

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter provides research findings and discusses the data. This research collects data through interviews, observations, and documentation obtained from the teacher who use YouTube as media in teaching speaking.

1.1 Finding

The data in this finding presents the research's findings based on the results of the observation and interview with the teacher toward The Use of YouTube video that as media in teaching speaking. These findings studies are presented below.

Observation and interview are the way to get information about the use of YouTube video as media in teaching speaking. The meeting consists of pre-teaching, while-teaching and post-teaching. There were three steps in while teaching; exploration, elaboration and confirmation. The result of observation was follows:

a. Pre-activity

ASPECT	Sub-Aspect
Opening	• Greeting
	• Praying
	• Class preparing
	• Recalling

Table 1 Teaching speaking Pre-Activity

The opening activities are meant to act as starter, as thawing exercises that put the students at ease, inspire willingness to participate, and create the atmosphere for the day.

- Greeting

Teacher-student interactions are at the heart of every classroom. Greetings let the students know that the teacher care about them not only as students but as people too. It is also a great way to check in with the students as they enter the classroom based on the interviews and observation in the classroom the researcher found that the students start the routine greeting leading by the chairman of the class

The chairman : “Attention please, greet to the teacher “

Following by the class response by doing the religious greeting

Students : “*Asssalamualaikum warahmatullahi wabarakatuh*”

Then, teacher answered their greeting by doing the religious greeting as well.

The teacher : “*Walaikumsalam warahmatullahi wabarakatu*”

After that the chairman instructed the class to pray together. After the routine finish the teacher greet them again and asked the students condition:

The teacher : “Good morning class, how are you today?”

Following by the class respond

Students : “Good morning ma’am, I’m fine thank you and you”

The teacher answered it as well

The teacher : “I’m fine too”

From the interviews, the teacher explained that the students have the routine to starting the class led by the chairman

“...biasanya kelas akan dimulai dengan aba-aba dari ketua kelas untuk bersiap duduk yang rapih menyambut guru yang akan mengajar dikelas lalu memberikan salam, semua dipimpin oleh ketua kelas.” (usually the class will start with a signal from the head of the class to get ready to sit down neatly to welcome the teacher who will teach in class and then give greetings, all led by the class leader)

The teacher also explained the way of them do the greeting is with Islamic greeting way.

“Cara memberikan salam yang siswa lakukan pun dengan menyampaikan salam dalam agama islam ya karena memang kebanyakan siswa dan guru pemeluk agama islam. Walaupun mayoritas islam tentu ada beberapa siswa yang bukan pemeluk islam makanya saya selalu menyapa mereka kembali dengan kalimat sapaan biasa dan menanyakan kabar mereka disetiap awal kelas untuk memastikan mereka sudah siap untuk mulai belajar”

(How to give greetings that students do by conveying greetings in Islam because indeed most students and teacher are Muslims. Even though the majority of Muslims, of course there are some students who are not Muslims, so I always greet them back with ordinary greeting sentences and ask how they are in every beginning of the class to make sure they are ready to start learning)

From the class activity during the pre-activity in greeting the researcher found that the class has its own routine in starting the lesson by greeting led by the chairman. The researcher also discovered that the class used religious greetings based on the predominant faith embraced by the majority of students and teacher which is Islam, resulting in Islamic greetings. They will say the standard greetings such as good morning and good afternoon if the teacher who attend the class is not a Muslim. In one class where the majority of the members are Muslims, there are also some students who are followers of religions other than Islam. In order not to make minority students feel left out, the teacher greets again with a standard greeting.

- Praying

Classroom prayer is an attempt by class members to communicate with God, and to deepen their relationship with him. In the routine of starting class, praying also led by the chairman after doing the greeting.

The chairman : “Let’s pray together according to our beliefs”

Following the students' response, they sincerely pray as a group in silent and pray inside their mind.

Based on the interview with the teacher the researcher found that this praying activity is not always conducted every time the beginning of the class.

“aktivitas berdoa dilakukan diawal pelajaran dipagi hari saja dan itu sudah merangkup berdoa untuk belajar pada keseluruhan hari, jadi tidak perlu diulang kembali setiap guru masuk supaya tidak memakan waktu belajar yang sudah ditentukan”(prayer is only done at the beginning of the lesson in the morning and that includes praying for study throughout the day, so there is no need to repeat it every time the teacher enters so that it does not take up the allotted study time)

From the statement above it can be explained that. The praying activity is conducted depend on the time when they do the class. If the class start at noon the students don’t need to do the pray anymore to avoid consuming class time.

- Class preparing

Teacher prepares the class condition such as the stuff in the classroom to support the teaching process. The teacher stated that in class preparing she didn’t need to check the class condition anymore as the students has independently prepared before the teacher come into the class

“siswa kelas 11 ini sudah mandiri untuk mempersiapkan keadaan di dalam kelas, mereka sudah tahu semua telah disiapkan sebelum guru masuk untuk memulai belajar seperti papan tulis yang dibersihkan dari pelajaran sebelumnya, kerapihan meja guru, dan tempat duduk mereka sendiri. jadi guru tidak perlu lagi mengecek satu-satu.” (Grade 11 students are already independent in preparing for the situation in class, they already know that everything has been prepared before the teacher enters to start learning, such as the blackboard that has been cleaned from the previous lesson, the tidiness of the teacher's desk, and their own seats. so the teacher no longer needs to check one by one.)

Based on the interview above it can be concluded that with the independence of grade 11 students who know what they will do in preparing learning conditions in the classroom, the teacher no longer needs to check class conditions in the beginning of the class.

- Recalling

The teacher has taken over her role in front of the class in this stage by doing recalling session to remind the students of last materials.

“iya, saya akan selalu menanyakan kembali kepada siswa setiap akan memulai pelajaran tentang materi yang dipelajari sebelumnya jadi mereka bisa ingat dan dapat melanjutkan kembali materi sebelumnya ataupun memulai materi yang baru.” (Yes, I will always ask students back every time

they will start a lesson about the material being studied previously so they can remember and can resume the previous material or start a new material.)

In conclusion, the teacher did recalling session to refresh students' memories and reminding them about content and topics from the previous lesson and to get ready for the new lesson.

b. While Activity

ASPECT	Sub-Aspect
Exploring	• Preparing the materials
	• Introducing the materials
Elaborating	• Presenting the materials
	• Motivating students to get attention to the materials
	• Assigning students to practice
	• Giving assessment
Confirming	• Giving feedback to the students works

Table 2 While Activity

a) Exploring

As described by Fauziati (2014) Exploring is a beginning attempt to increase knowledge by better comprehending a concept. Before introducing the core material, teachers can use everyday scenarios to demonstrate how an event from the context of the classroom relates to the material and increase students' environmental awareness.

- Preparing the materials

Preparation is Lesson planning, developing daily activities, and initial or ongoing training that a teacher receives to develop their abilities and competencies as a teacher. Together, these several forms of training can aid the teacher in polishing his pedagogical principles and methods and functioning well in his role. Based on the interview the way teacher

preparing the material is starting with the teacher selecting and choosing the type of video she can use in learning.



Figure 1 YouTube Video learning

“cara saya menyiapkan materi pembelajaran khususnya dalam menggunakan youtube sebagai media pembelajaran ini dimulai dengan memilah video yang sudah tersedia di YouTube. Video yang akan dipakai harus sesuai dengan materi pembelajaran, tidak terlalu panjang dan tidak terlalu pendek durasinya contohnya tentang materi personal letter di dalam video harus terdapat penjelasan serta contoh dari materi tersebut sehingga dapat mudah dipahami oleh siswa” (the way I prepare learning materials, especially in using YouTube as a learning medium, starts with sorting out the videos that are already available on YouTube. The video that will be used must be in accordance with the learning material, not too long and not too short in duration, for example regarding personal letter material in the video there must be an explanation and examples of the material so that it can be easily understood by students)

Another aspect that guides teacher in choosing YouTube videos as learning media is also clear audio-visual quality to make it convenient for students to comprehend the material

“...kualitas video juga harus bagus suaranya harus jelas kalau bisa terdapat subtitle atau tulisan untuk membantu siswa memahami dengan mudah. Karena yang saya ajarkan ini siswa sma di mana mereka di umur remaja video yang dipilih pun yang berhubungan dengan kehidupan remaja siswa jadi mereka lebih tertarik dan ngga bosan saat menonton” (The quality of the video must also be good, the sound must be clear, if possible there are subtitles or writing to help students understand easily)

Along with choosing the materials, the teacher also plans how to present the material using a YouTube video in class and the follow-up tasks for the students.

“...saya juga harus memikirkan bagaimana mempresentasikannya di kelas dan tugas apa nantinya yang para siswa dapat lakukan.” (I also have to think about how to present it in class and what assignments will be done later)

According to the results of this teacher's interview, it can be concluded that the preparations are made by the teacher by selecting and choosing YouTube videos that are appropriate for the subject matter and that have the following qualities: good quality, clear sound, might very

well enable from additional subtitles, and are not too long or too short in duration. The research discovered that the teacher had to think about how to show the video in class and what instruction assignments students could comprehensive to showcase their comprehension of the subject.

- Introducing the materials

The students' interest and curiosity are captivated by the introduction of is, and this causes them to become more engaged. The students can also be informed about the next steps and the intended learning objective through an introduction. Based on the interview the teacher explained that material is introduced by asking questions to spark students' interest or what we know as brain storming.

“...memperkenalkan materi dengan cara memberikan judul materi pada hari ini lalu kita berilah mereka pertanyaan seputar tentang materi tersebut, apa yang siswa ketahui tentang materi tersebut sampai dimana siswa tahu atau bahkan siswa belum pernah mendengar hal tersebut sama sekali, disini kita sebagai guru bisa mendorong keingtahuan siswa pada materi. “ (In introducing the material by giving the title of the material today then we give them questions about the material, what students know about the material to the point where students know or even students have never heard of it at all, here we as teacher can encourage student curiosity to the materials)

It can be concluded that When introducing new material to students, teacher tend to give it a title and then inquire about their prior

knowledge or personal experiences with it. This method encourages students to want to learn more about the material.

b) Elaborating

In order to elaborating, the teacher should confront the students' prior knowledge with a competing "scientific" conception. Teacher guidance is a phase of exploration. It gives the student the explanations and illustrations from the teachers Fauziati(2014). The activities carried out at this stage are in the form of discussing material, doing exercises to build new ideas, and give assignments to students

- Presenting the materials

The main focus of the lesson plan is generally presenting. In this phase, the teacher introduces the subject and the crucial material that the students must comprehend.

The core feature of the learning process is presentation. According to the results of the observation and interview the researcher found that the teacher chose to present YouTube videos using an Android platform rather than the more traditional projectors and speakers used in the classroom.

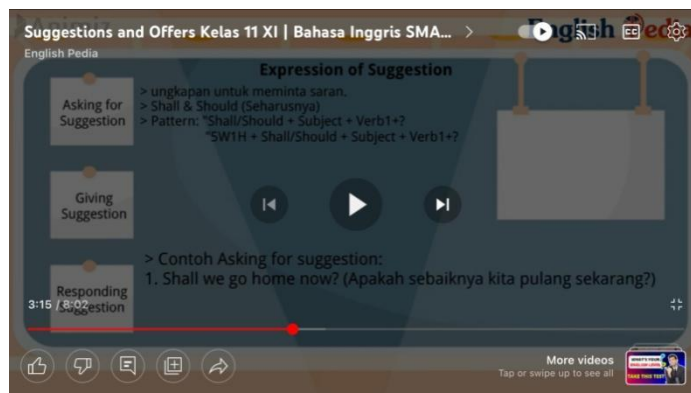


Figure 2 YouTube Video in learning

"... iya, saya lebih pilih mempresentasikan YouTube video sebagai media pembelajaran dengan berbasis android. karena kalau pakai proyektor dan speaker itu memakan waktu yang cukup banyak bisa habis nanti satu jam pelajaran cuma untuk menyiapkan proyektor, belum lagi harus memakai bergantian dengan guru yang lain" (yes, I prefer to present YouTube videos as learning media based on Android. because if you use a projector and speakers it takes quite a lot of time which can run out later in one lesson just to prepare the projector, not to mention having to take turns with other teachers)

Students are given time by the teacher to watch the film themselves. The teacher also allowing them to watch in alone or in groups according to their personal preferences.

"...caranya murid akan diberikan waktu 15-20 menit untuk menonton video dari YouTube yang telah saya bagikan link nya melalui group wa. Jadi mereka bisa akses dari hp mereka masing-masing apabila

ada siswa yang tidak bisa mengakses dari hpnya saya biarkan mereka untuk menontonnya dalam kelompok...” (Students will be given 15-20 minutes to watch a video from YouTube which I have shared the link via the WhatsApp group. So, they can access it from their respective smart phone. If there are students who cannot access it from their smart phone, I let them watch it in groups.)

Based on the interview with the teacher, she explained that the way she presents the material by let the students watch the YouTube video by themselves and provide the explanation after it. She also gave them a lot of questions according to the content of video to checking their understanding and stimulate their confidence and potential in speaking as well.

“Setelah itu baru saya berikan penjelasan kembali isi dari video tersebut Disini akan saya tanyakan kepada siswa apa yang mereka pahami dari video saya berikan pertanyaan-pertanyaan seputar isi video guna menilai pemahaman siswa dari video YouTube yang telah ditonton. Pertama saya lemparkan pertanyaan ke kelas lalu akan saya lihat mana siswa yang tidak ikut menjawab lalu saya lemparkan lagi pertanyaan secara individu seperti inilah cara saya untuk mendorong masing-masing siswa untuk melatih kepercayaan diri mereka dalam berbicara” (After that, I will give another explanation of the contents of the video. Here I will ask students what they understand from the video. I will ask questions

about the contents of the video to assess students' understanding of the YouTube videos they have watched. First, I will ask questions to the class, then I will see which students do not answer, then I will ask questions individually like this is my way of encouraging each student to practice their self-confidence in speaking)

Based on the classroom observations and an interview with the teacher, the researcher concluded that the way the teacher presents the YouTube video as media in teaching speaking by using the smart phone as a device to present in the class as an alternative for more efficient and time-saving reasons without the need to prepare and adjust the speaker and projector that are not available in the classroom, she sent a link address of the YouTube video via WhatsApp group chat so they can access it and watch it on their own smart phones. After the watching activity is over, the teacher continues to explain in order to enhance student understanding. Additionally, the instructor dives deeply into the video's content to measure comprehension and encourage students' self-assurance and public speaking skills.

- Motivating students to get attention to the materials

Each student's desire to learn what the instructor wants to teach is known as motivation. As a result, motivation should not just be an initial gimmick; it should last the duration of the lesson. Based on the interview

with the teacher, she explains that grading is the motivation of students to be interested in learning by promising to give good grades if students try and do their best in learning.

“cara saya memotivasi perhatian siswa ke materi yaitu dengan memberikan nilai, iya kalau misalnya kita bilang yang tahu nanti akan dikasih nilai mereka pasti akan semangat dalam belajar dengan tujuan mendapat nilai yang baik” (My way of motivating students' attention to the material is by giving grades, yes if for example we say those who know will be given grades they will definitely be enthusiastic about learning with the aim of getting good grades.)

It can be concluded that from the teacher's explanation grading is the way the teacher could motivate the students interest. It can be a goal that motivates students to participate in learning. They become driven to learn in order to receive good grades.

- Assigning students to practice

Assigning is the tasks that teachers give their students to complete within a set amount of time. They are also known as the assignments that are given to students as a part of their education.

“... saya beri latihan biasanya saya akan meminta murid satu-satu untuk menceritakan kembali tentang isi youtube video yang mereka tonton, atau saya beri pertanyaan-pertanyaan seputar isi dari youtube video tadi. Jadi disini saya bisa tahu siswa sudah paham belum materi hari ini yang

ada di video tersebut dan sekaligus melatih kemampuan berbicara mereka”

(I give them assignment. I usually ask students one by one to retell the contents of the YouTube video they watched, or I ask questions about the content of the YouTube video earlier. So, here I can know students have understood today's material in the video and at the same time practice their speaking skills)

Based on the interview given by the teacher the researcher found that the teacher gave assignment to check students' understanding and improve their speaking abilities by encouraged them with asking questions based on the materials. The teacher assigned a variety of speaking performance assignments.

“bentuk tugas untuk belajar speaking nya macam-macam ya, biasa saya bentuk kelompok yang beranggotakan 2 siswa jika tugas yang diberikan berupa berdialog, kalau untuk diskusi grup saya bentuk 4-5 siswa cukup jangan terlalu banyak jadi setiap siswa akan ikut andil semua”(I do a variety of assignments, I usually form groups of 2 students if the assignments are in the form of dialogue, for group discussions I form 4-5 students, we don't need too many students in one group so each students could contribute)

The teacher assigned assignment that is relevant to the topic and expected the students' performance in presenting the given assignment as the outcome which stated below.

“biasanya untuk tugas mau itu individu atau kelompok disesuaikan dengan topic pembelajaran pada saat itu contohnya materi meminta dan memberikan pendapat saya meminta siswa untuk berpasangan mereka akan diberikan tugas berupa membuat percakapan sendiri sesuai dengan topic lalu diberi waktu kurang lebih 15 menit kemudian tampil di depan kelas bisa juga di upload di YouTube yang nantinya di tonton bersama-sama. Group pun juga begitu saya akan meminta mereka untuk menampilkan setiap tugas yang diberikan.” (Individual or group tasks are typically adjusted to the current learning objective, for instance, the questions and answers section. I instructed the students to form pairs. They will receive an assignment that will require them to create their own conversations related to the topic, then after they will be given about 15 minutes to perform in front of the class or upload it on youtube.)

Moreover, the teacher allows students to pick and create their own YouTube video, which they will later present and impersonate the characters' pronunciations in a role-playing exercise.

“bentuk tugas lain misalnya dalam materi descriptive text saya membebaskan siswa mencari sendiri bentuk video descriptive text berupa short story dari YouTube yang nantinya diharapkan siswa dapat mempraktekan perandan mencontoh pengucapan dari character dari video dan menampilkan nya di depan kelas atau project yang nantinya bisa di upload ke YouTube.” (other forms of assignments for example in descriptive text material, I free students to look for descriptive text video

forms in the form of short stories from YouTube which later it is hoped that students can practice roles and imitate the pronunciation of the characters from the video and display them in front of the class or project which can later be uploaded to YouTube)

From the interview conducted with the teacher it can be concluded that the teacher assigned assignment to assess students' comprehension of speaking while they are learning. The format of the assignment varies depending on the subject being studied it could be individual either group, for the outcomes of these assignments, the teacher also allow students to create and choose the YouTube video that they want throughout their learning process. The teacher always demanded that the students give the presentation in front of the class or project it into the video that they create in order to obtain the performance of students in learning speaking.

- Giving assessment

An assessment is a comprehension test. Assessments must be planned into the lesson plan, not just for the end of the lesson. The teacher will be able to tell if the students are making the put forward the idea as they are being taught by testing for understanding throughout the lesson.

“Setiap usaha yang dilakukan siswa akan saya beri penilaian, tugas mandiri, tugas kelompok yang nanti akan diakumulasikan diakhir semester bersamaan rapor akhir. disetiap pergantian topic juga ada ulangan harian lalu di setiap semester ada ujian semester jadi disini saya

bisa tahu tingkat kemampuan siswa selama belajar” (I will give an assessment for every effort made by students, independent assignments, group assignments which will be accumulated at the end of the semester along with the final report card. at every change of topic there is also a daily test and then in every semester there is a semester exam so here I can find out the level of student ability in studying”

From the interviews conducted, it can be concluded that the teacher conducted an assessment at the end of each lesson, daily tests, and semester exams. The teacher also gives an assessment of each student's performance which will be accumulated at the end of the report card to assess the level of student ability during learning.

c) **Confirming**

Confirming is designed to assist students in completing the reconfiguration of preexisting knowledge structures and the application and transfer of new concepts to novel contexts Fauzati(2014). The teacher might point out some mistakes and enforce the language used by the students.

- Giving feedback to the students works

Giving student feedback requires explaining to them what they are doing right and wrong, with an emphasis on what they are doing correctly. When students are given an explanation of what is accurate and inaccurate about their work, is the most valuable thing to their learning.

“saya akan memberikan umpan balik disetiap siswa selesai tampil, jadi mereka tahu apa tugas mereka sudah dilakukan dengan benar atau belum, biasanya saya beri beri komentar dari penampilan siswa tapi tidak dengan menyalahkan mereka nanti mereka jadi malu kalau ada salah dan nggak berani lagi maju ke depan, jadi saya berikan berupa saran untuk perbaikan.” (Every time the students finish performing, I will provide feedback so they can find out exactly whether or not their assignments have been completed correctly. Typically, I comment on the students' performances without placing blame because if something goes wrong, they will feel embarrassed and won't dare to keep going. The otherwise, I give suggestions for their improvements in the future.”

From the interview conducted it can be concluded that the teacher always gave feedback at the end of their activity especially after the students presented their assignment in order to giving the students suggestion and improving their understanding and ensure that what students have done is in alignment with the learning objectives.

c. Post Activity

ASPECT	Sub-Aspect
Closing	<ul style="list-style-type: none"> Reflecting the lesson

Table 3 Post activity

In the closing phase of a lesson plan, a teacher helps students integrate the knowledge they have learned into meaningful contexts. This phase teaches students how to apply what they have learned in current society and how to comprehend it more fully.

- Reflecting the lesson

Reflecting is an activity to recall what has been done in the classroom, and evaluate the process of teaching itself. The purpose of doing this is to improve the quality of teaching.

“diakhir kelas saya selalu melakukan sesi tanya-jawab jadi siswa berkesempatan untuk bertanya jika belum memahami materi sepenuhnya” (At the end of class I always do a question and answer session so students have the opportunity to ask questions if they don't fully understand the material)

The teacher evaluated the overall learning for the day and gave a preview of what the lessons are for the next meeting.

“diakhir kelas saya merangkum kembali apa yang kita sudah pelajari hari ini jadi siswa dapat menyimpulkan apa yang telah

mereka peroleh pada topic pembelajaran hari ini dan memberikan mereka bayangan materi pembelajaran untuk dipertemuan berikutnya jadi siswa bisa mencari tahu materi tersebut siapa tahu mereka akan baca-baca untuk bersiap di pelajaran berikutnya baru ditutup dengan disiapkan kembali oleh ketua kelas"

According to the results of the teacher's interview, the teacher closes up the class by summarizing and reviewing what was studied that day. A question and answer period followed to help the students comprehend more. The teacher gave a preview of the next topic that will be covered in the next meeting, and it is hoped that the students would learn about it and prepare for the subsequent meeting. The class is ended with the chairman yet again leading the group in closing prayers and the regular teacher greeting.

4.2 Discussion

This chapter presents a discussion of findings related to several theories to clarify the findings of this study. The researcher has presented and explained the findings of using YouTube videos as a medium in teaching speaking at SMA 11 Muaro Jambi. Thus, the researcher in teaching speaking in the classroom using YouTube video as a medium.

To teach a language, both materials and methods are needed. The ways for to use YouTube as media in teaching speaking in the classroom are distinct into three separate stages which are pre-activity, while activity and post-activity which aligned with Graham (1997) who differentiate the activities in teaching speaking. Each activity is designed to achieve goals at each step in learning.

The teacher facilitates the acquisition of new knowledge for the students by providing learning materials, preparing steps and guides them in learning. This is related to Brown (2007) that teaching involves demonstrating or helping someone learn how to do something, giving guidance in learning it, spreading understanding, and making them know or understand.

4.2.1 Pre-Activity

Pre-activity is designed to get students ready for the major speaking activity that follow. In the pre-activity the recalling session that teacher conducted to stimulate students mind from previous lesson is relevant to the context of speaking which is called schema activation it's accordance with

Gipps & Stoba (1993) The intention of this activity is to prepare the students for the major speaking task that comes next.

4.2.2 While Activity

In the while activity, the teacher sets up three phases in conducted main activity as the learning cycle proposed by bybee (1997) it entails of exploration, elaboration and confirmation. As described by Fauziati (2014) exploring is a beginning attempt to increase knowledge by comprehending a concept. The teacher set up the lesson plan and activities that the students will accomplish in learning, this is aligned with Alhamami. M, (2013) in using YouTube as language learning videos by category-based guidance which are video characteristic, attractiveness, clarity, reaction and the content. Moreover, Richards & Lockhart (1994), stated that effective language teachers make an effort to prepare their lessons, speak clearly and slowly, and exhibit good body language. Another theory in line with this finding which proposed by Scot (1981) setting an objective make teaching process be communicative once students have comprehended the learning objectives.

The teacher adjusts the YouTube teaching video content to the students' characteristic this finding supported the study that conducted by Kusrini and Endang (2012), Understanding the characteristics of students is the first step in assisting them. It will also assist teachers in preparing students to support themselves. Students have to learn the most effective ways for improving their own learning ability. Additionally, Wael Abdulrahaman.

(2016) had the same idea in speaking ability would be enhanced if it was backed up by the real life situations or relevant material in the form of a student plan

Conversely, in the study that conducted by sprat (2005) the characteristics of senior high school students are able to relax and concentrate still during longer periods of time. However, in the finding found students cannot watch YouTube videos for too long, getting bored and lose concentration on the main points of the lesson will be the result of it. Videos can only be shown for brief periods of time.

The teacher elaborated The video viewing activity that proposed by Harmer (2007) to the learning process, it consists of the three components: General comprehension , working with aspect of language and videos as springboard to creativity. The objective of the task in general comprehension section is for students to watch a video in order to grasp the concept, then go back and discover for details. Likewise, providing subtitle in the video, is one approach to meet students in monolingual groups and encourage them to focus on language. This is similar to the finding that have found in this research.

Assignments in the form of role play, problem solving and presentation are expected to students at the end of each lesson to build up students speaking skill. This finding aligned with Graham (1997) Students successfully solves the communication issue as a result of the role-play,

problem-solving, sociability, or communication game. These types of assignment can empower students develop their speaking objectives

According to research by Riswandi (2016), learning through YouTube videos is what motivates students in learning, and learning through discussion groups also attracts students in learning. However, this finding has disparity to the research the teacher believes that giving grades can drive students to engage in learning. This made these two studies have findings that are not in line but can be distinguished from the object of research in Riswandi (2016) obtaining results from direct interviews with students, while this research obtains the results of direct interviews with teachers.

Regarding to the teacher's role as a facilitator, at the end of each lesson and the end of the appearance of a given assignment, the teacher always provides feedback and suggestions. this is in line with the steps in the confirmation phase initiated by Scott (1981) this phase is designed to assist students in completing the reconfiguration of preexisting knowledge structures and the application and transfer of new concepts to novel contexts.

4.2.3 Post Activity

The teacher closes the lesson by summarizing and reviewing over the topics presented this is in line with the study by Shu (2017) reflective teaching foster the growth of new knowledge, results in deeper comprehension and increase self-awareness. This activity make easier to choose from a variety of

concepts, challenges one's preconceived notions about teaching and learning, and identifies how this influences choice-making in the classroom in order to encourage lifelong learning and professional development.