through their movements and senses, and learn the permanence of objects; (2) *Pre-operational stage* (from 2 up to 7 years old), in which children focus to develop their motor skills; (3) *Operational stage* (from 7 – 11 years old), in which children begin to think logically about concrete events; and (4) *Formal Operational stage* (aging after the age of 11), in which students are involved in the development of abstract reasoning.

In Piaget's concrete operational stage, it can be concluded that young learners aged 7 – 11 years old start to give logical reasons about concrete objects and events. The students start to tell what they see, or watch, what they listen to, what they feel, and also what in their mind is. Fleming (2006) states that it may happen because children in this age can be categorized as visual learners (children who learn through seeing), auditory learners (children who learn by listening), and kinesthetic learners (children who learn by moving and doing).

1.6 Significance of the Study

From the result of this study, it is expected that English teachers and the students' parents are aware of the role of videos in English learning. In addition, English teachers and parents hopefully can get more knowledge about the role of videos and their use in young learners'

speaking skill, so that both teachers and parents may consider using this media properly and correctly, and be expected to work together in accompanying and directing young learners when they learn through using videos if this research analyses show promising results.

1.7 Definition of Key Terms

It is important to define the key terms used in this study to avoid misunderstandings.

Young Learners

There are some definitions of “young learners”. In this study, the writer refers to Hoesein (2011), that young learners are students who are studying in the elementary school at grade four up to grade six. In addition, Piaget and Vygotsky, as cited in Uysal, N. D. and Yavuz (2015), state that young learners build their knowledge through social interactions and learn by involving the environment around them. Also, children in general are active in their learning processes by exploring it directly. From these statements, we can conclude that young learners are students in the age of 10 – 12 years old who are active in their learning process by involving the environment around them and exploring it directly.

Speaking

Speaking is the action of conveying information or expressing someone’s thoughts and feelings in spoken language (Cited in <https://www.encyclopedia.com/humanities/dictionaries-thesauruses->

pictures-and-press-releases/speaking). According to Brown (1994) and Burns & Joyce (1997), speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information. The function of speaking is to communicate and create conversation with other people.

Videos

Bravo et al. (2011) define video as the combination of pictures that are sequentially read in a certain time with a certain speed that are supported by audio as an accompaniment. It is different with a film or movie, which is defined as a medium commonly used to deliver a moral value to the viewers. Further, the main function of video is to deliver stories, such as autobiography, describe someone's experiences in the past, and situations like historical documentaries. It can also contain news and useful information. Videos can be various, such as autobiographical videos, documentary, news, and also learning videos. In this study, the writer will focus on learning videos used in the classroom, such as animation videos or short movies/clips.

1.8 Organization of the Thesis

In the first chapter, the writer presents the background of the study, statement of the study, objectives of the study, theoretical background, scope and limitations, definition of key terms, and organization of the proposal.

In Chapter II, the writer presents the review of the related literature that includes related literature, the advantages, and disadvantages of the use of videos.

In Chapter III, the writer presents the research method that includes the research design, subject, instruments, the procedures of data collection, and data analysis technique.

In Chapter IV, the writer presents the findings and discussion

In the last chapter, Chapter V, the writer presents the conclusion and suggestions