

CHAPTER I

INTRODUCTION

This chapter covers research background which explains about a research phenomenon, the importance of using video in learning English for young learners, and a previous study along with its findings. In addition, formulation of the problem, operational definitions, aim and uses of the research are also provided.

A. Background

Implementation of video as a medium in teaching English to young learners (TEYL) becomes a choice for some EFL teachers in Indonesia, especially in teaching English vocabulary to the YL. A phenomenon found by the current researcher confirms that the implementation of video stimulates the YL to become more active to learn English vocabulary with the teacher. Accordingly, YL of twenty first century like to see motion picture in class hour (Altay & Ünal, 2017). Additionally, videos seemed to be of great help when making students follow the instructions given by teachers in the classroom learning (Ulloa Salazar & Díaz Larenas, 2018). Therefore, the video has a beneficial role for English teachers in TEYL.

Video as one of media in TEYL is an attractive one that can be used in facilitating the learners in the classroom learning process. It presents some vocabulary through pictures or moving pictures. Berk (2009) affirms that video is a kind of multimedia products that can facilitate both verbal and non-verbal communication and learning (as cited in Muslem, Mustafa, Usman & Rahman,

2017, p. 26). Accordingly, video is an extremely dense medium, in which there are combinations of visual elements, sound effects, and audio (Renandya, 2004, as cited in Muslem et al., 2017, p. 26). Hence, due to its strengths, video is considered as a pivotal medium in TEYL.

This research is relevant with the previous one conducted by Ulloa Salazar & Díaz Larenas (2018). It focused on determining the change in 18 English as a foreign language young learners' performance regarding their understanding of instructions after being exposed to an audiovisual materials-based teaching strategy including videos, flashcards and images (Ulloa Salazar & Díaz Larenas, 2018). It revealed that there was a positive change in their performances and that these learners regard this strategy as beneficial, which supports the belief that the inclusion of audiovisual aids benefits young learners when learning English (p. 91). Hence, by considering the previous research finding, the use of video helps learners to learn English.

There are some gaps in the study of Ulloa Salazar & Díaz Larenas (2018) which can be fulfilled by the current research. Explicitly, it suggests to conduct further studies to see specific cases and study how learners with special needs perform and respond to this strategy of audiovisual materials. It would also be advisable to conduct this study together with a team of psychologists and special education teachers (p. 108). In addition, it does not specify the investigation of how the teacher implements video as the medium in TEYL. Therefore, this current study attempts to investigate about how an EFL teacher teaches English vocabulary to young learners by using video.

B. Formulation of the Problem

This research focuses on answering the question “How does an English teacher teach English vocabulary to young learners by using video?”

C. Operational Definitions

To avoid misunderstanding and to clarify the point of the research, it needs to explain the technical term as follows:

1. TEYL : It is a process of teaching and learning English vocabulary to young learners whose ages are ranged from 10 to 11 years old through video
2. Video : It is a kind of teaching media which consists of moving pictures and sounds used to facilitate an English teacher in TEYL, especially in teaching English vocabulary.

D. Aim of the Research

Aim of the research is to investigate how an EFL teacher teaches English to young learners by using video as the medium.

E. Uses of the Research

This research has several benefits. They are distinguished in there categories, such as theoretical, practical and empirical uses, as follows:

1. Theoretical Use; it provides additional theoretical concepts about the way in using video in TEYL.
2. Empirical Use; the research can inspire the next researchers to make the better researches in the future related to the implementation of video as a medium in TEYL.

3. Practical Use; it gives understanding for teachers about the way of teaching English to young learners through video.