

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Video is one of the media that is more commonly used by English teachers in the classroom nowadays. It delivers the combination of pictures and sounds. Whether we are ready or not, we are now in the digital era, in which the sophistication of technology has increased so fast. Thus, the various media can be one promising options for instructional media for teachers to help their students, especially young learners to speak English. The purpose of this study is to identify the role of videos in young learners' speaking skill.

The result of the study showed that videos play an important role in young learners speaking skill. In the sense of seeing, video acts as a substitute for the natural surroundings, so that it can show certain objects that can't be seen directly. Meanwhile, in the sense of hearing, video acts as an intermediary media to help young learners pronouncing the words correctly. In sum, through videos, young learners learn a lot, not only increasing their vocabulary and imagination, but also practicing their pronunciation. Therefore, young learners finally become more motivated to learn because of its attractive displays.

5.2 Suggestions

The writer would like to give suggestions to further researchers, English teachers, and parents.

5.2.1 Suggestions for Further Researchers

It is suggested for further researchers to spend more time to get more sources related to the topic studied. The more sources obtained the more complete and clearer the results of the data found and what is discussed. In addition, in order to have more data, the further researchers are suggested to conduct close observations with a child or some children as subject of the study, not only a library study.

5.2.2 Suggestions for English Teachers

It is suggested for teachers to pay more attention to the use of videos in young learners' learning process, especially in Speaking. In this case, English teachers are advised to choose videos that are suitable for young learners that do not have subtitles, so it will not disturb the children's focus. In addition, if the teachers want to add information about the topic being discussed in the class, it is recommended that English teachers explain it after the young learners finish watching the video. When the video is being displayed, the children begin to open their minds to understand what is in the video. Therefore, it is better to add information after showing the video.

5.2.3 Suggestions for Parents

For parents, the writer suggests to always supervise their children when they learn through videos. In this case, parents also play an important role in sorting out the videos that are suitable for children. Presumably, the selected videos can be adjusted based on children's age, so that they have no difficulty in understanding the video being displayed. In addition, if the video shown is a story, it is recommended that parents look for stories which show simple vocabulary, so that the children will understand better, in a more concise, clearer manner. It is better if the videos shown do not have subtitles, so it will not distract young learners' focus when they learn through videos.

REFERENCES

- AS, M. S., Manurung, K., & Darmawan. (2014). The Implementation of Video Learning to Improve Speaking Ability. *E-Journal of English Language Teaching Society (ELTS)*, 2(3), 1–14. <http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/view/3050>
- Astarina, Atri Nadia. (2014). The Use of Videos to Improve Young Learners' Speaking Ability. *The 61st TEFLIN International Conference*, pp. 481–484.
- Bravo, E., Amante, B., Simo, P., Enache, M., & Fernandez, V. (2011). Video as a new teaching tool to increase student motivation. 2011 IEEE Global Engineering Education Conference (EDUCON), 638-642. <https://doi.org/10.1109/educon.2011.5773205>
- Çakir, İsmail. "The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom." *The Turkish Online Journal of Educational Technology*, vol. 5, no. 4, ser. 9, Oct. 2006, pp. 67–72. 9.
- Diptoadi, V. L., Mindari, R., & Tedjasuksmana, H. (2018). Teachers' Implementations of Teaching Techniques for Young Learners. *Celt: A Journal of Culture, English Language Teaching & Literature*, 18(1), 19. doi:10.24167/celt.v18i1.836
- Fleming, N. D. (2006). *Teaching and Learning Styles: VARK Strategies*. Christchurch, N.Z.:N.D Fleming.
- Harmer, Jeremy. (2001). *The Practice of English Language Teaching*. London: Longman.
- Ilham, Mughnifar. "Pengertian Video – Jenis-Jenis Dan Fungsi Video (Lengkap)." *MateriBelajar.Co.Id*, 28 Mar. 2020, materiBelajar.co.id/pengertian-video/.
- Maryani, M., Aguskin, L. (2019). Incorporating YouTube clips in the classroom to develop students' cultural understanding of American culture. *Lingua Cultura*, 13(4), 265. <https://doi.org/10.21512/lc.v13i4.5889>
- Masruddin, M. (2018). The efficacy of using short video through group work in teaching speaking to Indonesian English as Foreign Language (EFL) students. *Arab World English Journal*, 9(3), 282-293. <https://doi.org/10.24093/awej/vol9no3.19>
- Meinawati, E., Harmoko, D. D., Rahmah, N. A., & Dewi, N.-. (2020). Increasing English Speaking Skills Using Youtube. *Polyglot: Jurnal Ilmiah*, 16(1), 1. <https://doi.org/10.19166/pji.v16i1.1954>

- Mindari, Ruruh, Sriemulyaningsih, M.J.K, Joewono, A. "Young Learners' Responses On The Use Of Animation In An English Class." *Magister Scientiae*, no. 46, 2019, pp. 274–285., doi:10.33508/mgs.v2i46.2232.
- Muslem, Asnawi, et al. "The Application of Video Clips with Small Group and Individual Activities to Improve Young Learners' Speaking Performance." *Teaching English with Technology*, vol. 17, no. 4, 2017, pp. 25–37.
- Rubin, Rebecca & Rubin, Alan & Perse, Elizabeth & Armstrong, C. & McHugh, M. & Faix, N.. (1986). Media Use and Meaning of Music Video. *The journalism quarterly*. 63. 353-359. 10.1177/107769908606300217.
- Rusman, Rusman. (2012). *Model-model Pembelajaran: Mengembangkan Profesionalisme Guru*, RajaGrafindo Persada Jakarta.
- Schütz, R. E.. (2019). Stephen Krashen's Theory of Second Language Acquisition. Retrieved from <https://www.sk.com.br/sk-krash-english.html>
- Setitra, I., Larabi, S., & Uno, T. (2015). A Framework for Object Classification in Farfield Videos. *Lecture Notes of the Institute Computer Sciences, Social Informatics and Telecommunications Engineering*, 159-166. https://doi.org/10.1007/978-3-319-18802-7_23
- Shahani, Sara & Tahriri, Abdorreza & Divsar, Hoda. (2014). EFL Learners' Views towards Video Materials and Viewing Techniques. *International SAMANM Journal of Business and Social Sciences*. 2.
- Sowntharya, et al. "Audio Visual Media and English Learners." *International Journal on Recent and Innovation Trends in Computing and Communication*, vol. 2, no. 2, 2014, pp. 384–386.
- Tobin, J., Hsue (2007). *The Poetics and Pleasures of Video Ethnography of Education*. 77–92.
- Uysal, N. D., & Yavuz, F. (2015). Teaching English to Very Young Learners. *Procedia – Social and Behavioral Sciences*, 197, 19-22. <https://doi.org/10.1016/j.sbspro.2015.07.042>