



**Graduation Project
Final Draft**

The Impact of Children's Stories on Developing English Speaking Skills for Fourth

Primary Stage Students at Othman Bin Afan School in Tabuk

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Abstract

The research aims to several purposes as well as to investigate the relationship between the use of video technique and development of the speaking skill. Also, highlight the most characteristics and difficulties in speaking skill. In addition to; this study will show us that using video technique in teaching English as foreign language is not passive action. It is very active it is vital process and an important part that play a great role in enhancing the speaking skill of students. And aims to discover the role of video techniques in teaching English language and how can it develop and improve students' speaking skill inside classroom. Moreover; this study will find out the difficulties while using video techniques and suggest some researches and recommendation concerning the use of video in teaching English to develop and speaking skill At Fourth Primary School In Othman Bin Afan Primary School In Tabuk City.

Introduction

A stories can stimulate students creativity as well a sense of sensitivity to their environment. in addition story will also teach student about life, about himself, herself, and others in their surroundings. Watching stories through videos will awaken their student imagination. Also, improve the children's language skills as well as foster their interest in reading. Stories played important role in the growth and development of children . The stories which read and listen can improve study skills to understand the idea of story. In addition ,stories can be a useful source of information to students that good to develop study skills and its important for success in their future lives. reading and watching stories also can helps student to improve confidence levels, feelings ,language(reading ,writing , spelling and speaking).

Students love stories with actions. This give them confidence to be participatory in group activities. In participating we not only learn the song or vocabulary but also many skills and actions too. Nowadays teaching English is challenging than past . to help the students in language skills, the teachers have to provide good teach that make the lesson interesting. The teachers have found that videos used in classroom can become an important part of the lesson. the fact that videos provide many things that student can learn it .and to know the cultural context which the foreign language is spoken. They also have found that videos make students more focused in lesson and it can positively affect.

Literature Review

Video is an educational technology that has become available since the late 1970s.It is a relatively new option for the language teachers when compared with

textbooks, the blackboard and audio tapes. Video is a valuable learning tool widely available in educational institutions (Greg & Kearsley, 1994, p. 5).

Since the 1990s up till now, video become widely available as a teaching resource, English foreign language researchers (e.g., Berwald, 1985; lonergan, 1984; Allan, 1985; Watts,1987; Harmer, 2001; Dudeney & Hockly, 2001; Berk, R. A., 2009) became importance of incorporating video stories in learning language.

According to Korsvold & Rüschoff (1997), that video is no longer considered new technology in language teaching, yet one of the most exciting advances of the few last years has been the combination of video into the boot of media that can now delivered by computer (Korsvold & Rüschoff, 1997). Teachers believe that “videos expose students to authentic materials and to voices, dialects, and registers other than the teacher’s and provide cultural contexts for that foreign language. Furthermore, videos are thought to provide more motivation and interest to English foreign language students (Altman, 1989).

Significance of the Study

Video helps the students to understand the instruction more than use a textbook because: ‘Video bring language in the context of life in realistic settings to the class room .when students watch a story through videos , superficial and even deep feelings and emotions are elicited or formal of information, facts and reaction from that video, like, Irritation ,sadden, scream, strangeness, relaxation, love, or boredom .In addition; Video is so close to language reality-containing visual and according to what Harmer (2001) agree with the video technique give students real language in the easy way of contexts. in addition, its relate closely to students ’ needs and provide a connect between the classroom and students’ needs. So, used video in teach can make the learning process more interesting . than before and it is sure that using videos in class room is an effective technique to improve students’ skills " speaking reading also writing through video are support them to practice the skill. It entice students attention and they become more enthusiastic in joining the discussion also the use of

video technique to teach a history or civilization make the student see what happened in cover of document .

Research Question

The research will answer this question:

-What is the impact of children's stories on developing English speaking skills for fourth primary stage students at Othman Bin Afan school in Tabuk?

Limitation

The findings of this study are limited to a small group of students and also restricted to just one elementary school . Studying on larger groups and areas would surely create more reliable results. So the results of this study cannot and should not be generalized to all video uses in class room at different levels of learning and in various educational contexts. For those who are interested in studying the effects of using videos in class room is recommended to consider other facets of use in the areas of syntax, semantics, and even pronunciation and spelling.

Methodology

Samples collected from students in elementary school, they were gently asked to perform a task which will be helpful for this research as they were asked to watched story through video in English . They were two groups, the first one (group A) contains five students and the other group(group B) also contained five students, group A has watched the story through videos , group B was read the same story and they were asked them about main idea and some vocabulary time was calculated for each group.

Data collected through students' and teachers' questionnaire in Othman Bin Afan school which investigates their attitudes towards videos -based teaching and learning. The questionnaires are designed in the form of a 5- point Liker scale ranging from " Disagree" to " Agree." The questionnaires were distributed to the 28 students. The questionnaire which have been given to the fourth primary in Othman Bin Afan school are divided into two section and every one describe certain character in student and their opinion about our topic. This questionnaire consists of twenty-one (21) questions which are arranged in a logical way. They are either closed questions requiring from the students to choose „yes“ or „no“ answers, or to pick up the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them. The questionnaire is open and open-ended question which leads us to know students' opinion and suggestion.

Expected Results:

From the categories emerged from data analysis it can be expected that video stories has been widely used as a significant tool by both language teachers and students in the process of study skill teaching and learning. Not only teachers use videos through class room to represent the meanings of English materials, explain specific terms and elucidate the relevant knowledge more easily and clearly.

Results expected that the use stories through videos had its advantages as it helped the teachers save time and effort and provided them with Arabic words in the correct spelling and help students improve spelling and reading skill . but it also had disadvantages as it made them neglect forming the sentences carefully, make grammatical mistakes.

So in this research we expected significant differences between experimental and control group of students on integrated skills. using video integrated into teaching material. We might conclude that motivational factors associated with videos -based teaching helped to increase the efficiency of the teaching and learning process.

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Appendix

Teacher Questionnaire

A- . should video stories used in classroom?

1- Agree 2- Neutral 3- Disagree

B- what did you use in teaching :

1- Whole videos

2- Clip from films

3- Video clips

4- others

C- . What types of video stories have you used English class?

1-Comedy

2- tragedy

3 - other

D. How often did you use the video in your classroom?

1- Once

2- twice

3- Never

E . Does using video takes much time ?

1- yes

2-no

F. Is it difficult to combine videos into curriculum.

1 –yes

2 – no

G. Are videos in classroom only to fill the time?

1- yes

2-no

The Questionnaire for Students :

A. Do you like English videos?

1- Yes 2-No

B - Did you think watch English videos has effect on learning English?

1-Yes

2- No

C. Did you think your videos preferences effect in your learning?

1- Yes

2 - No

D. Does videos help understand the story vocabulary ?

1 - Yes 2-NO

E. How many English word have you learned from the videos?

1- 1-3 words 2- 3-5 words 3- 5-7 words 4- More than 10

