

CHAPTER IV

RESEARCH FINDING

This chapter discusses what findings are recorded during the research. It covers data finding that related to the formulation of the research.

4.1 Findings Description

This part contains of the findings that researcher got during conducting the research, it will reveal the problems of teaching speaking especially using educational YouTube videos in the class. These findings explained about the planning, implementation, evaluation and obstacles faced and how to handle it in teaching speaking using educational YouTube videos like explained below.

4.1.1 Planning teaching speaking using educational YouTube videos

In the observation, the researcher found some findings, such as the appropriate way for learning in general, the lecturer prepared lesson plan before entering the class in order that classroom learning can work well and smoothly. English lecturer prepared lesson plan at the beginning of each semester before starting to teach speaking.

As the English lecturer, build a lesson plan is a duty that must be completed before she / he teach in the class. Lesson plan is like a guided note for a lecturer because all the scenarios for teaching were written by the lecturer to conduct a good teaching in a proper way and appropriate

with the goal she / he want to reach. That matter is reflected in the quoted statement below:

*"Yes of course, not only ever, but always because it's been a mandatory job for me. I prepare syllabus and Learning Plan every beginning of semester, which is a few days before learning begins.
"(Lecturer A)*

It is also emphasized by the Rector of STIEKEN as follows:

"I always instruct all lecturers to prepare a complete learning tool. With good administration, then I assume the lecturers will look at their ability to convey lesson material in class well." (Rector)

The other lecturer of Management Program also did same activity, she prepared syllabus and lesson plan for the following semester. This is a must procedure in order to the lesson activity running fluently and according to what was planned.

The researcher asked about syllabus and lesson plan readiness to the Lecturer B as reflected in the quoted statements below:

"Yes right. I am preparing English learning devices such as syllabus and learning plans at the beginning of the semester, this preparation is always my routine to make learning in the classroom more maximal." (Lecturer B)

4.1.1.1 Process of designing syllabus and lesson plan

From the interviews to some of the English lecturers above, it can be noted that before begin the lesson, lecturers prepared learning devices

both syllabus and learning plan at least 1 week before learning devices are ready because the syllabus and lesson plan will be corrected and asked for signatures by the rector. Prior to giving a signature of teaching order sheet, the Rector assessed all preparation equipment provided by English lecturers.

The principal purpose of a syllabus is to inform students in a formal and timely way of the nature and content of the course, policies and procedures that will apply, and equipment involved in participating in classes. In addition to being informative, however, a syllabus is also a promise of lecturers or lectures that is both explicit in what it states will be part of the course, and implicit in what it infers -by not including- will not be part of the course. The syllabus needs to be consistent with the latest approved curriculum action, and everything done or required in the class at any time throughout the term should be in agreement with what the syllabus states or does not state.

During the planning of English language learning with Educational YouTube Videos, the lecturers prepared several devices, both software and hardware so that learning English especially speaking is becoming more effective and efficient.

4.1.1.2 Preparing supporting equipment

Learning tools are the things needed in the learning process in order that learning goals can proceed smoothly, regularly, effectively and efficiently (Roestiyah, 2004: 166). In relation to the teaching and learning

process, there are two types of educational facilities. In implementing teaching speaking using educational YouTube videos, there are some preparation before conduct the lesson, for example laptop, LCD projector and some material using videos from YouTube that used by lecturers in teaching.

Educational facilities also indirectly related to the teaching and learning process, such as file cabinets in school that indirectly used by lecturers in the teaching and learning process. Whereas reviewing the function and role in the teaching and learning process, the educational facilities can be divided into:

a. Learning tools

Learning tools are tools that are used directly in the teaching and learning process. This tool may be in the form of notebooks, pictures, other writing tools such as chalk, erasure and whiteboard and practice tools, all of which are included in the scope of the learning tool.

b. Props

Props have a broad meaning, they are all educational aids and teaching tools, can be objects or actions from the most concrete level to the most abstract which can facilitate the provision of understanding (delivery of concepts) to students.

By starting with its use, the props can be divided into 2, namely:

- Direct teaching aids, if the lecturers explains by showing the actual objects (objects taken to class, or children invited to objects).
- Indirect props, if the lecturers makes a replacement for the real object. Consecutively from the concrete to the abstract, the props can be: Artificial objects (miniatures), Films, Slides, Photos, Pictures, Sketches or charts. Besides this division, there are more props or demonstrations in the form of actions or activities carried out by the lecturers.

c. Media teaching

The word media came from Latin and is the plural form of the word medium which literally means an intermediary or introduction. Media is any tool that can be used as a channel message to achieve teaching goals. Media is something that is channeling messages and can stimulate the mind, feelings and willingness of the audience (students) so that it can encourage the learning process on them. Therefore, the creative application of media will enable the audience (students) to learn better and improve their performance in accordance with the goals to be achieved.

According to Arsyad (2002: 25-26), the use of learning facilities provides several benefits, namely:

- a. The use of learning facilities can clarify messages and information to facilitate and improve learning processes and outcomes

- b. Increasing and stimulating student attention, it can lead motivation to learn, creating direct interaction between students and their environment and allow students to learn on their own according to their ability and interest
- c. Provide similarities of experience to students about the events in their environment and allow direct interaction with the lecturers, the community and the environment, for example through field trips and others.

Then, the researcher asked to Lecturer A about her readiness to support her teaching speaking using educational YouTube videos as stated below:

“Before I start teaching speaking using Educational YouTube Videos, I ensure supporting equipment is ready like: 1). Multimedia equipment is available in the classroom, and prepared appropriate sources/media, 3) Prepare syllabus, Learning Plan, hardware, and software.” (Lecturer A)

It is also emphasized by the Rector of STIEKEN as follows:

“Right, I also appealed to in addition to preparing syllabus and learning plan, lecturers must be able to choose and master the learning media that will be used to the fullest so that the lecturer is seen mastery the media. I am worried that students become less believe in the lecturers if they are not mastery the media.” (Rector)

From the interview above can be obtained by information that English lecturers in addition to preparing the syllabus and the lesson plan also tried the use of equipment in the classroom, and prepared media appropriate learning, both hardware and software such as hardware, software, hardcopy and also video content in YouTube that is used as a learning media, especially speaking.

In English learning planning, lecturers have consequences in the preparation of the necessary tools in the learning process. English lecturers usually prepare independently, although sometimes they ask other colleague's to help if they encounter obstacles in planning.

It was revealed in an interview with the lecturer A as stated below:

"I prepared myself, but if I encountered difficulties, I asked for the help of a more senior lecturer and I never felt ashamed to ask when I encountered such difficulties" (Lecturer A)

Lecturer B also explained the same thing, as an educator it is not possible for her to work alone, many things that must be obtained by others, one of them is by discussing with English lecturers from other campuses as stated below:

"Even though we work on individual learning plans, it is possible that we also discuss with other lecturers both internally and with outside lecturers." (Lecturer B)

It is also emphasized by the Rector of STIEKEN as follows:

"I want the independence of a lecturer, but the lecturers also have a spirit in team work, it means that the lecturer is able to prepare the learning device independently, because it was a series of the main task of a lecturer already. Besides being independent, the principle of togetherness must also be owned by all lecturers, so it can complement each other if there are shortcomings, including the preparation of materials or learning plan." (Rector)

The results of the interview above that the researchers obtained according to the interview, which is a series of agenda of English lecturers in STIEKEN, which is to develop a learning plan before the learning activities begin, maximum in a week before the study. In this case all English lecturers adapt to each form, model and arrangement of the Learning Plan that has been made in accordance with the prevailing standard rules.

From the interview, it can be obtained by the information that English lecturers always prepare independently of the necessary equipment in the learning. When English lecturers encountered several obstacles in the preparations, English lecturers need assistance from senior English lecturers, whether they were co-workers in STIEKEN and from other campuses. This assistance is usually in the mechanism of using YouTube video media or other good and true visual media to suit the planning. The Rector has also recommended that all lecturers in STIEKEN can work in a complementary team.

English lecturers prepared English language learning material especially English education content video in YouTube like short speech, short story telling and short conversation to intend for the implementation of pre-planned learning run effectively and efficiently.

As the interview with Lecturer B stated below:

"If I do not prepare the learning preparation first, then it will take the learning time that is quite insoluble and feared there will be obstacles in the midst of learning activities. In addition, in order for the lesson to run smoothly and students are assisted in learning." (Lecturer B)

From the interviews, it can be informed that English lecturers prepare learning planning using the audio-visual media like short speech, short story telling and short conversation in YouTube and they will view the videos and in the end of the lesson the practice in front of the class individually and team so the lessons will run smoothly and students are assisted in learning also, become more enthusiastic in attending classes and interested in English lessons.

In addition to understanding the statement above, English lecturers also prepare learning devices to make the implementation of learning more effective and efficient.

As stated by lecturer A as the English lecturer, as follows;

"I prepare syllabus, videos that fit with the material, also student conditions as well as the selection of interesting media." (Lecturer A)

4.1.1.3 Procedures of implementing YouTube videos

From interviewees, researcher could be informed that English lecturers performing their teaching in classrooms by showing the selected video content in YouTube like short speech, short story telling and short conversation refer to the existing syllabus and the planned learning plan. Lecturers also see the student conditions in the class, whether students are interested or not. The English lecturers conveying the material also never extends from planned learning plan, so that learning can run fluently with selected material.

In this planning, the lecturer head for students with good speaking skill especially speak in front of the class / public speaking and satisfactory learning achievement in both academic and non-academic achievements. In this case the English lecturers said there are benefits of learning planning as follows:

As stated by Lecturer B below:

"Students become more easily understand what the lecturers are teaching and make the learning process become more interesting and enjoyable. Indicators in the Learning Plan can be achieved with the value of English courses at least B-."(Lecturer B)

Lecturer A also stated the same thing, as expressed during an interview with him that in addition to supporting academic achievement, non-academic achievements in English also need to be supported in order to compete with other campuses. As revealed in the following interview excerpt:

“In addition to trying to improve academic achievement in English, I as an English lecturer also supports my students to compete with the other students in a class, who get highest score in speaking practice I will give a special gift usually flash disk or English software program to inspire their study in English”
(Lecturer A)

From the interview above can be informed that English lecturers expect that all students are able to have English competence, especially in public speaking. In addition, the English lecturers targeted the students to obtain academic value above the specified value of B-.

English lecturers have partner to discuss in drafting lesson plan to anticipate obstacles faced together. The discussion partner as stated by Lecturer A below:

“I usually have a friend with a special companion who both teach in STIEKEN or from other universities. Joint discussion is very necessary in the preparation of the material and the lesson plan, because with these discussions we can exchange ideas and

coordinate with the latest developments in the world of learning"

(Lecturer A)

From the interview above, information can be obtained that English language lecturers in the preparation of learning plans can share in English lecturers' focus group discussion.

The implementation of YouTube videos in this study consists of pre-speaking, whilst-speaking, and post-speaking activities. The pre-speaking activity is intended to lead the students or activate students' schemata to the topic. This was started by discussing difficult words, and then brainstorming the topic while showing the video screen. In this activity, it is important conducted that the lecturers should trigger the students' attention to focus on what they are going to have. It is relevant to Romero (2002) states that the lecturers should spend enough time to help the students to build their appropriate schemata. By introducing the topic and elicit some vocabulary and expression from the students, it could make them focus on the topic.

In the whilst-speaking activity, the lecturers played the video two times for giving the students' idea to speak. And then the students give information to each other in one team and make presentation in front of the class. This is the core activity in which the lecturers must engage the students to get the idea to speak from YouTube videos. This core activity should be carefully done and well prepared by the lecturers

since the students can take advantage to learn the target language from the YouTube videos.

The post-speaking activity was conducted to reinforce their understanding about the topics that had been discussed. The lecturers asked the students about the problems they faced during the whilst-speaking as well as gave a chance for them to ask questions related to the lesson they got. The assignment was also given to the students to make their own video of being a reporter to make students active in getting the improvement in speaking.

Some of contributions of YouTube video are that it provides the students many opportunities to view the authentic language use particularly in speaking from serving as the language input of target language. This authentic input motivates the students to join in the speaking class, because it is more interesting and clearer.

YouTube videos is considered as a language teaching aid that is a crucial addition to teaching resources. To sum up, some factors that YouTube videos can help the students improve their speaking skills are through communication, non-verbal aspects of communication, motivation, and cross cultural comparison. These ideas are stated by Stempleski and Tomalin (1990: 47).

4.1.1.4 Focus Group Discussion

It cannot be denied if the development in the education system is so rapid, so the lecturers must continue the discussion with each other and

exchange the latest information about what they get about teaching English so that the learning process will not seem outdated and boring.

Focus Group Discussion is a process of gathering information about a particular problem that is very specific (Irwanto, 2007). Henning and Columbia (1990) explain that focus group discussions are interviews of a small group of people led by a resource person or moderator who encourages participants to speak openly and spontaneously about what is considered important and related to the topic at that time. According to Andi Prastowo (2008) Focus Group Discussion is a form of qualitative research in which a group of people is asked for their opinion on a product, concept, service, idea, advertisement, packaging / certain conditions.

The English lecturer is planning to teach speaking with the selected video content in YouTube, which is intended to be well-made and fluent in English. Good for lecturers in delivering materials and students to make it easier to understand English the material.

The researcher got information from the readiness of the lecturers' plans to teach speaking well through the YouTube video media that had been chosen so that students could still take lessons enthusiastically, as stated by the following lecturer B:

"This planning preparation is to facilitate the implementation of the learning process and facilitate the teaching material explanation to the learners." (Lecturer B)

This is also stated by lecturer A as the English lecturer from management department as follow:

"Planning to make speaking learning materials using selected video content from YouTube is very important so that it can be done effectively and efficiently in accordance with the learning objectives and material that can be delivered maximally and completely. Likewise lecturers must seek more conducive learning conditions." (Lecturer A)

It is also emphasized by the Rector of STIEKEN as follows:

"My assumption is, with good planning, the implementation of learning is also good, and evaluation can also be done well in accordance with the initial plans that have been prepared beforehand." (Rector)

Based on interviews with lecturer A and lecturer B along with the rector of STIEKEN, the information can be obtained the main purpose of the lesson plan arrangement by English lecturers is to facilitate the implementation of classroom learning and also to facilitate teaching for the students.

It is expected that with a good learning plan, the material can be conveyed in the order and supporting media used especially the video speaking content from YouTube which has been chosen to function is optimally and neatly arranged according to the plan previously made.

4.1.2 Implementation of teaching speaking using educational YouTube videos at STIE Kesuma Negara Blitar.

The speaking learning implementation which was initiated by English lecturers systematically after the lesson plan has been made, English lecturers refer to the compiled lesson plan so the implementation is in accordance with the plan and can make the class conducive when learning go on.

The main key to the success of a particular speaking learning was the learning process which appropriate with what was planned in advance and also the supporting media used related with the material to be used, as stated by lecturer A as the following English lecturer:

“The success of the implementation of learning process that I have applied so far is as follows: 1. by making a plan first. 2. By looking at the syllabus, preparing the teaching materials, looking for the right tools, make a hard copy when necessary. “(Lecturer A)

Similar thing was also conveyed by lecturer B that the speaking learning process could run well according to the planning, several things need to be considered as stated in the following statement:

“I always apply discipline to myself in teaching English, especially speaking, in order to run smoothly according to what I have planned. For example, I always present the material in accordance with the lesson plan, for speaking learning that using video content

from YouTube, I choose video content with suitable with the material I teach.” (Lecturer B)

From the interview above, it can be interpreted that the readiness of learning devices such as syllabus, lesson plan, material, and test are very important to support the successful implementation of using video speaking content on YouTube for speaking learning in the classroom.

Lecturers are the main key in the success of this implementation, because all plans made will be successful if the lecturer prepares everything, both material and supporting equipment for speaking learning using YouTube educational video content that is appropriate with the material to be taught, for example short speech videos or video conversations short so students can follow according to the planned path.

This is as stated by lecturer A as the following English lecturer of accounting Department:

“I certainly pay attention to the lesson plan and syllabus. So I teach according to the basic reference so that the learning is more effective and efficient. The preparation of the media I'm going to use also adjusts to the teaching materials that suitable with the learning plan. I also completed the necessary software in advance so when I teach in class the material can display as effectively as possible.” (Lecturer A)

After preparing the learning equipment, the English lecturer gave the initial direction for students to know the core of the learning objectives

that will be implemented in the class, by giving an explanation of the main topics so the students have an overview before starting the learning activity.

This is important to do considering that the agreement between lecturers and students must be reached first and then during the learning process students know what the lecturer wants otherwise the lecturer could guide students to understand what materials will be delivered.

This is reinforced by the statement of lecturer B in the excerpt of the interview that the researcher did with it as follows:

"In arranging the order of the implementation of English language learning with media in the form of educational videos from YouTube, I explained the topic and explained the objectives to be achieved in the main learning objectives such as using BKOF, MOT, JCOT, and ICOT in reading learning." (Lecturer B)

Lecturer A also stated the similarity opinion as stated by lecturer B above as follows:

"Before teaching speaking using educational video content from YouTube, first, I explained the subject of the learning material that I was going to convey, and told the mechanism of using YouTube Educational Video media in speaking, both its strengths and advantages." (Lecturer A)

From the results of the interview, information can be obtained that the English lecturer regulates the implementation of learning by giving

explanations to students on core subject matter material, English lecturers also explain the main points that are the objectives of the learning process complete to students. In explaining this, English language lecturers explain general goals and specific objectives of learning so students understand the purpose of applying learning with YouTube Educational Videos.

Lecturer B also gave a statement in line with lecturer A as stated below:

"In initiating the application of speaking learning using the educational content videos from YouTube, I also explained to students about the mechanisms of use and excellence this method. I assume students will understand after I describe the mechanism along with the steps and plot. I intend to provide active learning to students in understanding material and method that I use. That is, I give students the opportunity to respond to the speaking learning process using YouTube's educational video media comprehensively in accordance with the abilities of each student." (Lecturer B)

Furthermore, English lecturers also organize the implementation of teaching speaking in class in order to the lecturer can deliver complete material in the available time. Organizing itself means lecturer must referred to the lesson plan that has been prepared during the planning of learning at the time of arranging material delivery.

Time management is very important to implement considering each course has its own time for one semester and continuous with each

other, therefore time management conducted by lecturers is very important for speaking till learning process can run smoothly and on time in squence with what has been planned according to the lesson plan

Lecturer A stated her statement like below:

"In order to use the time for better speaking that use YouTube educational video content, I followed a lesson plan that had been built before." (Lecturer A)

Lecturer B also revealed the same thing even though it was technically a bit different as noted below:

"In arranging the time for teaching speaking using educational video content from YouTube, I took part in the lesson plan that I had compiled beforehand. So the plot became clear and there was no time wasted." (Lecturer B)

From the interview above, could be informed that the lecturers arranged the implementation of the study to be more effective and efficient. To run effectively, English lecturers are guided by the syllabus and lesson plan that has been pre-compiled.

4.1.2.1 Students positive responses

a. Feel relaxed and happy

Students' condition during the implementation of speaking learning with the selected educational YouTube videos is different from when learning without using it. When the lecturers using selected educational

YouTube videos the students look relaxed and happy so the class looks conducive and the teaching learning process can run smoothly.

This can be seen from the statement of lecturer A who is an English lecturer from the accounting study program as written in the following statement:

"By using the YouTube educational videos there are some quite prominent changes, such as students who are quite relaxed, happy, and ready to receive material. The students' attention also becomes more focused, calm and more interested in the material to be discussed." (Lecturer A)

The lecturer statement mentioned above is strengthened by one of the student statements chosen by the researcher randomly to be asked for opinions on the use of YouTube educational video content as speaking learning media in the class, as quoted in the following statement:

"I saw changes in my other friends when compared to previous studies. My classmates seemed more enthusiastic to follow Mrs. Anis' teaching used YouTube's educational videos. I was also more interested in being able to display something as expected by Mrs. Anis." (Student YVD, Accounting Program)

b. Interested, enthusiast and no pressure

Other students from the management program also felt the same way, they were more interested and enthusiastic in speaking learning using YouTube educational video content, this was conveyed by one

management student who had good grades in speaking as quoted in the statement below:

"I think learning speaking using video content from YouTube really help me because I feel more understanding and able to talk in front of the class with confidence, before I was rather awkward and embarrassed to speak English in public because I was not very confident in previous conventional English learning "(Student MCP, Management Program)

From interviews and learning documentation between English lecturers and accounting and management department students can be informed that during the teaching and learning process, students are relaxed, happy and no pressure so students easily understand and follow the speaking material that delivered by lecturers. The lecturers also instructed students to focus and understand the subjects to be discussed at the meeting.

c. More active

Classroom conditions during the implementation of speaking learning use educational video content from YouTube at STIEKEN different from other learning without using that media. During the learning process, students become more enthusiastic in paying attention to the lecturers' explanations, students are more active when asked, especially when speaking, students look excited to practice their abilities. The

students are no longer awkward or nervous if they are told to practice speaking directly in front of the class.

The above statement is reinforced by the lecturer B quote as follows:

"With the use of educational video content from YouTube there are some differences seen before the technology was not as sophisticated as today. In the past, they only rely on books and lecturer explanations as the main sources of learning. The difference can be seen are: First, classes are usually more enthusiastic and students become more active. The second, the students were take it easy while listening to the explanation and see the video shown on projector otherwise crowded when discussing and practicing in front of the class." (Lecturer B)

Not only lecturer B revealed that the difference was seen between learning speaking using YouTube education video content and those that did not use as in the past, which technology was not sophisticated as nowadays. This can be illustrated from the statement of lecturer A as below:

"When I see students who are interested in the media that I use, the activities of students in the class become more active and students was not like before that using YouTube educational video content is not easy as now." (Lecturer A)

c. Getting involved

This is in accordance with the observations when the researchers conducted the observation, students seemed to take part in learning, enthusiastic in following the lecturers' explanations and scrambling to come to the front when English lessons will begin and look calmly watching their classmate practice in front of the class.

From the results of interviews and observations, it was also obtained information that using YouTube Educational Videos by lecturers, the condition of students seemed to be more conducive in participating the learning. Students are no longer passive as in previous learning without using Educational YouTube Videos, but the attractiveness of students' was increased. Students seemed calm when the lecturer delivered the material, when some students practiced speaking in front of the class, other students seemed to be busy responding because they became more active in being able to try conveying their ability to speak English.

Learning speaking using YouTube video education made students more enthusiastic about learning, this is because students are interested in the appearance and excellence of learning that was different from educational YouTube Videos rather than conventional learning. That was confirmed by the statement of lecturer A as written below:

"The difference that seems very striking, such as: Students are more enthusiastic, focused, active, and not bored" (Lecturer A)

From the interview and observation, information can be obtained that by using YouTube Educational Videos, students become more enthusiastic and active in learning English. Students are interested in YouTube Educational Videos because they can display interesting images and sounds that contain motion and discuss the latest info. Students were not only observed and listen, but also train students to dare to speak in front of the class.

4.1.2.2 Lecturers response

Implementation of learning English with YouTube educational videos has certain advantages compared to learning with conventional or other methods. This advantage made lecturers more eager to deliver material. Students also became more active and enthusiastic in learning. That was confirmed by the statement of lecturer B as follows:

"There are so many advantages when teaching speaking using YouTube educational videos, including: 1. Making learning objectives easier to achieve, and increasing student interest in learning. 2. Can make learners concentrate well and more enjoyable." (Lecturer B)

From the results of the interview, information can be obtained that learning using the YouTube education videos, English lecturers feels that the learning objectives are easier to achieve and increase students' interest in learning. In addition, it can make students concentrate well and be more

fun because of the students' interest in understanding what the lecturers said

The media used by lecturers is quite diverse so lecturers must be more active in choosing methods. Students also focus on media use. The YouTube educational video media used by English lecturers at STIEKEN is quite varied. Students become more attentive and the YouTube educational videos media often used by lecturers are a short video conversation, responding to dialogue and short speeches. Students also more easily understand the subject matter delivered by the lecturer. This certainly becomes a distinct advantage so that the learning objectives that have been previously set by the lecturer can be achieved.

Like the general learning, English lecturers perform sequential learning as well as pre-arranged on lesson plan, and end learning by conducting a good evaluation. As stated by Lecturer A as the following English lecturer in accounting Department below:

“At the end of the implementation of speaking learning I always do the followings: 1. by making a summary of the material, review the lesson on that day. 2. For students, give exercise (Post activity) 3. For the tool: turn off all the equipment according the procedures.”
(Lecturer A)

The statement above is also reinforced by the statement of lecturer B who apparently also did almost the same thing in the final stages of learning, as quoted in the following article:

"I always give students a summary together, but I also give students an opportunity to actively create an independent summary or a group of materials learned so students slowly able to conclude the subject matter I give. And I usually interspersed with practical activities speaking in front of the class." (Lecturer B)

From the interviews obtained, English language lecturers asked students to make input from what was delivered by the lecturer as a teaching report material. The lessons obtained on that day and then connected with several enrichments, either add or subtract the students to make it easier and focus on the material. English lecturers also ask students to take lesson tests according to a predetermined learning plan.

4.1.3 Evaluate teaching speaking using educational YouTube videos on STIE Kesuma Negara Blitar

Evaluation is important in every learning process, because the target what has reached can appear in the evaluation. So, the lecturer must arrange what evaluation will be given to the student like the explanation below.

4.1.3.1 Evaluation stages

To measure the success of learning English with the YouTube educational video media at STIEKEN, English lecturers conduct learning evaluations. This evaluation is conducted in 2 (two) stages, namely at the end of learning English after completing the material in Speaking skills

and at the end of the semester, as stated by Lecturer A as the following English lecturer:

"Yes. I held this English learning evaluation after one material was completed, and then also at the end of the term." (Lecturer A)

The same thing was expressed by lecturer B as stated below:

"That's right; I programmed the implementation of English learning evaluation after one routine was completed, then also at the end of the term." (Lecturer B)

From the interview above, it can be informed that English language lecturers conduct speaking learning evaluations using YouTube educational video media after completing 1 subject matter. English lecturers provide an essay assessment of the material presented by the lecturer. Usually tests are also given in the form of speaking. Before the learning evaluation ends, lecturers tell students that they must be more prepared. Students are tested for their ability by lecturers independently and sometimes in groups. This evaluation is conducted so the lecturers can know in detail the success of learning at each meeting.

In addition to evaluations at each meeting, the lecturer also evaluates at the end of the semester. This final semester evaluation is a combination of several chapters for one semester. The students were also asked to record their actions during speeches and retelling brief stories then they had to upload their recordings to the YouTube site and share them with other students. Next, the other students had the task of seeing

and commenting on the videos uploaded by their friends and so on, finally each student could review other friends or can be called peer review as stated by Lecturer A as the following:

"There are several benefits to conducting learning evaluations, such as evaluating learning to be more varied and able to meet the demands of the material, students can be concentrated well and calmly, as a reference for more intensive learning. They are also eager to do semester final assignments because they have to upload their assignment via the YouTube site" (Lecturer A)

4.1.3.2 Evaluation types

Learning media through YouTube education videos at STIEKEN has several benefits that can be seen from the results of interviews. With this evaluation, English lecturers will have a more varied learning evaluation model and can fulfill the demands according to the prescribed syllabus, students can be helped better and study calmly. Other learning benefits are material enrichment in the next semester and can be improved learning formulations that have been used.

English lecturers can choose several evaluation models that are considered to be good enough so they can achieve the set evaluation targets. Evaluation models are used by lecturers to measure students' English proficiency with written and oral tests. A more complete evaluation model is explained by lecturer A as follows:

"I usually conduct an evaluation in written and oral form. First, listening, matching, Reading comprehension and making presentation in front of class. The second, written test (listening comprehension, grammar, vocabulary) oral Test (for language feature)" (Lecturer A)

And also lecturer B conveyed his ideas about the evaluation of speaking learning with the following quote:

"The evaluation that I use always includes oral and written tests, listening and reading. Hope my students are able to care for aspects of cognitive, affective and psychomotor." (Lecturer B)

From the interview above, information can be obtained that the evaluation model used by English lecturers to measure students' ability to learn in the form of written and oral evaluation. Overall the form is listening, matching, and reading understanding, making presentations. While written tests can be in the form of listening comprehension, grammar, vocabulary and also oral tests in the form of language features.

The form of evaluation of learning English with the media of YouTube educational videos at STIEKEN which has been carried out includes the question and answer test. This is also to measure the dexterity of lecturers and students in receiving and delivering material. English lecturers express their opinions about the final assessment as follows:

*"I feel the form of evaluation still needs improvement and usually in the form of Quiz, paper pencil test, question and answer."
(Lecturer A and B)*

From the interview it can be seen that the form of evaluation of English learning with YouTube Education Videos at STIEKEN is mostly a form of questions and quizzes. So the form of learning evaluation still needs improvement and improvement. Their scored is sometimes also in the form of listening and speaking.

In the implementation of speaking learning evaluation, lecturers always pay attention to three aspects so that they remain in a series of competencies possessed by students. The target of conducting speaking learning evaluations by lecturers on students must cover all three aspects, cognitive, affective and psychomotor aspects. In addition, lecturers also focus on evaluating students in the competence to speak, read, write and listen.

To facilitate the implementation of this learning evaluation, English lecturers have a special assessment format so that the assessment takes place more effectively and efficiently. Lecturers are also easier and simpler in delivering material, because the learning plan is clearly defined in beginning. As stated by Lecturer B as follows:

"In this speaking assessment, we must pay attention to the following things: 1. Depending on the goal you want to achieve. 2. Find the appropriate format, knowledge of planning,

implementation, evaluation of education-based YouTube video learning if it is not fully mastered." (Lecturer B)

4.1.3.3 Assessment references

English lecturers have references in assessments so students are more easily grouped into groups that are successful or unsuccessful. Criteria for students who are considered successful in learning speaking with the YouTube educational video media at STIEKEN consist of the main academic values and non-academic values in accordance with the standard of submission, namely a minimum B- as stated by Lecturer A below:

"First, if students can achieve a minimum score B- as determined, and active in the learning process and the second assessment when students answer questions perfectly and material indicators are reached." (Lecturer A)

From the interview above, information can be obtained that students are considered successful if they are able to obtain grades based on value standards and students can actively participate in the learning process. Students are also considered successful if they are able to answer various questions from the lecturer.

4.1.4 Obstacles faced and how to handle them in teaching speaking using Educational YouTube Videos on STIE Kesuma Negara Blitar

In the implementation of English learning at STIEKEN, not everything went well and smoothly as expected. Like other learning, the

implementation of learning English still finds several obstacles that need to be addressed. As explained by lecturer B below:

“There are some obstacles that I feel in learning English with YouTube’s educational video media, but only around 10%. For example: For students whose vision is not clear, they feel dissatisfied.” (Lecturer B)

This was also conveyed by the Mahmud, students in management as follows:

“I have an unclear view so that I can only take lessons taught by the lecturer with oral explanations, because the sharpness of my vision is somewhat blurred.” (Mahmud)

4.1.4.1 Student sight

From the interview result above can be obtained the information that in the implementation of speaking learning in the classroom with educational media YouTube videos still encountered some obstacles. This happen because there are still some students whose vision sharpness is lacking, especially since the language class room is in less dark condition so that the screen reflection of the LCD is clearly visible. For those who are minus in vision, will be get minimum looking at the LCD screen display.

The English lecturers immediately sought an exit to address the problem by asking employees at the campus to correct the classroom conditions as stated by the following English lecturers:

"To overcome the student dissatisfaction, I asked the facilities and infrastructure staff to correct the classroom conditions to be darker; In addition I give special attention to some students who have a minus eye by questioning which material is not yet understood so that I give a description of the question that is not understood." (Lecturer A)

4.1.4.2 Infrastructure and facilities of the campus

From the results of interviews above can be obtained information that to overcome the matter, the lecturer asked the infrastructure and facilities staff in STIEKEN to correct the condition of the room to be darker in order to the displaying of projector is clear enough. Another solution by the English lecturer is to pay special attention to the students who lack the maximum view by providing additional material explanation for the students. To clarify the material, English lecturers asked students for material that has not been understood.

Because learning using YouTube's educational videos is different from other learning, then the English lecturers still find some difficulties in the process of implementation. As stated by Lecturer B as the following English lecturer:

"Yes especially in the video selection that suits with the material."
(Lecturer B)

4.1.4.3 Material selection

From the results of such interviews it can be obtained information that the selection of videos as appropriate media material is still a major constraint. English lecturers sometimes encountered barriers to some videos whose pronunciation was less obvious and the image quality was too low. While at the physical level, the difficulties of learning still appear some learning facilities that have been less worthy of use. These facilities are the main facilities to support learning using the educational media YouTube videos as stated by Lecturer B as the following statement:

“Some of the obstacles I experienced were: 1. Laboratory room LCD facilities are still lacking and many are less so bright. 2. Limited number of classes attached LCD.” (Lecturer B)

That is justified by the Rector of STIEKEN in his statement as follows:

“Until now we still programmed the procurement of LCD equipment that is still lacking, because we are still in the procurement program of other facilities and infrastructure, and this is adjusted to the budget of the existing funds.” (Rector)

From the interviews it can be obtained information that in STIEKEN the availability of the projector in the classroom is still lacking because it was only amounted to 5 of the total of 9 classrooms available. In preparation of this planning, English lecturers encountered some difficulties. These difficulties become an obstacle to the smooth

implementation of learning so as to comprehensively understand the things that need to be prepared for learning as stated by lecturer A as follows:

"1. Yes, first must understand the operation of the electronic device, timing, selection of media sources, and the preparation of appropriate evaluation. 2. Yes, there are limited numbers of LCD on some classes." (Lecturer A)

From interview above, the interviewee could be informed that English lecturers encountered some technical difficulties in speaking learning process using the educational YouTube videos. English lecturers must have the ability to operate the electronic equipment, timing, selection of media sources, as well as the preparation of appropriate learning evaluation.