

# CHAPTER I

## INTRODUCTION

## 1. Background of Study

In line with the development of technological advances, the thinking of children under five is growing, which is balanced with rapid technology. The thinking of these children is influenced by the existence of Social Media, for example, Youtube. Is there any language development from their children? Yes. There is. Children learn many things from YouTube, for example, learning English through the youtube media. Kids have a tendency to learn languages faster than adults. But if you live in a monolingual household, it can be difficult for mom or dad to teach their children a language they don't know. YouTube connects you and your child to an entirely new world where you can learn a second or third language from a native speaker. Make sure you dig around for the right channel. There are many small channels that have tens or hundreds of videos available for language learners. This is a way for your child to expand their language speaking abilities and even career options in the future. It's also neat to learn about other cultures. In this media, children will be presented with many songs that use English to recognize colors, shapes, animals and plants as well as human body parts. Today's children are sophisticated and proficient in using technology so that they can recognize and learn new languages such as English.

Children can quickly recognize

what they have seen and heard. For example, the song "rain-rain go away and family finger" is no stranger to children's ears and they can sing the song even though they are not able to pronounce it correctly. since the covid-19 pandemic the children are at home and not in school so the only friend who accompanies them is youtube. so now a good medium for children to learn is youtube. In order to make them not bored in learning about bilingualism.

As stated in Surah Al-Alaq 1-5 which teaches us to learn, read and write.

Surah Al-Alaq :

اَلَمْ عَلَّمَ بِالْقَلَمِ ۚ الَّذِي ۚ كَرَّمُ الْاِ وَرَبُّكَ اِقْرَأْ ۚ عَلَّمِ مِنْ نَسَا الْاِ خَلَقَ ۚ خَلَقَ الَّذِي رَبُّكَ سَمِ بِاِ اِقْرَأْ ۚ  
يَعْلَمُ لَمْ مَا نَسَا ۚ

In other words, the brain seems very able to accommodate as many lexical units as we want to store, but we are very easily thrown off course when formulating an utterance, if we try to do too many things at once.

It bundles a grammatical configuration of several words into a single lexical unit that can be understood or retrieved without any grammatical processing. In fact, this proposal is seriously compromised, in its extreme form, by the fact that virtually no word strings are immune from some sort of grammatical fine-tuning. In its weak form, however, the models purpose that grammatical interventions are keep to a minimum, to the benefit of processing parsimony. That is, even if it is necessary to

insert the subject, verb ending, and object into do someone a favor, a saving is still made over having to retrieve each word and ending separately and combining them from scratch.

Child development at the age of 1-5 years is a time when children enter their golden age in imitating and learning. Children nowadays are sophisticated they already know what YouTube is because the videos that are packaged are very funny and interesting to watch so that children can imitate the animations on YouTube. Not only learning but we can also see children's learning abilities by just watching YouTube. Apart from being proud to see their children can learn from YouTube, the role of parents must also keep and monitor what their children see on YouTube to avoid unwanted things.

Children's learning abilities must also be supported by their parents so that they make children happy and not bored. Through YouTube, it can help parents to see the progress of their children and use English as the second language of the child.

These trends mean that many children are being raised as bilinguals. Sometimes bilingualism is a necessity, as a child's parents may not be fluent in the majority (dominant) language spoken in the community. Therefore, the child may learn one language at home and another at school. But sometimes bilingualism is a choice, and parents may wish to expose their child to another language, even if they

do not speak a second language themselves. This could be due to the many benefits of being bilingual.

Based on the word of Allah SWT which is contained in surah Ibrahim verse 4 which says that every human being can learn a foreign language.

الْعَزِيزُ وَهُوَ ۖ يَشَاءُ مَنْ وَيَهْدِي يَشَاءُ مَنْ اللَّهُ فَيُضِلُّ ۖ لَهُمُ الْيُسْبِيْنَ قَوْمِهِ نَ بِلْسَا إِلَّا رَّسُولٍ مِنْ أَرْسَلْنَا وَمَا  
الْحَكِيمُ

And We did not send an apostle, but in the language of his people, that he could explain to them. So, Allah misleads who He wants, and gives instructions to whom He wants. He is Mighty, Most Wise. (QS. Ibrahim 14: Ayat 4)

Based on the definition above, especially about teaching English for toddler, here the researcher will explain several reasons that made researcher interested in researching about teaching English for toddler. In this study, researchers will observe about teaching English skills for toddler using YouTube.

Then, another reason why the researcher is interested to conduct a research about teaching English for toddler, in this case, teaching English for toddler by using youtube maybe easy for toddler because this is a golden age for them. Which they can learn through youtube.

The other reason why the researcher is interested to conduct a research about teaching English for toddlers because own experience the researcher.

For those reasons above, the researcher is interested to conduct a research entitled “Teaching English for Toddlers By Using Youtube ”.

## **2. Research Questions**

Based on the background of the research, the research problem is formulated as:

1. How does the teaching activity by using youtube for toddlers?

## **3. Objectives of Study**

Based on the research questions above, the objective of this research is aimed:

1. To describe teaching English for toddlers using youtube

## **4. Significance of Study**

The results of this research are to have benefit to strengthen the researcher’s knowledge about teaching english and to help the people better and recognize and understand from the application of youtube for toddler. Hopefully, could give contribution for students of English Department in adding knowledge about language variation especially about teaching english and could be used as a future reference for the next research.

## **5. Definition of Key Terms**

For the purpose of avoiding misunderstanding or misinterpretation the following important terms need to be defined.

**a. Teaching English**

Teaching English also the teaching of English and English teaching. General, non-technical terms for the work of teachers of ENGLISH, whether with children, adolescents, or adults, and whether as a first, second, foreign, or additional language. However organized, whatever the aim, and whatever the methods used, such teaching currently proceeds on a scale well beyond that of any other language past or present, and approached only.

And increasingly in education generally, the teaching of English is divided into five categories, each with its own tradition, terminology, perspective, theory, practice, publications, organizations, and conferences.

**b. Youtube as a Media**

Youtube is a video sharing website created by three former Paypal employees in February 2005. This website allows users to upload, watch and share videos. This site uses adobe flash video and HTML5 technology to display a wide variety of user-generated video content, including movie clips, TV clips, and music videos. In addition, amateur content such as video blogs, short original videos, and educational videos is also on this site

### **c. The Implementation of Youtube**

in teacher's L1, is the one produced by educators who discuss grammar or present a lesson online. The second type is the video produced by native speakers in the form of video blogs. The first types are better for beginners, where as the second ones are more suitable for more advanced students. Video clips are implemented in teaching in a number of ways, e.g. as lectures (Filius and Lam, 2009) and video streaming (Swager, 2008). Hansch et al. (2015) presented video types based on the following features:

- Building Rapport
- Virtual field trips
- Manipulating time and space
- Telling stories
- Motivating learners
- Historical footage
- Demonstrations
- Visual juxtaposition
- Multimedia presentation