

CHAPTER V

DISCUSSION

This chapter discusses the findings obtained so that the main objectives of this research are clearly illustrated according to the established research formula.

5.1 Speaking Learning Planning with the Educational YouTube Videos in STIEKEN.

Here the researcher will discuss how the initial stages of learning plan arranged by English lecturers at STIEKEN Blitar in the use of YouTube educational videos to improve students' speaking abilities in learning English so that readers can find detailed info about interviews that have been stated in the previous chapter.

5.1.1 Process of designing syllabus and lesson plan

Syllabus is very important for the lecturers because it becomes a main part of teaching instrument, a syllabus can guide the lecturers deliver the materials to the students accordingly. Before conduct a teaching process, lecturers should design a syllabus by themselves related to the existing applicable curriculum. Furthermore, to design a syllabus is to decide what gets taught and in what order. For this reason, the theory of language explicitly or implicitly underlying the method will play a major role in determining what syllabus is adopted. In addition, a theory of

learning will also play an important part in determining the syllabus choice.

For example, lecturers may accept a structural theory of language, but not accept that learners can acquire language materials according to a strict grammatical sequence of presentation. While the basic view of language may be structural, the syllabus, in that case, may be more situational or even content-based. Learner type is another variable in the choice of syllabus of syllabus. Learner types can be seen in practical and observable terms, such as type of cognitive activity, life style, aspirations, employment, educational and social backgrounds and so on (Krahnke, 1987).

The choice of a syllabus is a major decision in language teaching, and it should be made as consciously and with as much information as possible. According to Krahnke (1987), there are six types of language teaching syllabus including:

- a) A structural (or formal) syllabus. It is one in which the content of language teaching is a collection of the forms and structures, usually grammatical, of the language being taught. Examples of structure include: nouns, verbs, adjectives, statements, questions, complex sentences, subordinate clauses, past tense, and so on, although formal syllabi may include other aspects of language form such as pronunciation or morphology.

- b) A notional/functional syllabus. It is one in which the content of language teaching is a collection of the functions that are performed when language is used, or of the notions that language is used to express. Examples of functions include: informing, agreeing, apologizing, requesting, promising, and so on. Examples of notions include size, age, color, comparison, time, and so on.
- c) A situational syllabus. It is one in which the content of language teaching is a collection of real or imaginary situations in which language occurs or is used. A situation usually involves several participants who are engaged in some activity in a specific setting. The language occurring in the situation involves a number of functions, combined into a plausible segment of discourse. The primary purpose of situational language teaching syllabus is to teach the language that occurs in the situations. Sometimes the situations are purposely relevant to the present or future needs of the language learners, preparing them to use the new language in the kinds of situations that make up the syllabus. Examples of situations include: seeing then dentist, complaining to the landlord, buying a book at the bookstore, meeting a new student, asking directions in a new town, and so on.
- d) A skill-based syllabus. It is one in which the content of language teaching is a collection of specific abilities that may play a part in using language. Skills are things that people must be able to do to

be competent in a language, relatively independently of the situation or setting in which the language use can occur. While situational syllabi group functions together into specific settings of language use, skill-based syllabi group linguistic competencies (pronunciation, vocabulary, grammar, sociolinguistic, and discourse) together into generalized types of behavior, such as listening to spoken language for the main idea, writing well-formed paragraphs, giving effective oral presentations, taking language tests, reading texts for main ideas or supporting details, and so on. The primary purpose of skill-based instruction is to learn a specific language skill. A possible secondary purpose is to develop more general competence in the language, learning only incidentally any information that may be available while applying the language skills.

- e) A task-based syllabus. It is similar to content-based syllabus in that both the teaching is not organized around linguistic features of the language being learned but according to some other organizing principle. In task based instruction the content of the teaching is a series of complex and purposeful tasks that the students want or need to perform with the language they are learning. The tasks are defined as activities with a purpose other than language learning, but, as in a content-based syllabus, the performance of the tasks is approached in a way that is intended to develop second/foreign

language ability. Language learning is subordinated to task performance, and language teaching occurs only as the need arises during the performance of a given task. Tasks integrate language (and other) skills in specific settings of language use. They differ from situations in that while situational teaching has the goal of teaching the specific language content that occurs in the situation – a predefined product – task-based teaching has the goal of teaching students to draw on resources to complete some piece of work – a process. The language students draw on a variety of language forms, functions, and skills, often in an individual and unpredictable way, in completing the tasks. Tasks that can be used for language learning are, generally, tasks that the learners actually have to perform in any case. Examples are applying for a job, talking with a social worker, getting housing information over the telephone, completing bureaucratic forms, collecting information about preschools to decide which to send a child to, preparing a paper for another course, reading a textbook for another course, and so on.

- f) A content-based syllabus. It is not really a language teaching syllabus at all. In content-based language teaching, the primary purpose of the instruction is to teach some content or information using the language that the students are also learning. The students are simultaneously language students and students of whatever

content is being taught. The subject matter is primary, and language learning occurs incidentally to the content learning. The content teaching is not organized around the language teaching, but vice versa. Content-based language teaching is concerned with information, while task-based language teaching is concerned with communicative and cognitive processes. An example of content-based language teaching is a science class taught in the language that the students need or want to learn, possibly with linguistic adjustments to make the science more comprehensible.

The media to be used is prepared early for the learning in order to the learning process can run more effectively and efficiently. The example of preparation such as the lecturers prepared the LCD projector and content of English learning video from the YouTube website that suitable with materials to be delivered in the classroom.

The effectiveness of learning with educational YouTube videos which also as an audio-visual tool as stated by Amir Hamzah (2000:11), that media or audio-visual tools are "audible" tools meaning it can be heard and "visible" means to be seen. The audio-visual tools use to make the communication way more effective. Audio-visual media is an affordable form of instructional media, learning becomes more effective and efficient.

English lecturers carry out classroom learning with the educational YouTube videos referring to existing syllabus and pre-compiled lesson

plans. The use of video content from YouTube also adapts to the subject matter. Lecturers can see the student's condition in the class, whether the student is interested or ordinary. The English lecturers convey the material also never widened beyond the prescribed material, thus focusing on the main material.

English lecturers' learning target are all students able to have English competency and also both cognitive and psychomotor competence, skill in speaking (speaking) listening, writing and reading (reading). In addition, the English lecturers targeted the students to obtain academic values above the predefined standards.

To improve the planning preparation, English lecturers have colleagues as friends to discuss in preparation of learning to anticipate the obstacles which may face together. In the preparation of learning, discussions with colleagues are usually associates who are also the subjects of English both in the same STIEKEN teamwork or the English lecturers outside of STIEKEN. The English lecturer speaking planning with the educational YouTube videos is intended to allow speaking learning run well and smoothly, both lecturers in delivering materials and students is easier to understand the subject matter. The learning planning of the educational YouTube videos includes syllabus, lesson plan, media used, laptop, and video content from YouTube accordingly the materials will be taught.

As stated by Azhar Arsyad (2007:30), that audio-visual technology is a way to produce or deliver materials using mechanical and electronic machines to present audio-visual messages. Education through educational YouTube videos clearly characterized the use of hardware during the learning process such as: laptops and wide visual projectors. If the preparation stage is done maximally by the lecturer then the implementation of learning will take place more effectively and efficiently.

5.1.2 Preparing supporting equipment

The use of good learning facilities will make it easier for children to carry out learning activities so that children are more enthusiastic in learning. On the contrary, with a lack of learning facilities, it will make children less enthusiastic and less passionate about learning. This of course will affect student achievement.

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According to Slameto (1995: 28), one of the conditions for successful learning is "that learning requires adequate means". Learning facilities or facilities that support student learning activities can take various forms.

While according to Thabrany (1994: 48-55) learning facilities include "1. Study room, the conditions are free from interference, good circulation and air temperature and good lighting (not too bright and not too dark). 2. Sufficient and good equipment, at a minimum, there is a writing desk and chair.

Whereas according to Article 42 Government Regulation number 19 of 2005 concerning National Education Standards states that, (1). Each education unit must have facilities that include furniture, educational equipment, educational media, books or other learning resources, consumables, and other skills needed to support a regular and continuous learning process. (2). Each education unit must have infrastructure that includes classroom space, education unit leadership room, educator room, administration room, library room, laboratory room, workshop room, production unit room, canteen room, power and service installation, gym, place worship, playground, place of creation, and other spaces / places needed to support a regular and continuous learning process.

Learning tools play a very important role in supporting the achievement of learning success with the use of appropriate learning facilities in learning expected to provide convenience in absorbing the material delivered. The use of appropriate learning facilities is a factor that must be considered in learning activities, because learning activities will run well if supported by good and adequate learning facilities and vice

versa if there are no good facilities and infrastructure causing students to be hampered in learning so that it can affect achievement student learning.

The contemporary curriculum guides lecturers to facilitate the development of adaptable and flexible students who know how to take on new tasks and situations, quickly and easily. Students will need to be good communicators who can competently discuss topics with others and effectively share their ideas in many forms and for different purposes. Students will need to possess excellent collaboration skills and be able to work together with many different types of people, each of whom his/ her has own special disciplines and unique ways of learning and working together.

Furthermore, students will need the ability to create in a variety of manners and bring their visions and ideas alive through different types of media. In this section, we discuss the ways in which students can learn to understand, communicate, collaborate and create using different modes of technology, and how lecturers can use technology to assist their students in transforming knowledge and skills into products, solutions and new information.

Digital learning resources especially educational videos from YouTube support information processing by helping students to develop mental representations through the mix of media elements presented to them. Digital learning resources include content and, sometimes, learning activities. They combine multimedia elements including text, image, video

and audio to present information. Research on multimedia learning have demonstrated more positive outcomes for students who learn from resources that effectively combine words and pictures, rather than those that include words alone (Mayer, 2008).

In this case, the role of the lecturers in preparing all supporting equipment for the implementation of speaking learning using the YouTube educational video is very important because the readiness of the supporting tool can support the success in the learning process. Conversely, if the lecturer does not prepare it well then learning will experience obstacles because the tools are less ready to use, so that a lot of time will be wasted just because of preparing learning.

5.1.3 Procedures of implementing YouTube videos

When using video in classroom, there are some techniques that can be used by the lecturers for its implementation. The following are some practical techniques for video implementation in classroom as suggested by Çakir (2006) and Rice (in Sari, 2012).

- a. Active viewing. It is necessary for students to take an active part on the video since this technique needs them to focus their attention on the main idea of the video. Before playing the video, the lecturers should write some key questions on the board related to the video, so the students get an overview about the content of the video. The students may take a note during watching the video and after that they should answer the questions orally. For detail

comprehension, the students can be given a cue sheet or viewing guide then let them watch and listen for specific information needed.

- b. Freeze Framing and Prediction. It means stopping the video at certain point so it shows certain picture on the screen by pressing pause button. Then the students are asked to predict about what action the character at the frozen picture on the screen will probably do, how is his/her feeling, and what will probably happen, or any other questions related to the picture. Freeze framing fires the imagination of the students by leading them predicting and deducing further information about the characters.
- c. Silent viewing. It means that the video is playing with the sound off and is only using the moving picture. One way of doing this technique is the students are asked to observe the behavior of the character and to use their deduction. Then pause the video at certain point to stop the moving picture on the screen and get students to guess what is happening and what the characters might be saying or ask students what has happened up to that point. After that, the video segment is replayed with the sound on, so that the students can compare their deduction with what actually happens in the video.
- d. Sound on and vision off activity. This technique is used by removing the visual element of the video so that the students only

can hear the dialogue but are unable to see the action. Then the students can be asked to guess the setting, action, characters, etc. from the soundtrack.

- e. Repetition and role-play. When there are some difficult language points in the video unit, a repetition can be a necessary way for communicative production exercises. Through this technique, the lecturer replays difficult point of the video and asks the students to do repetition individually or in chorus. After the students have clear understanding about that difficult point they can be asked to act out the scene as much of the original version as they can remember before asking them to improvise the scene to fit their views of the situation and the characters they are playing.
- f. Jigsaw viewing. To implement this technique, the lecturers can instruct half of the students to go out of the classroom for few minutes and the rest are watching the video with sound off. Then the students switch places and the second group watch the video with the pictures off. Finally, they come back to share their ideas about what the video is about.

5.1.4 Focus Group Discussion

Before the focus group discussion begins, the facilitator should obtain the background information of participants such as their background knowledge about the topic, skill and other pertinent

information. The type of information to collect depends on the FGD topic.

Once this is done, this sequence of steps is carried out:

- a. After a brief introduction, the purpose and scope of the discussion is explained.
- b. Participants are asked to give their names and short background information about themselves.
- c. The discussion is structured around the key themes using the questions about the topic prepared in advance.
- d. During the discussion, all participants are given the opportunity to participate.
- e. Use a variety of moderating tactics to facilitate the group.
Among these tactics that the moderator can use include:
 - 1) Stimulate the participants to talk to each other, not necessarily to the moderator.
 - 2) Encourage shy participants to speak.
 - 3) Discourage dominant participants through verbal and nonverbal cues.
 - 4) Pay close attention to what is said in order to encourage that behavior in other participants.
 - 5) Use in-depth probing without leading the participant.

According to Viji (2014:6) Focus Group Discussion (FGD) is a good way to gather together people from similar background or experiences to discuss a specific topic of interest. The group of participants

is guided by moderator or facilitator who introduces topics of discussion and helps the group to participate in a lively and natural discussion among them. Focus Group Discussion (FGD) is a groupthink allows the individual participants to pose their ideas or opinions also poses their responses about the opinion from others.

In this case, the lecturer is very important to discuss so that they can exchange knowledges and ideas to add insight into each lecturer. In addition, they can also share the difficulties faced while teaching so that other lecturers can help provide the best solutions in order to solve these problems because we know the problems faced by each lecturer vary from one lecturer to another.

5.2 The Implementation of Speaking Learning using Educational Media YouTube videos in STIEKEN.

At the stage of implementation of English learning, it was initiated by the English lecturers systematically after made the lesson. English lecturers begin their preparation by referring the prescribed material, preparing teaching materials and learning software so that it can be used on speaking learning using educational YouTube videos including speaking video content From YouTube.

After preparing some learning equipment, English lecturers provided preliminary directions for students to know the core of learning objectives to be implemented in the classroom, by providing explanations of key material topics in order that students have an overview of how to

study with the educational YouTube videos intended. The English lecturers also explain the main points that are the objective of the implementation of speaking learning by using the educational media YouTube videos in clear explanations to students. The initial explanation of the learning mechanism by the English lecturer is expected to slowly explain and change the perception, understanding and change student knowledge with the use of the educational YouTube videos. This seems to be of the rhythm associated with the theory of learning according to Hilhard Bower in the book *Theories of Learning: Learning to relate to a change in one's behavior to a situation caused by repeated experiences in that situation, where the behavior change is inexplicable or basic tendency response of maturity* (Fryta Dewi, 2009).

Then, English lecturers explained the general purpose and specific purpose of learning so that students understand the purpose of the implementation of learning with the educational media YouTube videos, using both laptop / computer and smartphones in an effort to improve learning effectiveness and student learning outcomes if it is associated with the article Seyyed Mohammad And Shiva Kaiva (2011) in *The Use Of Information Technologies And Audiovisual Media in ELT* mention as follow:

“In increasingly information-based societies, where economic activity and the daily transactions are based more on the exchange and interpretation of information, the ability to read, write, and communicate effectively over

computer networks is essential for success in almost every walk of life (Warschauer and Healey, 1998). In these societies, a major goal of language instruction is to provide students with the computer literacy skills needed to function in such a networked context and to have access and respond to the huge mass of instructional material available online in the form of text, graphics, sound, animation and video.”

5.2.1 Students positive responses

a. Feel relaxed and happy

Classroom conditions appear different from other learning that without using the educational YouTube videos during the implementation of speaking learning with educational YouTube videos in STIEKEN. In this study students become more passionate in noticing the explanation of lecturers, students are more active to ask, especially during speaking, students excited to practice their awareness. While using the educational YouTube videos, the students seem look relaxed and happy so the classroom looks conducive. Students are no longer passive as in previous learning that without using the educational YouTube videos, but the interest of students is increasing. Students seemed to be calm when lecturers delivered the material; otherwise the students' speaking practice seemed crowded because they became more active to try conveying their ability to speak English.

b. Interested, enthusiast and no pressure

Furthermore, English lecturers also organize the implementation of English learning with educational YouTube videos in class so that the lecturer can deliver complete material in the time available. In this case, the English lecturers refer to the lesson plan that has been drafted during the planning of learning at the time setting to deliver the materials. While to organize the time in general, English lecturers see the schedule of the use of the class attached LCD so that there is no collision between class one with the other class.

This seems to be a difference when the English lecturers are not maximized in delivering the material using the educational YouTube videos like English lecturers are less familiar with the media used or because the lecturers are happier to conventionally. It is assumed that students are less active in following the speaking learning. So that lecturers' activities are less maximal and perfect in the use of educational YouTube videos will make learning in the classroom is also less maximized, in this case it is their influence on student activity at the time of learning.

c. More active

The implementation of English learning with educational YouTube videos has certain advantages compared to learning using conventional or other methods. These advantages make lecturers more passionate about delivering materials. Students also become more active and passionate about learning.

Like the general learning, English lecturers perform sequential learning as well as lesson plan that have been prepared at the beginning and end the learning by conducting an evaluation of students. After implementing the learning, English lecturers delivered the material completely to the end of the study, the English lecturers together with the students make a summary of the lesson then the English lecturer asked students to make a summary of the lessons they have acquired. Next step, the English lecturer is sorting, either adding or reducing the summary that the student has made to focus more on the material. English lecturers also ask students to answer the questions in accordance with pre-defined materials. The English lecturers also asked students to turn off media equipment such as LCD systems as well as good use procedures.

d. Getting Involved

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.

5.2.2 Lecture response

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.

So, English language lecturers have to ask the 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.

5.3 Evaluation of English Language Learning Outcomes with Educational Media YouTube Videos in STIEKEN

To indicate the success of speaking language learning using Educational YouTube videos at STIEKEN, English lecturers conducted a

learning evaluation. This evaluation is carried out at 2 (two) stages, i.e. at the end of learning after ending 1 chapter and at the end of semester.

English lecturers gave question to the students about the material that has been explained by the lecturer. Question is given in the form of listening, speaking, reading and writing. Before the evaluation of each end of the explanation, English lecturers informed students that students must prepare themselves.

5.3.1 Evaluation Stages

In addition to the evaluation, the English lecturers also conducted an evaluation at the end of semester. The final evaluation of each semester is a combination of chapters or materials in following semester. In this case, the English lecturers at the time have an evaluation model and the implementation assessed as poor and maximal. Conduct an evaluation not at any end of the material, so make the students less focused on some questions and also actually lecturers will be difficult to know the success indicator of students on each their materials. The form of evaluation used by lecturers is also less with the material; it will make students difficult to measure the achievement of success in their studies.

English lecturers conducted an evaluation of this learning because they saw that the benefits of the evaluation of English language learning with the educational YouTube videos in STIEKEN is quite high, good for the personal self-lecturers and useful for students.

With this evaluation, English lecturers have a model of evaluation learning to be more varied and can fulfill the demands of the material that has been determined. Students can concentrate better and calmly in following the learning and the other benefits this learning evaluation also as a reference for the improvement and enrichment the learning implementation.

5.3.2 Evaluation Types

English lecturers choose several evaluation types that are considered good enough so they be able to achieve the evaluation target of the learning. Evaluation model used by lecturer A and B as English lecturer is to measure English proficiency of their student with written and oral test.

Overall the forms of evaluation are listening, matching, reading comprehension, making presentation. The form of speaking evaluation using Educational YouTube videos in STIEKEN that has been done is a question and answer test also public speaking in front of the class. It is also to measure the dexterity of lecturers in accepting and delivering the material.

The form of speaking evaluation using educational YouTube videos in STIEKEN is mostly question and answers form and quiz. So the form of learning evaluation still needs improvement. In the implementation of English learning evaluation, lecturers always pay attention to the four aspects to remain a series of competencies that are

owned by the students, cognitive aspects, listening and speaking, reading and writing so that the target of the evaluation of English language learning by lecturers in students should including all three aspects, both cognitive aspects, affective and psychomotor aspects. In addition, lecturers focus more on student assessments on the competence of speaking and reading.

Evaluation on speaking can be a very judgmental issue, in which people tend to relate on native/nonnative speakers on the basis of pronunciation (Luoma, 2004). Additionally, Nunan (1999) viewed that speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. To speak also needs functional competence which means answering questions completely and logically. Another competence is strategic competence in which the speaker is able to use repairing strategies when conversation breaks down. And the last one is sociolinguistic/cultural competence. It demands the speakers to use the language appropriately to the context. This theory then developed as the criteria of speaking test assessment. However, the design of speaking assessment may vary; depend on the types of speaking assessed. Then, what should to be tested? (Nunan, 1999).

a. Grammar

Students are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

b. Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by students indicate the level of how proficient they are.

c. Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question.

d. Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.

e. Pronunciation

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.

f. Task

Task deals with finishing the command given during the speaking test.

Like all test scores, speaking scores must be dependable, fair, and above all useful for the intended purposes (Luoma, 2004). To ensure speaking skill assessment is trustworthy, there are factors that should come into consideration (Hughes, 2003; Luoma, 2004; Nunan, 1999):

1) Practicality

The first principle of making language assessment is practicality. Before deciding a test, we need to analyze how practical the test is to be used considering the time constraint of running and interpreting the scoring of the test, budget limitation, and facilities.

2) Validity

Consistently accurate measurement must be provided to assign a valid test. It has to measure what should be measured by excluding all irrelevant variables to be tested. When speaking skill is tested, making essay is not a valid test as it fails to provide information of the test takers speech production. In result, it may not bring about the real test takers' ability. In accordance to types of speaking, test designer should decide what kind of speaking types would be tested as it will influence the design of assessment. Using interview test for imitative speaking may lead to invalidity of assessment.

3) Reliability

The need of consistent scoring measurement is very important to make a test reliable. In addition, clear rubric and scoring criteria is also a must. Sometimes a reliable test may not be a valid test. However, a test designer should struggle to keep a reliable test as valid as possible. As a need of reliable scoring system is unavoidable in speaking test, before conducting speaking test, test takers must prepare a standard scoring system.

The items on it should represent all aspects of what are to be assessed from the students. The weight of the score must be printed clearly on the form as well to make sure each student's ability is well presented. During the test, the standard scoring system will be used to record students' work. Without a good scoring system, it is hardly possible to have a reliable result of the test

4) Authenticity

It refers to a contextual language or language in use. Students are asked to represent something related to their values. In that case, the language produced is authentic.

One goal of language testing is its backwash effect. It tells both lecturers and learners of the effect of the learning and teaching (Hughes, 2003, p.53). As it is important, therefore, this issue should also be explored in designing a test.

5.3.3 Assessment reference

To facilitate the implementation of English study evaluation, the English lecturers have a special appraisal format so that the assessment takes place more effectively and efficiently. Lecturers are also easier and simpler in conveying the material, because the material is clearly defined in the front. English lecturers have a reference standard in the assessment so that students are more easily grouped into successful groups or not. The criteria of students who are assessed successfully in English language learning with Educational Media YouTube videos in STIEKEN is composed of academic values as a key value and non-academic value such as can follow the English competition both in regional and national scale.

5.4 Obstacles Faced and How to Handle It in Speaking Learning using Educational YouTube Videos in STIEKEN.

In this section the researcher will discuss any problems encountered during the implementation of speaking teaching using the YouTube educational video and the researcher will also explain how the lecturer overcomes the problem when speaking teaching activities take place.

5.4.1 Students sight

In the implementation of English learning in STIEKEN, not everything went well and smoothly as expected. Like other learning, the implementation of English learning is still found some obstacles that need to be addressed. This is because there are still some students whose vision

sharpness is lacking, especially since the language laboratory room in condition is less dark. Such as students who are minus in vision, they will be less maximized in looking at the LCD screen display.

This is in line with the one expressed by Amir Hamzah, (1999:17) that by seeing and listening, the person who receives the lesson, lighting or counseling can be easier and more quickly understand what it means to give lessons, lighting or counseling.

5.4.2 Infrastructure and facilities of the campus

The English lecturer immediately solved the problem by asking the campus facilities and infrastructure staff to correct the conditions of the classroom. 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 simplify time, English lecturers ask students for material that has not been understood.

The selection of appropriate videos with materials educational YouTube videos is also still a major obstacle. English lecturers sometimes encountered barriers to media selection like poor video quality. At the physical level, the difficulty of this learning appears in the limited learning facilities by using the LCD projector media that is not yet available and or has been less worthy of use. The facility is a key for supporting learning using the educational YouTube videos. The availability of the projector in the laboratory room is still lacking because only 5 of the 9 classrooms are available.

Another obstacle in drafting the planning of English lecturers encountered some difficulties. These difficulties are the obstacles to the smooth implementation of learning to understand comprehensively the things that need to be prepared for learning. The solution, independent English lecturers must be able to operate electronic devices, LCD, timing, selection of video content according to the material, as well as the preparation of appropriate learning evaluation.

5.4.3 Material selection

English lecturers are experiencing obstacles in looking for material that stunt the lecturers searching on the internet because of limited ability in material preparation independently. So they have to search on many YouTube channels, but not necessarily can be found in a short time and sometimes less as desired.

Teaching material is one of important components in teaching-learning process. According to Richard (2001) instructional materials generally serve as the basis for the language practice that occurs in the classroom. For inexperienced lecturers, materials also serve as a form of lecturers training, providing ideas how to plan and teach lessons as well as formats those lecturers can use. Some lecturers use instructional materials as their primary teaching resource. The materials provide the basis for the content of the lessons, the balance the skills taught, and the kinds of language practice students take part. In other situations, materials serve primarily to supplement the lecturers' instruction. For learners, the

materials provide the major source of contact they have with the language apart from the lecturers.

Therefore, the lecturers should design activities in such a way that all the learners can acquire a variety of communicative purposes. It means that learners may be able to use appropriate expressions in the right time and right context. The activities should (1) be based on authentic or naturalistic source materials; (2) enable learners to manipulate and practice specific features of language; (3) allow the learners to rehearse in class, communicative skills they need in the real world and (4) activate psycholinguistic process of learning.

Another obstacle in the form of student understanding is no better understanding of material understanding when using the educational YouTube videos because usually through original lecturers (native speakers), students will be easier when receiving English language materials through the native English lecturer.