

# CHAPTER I

## INTRODUCTION

This chapter discusses some points including background of the study, research question, the significance of the study, the limitations of this study, and also definition of key terms.

### **1.1 Background of study**

Speaking is a productive skill from English. Since the learners are required to generate their own words and sentences, including various linguistic elements such as grammar, verbs, sentence structure, and the sentence's function itself, mastering this skill requires a lot of practice (Wahyuningsih & Maisyanah, 2021). Speaking is widely regarded as the most challenging skills in language acquisition, for language learners have to face. Speaking is considered the most crucial of the four English language skills. Learners may still experience significant difficulties in developing effective speaking ability even after many years learn a language (Rao, 2019).

Pronunciation, vocabulary, grammar, fluency, and also tone of sound are general factors that cause students feel hard when they speak English. Another factor is that students are rarely to practice their speaking skills. Offering students the chance to practice their speaking skills may indeed facilitate better improvement in their overall language proficiency. (Salman, 2021)

Some students understand when they listen to the teacher speaking English, but when they are given questions by the teacher and they are asked to answer they will have difficulty. This could be caused by a lack of vocabulary and understanding of grammar (Sunny et al., 2020) because when the student has limited English vocabulary, they might face some difficulties in acquiring language skills including listening, speaking, reading and also writing (Misbah et al., 2017)

Mastering speaking skills for foreign language students, especially for Thai students, feels very difficult. Because Thailand does not use English as their daily language (Wanich, 2014 in Triwittayayon & Sarobol, n.d.) state that Thai individuals continue to face challenges in speaking English due to limited exposure to the language in their daily lives. Despite the implementation of various teaching methods aimed at enhancing English speaking skills, these efforts often yield inadequate results. Some Thai students really hate English because many things that should be remembered by them, such as using another grammar to speak out

(Sasum & Weeks, 2018). Based on (Triwittayayon & Sarobol, 2018) state the factor that can enhance Thai student speaking ability are exposure to the language, personality, teacher, family support, age, attitude, and learning style. Regarding to learning style, almost all the Thai student are visual learners. It means that they will more easily understand what their own eyes see.

In this technology era, the teaching media is not only from the book but also there are so many resources that should be accessed by the teacher. For example from youtube. According to (Wahyuni & Utami, 2021) youtube is an online media that can be used by the teacher to teach speaking skill. "YouTube provides many videos that can be used by the students learning resources. Students can learn English through short English videos, films, and English tutorials" (Kristiani & Pradnyadewi, 2021).

According to the researcher experience, Thai students will be interested in taking part in learning. If in the learning process the teacher uses media in the form of interesting videos. The video can be accessed from youtube. Many video from youtube that can provide grammar, vocabulary, pronunciation, reading, speaking, writing, and listening (Kurnia Aliffia & Arifani, 2024). The teachers must choose videos that are appropriate for elementary school children if they are going to use videos as media and should use interesting video to teach them. Cartoon video animation choose as a media because appropriate for elementary school. "Cartoon or animation is one of the media used in teaching and learning in terms of imparting values, culture and entertainment to children" (Nakplad et al., 2023).

The findings from (Şahan, 2009 in Duran et al., 2021) indicate that cartoon videos as effective medium to improving students' speaking skills. Considering the importance of speaking ability and the appeal of cartoons for students, it is surprising that only a limited number of studies have explored the use of speech activities and cartoons at the elementary school level. Speaking practice should be introduced from an early age to help children develop clear, effective, and expressive communication skills.

In this research, the researcher want to know about the teacher perspective of using cartoon video from CoComelon in Anubanloei school. The previous study is conducted by (Aini Sinaga, 2021) with the title is "The effect of cartoon movie on students speaking ability". This previous study using quantitative in the form of experimental design, the result from this research mentioned that using cartoon movie was effective on student speaking skill, and the effect from watching cartoon movie was strong. It can be proof from the T-test data

analysis. Another research was conducted by (Irma Yunda Ramadhani et al., 2020) with the title “The use of animation video to improve student’s speaking skill”. The method in this research using quantitative method. From this research, the result shows that the use of video animation not only successful, but also can help the student difficulties in speaking skill. Moreover, using video animation can improve the speaking ability. The student imitate how to produce the correct pronunciation, intonation, and the way to express the utterances through the video that they watch.

From previous research, the researcher mentions that the result was only for creating a good atmosphere in classroom and how to manage the class when the teacher use a cartoon animation video as a media for teaching speaking skill. There is no research about fluency of the student when they speak in English. Especially research for speaking ability Thai student. Based on the case above, the researcher interested to carrying out a research with a title “Teacher perspective on improving speaking skill through CoComelon video” with the subject English teacher in Anubanloi, Thailand.

## **1.2 Research Question**

Based on the background study above, this research focuses on the teachers’ perspective on the use of video as a teaching media to improve the students’ speaking skills. The following research questions guide the research:

How is the CoComelon video effective on improving students speaking skill?

How is the teacher perspective on media in teaching speaking skill?

## **1.3 Objective of the study**

This research is expected to know how is the teacher perspective and how does the effectiveness of using video as a teaching media on improving speaking skill. To analyze the perceived and challenge of using media based on the teacher perspective. To measure the students improvements after using media in a period time.

## **1.4. Hypothesis of the study**

The hypothesis is a prediction that the researcher aims to evaluate through the investigation. The hypothesis is needed to know whether any significant effect of CoComelon on students speaking skill, the researcher proposed the hypothesis as follow :

$H_0$  : there is no significant effect of CoComelon video on student speaking skill.

$H_1$  : there is significant effect of CoComelon video on student speaking skill.

### **1.5 Significance of the study**

From this study, expected that it can provide teachers with an overview of the appropriate use of teaching media and the effect of the appropriate media to improving students' speaking skills. Using media in teaching speaking is a vital for successful implementation multimedia resource in the classroom. Students are expected to improve their speaking skills after the use of media.

### **1.6 The limitation of the study**

Which focuses on perspective from English primary school teacher of Anubanloei. The researcher focus to know the effectiveness of using CoComelon video to improving speaking skill of the Anubanloei students.

### **1.7 Definition of key term**

#### **Speaking Skill**

Speaking is a skill that should be mastered by the student that learn a foreign learners. Speaking is a productive skill from English, since the learners should generate their own words using gramatical and its need a lot of practice

#### **CoComelon Video**

Video is a visual medium that captures moving images and often incorporates sound. Videos can be created through various means, including recording with cameras, animation software, or screen capture tools. Coco meloon video is a video that created from animation software. They are used for entertainment, education, communication, marketing, and much more. With the rise of platforms such as YouTube, and TikTok.

#### **Teacher Perspective**

A teacher perspective is a view or point of view that a teacher has regarding various aspects of the world of education. It is influenced by their personal experience, educational background, and views on educational in general.

#### **Effectiveness**

An action or a process to measure a goal or something success in meeting the target that have been set. In educational effectiveness can be measure by the improvement in student learning, test score, or graduation rate following the implementation of teaching methode or curriculum.