

**A DESCRIPTIVE STUDY OF ENGLISH TEACHING METHOD ON
RAMANUJAM MEGANATHAN'S YOUTUBE CHANNEL**

THESIS

Submitted as A Partial Requirements

For the Degree of *Sarjana*



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RATIFICATION

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DEDICATION

This thesis is dedicated to:

1. My beloved parents
2. My beloved family
3. My beloved friends
4. My Almamater, Raden Mas Said Islamic State University

MOTTO

“It always seems impossible until it’s done.”

-Nelson Mandela-

“A good thesis is a finished thesis.”

-unknown-

PRONUNCEMENT

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I hereby sincerely state that the thesis titled “A Descriptive Study of English Teaching Method on Ramanujam Meganathan’s YouTube Channel” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If I later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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Sukoharjo, 16 September 2022
The researcher



Annissa Putri Damarasri

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ABSTRACT

Annisia Putri Damarasri. 2022. *A Descriptive Study of English Teaching Method on Ramanujam Meganathan's YouTube Channel*. Thesis. English Education Department, Cultures and Languages Faculty.

Advisor : Linda Safitri, S.Hum., M.Pd.

Keywords : Education, Teaching Method, Learning

The aims of this research are to identify the teaching method used by the teacher on Ramanujam Meganathan's YouTube Channel, and to find out the advantages and disadvantages of the teaching method used in teaching on Ramanujam Meganathan's YouTube Channel. In this research, the researcher focuses on what teaching method used in the first six video on Ramanujam Meganathan's YouTube Channel, and also the advantages and disadvantages of the method used by teacher in teaching on the videos.

This research used a descriptive qualitative method to collect, classify, analyse, and draw a conclusion from the data. The data source from this research are from the first six video on Ramanujam Meganathan's YouTube Channel entitled VTS 02 1, VTS 04 1 English Language classroom: Stories Tell Many A Thing, English Language Classroom: Position Words, English Language Classroom: Conversation Class, English Language Classroom: Idioms (Vocabulary); and English Language Classroom: Teaching of Poetry. The data is in the form of words obtained from dialogues and visualization on the YouTube video that represent the teaching method.

Based on the analysis, there are 130 data found, categorized into types of teaching method on Ramanujam Meganathan's YouTube Channel. The data consist of 12 lecture method, 80 question and answer method, 4 discussion method, 8 recitation method, and 26 demonstration method. The lecture method has the advantage of saving time and effort, but it has the disadvantage that students will get bored easily. Question and answer method has the advantage of increasing self confidence among students, then the disadvantage of this method is class may get out of order. Discussion method has the advantage of pools ideas and experience from group, but the disadvantage of this method is few people can dominate. The recitation method has the advantage that this can make student more active in learning because they task that must be accounted for, but the disadvantage of this method is difficult to know whether the task that submitted by student is their own work or not. Then the demonstration method has the advantage that it will provide enthusiastic and enjoyable atmosphere, but the disadvantage is, this method requires more throughout preparation.

CHAPTER I

INTRODUCTION

A. Background of Study

Education is an important thing and must be considered in order to create a good human resources. Education is a process of teaching, training and also learning, especially in schools, college, or universities, in order to improve knowledge and develop skills (Oxford Dictionaries, 2022). Education is an organized and socially organized process of transferring socially significant experiences from generation to generation. The main way to receive education is by taking course or training in the system of educational institutions (Naziev, 2017). According to Gregory (2002) cited in (Hankin, 2014) education is concerned with equipping the human mind to understand the physical, social, and cultural world. Based on the definition above, it can be concluded that education means by which a person will start to build his own life path. Throughout education, they will be guided, directed, and equipped by knowledge.

Learning is a process of interaction between educators and students, with the aim of helping students to learn well. As the name suggests, learning activities are activities designed or used by the teacher to regulate or create conditions for learning (Kalantzis, 2020). Learning activities occur between teacher and students, where the teacher acts as an educator who conveys knowledge to students, and then the students receive the knowledge that has been given by the teacher. The teacher role as an educator is the role of providing assistance with encouragement, as well as tasks that help children become discipline and responsible for what they have learned while studying at school. A good teacher is expected to be knowledgeable

in their area. They are expected to be able to deliver their knowledge well to students (Vin-Mbah, 2012). The lesson given must also be able to increase children's interest in learning.

The better the quality of education in school, the better it will produce someone with good quality as well. Teachers who can create a good classroom situation are usually called effective learning. Teacher effectiveness usually means focusing on student outcomes, teacher behaviors, and also classroom processes that promote students' outcome (Bakkum, 2013). Teacher skills in creating effective teaching are one of the keys to the success of school in improving the quality of their education. Learning and teaching are two activities that reflect each other. As stated by Shahida which has been quoted in (Al-Rawi, 2013), the standard or criteria used to measure a good teaching is amount and quality of learning that have been received by students.

Teaching is the process of providing and conveying knowledge or information to help students solve the learning problem. According to Morrison (1934) as cited in (Rajagopalan, 2019) teaching is a close relationship between mature and less mature, to continue the existing education. Teaching can also referred to as an effort to help someone acquire or change some skills, attitudes, knowledge, ideas, or rewards (Vin-Mbah, 2012). In teaching, teachers need strategies or methods that can attract students' attention in learning. In choosing the right teaching method, the material presented will be well absorbed by the students. The method used by the teacher in teaching is usually called teaching method.

Teaching method is a way in which teacher convey the material to be taught to students based on several predetermined instructional goal to promote students

interest in learning (Dorgu, 2015). According to (Kusum, 2017) teaching method is a process or procedure that result in successful completion of learning or as a means of making teaching effective. It is always possible to improve and develop teaching and learning activities so that the new innovations emerge, and therefore flexibility is embedded in the system; and the learner's behaviour in terms of learning structure can be shaped by the appropriate teaching environment (Rajagopalan, 2019). Teacher can use various teaching methods that are appropriate for students, to help students understand the lesson being taught. The selection of right method in teaching will certainly make students enthusiastic in learning and easily understand the lesson conveyed by the teacher. Every method used by the teacher in teaching also has its own advantages and disadvantages. If the teacher chooses the wrong teaching method, the material presented will be less than optimal and students will have difficulty in accepting/absorbing the material being conveyed by the teacher. Therefore, teachers must be smart in choosing which method they feel is the most appropriate to be applied to their students.

There are several previous studies that researcher uses in this research. First is research from Chanelle L. Tolentino (2016). The purpose of this study was to examine the content and design quality of videos providing instructional strategies for English language learned (ELL) teachers on TeacherTube and YouTube. Second is research from Arfianti (2021), that discusses about content analysis of personal branding in beauty vlogger YouTube channel Rachel Goddard. The aim of this study is to know what personal branding beauty vlogger is served by Rachel Goddard through her YouTube channel. Third is research from Salsabila (2017) that discusses about cultural messages on YouTube social media (content analysis

on Sunny 29 YouTube Channel). The objective of this research is to calculate the frequency of appearance of cultural messages that are not related to culture on the Sunny29 YouTube channel. The last is research from Sofkhatin (2021) that discusses about persuasive communication on Analisa Channel YouTube channel. The objective of this research is to determine the persuasive communication on Analisa Channel: Self Love Day 1-7 YouTube channel belonging to Analisa Widyaningrum.

Ramanujam Meganathan is one of the channel on YouTube that discusses about learning. This channel has been established for almost 12 years. As evidenced in the information listed on the Ramanujam Meganathan's YouTube Channel, the channel has joined YouTube on July 15th, 2010 but their first video was uploaded in April 4th, 2014. Up to the time this research was made, Ramanujam Meganathan has more than 102.000 subscribers, with 82 videos uploaded. This channel partially upload content in the form of learning activities that occur in the classroom. Other content in this video such as learning videos about some English subject matter explained by the teacher.



Figure 1.1 Ramanujam Meganathan

Researcher is interested in conducting research on this channel because the setting place on the video is in India, which recently has experienced very rapid technological development, in which the rapid technological development must be

balanced with good quality human resources. To reach the world level, good English skills are needed. Therefore, the researcher is interested to research how teachers teach English there. Another interesting thing on this channel is the reaction shown by the students look natural, which can be proven by enthusiasm of students when they take lessons. They always scramble to answer teacher's question. It indicates that they enjoy and understand what the teacher is teaching in front of class. In this research, the researcher will examine the first six videos uploaded on Ramanujam Meganathan's YouTube channel.

Pre-observations carried out by researcher found that of the six videos that have been briefly observed, the method used by the teacher in teaching on the video are lecture method, question and answer method, discussion method, recitation method, and demonstration method.

In line with the explanation above, researcher is interested in conducting a research entitled "*A Descriptive Study of English Teaching Method on Ramanujam Meganathan's YouTube Channel*". The researcher will conduct research on what are the teaching method used by the teacher in teaching on the videos on Ramanujam Meganathan's YouTube Channel.

B. Limitation of the Study

This study has the limitation and the researcher focuses on what teaching method used in the first six videos on Ramanujam Meganathan's YouTube Channel. In addition, researcher also looking for the advantages and disadvantages of the methods used by the teacher in teaching on the videos.

C. Formulation of the Problem

Based on the background described above, it can be formulated the problems are as follows:

1. What the teaching methods are used by the teacher on Ramanujam Meganathan's YouTube Channel?
2. What are the advantages and the disadvantages of the teaching method used on Ramanujam Meganathan's YouTube Channel?

D. Objectives of the Study

The objectives of this study is to find out what teaching methods are used by the teacher on Ramanujam Meganathan's YouTube Channel and also to find out what are the advantages and disadvantages of the teaching method used in teaching on Ramanujam Meganathan's YouTube Channel.

E. Benefits of the Study

Based on the research objectives that have been described above, the benefits obtained from this research are as follows:

1. Theoretical Benefits

The researcher hopes that this research can provide theoretical benefits in the form of information or references regarding the kinds of teaching methods that can be applied by teacher along with the advantages and disadvantages of each teaching methods.

2. Practical Benefits

This research is expected to provide practical benefits to the content creators, in order to get new inspiration regarding their uploaded content in the form of content related to learning or education, so that everyone can learn

anywhere and anytime through their uploaded content, and digital world is increasingly filled with positive and useful things.

F. Definitions of the Key Terms

In order to avoid misunderstanding in the term that commonly used by the researcher, the term can be defined below.

1. Teaching Method

Teaching methods are steps, procedures, ways, manners, or the general way in which particular order is imposed on teaching or activity presentation (Ademe, 2010). Teaching method refers to about how teaching activities should be carried out. Teaching method can be seen as a series of separate steps used or taken by the teacher to achieve predetermined learning objectives.

2. Ramanujam Meganathan's YouTube Channel

Ramanujam Meganathan is the name of channel on YouTube. Ramanujam Meganathan's YouTube Channel has been around for almost 12 years. This can be proven in the description on their YouTube channel that Ramanujam Meganathan has joined YouTube on July 15th, 2010 but their first video was uploaded in April 4th, 2014. Up to the time this research was made, Ramanujam Meganathan has more than 102.000 subscribers, with 82 videos uploaded. Besides video, this channel also provides audio programs and posters on various aspects and components of language education and English language learning.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Teaching and Learning

Learning is a process to acquire knowledge of a subject or skill by studying experiments or instructions (Brown, 2000). In the Indonesia Dictionary, etymologically learning means 'trying to have intelligence or knowledge', which can be interpreted that learning is an activity to achieve intelligence or knowledge. Learning can also be interpreted as a process that must be passed by every human being to achieve various kinds of competencies, skills, and attitudes (Wahyuni, 2009). One of the signs that someone has learned is the presence of changes in the person's behavior that may be caused by changes in the level of knowledge, skills, or attitudes (Arsyad, 2011). Therefore, if after the learning activities students do not experience positive behavior changes in the sense of not having new skills and their insights of knowledge do not increase, then it can be said that their learning is not perfect (Muslimin, 2017).

Learning and teaching are things that cannot be separated, when the learning process occurs, the teaching process also occurs, the teaching process also occurs simultaneously. If there has been a process or interact with each other between those who teach and those who learn, they are actually in a unique condition, because inadvertently, each party is in a learning atmosphere (Sardiman, 1986)

Teaching can also be interpreted as giving lessons to someone by training and give instructions so that they gain experience (Muslimin, 2017). Teaching is essentially a process of regulating, organizing the environment around the students, so that they can grow and encourage students to carry out the learning process (Sudjana, 1989). Based on this understanding, teaching is divided into two stages. First, the teaching process is a process carried out by sources to create learning conditions for students by utilizing the environment as a supporting factor for students' learning conditions. Second, learning conditions are created so that the teaching behaviour carried out by the instructor or teacher by providing guidance can achieve the expected learning objectives.

Teaching and learning process can be interpreted as a process of transforming knowledge from teacher to students (Kalam, 2021). The teaching and learning process is a combination of two concepts, learning by students and teaching by teachers. This process is a combination in which the teacher determines the learning needs, assesses understanding needs, determines teaching strategies and how to implement them, and assesses instructional outcomes. Teaching and learning is an activity of educational value. Interactions that have educational value due to learning activities that is done, is directed to achieve certain goals that have been formulated before teaching is carried out. The teacher consciously plans teaching activity systematically by making use of everything for teaching purpose (Zain, 1997). Educators as leaders in the teaching and learning process expected to be able to design

learning well. Learning design (instructional) packaged must refer to a systems approach and more directed at the application of instructional technology. Instructional technology that is sources compiled beforehand in the design or selection process and the use of teaching materials that are combined into an instructional system that is complete to realize the implementation of a purposeful and controlled learning process (Muslimin, 2017).

2. Model of Teaching

Teaching model can be defined as patterns or plans that can be used to shape curriculum, design the teaching materials and to guide teaching activity in classroom and other settings (Weil, 1972). This is also defined as a set of interrelated components that are structured to provide guidelines for realizing certain goals. Teaching models can suggest how various teaching and learning conditions are interrelated. Teaching practice and technology can be described in the form of models to solve problems in the teaching and learning process. Although models provide structure, and direction for teaching, they do not serve as a substitute for teachers who lack the necessary subject matter knowledge, creativity, and interpersonal skills. There is no effective model for every student; Teachers need various mods. However, they are tools that 'help good teachers teach more effectively, by making their teaching more systematic and efficient' (Kauchak, 1988).

3. Teaching Method

a. The Meaning of Teaching Method

Teaching method is a step or way that used by the teacher in conveying learning knowledge to students, in accordance with the learning

objectives to be achieved. It is an activity, where the main focus is when a effective presentation of subject matter is being carried out to process mastery on it (Kusum, 2017). To facilitate the knowledge transfer process, teacher must apply the right teaching methods that have been adapted to the certain goals (Ganyaupfu, 2013). The teaching method is a mechanism used by the teacher in organizing and implementing a number of educational facilities and activities to achieve predetermined teaching goals (Al-Rawi, 2013). Teaching method used to ensure that teacher is ready to teach and convey their knowledge to students in the classroom.

Methods are designed based on the needs, so that each method designed to work with different operation and different purposes. Therefore, teachers need to know which methods are suitable for teaching students in class. Bello (1981) cited in (Vin-Mbah, 2012) stated that the success or failure of a learning depends on what method are used and applied by the teacher in the classroom. By using the right method, teacher become easier to help students who faced difficulties in absorbing the knowledge that have been conveyed.

Based on the theory that have been stated above, it can be concluded that the teaching method is an activity carried out by the teacher while delivering material, which make it easier for students to accept the material provided, and predetermined learning objectives can be achieved.

b. Types of Teaching Methods

There are various types of teaching methods that can be categorized into lecturer method, question and answer method, discussion method,

recitation method, demonstration method, role-play method, problem solving method, drill method, field trip method, and simulation method (Sudjana, 1989).

1) Lecturer Method

The lecture method is a teaching method that is used to convey information or subject matter orally. This is a method of delivering factual information that includes all the principle, ideas, perspectives and insights on a particular topic (Ongwae, 1997). In this method, the teacher plays a more active role because the teacher is the only provider of information needed for students. This method is often used by teachers in delivering lesson when they faced with a large number of students. This method will work more successful if it supported by other method, for example question and answer method, practice method, and other.

Advantages and disadvantages of lecture teaching method according to (Al-Rawi, 2013) are:

- a) Advantages: save time and efforts, present factual material in direct and logical manner, useful for large group of students, teacher had a great control of time and material.
- b) Disadvantages: boring for learners, concentrate on information than learners, audience is passive, require skilled instructor.

2) Question and Answer Method

The question and answer method is a teaching method that allows two-way traffic direct communication because the dialogue occurs between students and teacher at the same time.

Advantages and disadvantages of question and answer teaching method according to (Al-Rawi, 2013) are:

- a) Advantages: increase self-confidence among students, increase focusing and concentrating, organize the thinking process,
- b) Disadvantages: need time and effort, few people can dominate and other may not participate, class may get out of order.

3) Discussion Method

Discussion method is a method in which teacher and students exchange the information and opinions, especially about the learning material that being studied, with a view to get a clearer and more throughout understanding about the problem or topic being discussed. Discussion method is not the same with debate. In debate, people arguing to win their own understanding. Therefore, in the discussion everyone is expected to make a contribution so that the whole groups return with the understanding that was fostered together.

Advantages and disadvantages of discussion method according to (Al-Rawi, 2013) are:

- a) Advantages: pools ideas and experience from group, allows everyone to participate in an active process, participants gain communication and interaction skill.
- b) Disadvantages: not suitable for detailed topic, not practical with more than 20 people, few people can dominate.

4) Recitation Method

Recitation method is a method of presenting material in which the teacher gives certain tasks for students to do learning activities, then the students have to take responsibility for it. In its implementation, students can not only complete their assignments at school, but they are also can complete their assignments in the library, laboratory, practicum room, and so forth.

Advantages and disadvantages of recitation method according to (Permana, 1999) are:

- a) Advantages: make student become active in learning, the task given can further deepen and enrich students' view about what is being studied, can foster and develop students discipline.
- b) Disadvantages: difficult to know whether the assignment that students submit is their own work or not, students can experience boredom or difficulty if there are too

many assignments, requires close supervision both by educators and parents.

5) Demonstration Method

Demonstration method is a teaching method that show how the process of learning happened. In this method, teacher can demonstrate events, rules, sequences or processes, using some media that are relevant to the material being discussed.

Advantages and disadvantages of demonstration teaching method according to (Moedjiono, 2002) are:

- a) Advantages: provide enthusiastic and enjoyable atmosphere, students will have opportunity to compare between theory and reality, students' attention is easier to focus on learning process.
- b) Disadvantages: requires a skilled instructor, requires more throughout preparation, requires appropriate equipment materials.

6) Experimental Method

Experimental method is a method of presenting lessons, where students conduct an experiment with experience and do their own proof of something that is being studied (Djamarah, 2002). This method is not just a method of teaching but also a method of thinking, starting from collecting data to drawing the conclusion about the experiment they have been done.

Advantages and disadvantages of experimental method according to (Djamarah, 2002) are:

- a) Advantages: make students more confident in the truth or conclusions based on their experiments, fostering students to make new breakthroughs with inventions and the experimental results and beneficial to humans.
- b) Disadvantages: more suitable for presenting the fields or science and technology, not enough tools result in not every student having the opportunity to conduct the experiments, demands accuracy and tenacity.

7) Drill Method

Drill method is a teaching method that encourage students to carry out drill activities to have higher dexterity or skills of what was learned. This method is usually used by the teacher when students will face some exams, by continuously giving students lots of practice on questions that usually appear during exams.

Advantages and disadvantages of drill method according to (Zain, 2006) are:

- a) Advantages: the formation of habits that are carried out and add to the accuracy and speed of implementation, utilization of habits that do not require concentrate on implementation, the formation of habits that make complex movement more automatic.

- b) Disadvantages: inhibiting students' talents and initiatives, cause static adjustment to the environment, forming rigid habits.

8) Field Trip Method

Field trip is a method of teaching where students with teacher guidance are invited to visiting certain places with their intention of learning. It is different with excursion where someone goes to seek some entertainment, field trip as teaching and learning method are more determined by purpose and study assignments (Winarno, 1980).

Advantages and disadvantages of field trip method according to (Zain, 2006) are:

- a) Advantages: field trip has modern teaching principles that utilize real environment in teaching, making the material more relevant to the realities and needs of the community, further simulate students' creativity, information as lesson material is wider and actual.
- b) Disadvantages: takes a long time, require quite a lot of costs, teachers need extra energy to be able to guide students one by one.

9) Simulation Method

The word of simulation comes from the word simulate, which means imitation or pretending. Simulation in a teaching method referred to as a way to explain something (lesson material)

through the process of imitation behavior or role playing about a behavior that is carried out as if in actual situation. Simulation method is also usually called as role-play method.

Advantages and disadvantages of simulation method according to (Ongwae, 1997) are:

- a) Advantages: give good energy to students, introduce students' empathy to other situations, encourage creativity in learning.
- b) Disadvantages: students might be reluctant or lazy to do a role play, may not work with students who don't know each other well.

4. Teaching Media

Media is a tool that can be used to convey messages or information from one place to another place. In the teaching and learning process, there are also media that can be used to support teaching and learning activities, so that the learning process runs effectively and interestingly. Media is a valuable learning tool that can make the learning activities more effective and attractive. Media are useful in the process of language teaching, that is used in instruction to deliver material to the learner (Russel, 1982). Various objects, pictures, and other things that can be used as learning media to present and manipulative language and involve students in activities (Harmer, 2007).

Popular electronic media give teachers an edge resource to improve language skills, such as listening and speaking (Roberts, 2010). Media referred can be in the form of film (video), television, radio, audio recording, and

photograph. Video is a technology to capturing, recording, processing, transmitting and rearrange the moving picture. Videos can also use as a medium for language learning so that students do not get bored and remain enthusiastic when learning is taking place. On the other hand, teachers can use videos to help students become better in speaking English. One of the modern video-based media that can be used to support the learning process is YouTube.

5. YouTube Video

a. Definition of YouTube Video

YouTube is a website that allows users to save, watch, and share video publicly. YouTube is a database containing video content that is popular on social media as well as a very helpful provider of various information (Tjahyono, 2018). YouTube is the best place or means for sharing videos from around the world, ranging from short videos, tutorials, vlogs, short film, movie trailers, music, education, animation, entertainment, news, and various other interesting information. Generally, videos on YouTube are video clips films, TV, and videos made by its users (Amir, 2016). The higher growth of smartphone and internet users make YouTube videos also more varied. In general, most YouTube content is uploaded by individuals, who are commonly referred to as content creators or commonly called YouTubers.

b. YouTube Video in Education

YouTube has begun to be widely used as an interactive learning media between students and teachers. Lots of content about learning

methods, learning tricks, which are packaged in an interesting way. In addition, there is also content about how teachers teach in real classes using a certain method, which is then recorded and uploaded on YouTube. Currently, teachers have many opportunities to access various educational needs that are used to improve learning practices to be able to interact with students. readiness of online materials such as videos, slides, games, software and many more were created to assist teachers in carrying out learning activities (Keengwe, Onchiwari, & Onchiwari, 2009) in (June, Yaacob, & Kheng, 2014). With a lot of content about learning that is displayed on YouTube, it can provide references for teachers or educators that may be applied in their school. In addition, teachers can also watch content from various countries, which can add insight into education which can later be absorbed by positive things and then applied and adapted to the condition in their environment.



Figure 2.1 Example of YouTube Video in Education



Figure 2.2 Example of YouTube Video in Education

6. Ramanujam Meganathan's YouTube Channel

Ramanujam Meganathan is one of the channel on YouTube that discusses about learning. This channel has been established for almost 12 years. As evidenced in the information listed on the Ramanujam Meganathan's YouTube Channel, the channel has joined YouTube on July 15th, 2010. They uploaded their first video was uploaded in April 4th, 2014 about teaching and learning activities that occur in the classroom between teacher and students. Up to the time this research was made, Ramanujam Meganathan has more than 102.000 subscribers, with 82 videos uploaded. This channel partially upload content in the form of learning activities that occur in the classroom. Other content in this video such as learning videos about some English subject matter explained by the teacher.

B. Previous Studies

There are several previous studies about analysis content on YouTube that have been found by the researcher. This previous studies are used as a benchmark for researcher to write and analyze research correctly.

First is research dissertation from Chanelle L. Tolentino entitled "*Content Analysis of TeacherTube and YouTube Videos for Instructing English Language*

Learner". This study was conducted to examine the quality of the content and design of the TeacherTube and YouTube videos about English Language Learner (ELL) instruction in grades K-12 and identifying possible relationship between the number of views a video receives and its content instructional design quality ratings based on the United States LIEP report and Morain and Rubric of Swarts (2012) to assess instructional videos. The conclusion of this study states that most of it not all videos on TeacherTube and YouTube have moderate to extensive ratings on different design quality indicators, and has a moderate to extensive relevance rating. All but one of 88 TeacherTube and YouTube videos have moderate to extensive accuracy ratings.

Second is research from Indah Afrianti entitled "*Personal Branding Content Analysis in Beauty Vlogger YouTube Channel (Case Study in Rachel Goddard Video)*". This study discussed about what personal branding a beauty vlogger has named Rachel Goddard through her channel. Rachel Goddard is a young beauty vlogger who is known for her makeup that is always trendy, easy to follow, and she has a funny demeanor. Based on the research that has been done, it can be known through Rachel Goddard's personal branding that built trust by giving an honest opinion, show a friendly personality, and easy going (sociable). She uploaded the videos three times a week and she is as well as conveying positive values by using polite language in the video.

Third is research from Affa Salsabila entitled "*Cultural Message on YouTube Social Media (Analysis of Video Content on Channel Suny29 Period September 2016 – March 2017)*". In this research, researcher examined Suny29 YouTube channel, owned by Suny, an Indonesian citizen who lives in France. This

study was conducted to determine the differences in cultural values between Indonesia and France from various categories of food, clothing, housing, technology, economy, information, transportation, individual and family activities, religion, and science. The result of this research indicate that the results of the video content of cross-cultural communication messages in the Suny29 YouTube channel in the period September 2016 – March 2017 are declared reliable because the results show numbers above 0.75 or 75%. It can also be seen that the category that often appears is science, with a presentation 31% of the 9 existing categories.

The last is research from Septiana Sofkhatin entitled “*Persuasive Communication in YouTube Content Analisa Channel: Self Love Day 1-7 (Hermeneutika Gadamer Analysis)*”. In this study, the researcher conducted research on a channel with the name Analisa Channel on YouTube belonging to Analisa Widyaningrum. The purpose of this research is to find out persuasive communication in the YouTube content of Analisa Channel: Self Love Day 1-7. The result of this study indicate that in the text found forms of Self Love, namely love to Allah SWT, forgiving oneself and others, not being jealous of what others have, enthusiasm for work, patience and gratitude, positive thinking, and sincerely. The forms of Self Love are conveyed by Analisa with a persuasive delivery, through the opportunity that is given by Analisa to the audience to try the tips it provides.

Table 2.1 Previous Studies

No.	Previous Studies	Similarity	Differences
1.	Chanelle L. Tolentino “ <i>Content Analysis of</i> ”	– Do an analysis of videos	– Subject of research.

	<i>TeacherTube and YouTube Videos for Instructing English Language Learner</i> ". 2016	<ul style="list-style-type: none"> content on YouTube – Conducting research in the area of education 	<ul style="list-style-type: none"> – Research methodology. – Tolentino conducted research on two platforms, on TeacherTube and YouTube.
2.	Indah Afrianti " <i>Personal Branding Content Analysis in Beauty Vlogger YouTube Channel (Case Study in Rachel Goddard Video)</i> ". 2020	<ul style="list-style-type: none"> – Do an analysis of videos on YouTube. 	<ul style="list-style-type: none"> – Research subject – Research purpose
3.	Affa Salsabila " <i>Cultural Message on YouTube Social Media (Analysis of Video Content on Channel Suny29 Period September 2016 – March 2017)</i> ". 2017	<ul style="list-style-type: none"> Do an analysis of videos on YouTube 	<ul style="list-style-type: none"> – Research subject – Research purpose – Research methodology
4.	Septiana Sofakhatin " <i>Persuasive Communication in YouTube Content Analisa Channel: Self Love Day 1-7 (Hermeneutika Gadamer Analysis)</i> ". 2021	<ul style="list-style-type: none"> Do an analysis of videos on YouTube. 	<ul style="list-style-type: none"> – Research subject – Research methodology – Research purpose – Sofakathin did a research on local content creator channel

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on this research, the researcher uses a qualitative method because based on the data obtained in the form of the text taken from the dialogues in the video. qualitative method is method that rely on data from text and images, have unique steps in data analysis, and also use various design (Creswell, 2014). Creswell also states that a qualitative plan should end with some narrative comments that emerge from the data analysis. The result of this research is a theoretical view of phenomenon or the result of writer's interpretation, which in the research report is a description of words, not numbers. As stated by (Moleong, 2007) that qualitative research is research with the aim of understanding the phenomena experienced by the research subjects as a whole by means of description in the form of words and language, in the special context experienced and utilizing various scientific method. Qualitative research is a form of inquiry which researchers make interpretations of what they see, hear, and understand (Creswell, 2007).

The research design used in this study is descriptive. Descriptive qualitative method is a method based on the philosophy of post-positivism used to examine the condition of natural objects (as the opposite is experiment) where the researcher is the key instrument, the data collecting used is triangulation technique (combination), and the data analysis used is inductive/qualitative, and the result of qualitative research are more emphasize meaning rather that generalization (Sugiyono, 2015). Qualitative descriptive research aims to describe, explain and

answer in more detail the problem which will be researched by studying as much as possible an individual, a group or an event. In research qualitative, human is a research instrument and the result are written in the form of words or statements that are in accordance with the actual situation.

B. Time of Research

Time of research is how much time used when the research process is ongoing from the beginning to end. At this time, the researcher will describe the research time spend from the beginning of submitting the research title to the process of analyzing the data.

Table 3.1 Time of Research

Activities	2021					2022							
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Consultation submission of title													
Proposal guidance													
Start for making proposal													
Observation													
Analyze the data													
Writing research result													

C. Research Subject

Research subjects is informants, which means people who are used to provide information about the situation and conditions of the research place (Moleong, 2010). In this research, researcher research a YouTube channel called Ramanujam Meganathan. In that channel, researcher examined the first six videos entitled VTS 02 1, VTS 04 1 English Language classroom: Stories Tell Many A Thing, English Language Classroom: Potion Words, English Language Classroom: Conversation Class, English Language Classroom: Idioms (Vocabulary); and English Language Classroom: Teaching of Poetry.

What is mean by the informant who provides information about the teaching methods used by the teacher is Ramanujam Meganathan's YouTube Channel. It can be said because the channel uploaded the video that the researcher would later examine, so that the channel became the researcher's informant in collecting data. It can be concluded that the subject in this research is Ramanujam Meganathan's YouTube Channel.

D. Data and Data Sources

Data is all fact and figures that can be used as material to compile an information, while information is the result of data processing that is used for a research purpose (Arikunto, 2002). In this research the researcher uses qualitative research, so the data obtained is in the form of a collection of words, not number. There are two data that the researcher use, the first is primary data and the second is secondary data.

1. Primary Data

Primary data is data that obtained or collected directly in the field by people who carry out research or are concerned need it (Hasan, 2002). This data is obtained from the subject of the researcher's study. Based on this research, the primary data is the videos entitled VTS 02 1, VTS 04 1 English Language classroom: Stories Tell Many A Thing, English Language Classroom: Potion Words, English Language Classroom: Conversation Class, English Language Classroom: Idioms (Vocabulary); and English Language Classroom: Teaching of Poetry on Ramanujam Meganatham's YouTube Channel including the dialogue and the visualization.

2. Secondary Data

Secondary data is data obtained or collected by person who conducting the research from sources that already exist (Hasan, 2002). This data is used to support the primary data that has been obtained from books, journal, previous research, which can help to complete the analysis.

E. Research Instruments

Instruments are tools or facilities used in the research to collect data so that the data obtained can be easily processed (Arikunto, 2010). Based on this research, the main research instrument is the researcher herself. Qualitative research has natural setting as a direct source of data where the researcher is the key instrument of the research (Biklen, 1982). The researcher is the main instrument in this research because it is the researcher herself who lead the process who explores the data,

collected the raw data, examine it, and process the data she has obtained. Researcher act as a designer, data collectors, data analyst, data interpreters, and reporting research result (Moleong, 2010).

F. Data Collection Technique

In qualitative research, there are various methods that can be used as data collection, including textual or visual analysis (from books or videos), observation, and interviews. Of the various technique that can be used in qualitative research, in this research the researcher used two data collection technique, there are: observation and recording.

The first data collection is observation. Observation is data collection method that uses direct or indirect survey (Riyanto, 2010). Based on this research, the researcher uses the indirect observation method because the researcher observes the subject on YouTube. The steps taken by researcher when conducting this observation are:

1. Watch the video on Ramanujam Meganathan's YouTube channel entitled VTS 02 1, VTS 04 1 English Language Classroom: Stories Tell Many A Thing, English Language Classroom: Position Words, English Language Classroom: Conversation Class, English Language Classroom: Idiom (Vocabulary), English Language Classroom: Teaching of Poetry, to understand the content of the video.
2. Observe and collect the require data regarding what teacher and students do when learning is taking place in the video.


The second stage of data collection is recording. According to (Yin, 2016) recording technique is divided into three, namely noting about vivid images or

actions, taking word by word notes, and noting everything about the written material that has been collected in the field setting. Thus, based on this research, besides recording words on the video, it also takes data in the video with screenshots.

CODING

The researcher also uses code to make data classification understandable clearly; the code is as below:

Table 3.2 Table Coding

No.	Data number/order videos alphabetically/type of teaching method/minutes	Screenshot
1.	1/A/Demonstration/2:43	

The explanation of the table coding:

- 1: the number of the data
- A: order videos alphabetically (first video is coded as A, second video is coded as B, third video is coded as C, fourth video is coded as D, fifth video is coded as E, sixth vide is coded as F)
- Demonstration: type of teaching method (Lecture, Question and Answer, Discussion, Recitation, Demonstration, Experiment, Drill, Field Trip, Simulation)

- 2:24: minutes to indicate the time when the teaching method appears on the screen.

G. Data Validation Technique

Data validation technique is an examination carried out to ensure that the data obtained has met predetermined criteria, and ensures that the source and accuracy of the data can be known. The data validation technique used in this research is triangulation technique.

Triangulation technique is defined as a data collection technique that combine various data collection techniques and existing data sources (Sugiyono, 2015). There are four kinds of triangulation techniques (Patton, 1999): (1) data triangulation, that is in collecting data the researcher must using variety of different data sources; (2) methodological triangulation, that is the way researcher test the validity of the data by collecting similar data using different data collection method; (3) research triangulation (investigator triangulation) is the result of research, both data and conclusion regarding certain parts of the whole can be tested for validity from several researches; (4) triangulation of theory, which in test the validity of the data using the perspective of more than one theory in discussing the problems studies, so that they can analyze and drawn more complete and comprehensive conclusions.

In this research, the researcher chose to use a methodological triangulation technique to observe a phenomenon. There are three method used in this research: observation (watching the video) and recording (recording the screenshots of the scenes). On the other hand, the researcher also uses the triangulation of theory in testing the validity of the data using more than one perspective in discussing the

problem studied, so that more complete and comprehensive conclusion can be drawn.

H. Data Analysis Technique

Data analysis technique is the process of searching for data, systematically compiling the data obtained from the result of interviews, field notes, and documentation by organizes data into categories, breaks it down into units, synthesize, arrange into pattern, choose which one are important and that will be studied, and make conclusions so that it easily understand by yourself and others (Sugiyono, 2010). The data analysis technique used in this research is inductive data analysis. Inductive data analysis is drawing conclusions that depart from specific facts, to draw the general conclusion. According to Miles and Huberman (1984) in (Sugiyono, 2010) activity in data analysis is carried out interactively and takes place continuously so that the data is saturated. Activities in data analysis includes data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

Reducing data means summarizing, choose the main things, focus on the things that are important, look for themes and patterns and discard unnecessary things. Data that has been reduce will provide a clearer picture, and make it easier for researcher to conduct further data collection, and look for it needed (Sugiyono, 2010).

2. Data Display

Miles and Huberman in (Sugiyono, 2010) stated that the most often used to present the data in qualitative research are text and narratives. In this

research, the researcher presents the data that has been reduce by transcript the dialogues on the video, in the form of text and narrative.

3. Conclusion Drawing/Verification

The third step in qualitative data analysis is drawing conclusion and verification. The initial conclusion put forward still tentative, and will change if there is no storing evidence to support the next stage data collection. Conclusion in qualitative research may be able to answer the problem formulation formulated from the beginning, but maybe not because of the problem and formulation of the problem in the qualitative research is still temporary and will develop (Sugiyono, 2010).

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the research findings and discussion. This chapter is divided into two parts; the first one is to present the research findings in the videos, and the second is to discuss the teaching methods found in the videos on Ramanujam Meganathan's YouTube Channel.

A. Research Findings

1. Teaching Method Used by the Teacher on Ramanujam

Meganathan's YouTube Channel

In this research, the researcher uses the theory of Sudjana (1989) to analyze the types of teaching method. Here is the teaching method used by the teacher on Ramanujam Meganathan's YouTube Channel:

a. Lecture

There are 12 of 130 data that contain the lecture teaching method. Data coding of the lecture teaching method is in the table below.

Table 4.1 Lecture

Data Coding	16/B/Lecture/5:29	72/E/Lecture/1:49	104/F/Lecture/2:17
	18/B/Lecture/6:00	84/E/Lecture/11:45	106/F/Lecture/2:56
	41/C/Lecture/9:34	86/E/Lecture/15:35	113/F/Lecture/10:53
	62/D/Lecture/8:17	91/E/Lecture/19:35	128/F/Lecture/24:29
Total	12		

Lecture teaching method on Ramanujam Meganathan's YouTube Channel are as follows:

16/B/Lecture/5:29



Figure 4.1 Lecture

“You know cheetah is the fastest animal. It can run very fast than the other animal. So the lion has three ministers, one is leopard, the fox, and the third one is the wolf”.

Lecture method has found in the second video. In this section, the teacher explaining to students that cheetah is an animal that can run very fast than other animals. This is in line with the concept of lecture method, where the teacher as an informant plays an active role, while students plays a more passive role because there is only one-way communication between them.

18/B/Lecture/6:00



Figure 4.2 Lecture

(The teacher tells the story that the lion has three ministers, they are fox, wolf, and leopard. The lion got sick, so he asked his ministers to find some food. The lion has new minister, that is camel, and finally camel got killed by the fox, wolf, and leopard).

In this section, teacher tells a story about the lion and his ministers. In this occasion, the teacher is still the main role during the learning process. Therefore, the communication that occurs is still a one-way communication such as the concept of the lecture method.

41/C/Lecture/9:34

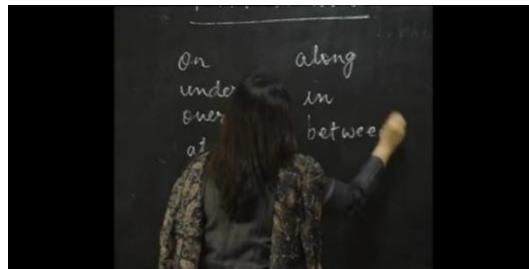


Figure 4.3 Lecture

“So what kind of words are these? These are position word. The words are also called preposition”.

In this section, teacher explained the students about some words that are included in position word, which are also known as preposition word. The teacher explains to students through one-way communication, where the students only act as receiver of information conveyed by the teacher.

62/D/Lecture/8:17

Figure 4.4 Lecture

“I will tell you few lines about this festival, and I have two more picture on different festival...they go to the mosque for prayer”

The lecture method also found in the fourth video. In this section, the teacher pastes a picture on a board, in the form of a picture of festival of Eid. The teacher then explains the festival of Eid to the student orally. While the teacher was explaining about the festival, the students listened to the material presented by the teacher because the teacher was the only informant in the class at that time.

72/E/Lecture/1:49

Figure 4.5 Lecture

“When I said give a big hand, you all started clapping...so today we are going to learn such types of groups”.

Lecture method was also found in the fifth video. The teacher explained to the students about the material to be studied, namely the material about idioms. In this section, the teacher explains the material without involving students in delivering the material, so this activity uses the lecture method where only one-way communication occurs while teaching.

84/E/Lecture/11:45



Figure 4.6 Lecture

“When the job is easy, very easy for us, we say “uh! This is a piece of cake for me”.”

The teacher explained an example of one of idioms, and arrange it in a sentence. The communication that occurs here is one-way communication, where the teacher explains the material and students act passively as receiver of material from the teacher.

86/E/Lecture/15:35



Figure 4.7 Lecture

“So there was a new boy in the class, whose name was Asad and he used to give trouble to his friend, then the teacher said to monitor “please keep an eye on him”.”

In this section, teacher explained again the meaning of one of idioms while giving it an example. The teacher conveyed the information orally, and the teacher is also the only source of information in the class.

91/E/Lecture/19:35



Figure 4.8 Lecture

“One thing that I have to tell you, when you find such a group of words like apple of my eye, then this group are not used as the real meaning, and they are used for some other meaning. This phrases are called idioms.”

In this video, there is a part when the teacher tells about group of words called idioms in minute 19:35. The teacher tells some of group of words that are used for some other meaning, not the real meaning. That group of words is called idioms. In the lecture method, teacher becomes the center of attention in the class because the teacher is the only one who gives the information. The teacher

can be said to be applying the lecture method because when teacher delivering the lesson material to students, the teacher becomes the main speaker while students listen to the information given.

104/F/Lecture/2:17



Figure 4.9 Lecture

“Yes they are dangerous, they can kill us, that’s why we cannot keep wild animal and even the government has made strict laws that people cannot keep wild animals at home”.

Lecture method was also found in the sixth video. In this section, the teacher was explaining the dangerous of wild animals, as well as government regulations that prohibit people from keeping wild animals. This can be called lecture method because the communication that occurs is only in one direction, and the focus of attention is on the teacher.

106/F/Lecture/2:56



Figure 4.10 Lecture

“Today we will be learning about the cow. This poem is written by Robert Louis Stevenson a very great English poet has written a lot of poetry especially for children”.

The teacher explains the topic they will learn at that time. In line with the definition of lecture method, where the teacher can explain insights on a particular topic to be studied, orally and using one-way communication.

113/F/Lecture/10:53



Figure 4.11 Lecture

“Everybody look here. There is a picture...this pictures help you understand the meaning of the word might”.

In this section, teacher explained a word through a picture in front of the class. While the teacher was explaining about the word, the students listened to the material presented by the teacher because the teacher was the only informant in the class at that time.

128/F/Lecture/24:29



Figure 4.12 Lecture

“You can see in the picture...she produces the sounds moo”.

In this section, the teacher explained again a word through a picture. The communication that occurs is one-way communication, because while the teacher was explaining about the word, the students listened to the material presented by the teacher because the teacher was the only informant in the class at that time.

b. Question and Answer

There are 80 of 130 data that contain the question and answer teaching method. Data coding of the question and answer teaching method is in the table below.

Table 4.2 QnA

Data	7/B/QnA/1:53	47/C/QnA/10:51	93/E/QnA/20:19
Coding	8/B/QnA/1:59	48/D/QnA/0:41	95/E/QnA/21:11
	9/B/QnA/2:15	49/D/QnA/0:45	96/E/QnA/21:32
	10/B/QnA/2:20	50/D/QnA/1:08	98/F/QnA/0:38
	11/B/QnA/2:35	61/D/QnA/7:42	99/F/QnA/0:41
	12/B/QnA/3:38	63/D/QnA/9:13	100/F/QnA/0:55
	13/B/QnA/4:00	64/D/QnA/9:21	101/F/QnA/1:23
	14/B/QnA/4:22	65/D/QnA/9:42	102/F/QnA/1:44
	15/B/QnA/5:18	66/D/QnA/10:22	103/F/QnA/1:52
	17/B/QnA/5:53	67/D/QnA/10:54	105/F/QnA/2:28
	19/B/QnA/13:11	68/D/QnA/10:58	110/F/QnA/9:03
	20/B/QnA/13:18	69/D/QnA/11:32	111/F/QnA/9:25
	21/B/QnA/13:27	71/E/QnA/0:43	112/F/QnA/9:30
	22/B/QnA/13:32	74/E/QnA/4:43	114/F/QnA/11:26
	23/B/QnA/13:42	75/E/QnA/4:50	115/F/QnA/11:55

	24/B/QnA/13:47	76/E/QnA/4:56	116/F/QnA/12:42
	25/B/QnA/13:51	77/E/QnA/7:28	119/F/QnA/18:46
	28/C/QnA/1:00	78/E/QnA/7:42	120/F/QnA/18:57
	30/C/QnA/2:20	79/E/QnA/8:19	121/F/QnA/19:51
	32/C/QnA/2:49	80/E/QnA/8:38	122/F/QnA/21:14
	34/C/QnA/5:46	81/E/QnA/9:03	123/F/QnA/21:30
	38/C/QnA/7:51	82/E/QnA/11:16	125/F/QnA.23:01
	39/C/QnA/8:03	83/E/QnA/11:23	126/F/QnA/23:59
	43/C/QnA/10:14	87/E/QnA/16:05	127/F/QnA/24:18
	44/C/QnA/10:28	88/E/QnA/16:25	129/F/QnA/24:53
	45/C/QnA/10:34	90/E/QnA/17:01	130/F/QnA/25:05
	46/C/QnA/10:45	92/E/QnA/20:11	
Total	80		

Examples of the Question and Answer teaching method on Ramanujam Meganathan's YouTube Channel are as follows:

19/B/ QnA/13:11



Figure 4.13 Question and Answer

“How many ministers did the lion have in total?”

The question and answer method was also found on the second video. Teacher asked the student a question about the story that have been read before, about the lion and his ministers. Here is reciprocity in this activity; the teacher asks and then the student answer, then this activity can be called question and answer activity.

30/C/QnA/2:20



Figure 4.14 Question and Answer

“Why is she called Pinky?”

Question and answer method was also found in the third video. In this section, the teacher asks the students why one of the puppets brought is named Pinky, and the students then answer the question. In this method, communication between teachers and students occurs in two directions, because of the reciprocity given

32/C/QnA/2:49



Figure 4.15 Question and Answer

“Do you know why this friend was known as Peelee?”

In this section, the teacher asks the students why one of the puppets brought is named Peelee, and the students then answer the question. In this method, communication between teachers and students occurs in two directions, because of the reciprocity given.

44/C/QnA/10:28



Figure 4.16 Question and Answer

“Where is Jadoo right now?”

In this section, the teacher brings a puppet named Jadoo, asks students questions about the existence of Jadoo, and then students answer the questions. There is two-way communication in this activity, in line with the concept of the question and answer method.

49/D/QnA/0:45



Figure 4.17 Question and Answer

“Can anybody of you tell me the uses of mobile?”

Question and answer method was also found in the fourth video. In this section, the teacher begins the teaching and learning process by giving questions to students in the form of mobile usage. Next, the students began to raise their hands, which indicated that they were willing to answer the teacher's questions.

64/D/QnA/9:21



Figure 4.18 Question and Answer

“What do we do on the festival of Holi?”

The teacher asks the students what things they should do during the Holi festival, and then the students answer the questions posed by the teacher.

71/E/QnA/0:43



Figure 4.19 Question and Answer

“Can you spell the word Perfume?”

Question and answer method was also found in the fifth video. In this section, the teacher begins the teaching and learning process by giving questions to students in to spell the word Perfume. Next, the students began to raise their hands, which indicated that they were willing to answer the teacher's questions.

82/E/QnA/11:23



Figure 4.20 Question and Answer

“Why your friend is in hot water? What happen to your friend?”

The teacher asks students a question about the material being discussed, namely about idioms that have been adapted in a sentence.

123/F/QnA/21:30



Figure 4.21 Question and Answer

“What is the sound of the cow?”

The question and answer method was found on the sixth video. In this section, the teacher asks the students about the sound of a cow. This question was asked by the teacher because it was related to the material being studied, that is a poem entitled The Cow.

130/F/ QnA/25:05



Figure 4.22 Question and Answer

“Why does the boy loves the cow?”

In the end of the video, the teacher reviews the material that have been studied before about a poem through a question and answer session with students. This question asked by the teacher is still related to the material that has been studied previously, namely about a poem entitle *A Cow* by Robert Louis Stevenson.

c. Discussion

There are 4 of 130 data that contain Discussion method. Data coding of the question and answer teaching method is in the table below.

Table 4.3 Discussion

Data	(2/A/Discussion/4:24)
Coding	(3/A/Discussion/5:18)
	(4/A/Discussion/7:51)
	(117/F/Discussion/13:10)
Total	4

Discussion teaching method on Ramanujam Meganathan's YouTube Channel are as follows:

2/A/Discussion/4:24



Figure 4.23 Discussion

"Tell your partner what the person is doing or what is happening".

The discussion method was found on the first video. In this section, the teacher gives instructions to the students that they must tell their partner about what happened in the picture given. This activity can be called as a discussion method because students exchange information with their partner, so that they get clearer answers about the material being studied.

3/A/Discussion/5:18



Figure 4.24 Discussion

(Teacher started to give students the pictures to be discussed with their partner)

As previously instructed, the teacher then distributes the picture to the students, and then the students have to discuss the pictures they get with their partner.

4/A/Discussion/7:51



Figure 4.25 Discussion

(The teacher asked the student randomly to describe the picture given that they have been discussed with their partner before).

The discussion method was found on the first video. In this first video, there is a situation where the teacher calls students randomly to share the result of their discussion with their partner. In this situation, teacher not only called one students, but teacher called several students to conveyed the result of their discussion. Thus, various opinions are obtained from students which can be collected or drawn into one clear conclusion by the teacher.

117/F/Discussion/13:10



Figure 4.26 Discussion

“I’ll give you three minutes each one of you, and you people are divided already into three groups...this group will be telling me naming words, second group will be telling me action words, and third group will be telling me describing words from this poem.”

The discussion teaching method was also applied by the teacher in the sixth video. In this section, teacher divided the students into three groups, each which gets a different task. In this situation, students are allowed to discuss with their friends in a group and then convey the result of their discussion by writing them on the board. Because the topics that must be discussed by each group are different, so when students are writing their result in front of the class, other students who gets different discussion topics can also get new information about the result of the discussion.

d. Recitation

There are 8 of 130 data that contain Recitation method. Data coding of the recitation teaching method is in the table below.

Table 4.4 Recitation

Data Coding	5/A/Recitation/10:12	89/E/Recitation/16:38
	6/A/Recitation/10:57	94/E/Recitation/20:37
	70/D/Recitation/11:34	97/E/Recitation/22:40
	85/E/Recitation/11:52	108/F/Recitation/7:37
Total	8	

Recitation teaching method on Ramanujam Meganathan's YouTube Channel are as follows:

5/A/Recitation/10:12



Figure 4.27 Recitation

“Now you write a description in your notebook”

The use of recitation method has been discovered in the first video. In the video, the teacher gives a task to students, that students must write the results of the discussion they have done in their notebook.

6/A/Recitation/10:57



Figure 4.28 Recitation

“I have not seen all of you writing it incomplete and you do it as homework”.

Recitation is a method of giving assignment from teacher to students, which can be done not only in class, but also in another places. In this section, because the lesson time is up but the students

have not complete the task that have been given, so that the task can be done at home as a homework.

70/D/Recitation/11:34



Figure 4.29 Recitation



Figure 4.30 Recitation

“Assignment for today is the you are going to draw and color any festival of your choice and you are going to few sentence on that festival.”

The recitation method was found in the fourth video. In this video, the teacher give assignment in the form of homework as a closing of learning activities on that day, which must be done by students and collected at the next meeting.

85/E/Recitation/11:52*Figure 4.31 Recitation*

“Now you have to make this phrase ‘piece of cake’ in your own sentences”.

The recitation method was also found in the fifth video. In this section, the teacher asked students to make a sentence from a predetermined phrase. This can be called recitation method because after the teacher gives the task, the students must account for the task to the teacher.

89/E/Recitation/16:38*Figure 4.32 Recitation*

“You have to make a sentence using this phase ‘keep an eye’”.

The same as before, the teacher instruct the students to make a sentence, using different phrase from the previous one, and then

the students must be responsible for the task that has been given, by showing the results of their work to the teacher.

94/E/Recitation/20:37



Figure 4.33 Recitation

“Now you all take your notebook, and here are the jumble words. You have to make correct idioms. Take out your notebook and write down, I’m going to check, okay?”

Recitation method was also found in the fifth video. In this video, the teacher gives an assignment in the form of jumble words that must be done by student at that time, as evidence by words *“Take out your notebook and write down, I’m going to check, okay?”*

97/E/Recitation/22:40



Figure 4.34 Recitation

“Now you have to find out two more idioms from your lesson, and then tomorrow you write it in your notebook and show me”.

In this section, students are given homework by the teacher to find two more idioms, and must be accountable to teacher in the next meeting.

108/F/Recitation/7:37



Figure 4.35 Recitation

“Now take out your notebook, write down the name of the poem. Now I’m writing the words which have come in this poem and you people first have to pronounce the words and then you will be writing in your notebook”.

The recitation method was also found in the fifth video. In this section, students are asked to write in their book about the title of the poem, and also write the words read by the teacher.

e. Demonstration

There are 26 of 130 data that contain Demonstration method. Data coding of the Demonstration teaching method is in the table below.

Table 4.5 Demonstration

Data	1/A/Demonstration/2:43	53/D/Demonstration/2:40	
Coding	26/C/Demonstration/0:30	54/D/Demonstration/3:31	
	27/C/Demonstration/0:51	55/D/Demonstration/4:20	
	29/C/Demonstration/1:10	56/D/Demonstration/4:47	
	31/C/Demonstration/2:30	57/D/Demonstration/5:24	
	33/C/Demonstration/2:58	58/D/Demonstration/6:02	
	35/C/Demonstration/5:54	59/D/Demonstration/6:20	
	36/C/Demonstration/6:21	60/D/Demonstration/7:06	
	37/C/Demonstration/6:50	73/E/Demonstration/2:54	
	40/C/Demonstration/9:00	107/F/Demonstration/3:26)	
	42/C/Demonstration/10:03	109/F/Demonstration/8:30	
	51/D/Demonstration/1:36	118/F/Demonstration/18:30	
	52/D/Demonstration/2:18	124/F/Demonstration/22:49	
	Total	26	

Demonstration teaching method on Ramanujam Meganathan's YouTube Channel are as follows:

1/A/Demonstration/2:43



Figure 4.36 Demonstration

“I’m going to describe it for you...there are two boys looking at the lady falling asleep”

Demonstration method was found in the first video, in this section, the teacher demonstrates a procedure for doing assignments that must be done by students, which are then followed by students to do the assignment that will be given. In the demonstration method, teacher can demonstrate events, rules, sequences or process using some media that are relevant to the material being discussed.

26/C/Demonstration/0:30



Figure 4.37 Demonstration

“I’m going to tell you a story, today is a nice story very interesting story, which I will tell you through puppets.”

Demonstration method was found on the third video. In the video, the teacher mentioned that she would read a story using the media in the form of puppets.

27/C/Demonstration/0:51



Figure 4.38 Demonstration

“I’m going to tell you a story, today is a nice story very interesting story which I will tell you through puppets”.

Demonstration method was also found in the third video. In this section, teacher told the students that she will demonstrated a story using properties or media in the form of puppets.

29/C/Demonstration/1:10



Figure 4.39 Demonstration

“Kolhu has just one ear...he had friend who was known as Pinky”.

In this section, the teacher begins to demonstrate the story by bringing puppets as learning media.

31/C/Demonstration/2:30



Figure 4.40 Demonstration

“Kolhu went to Pinky and asked Pinky...Kolhu went went to another friend was known as Peelee”.

The teacher demonstrated the story by bringing puppets as learning media.

33/C/Demonstration/2:58



Figure 4.41 Demonstration

“So Kolhu asked Peelee...Jadoo said yes I know what happened to your ear”.

The teacher demonstrated the story by bringing puppets as learning media

35/C/Demonstration/5:54



Figure 4.42 Demonstration

“Inside the stomach of the mouse...so the mouse had eaten away Kolhu’s ear”.

The teacher demonstrated the story by bringing puppets as learning media

36/C/Demonstration/6:21*Figure 4.43 Demonstration*

“Here is little poem that I got for you, we will be repeating this poem here in class. The tittle of this poem is mice mice everywhere”.

The teacher gives instructions to the students that she will read a poem and the students are asked to imitate the poem read by the teacher. In the demonstration method, the teacher can convey several things, one of which is the rules or procedures that must be carried out when teaching and learning activities are taking place.

37/C/Demonstration/6:50*Figure 4.44 Demonstration*

(the teacher started reading the poem then the students repeat what teacher says”.

After the teacher gave the procedures for what students should do, in this section it was time to take action, where the teacher

began to read the poem and the students repeated the poem read by the teacher. This can be said to be a demonstration method because the teacher demonstrates the rules and learning sequences directly.

40/C/Demonstration/9:00

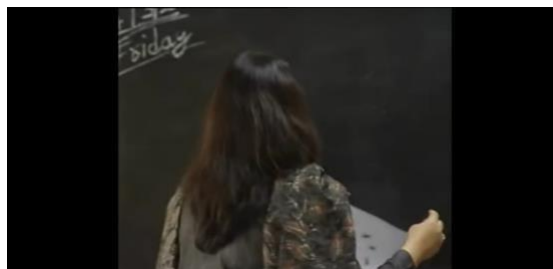


Figure 4.45 Demonstration

“Can you repeat those words? So one was on, under, over, at, inside, to, along, in, between”.

The teacher instructs the students to repeat some of the words mentioned by the teacher. This can be said to be a demonstration method because the teacher demonstrates the rules and learning sequences directly.

42/C/Demonstration/10:03



Figure 4.46 Demonstration

(Students just repeat again the words read by the teacher)

The teacher instructs the students to repeat some of the words mentioned by the teacher. This can be said to be a demonstration

method because the teacher demonstrates the rules and learning sequences directly.

51/D/Demonstration/1:36



Figure 4.47 Demonstration

“Now I have something for you, I’ve got a magic bag. Let us see what things I have brought for you. I’m going to call you one by one here, and you have to pick up one object on it and speak on that object.”

Demonstration method was also found on the fourth video. In a part of this fourth video, the teacher can be said to be applying demonstration method because the teacher is conveying the sequences of an activity. The activity referred to here is when the teacher says that she will call the students one by one, and the students must take the object that has been provided in the bag and then speak on that object.

52/D/Demonstration/2:18



Figure 4.48 Demonstration

(Student carrying a flower and said “flower color is orange, leaf color is green, and so seed”).

This section is the execution of the demonstration method presented by students. In this section, students are asked to demonstrate or convey items that have been taken randomly from the bag provided by the teacher.

53/D/Demonstration/2:40



Figure 4.49 Demonstration

(Another student carrying a flower and said “this is flower. This flower is very beautiful. There are many types of flower like rose and flower, jasmine, etc. there are many colors of roses like orange, pink, white, and etc.”)

This section is the execution of the demonstration method presented by students. In this section, students are asked to demonstrate or convey items that have been taken randomly from the bag provided by the teacher.

54/D/Demonstration/3:31

Figure 4.50 Demonstration

(Student carrying a dog toys and said “this is a dog. The dog is a pet anima. Dog has many colors like brown, black, white and etc. dog eat bread, milk, etc.”)

This section is the execution of the demonstration method presented by students. In this section, students are asked to demonstrate or convey items that have been taken randomly from the bag provided by the teacher.

55/D/Demonstration/4:20

Figure 4.51 Demonstration

(Student carrying a Barbie doll and said “this is Barbie doll. Barbie doll is very beautiful her hair is very long. It is very sweet.”)

This section is the execution of the demonstration method presented by students. In this section, students are asked to

demonstrate or convey items that have been taken randomly from the bag provided by the teacher.

56/D/Demonstration/4:47



Figure 4.52 Demonstration

(Student carrying Barbie doll and said “this is Barbie doll. She is very cute.”)

This section is the execution of the demonstration method presented by students. In this section, students are asked to demonstrate or convey items that have been taken randomly from the bag provided by the teacher.

57/D/Demonstration/5:24



Figure 4.53 Demonstration

(Student carrying a mic and said “this is a mic. All children is speaking in mic. There are many types of mic, long, small, and.”)

This section is the execution of the demonstration method presented by students. In this section, students are asked to demonstrate or convey items that have been taken randomly from the bag provided by the teacher.

58/D/Demonstration/6:02



Figure 4.54 Demonstration

(Student carrying Santa Clause picture and said “this is Santa Clause, Santa Clause coming from Christmas day.”)

This section is the execution of the demonstration method presented by students. In this section, students are asked to demonstrate or convey items that have been taken randomly from the bag provided by the teacher.

59/D/Demonstration/6:20



Figure 4.55 Demonstration

(Student carrying Santa Clause picture and said “this is Santa Clause. Santa Clause dress color is red. Santa Clause

come on Christmas day. Santa Clause give gift for the children.”)

This section is the execution of the demonstration method presented by students. In this section, students are asked to demonstrate or convey items that have been taken randomly from the bag provided by the teacher.

60/D/Demonstration/7:06



Figure 4.56 Demonstration

(Student carrying a stethoscope and said “this is stethoscope use for check the patient. The doctor checked the patient with this stethoscope.”)

This section is the execution of the demonstration method presented by students. In this section, students are asked to demonstrate or convey items that have been taken randomly from the bag provided by the teacher.

73/E/Demonstration/2:54



Figure 4.57 Demonstration

“I am going to give you the paragraphs. First, you all have to read it quietly. Then we are going to discuss in details that in this paragraphs you are going to discuss in details that in this paragraphs you have to find out those group of words which are used in a different meaning.”

Demonstration method was also found in the fifth video. In this video, the teacher conveys a rules to students about what should they do when the learning process is in progress.

107/F/Demonstration/3:26



Figure 4.58 Demonstration

(Teacher demonstrate a poem on a book to the students and then the teacher asked to the students who wants to read the poem, then some of the students are able to read that poem).

In this section, the teacher demonstrates a poem to the students, which then the teacher gives the opportunity for students to reread the poem as previously read by the teacher.

109/F/Demonstration8:30*Figure 4.59 Demonstration*

“Now I’m pronouncing the words and you people have to repeat. All of you together M-I-G-H-T might.”

The teacher instructs the students to repeat some of the words mentioned by the teacher. This can be said to be a demonstration method because the teacher demonstrates the rules and learning sequences directly

118/F/Demonstration/18:30*Figure 4.60 Demonstration*

(Demonstrate the first paragraph in the poem) “The friendly cow all red and white I love it all my heart, she gives me cream with all her might to eat will apple tart.”

In this section, the teacher demonstrates a poem to the students, which then the teacher and students review the meanings in the first paragraph of the poem.

124/F/Demonstration/22:49

Figure 4.61 Demonstration

(Demonstrate the last paragraph of the poem) “And blown by all the winds that pass, and wet with all the showers, she walks among the meadow grass, and eats the meadow flower.”

In this section, the teacher demonstrates a poem to the students, which then the teacher and students review the meanings in the second paragraph of the poem.

2. Advantages and Disadvantages of the Teaching Method Used on Ramanujam Meanathan’s YouTube Channel

a. Lecture

1) Advantages

- Save time and efforts
- Presents factual material in direct
- Useful for a large group of student
- Teacher has a great control of time and material

2) Disadvantages

- Boring for learner
- Concentrate on information than learners
- Audience is passive

- Require highly skilled instructor

b. Question and Answer

1) Advantages

- Increase self-confidence among students
- Increase focusing and concentrating
- Organize thinking process

2) Disadvantages

- Need time and effort
- Few people can dominate
- Class may get out of order

c. Discussion

1) Advantages

- Pool ideas and experience from group
- Allows everyone to participate in an active process
- Participants gain communication

2) Disadvantages

- Not suitable for detailed topic
- Not practical with more than 20 people
- Few people can dominate

d. Recitation

1) Advantages

- Make students become active in learning
- The task can deepen, enrich, and broaden students' view about the material

- Foster and develop student discipline

2) Disadvantages

- Difficult to know whether it is students own work or not
- Inner peace of students feeling disturbed
- Requires close supervision both by educator and parents

e.

Demonstration

1) Advantages

- Provide enthusiastic and enjoyable atmosphere
- Student will have the opportunity to compare the theory and reality
- Students' attention is easier to focus on learning process

2) Disadvantages

- Requires a skilled instructor
- Require more preparation
- Require appropriate equipment and material

B. Discussions

In this section, the researcher connects the research findings above with the theory used. The researcher found 130 data containing teaching method used by the teacher on Ramanujam Meganathan's YouTube channel. Based on Nana Sudjana's (1989) theory, there are 9 types of teaching method; lecturer, question and answer, discussion, recitation, demonstration, experimental, drill, field-trip, and simulation.

Based on the research that has been done, the research data that have been found are, lecture 13 data; question and answer 80 data; discussion 4

data; recitation 8 data; demonstration 26 data. It was found that teacher does not only used one method when teaching. It was also found that overall teacher used the question and answer method more, 80 data regarding the question and answer method were found in this study.

The first teaching method is lecture. The lecture method is a teaching method that is used to convey information or subject matter orally. In this method, the teacher plays a more active role because the teacher is the only provider of information needed for students. 12 data that contain lecture method were found in the first six videos on Ramanujam Meganathan's YouTube channel. For example, "*One thing that I have to tell you, when you find such a group of words like apple of my eye, then this group are not used as the real meaning, and they are used for some other meaning. This phrases are called idioms.*" (91/E/Lecture/19:35). The line spoken by the teacher can be said to be applying lecture method because when teacher delivering the lesson material to student, the teacher becomes the main speaker while students listen to the information given. In this section, when teacher is delivering information about idioms, the students carefully listen to the information delivered by the teacher.

There are also advantages and disadvantages in this method:

1. Advantages

- a. Save time and efforts; it does not require much time to prepare learning media.
- b. Presents factual material in direct, logical manner; deliver learning material directly, not through intermediaries.

- c. Useful for a large group of student; this method does not involve much interaction with students, so the teacher is not too difficult to convey material in a large class.
 - d. Teacher has a great control of time and material; teacher becomes the main role and students tend to be passive, so the teacher can easily control the material to be delivered and how much time it takes
2. Disadvantages
- a. Boring for learners; this method only one-way communication occurs.
 - b. Concentrate on information than learners; the teacher only focused on the material presented, and does not focus on the students whether they understand or not about the material presented.
 - c. Audience is passive; students tend to be passive because teacher is the main center that is active when learning takes place.
 - d. Require highly skilled instructor; when teacher brings material with an unattractive disposition, students will get bored easily and the material presented is not fully accepted by students.

The second teaching method is question and answer, where 80 data were found in the first six video on Ramanujam Meganathan's YouTube channel. The question and answer method is a teaching method that allows *two-way traffic direct communication* because the dialogue occurs between students and teacher at the same time. For example, "*Why does the boy loves*

the cow?” (130/F/Question and Answer/25:05). In this activity, there is *two-way traffic direct communication* between the teacher and student, where the teacher asks question to students and then students answer the question given by the teacher. There are also advantages and disadvantages on this method:

1. Advantages

- a. Increase self-confidence among students; by asking questions to be answered by students, students will slowly learn to believe in themselves and what they are saying.
- b. Increase focusing and concentrating; in order to be able to answer the question posed by the teacher, students must focus and concentrate on the material presented by the teacher.
- c. Organize the thinking process; the questions given by the teacher are usually a sequence of the material presented. With the order in which the material presents are organized, students’ thought can also be organized.

2. Disadvantages

- a. Need time and effort; the answers given by student may not match the question, so the teacher needs to ask other students to get the answer desired, and it takes more time in class.
- b. Few people can dominate and other may not participate; if the teacher throws questions in general, not aimed at a particular person, there will be students who dominated to answer questions and there will be students who becomes passive.

- c. Class may get out of order; if all the students are too enthusiastic to answer the teacher's question, the class will turn into chaos and teacher will find it difficult to control.

The third teaching method is discussion, where 4 data were found in the first six video on Ramanujam Meganathan's YouTube channel. Discussion method is a method in which teacher and students exchange the information and opinions, especially about the learning material that being studied, with a view to get a clearer and more throughout understanding about the problem or topic being discussed. For example, *"I'll give you three minutes each one of you, and you people are divided already into three groups...this group will be telling me naming words, second group will be telling me action words, and third group will be telling me describing words from this poem."* (117/F/Discussion/13:10). In line with the notion of discussion method, teacher and students can exchange information and opinion to get clearer results regarding the topic being discussed. In this situation, students are allowed to discuss with their friends in a group and then convey the result of their discussion by writing them on the board. Because the topics that must be discussed by each group are different, so when students are writing their result in front of the class, other students who gets different discussion topics can also get new information about the result of the discussion. There are also advantages and disadvantages from discussion method:

1. Advantages

- a. Pools ideas and experiences from group; get another point of view on the topic being discussed from other groups.
- b. Allows everyone to participate in an active process; each member in the group can express their opinion about the topic.
- c. Participants gain communication and interaction skill; students are required to express their opinion in group. By expressing their opinions, students can at least learn to improve their communication skills and also interaction skills with other even though it is still on a small scale.

2. Disadvantages

- a. Not suitable for detailed topic; the material being discussed can get out of the track
- b. Not practical with more than 20 people; if there are too many people in a group, the situation can get out of hand and there will be some people dominating and some people that passive.
- c. Few people can dominate; there are some people who dominated, and there are some people who tend to be passive because they feel insecure with the opinion they have, so they choose to be silent

The fourth is recitation method. Recitation method is a method of presenting material in which the teacher gives certain tasks for students to do

learning activities, then the students have to take responsibility for it. In its implementation, students can not only complete their assignments at school, but they are also can complete their assignments in the library, laboratory, practicum room, and so forth. 8 data that contain recitation method were found in the first six videos on Ramanujam Meganathan's YouTube channel. Example for recitation method, "*assignment for today is the you are going to draw and color any festival of your choice and you are going to write few sentence on that festival*" (70/D/Recitation/11:34). In line with the notion of recitation method, where the recitation method is an assignment given by teacher to students, and students must be responsible for the tasks given by the teacher. There are also advantages and disadvantages of recitation method:

1. Advantages

- a. Make students become active in learning because they have tasks that must be accounted for.
- b. The task can further deepen, enrich, and broaden students' view about what is being studied.
- c. Recitation can foster and develop student discipline because they have tasks that must be accounted for by teacher.

2. Disadvantages

- a. It is difficult to know whether the assignment that students submit to teacher is their own work or done by other people.

- b. If too many assignments are given, students can experience boredom or difficulty, and this can result in the inner peace of students feeling disturbed.
- c. Requires close supervision, both by educators and parents so that the tasks given to them are done by themselves, so that the purpose of the assignment can be conveyed properly.

Fifth is demonstration method. Demonstration method is a teaching method that show how the process of learning happened. In this method, teacher can demonstrate events, rules, sequences or processes, using some media that are relevant to the material being discussed. 26 data that contain lecture method were found in the first six videos on Ramanujam Meganathan's YouTube channel. An example for demonstration method, *"I'm going to tell you a story, today is a nice story very interesting story, which I will tell you through puppets."* (26/C/Demonstration/0:30). In the video, the teacher mentioned that she would read a story using the media in the form of puppets. This is in line with the notion of demonstration method, where teacher can demonstrate items, events, or sequences of an activity, either directly or through learning media. The advantages and disadvantages of demonstration method are:

1. Advantages

- a. Provide enthusiastic and enjoyable atmosphere
- b. Students will have the opportunity to compare between theory and reality by directly observing what the teacher is doing.

- c. Students' attention is easier to focus on learning process, and not focused on the other things.

2. Disadvantages

- a. Requires a skilled instructor to perform the skills so that the material presented is attractive to students.
- b. Requires more throughout preparation, because without adequate preparation demonstration can fail so that this method can no longer be effective.
- c. Demonstration require appropriate equipment, materials, and space that adequate, so the use of this method requires more expensive financing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of this research, the researcher concludes that in teaching, teachers can combine several teaching methods at the same time, according to students' needs and also the learning objectives to be achieved. In the first six videos which were analysed as a whole, the result showed that the teacher used teaching methods in the form of lecture, question and answer, discussion, recitation, and demonstration. Data finding shows that the highest frequency is the question and answer method with a total 80 data, then demonstration method with 26 data, lecture method with 13 data, the recitation method with 8 data, discussion method with 4 data.

There are also advantages and disadvantages in the method used: (1) lecture method have advantages of saving time and effort, present material in direct, useful for large group of students, and teacher has a great control of time, while the disadvantages are boring for learner, concentrate more on the material than the learner, and audience is passive; (2) question and answer method have advantages of increasing self-confidence among students, increase focusing and concentrating, organize thinking process, while the disadvantages are this method need more time and effort, few people can dominate, and class may get out of order; (3) discussion method have advantages of pools ideas and experience from group, allows everyone to participate, and participants gain communication, while the disadvantages are not suitable for detailed topic, not practical with more than 20 people, and few

people can dominate; (4) recitation method have the advantages to make students become active in learning, the task can further deepen students view about the material, can foster and develop student discipline, while the disadvantages of this method are difficult to know whether the submitted assignment is their own work or not, disturbed the inner peace of student, and requires close supervision by educator and parent; (5) demonstration method have the advantages to provide enthusiastic atmosphere, students will have the opportunity to compare the theory and reality, and students attention is easier to focus on learning process, while the disadvantages are this method requires a skilled instructor, requires more preparation, and require appropriate equipment, material, and space.

B. Suggestions

After the researcher draws the conclusion in this research, the researcher proposes to provide suggestions for the readers and next researchers.

1. The Readers

The researcher hopes that this research can provide the information or references regarding the kinds of teaching methods that can be applied by teacher along with the advantages and disadvantages of each teaching methods, so that the readers, especially those who work as teacher, can better know what method is most suitable to be applied to students according to students needs so that students can enjoy the learning.

2. The Lecturer

For lecturer, this research is expected to be used as learning material in the class about various kinds of teaching methods and also the advantages and disadvantages of each method.

3. The Other Researcher

For the next researchers, the researcher expect that this research can be used as a reference for future research, especially for those who want to conduct research on the same topic, with a better result.

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APPENDIX

TABLE OF THE CLASSIFICATION OF TEACHING METHOD

Table 5.1 Appendix

No	Data Coding	Minutes	Videos	Lines	Types
1.	1/A/Demonstration/2:43	2:43	A	“I’m going to describe it for you...there are two boys looking at the lady falling asleep.”	Demonstration
2.	2/A/Discussion/4:24	4:24	A	“Tell your partner what the person is doing or what is happening.”	Discussion
3.	3/A/Discussion/5:18	5:18	A	(Teacher started to give students the pictures to be discussed with their partner).	Discussion
4.	4/A/Discussion/7:51	7:51	A	(The teacher asked students randomly to describe the picture given that they have been	Discussion

				discussed with their partner before).	
5.	5/A/Recitation/10:12	10:12	A	“Now you write a description in your notebook.”	Recitation
6.	6/A/Recitation/10:57	10:57	A	“I have not seen all of you writing it incomplete and you do it as homework.”	Recitation
7.	7/B/QnA/1:53	1:53	B	“I’m going to ask you about some animal what they do.”	Question and Answer
8.	8/B/QnA/1:59	1:59	B	“What does the lion do?”	Question and Answer
9.	9/B/QnA/2:15	2:15	B	“What does the fox do?”	Question and Answer
10.	10/B/QnA/2:20	2:20	B	“What else is the lion known for?”	Question and Answer
11.	11/B/QnA/2:35	2:35	B	“Why is the lion called the king of the forest?”	Question and Answer
12.	12/B/QnA/3:38	3:38	B	“What is the quality of the fox?”	Question and Answer

13.	13/B/QnA/4:00	4:00	B	“What is cleverness means?”	Question and Answer
14.	14/B/QnA/4:22	4:22	B	“What is <i>chaalaakee</i> then?”	Question and Answer
15.	15/B/QnA/5:18	5:18	B	“Do you know leopard is?”	Question and Answer
16.	16/B/Lecture/5:29	5:29	B	“You know cheetah is the fastest animal. It can run very fast than the other animal. So the lion has three ministers, one is leopard, the fox, and the third one is the wolf.”	Lecture
17.	17/B/QnA/5:53	5:53	B	“So who are three minister?”	Question and Answer
18.	18/B/Lecture/6:00	6:00	B	(The teacher tells the story that the lion has three ministers, they are fox, wolf and leopard. The lion got sick, so he asked his ministers to find some food. The lion has new minister,	Lecture

				that is camel, and finally camel got killed by the fox, wolf, and leopard)	
19.	19/B/QnA/13:11	13:11	B	“How many ministers did the lion have in total?”	Question and Answer
20.	20/B/QnA/13:18	13:18	B	“who are they?”	Question and Answer
21.	21/B/QnA/13:27	13:27	B	“Did the wolf love the camel?”	Question and Answer
22.	22/B/QnA/13:32	13:32	B	“Who went out to get some food for the lion?”	Question and Answer
23.	23/B/QnA/13:42	13:42	B	“Did the camel go with them?”	Question and Answer
24.	24/B/QnA/13:47	13:47	B	“How did they kill?”	Question and Answer
25.	25/B/QnA/13:51	13:51	B	“They jumped on whom?”	Question and Answer
26.	26/C/Demonstration/0:30	0:30	C	“I’m going to tell you a story, today is a nice story very interesting story which I will tell you through puppets.”	Demonstration

27.	27/C/Demonstration/0:51	0:51	C	“I’m going to tell you a story of a little bird called Kolhu.”	Demonstration
28.	28/C/QnA/1:00	1:00	C	“Do you see anything missing on his face?”	Question and Answer
29.	29/C/Demonstration/1:10	1:10	C	“Kolhu has just one ear...he had friend who was known as Pinky.”	Demonstration
30.	30/C/QnA/2:20	2:20	C	“Why is she called Pinky?”	Question and Answer
31.	31/C/Demonstration/2:30	2:30	C	“Kolhu went to Pinky and asked Pinky...Kolhu went to another friend was known as Peelee.”	Demonstration
32.	32/C/QnA/2:49	2:49	C	“Do you know why this friend was known as Peelee?”	Question and Answer
33.	33/C/Demonstration/2:58	2:58	C	“So Kolhu asked Peelee...Jadoo said yes I know what happened to your ear.”	Demonstration

34.	34/C/QnA/5:46	5:46	C	“Do you know what happened to his ear? Can you guess?”	Question and Answer
35.	35/C/Demonstration/5:54	5:54	C	“Inside the stomach of the mouse...so the mouse had eaten away Kolhu’s ear.”	Demonstration
36.	36/C/Demonstration/6:21	6:21	C	“Here is little poem that I got for you, we will be repeating this poem here in class. The title of this poem is mice mice everywhere.”	Demonstration
37.	37/C/Demonstration/6:50	6:50	C	(The teacher started reading the poem then the students repeat what teacher says).	Demonstration
38.	38/C/QnA/7:51	7:51	C	“Can you tell me the places where the mice went to?”	Question and Answer
39.	39/C/QnA/8:03	8:03	C	“Other places? Can you tell me?”	Question and Answer
40.	40/C/Demonstration/9:00	9:00	C	“Can you repeat those words? So one was on, under, over,	Demonstration

				at, inside, to, along, in, between.”	
41.	41/C/Lecture/9:34	9:34	C	“So what kind of words are these? These are position word. These words are also called preposition.”	Lecture
42.	42/C/Demonstration/10:03	10:03	C	(Students just repeat again the words read by the teacher).	Demonstration
43.	43/C/QnA/10:14	10:14	C	“What do we call these words?”	Question and Answer
44.	44/C/QnA/10:28	10:28	C	“Where is Jadoo right now?”	Question and Answer
45.	45/C/QnA/10:34	10:34	C	“Where is Jadoo right now?”	Question and Answer
46.	46/C/QnA/10:45	10:45	C	“Where is Jadoo?”	Question and Answer
47.	47/C/QnA/10:51	10:51	C	“Where is Jadoo sitting right now?”	Question and Answer
48.	48/D/QnA/0:41	0:41	D	“What is this?”	Question and Answer

49.	49/D/QnA/0:45	0:45	D	“Can anybody of you tell me the uses of mobile?”	Question and Answer
50.	50/D/QnA/1:08	1:08	D	“Anybody else who can tell me the uses of mobile?”	Question and Answer
51.	51/D/Demonstration/1:36	1:36	D	“Now I have something for you. I’ve got a magic bag. Let us see what things I have brought for you. I’m going to call you one by one here and you have to pick up one object on it and speak on that object.”	Demonstration
52.	52/D/Demonstration/2:18	2:18	D	(Student carrying flower and said “flower color is orange, leaf color is green, and so seed).	Demonstration
53.	53/D/Demonstration/2:40	2:40	D	(Student carrying flower and said “this is flower. This flower is very	Demonstration

				beautiful. There are many types of flower like rose and flower, jasmine, etc. there are many colors of roses like orange, pink, white, and etc.”)	
54.	54/D/Demonstration/3:31	3:31	D	(Student carrying a dog toys and said “this is a dog. The dog is a pet anima. Dog has many colors like brown, black, white and etc. dog eat bread, milk, etc.”)	Demonstration
55.	55/D/Demonstration/4:20	4:20	D	(Student carrying a Barbie doll and said “this is Barbie doll. Barbie doll is very beautiful her hair is very long. It is very sweet.”)	Demonstration
56.	56/D/Demonstration/4:47	4:47	D	(Student carrying Barbie doll and said	Demonstration

				“this is Barbie doll. She is very cute.”)	
57.	57/D/Demonstration/5:24	5:24	D	(Student carrying a mic and said “this is a mic. All children is speaking in mic. There are many types of mic, long, small, and.”)	Demonstration
58.	58/D/Demonstration/6:02	6:02	D	(Student carrying Santa Clause picture and said “this is Santa Clause, Santa Clause coming from Christmas day.”)	Demonstration
59.	59/D/Demonstration/6:20	6:20	D	(Student carrying Santa Clause picture and said “this is Santa Clause. Santa Clause dress color is red. Santa Clause come on Christmas day. Santa Clause give gift for the children.”)	Demonstration
60.	60/D/Demonstration/7:06	7:06	D	(Student carrying a stethoscope and said	Demonstration

				“this is stethoscope use for check the patient. The doctor checked the patient with this stethoscope.”)	
61.	61/D/QnA/7:42	7:42	D	“Can anybody tell me what does the picture did know?”	Question and Answer
62.	62/D/Lecture/8:17	8:17	D	“I would tell you few lines about this festival ...they go to the mosque for pray”	Lecture
63.	63/D/QnA/9:13	9:13	D	“Who is going to speak on Holi?”	Question and Answer
64.	64/D/QnA/9:21	9:21	D	“What do we do on the festival of Holi?”	Question and Answer
65.	65/D/QnA/9:42	9:42	D	“Anybody else who wants to speak on Holi?”	Question and Answer
66.	66/D/QnA/10:22	10:22	D	“Who is going to speak on Diwali?”	Question and Answer
67.	67/D/QnA/10:54	10:54	D	“Don’t you eat something on	Question and Answer

				Diwali? What you eat on Diwali?"	
68.	68/D/QnA/10:58	10:58	D	"What kind of sweets do you eat on Diwali?"	Question and Answer
69.	69/D/QnA/11:32	11:32	D	"How do you decorated the houses?"	Question and Answer
70.	70/D/Recitation/12:34	12:25	D	"Assignment for today is the you are going to draw and color any festival of your choice and you are going to write few sentences on that festival."	Recitation
71.	71/E/QnA/0:43	0:43	E	"Can you spell the word Perfume?"	Question and Answer
72.	72/E/Lecture/1:49	1:49	E	"When I said give a big hand you all started clapping...so today we are going to learn such types of groups"	Lecture
73.	73/E/Demonstration/2:54	2:54	E	"I am going to give you the paragraphs.	Demonstration

				First, you all have to read it quietly. Then we are going to discuss in details that in this paragraphs you are going to discuss in details that in this paragraphs you have to find out those group of words which are used in a different meaning.”	
74.	74/E/QnA/4:43	4:43	E	“You are the apple of my eye. What does it means?”	Question and Answer
75.	75/E/QnA/4:50	4:50	E	“Is there are apples in the eyes?”	Question and Answer
76.	76/E/QnA/4:56	4:56	E	“What exactly mother wants to convey? What exactly mother wants to say?”	Question and Answer
77.	77/E/QnA/7:28	7:28	E	“If somebody doesn’t do the assignment in you	Question and Answer

				class, what your teacher do with the child?"	
78.	78/E/QnA/7:42	7:42	E	"Which types of punishment?"	Question and Answer
79.	79/E/QnA/8:19	8:19	E	"Then Huda is now in?"	Question and Answer
80.	80/E/QnA/8:38	8:38	E	"Can you make any sentence using this <i>in hot water?</i> "	Question and Answer
81.	81/E/QnA/9:03	9:03	E	"Why your friend is <i>in hot water?</i> What happen to your friend"	Question and Answer
82.	82/E/QnA/11:16	11:16	E	"What does <i>piece of cake</i> for me means?"	Question and Answer
83.	83/E/QnA/11:23	11:23	E	"Is Kaf going to get the piece of cake to eat?"	Question and Answer
84.	84/E/Lecture11:45	11:45	E	"When the job is easy, very easy for us, we say "uh! This is a <i>piece of cake</i> for me"."	Lecture

85.	85/E/Recitation/11:52	11:52	E	“Now you have to make this phrase <i>piece of cake</i> in your own sentences.”	Recitation
86.	86/E/Lecture/15:35	15:32	E	“So there was a new boy in the class, whose name was Asad and he used to give trouble to his friend then the teacher said to monitor “Please <i>keep an eye on him</i> ”.”	Lecture
87.	87/E/QnA/16:05	16:05	E	“So what do you think? Is that the monitor going to a keep his eye on Asad?”	Question and Answer
88.	88/E/QnA/16:25	16:25	E	“Can you make any other sentence with this <i>keep an eye</i> ?”	Question and Answer
89.	89/E/Recitation/16:38	16:38	E	“You have to make a sentences using this phrase <i>keep an eye</i> .”	Recitation

90.	90/E/QnA/17:01	17:01	E	“You know the meaning of this <i>keep an eye?</i> ”	Question and Answer
91.	91/E/Lecture/19:35	19:35	E	“One thing that I have to tell you, when you find such a group of words like <i>apple of my eye</i> , then this group are not used as the real meaning, and they are used for some other meaning. This phrases are called idioms.”	Lecture
92.	92/E/QnA/20:11	20:11	E	“So what are these? Today we have learned about?”	Question and Answer
93.	93/E/QnA/20:19	20:19	E	“How many idioms?”	Question and Answer
94.	94/E/Recitation/20:37	20:37	E	“Now you all take out your notebook, and here are the jumble words. You have to make correct idioms. Take out your	Recitation

				notebook and write down, I'm going to check, okay.”	
95.	95/E/QnA/21:11	21:11	E	“Fatma Usmani, you please tell me what is the correct idiom?”	Question and Answer
96.	96/E/QnA/21:32	21:32	E	“Yes Amash, you have to make correct idiom.”	Question and Answer
97.	97/E/Recitation/22:40	22:40	E	“Now you have to find out two more idioms from you lesson, and then tomorrow you write in your notebook and show me.”	Recitation
98.	98/F/QnA/0:38	0:38	F	“Have you seen animal?”	Question and Answer
99.	99/F/QnA/0:41	0:41	F	“Where have you seen them?”	Question and Answer
100.	100/F/QnA/0:55	0:55	F	“Do you have pet? What a pet animal do you have?”	Question and Answer

101.	101/F/QnA/1:23	1:23	F	“Can you divide these animals into two groups?”	Question and Answer
102.	102/F/QnA/1:44	1:44	F	“What are wild animal? Can you keep a wild animal as your pet?”	Question and Answer
103.	103/F/QnA/1:52	1:52	F	“Why?”	Question and Answer
104.	104/F/Lecture/2:17	2:17	F	“Yes they are dangerous, they can kill us that’s why we cannot keep wild animal and even the government has made strict laws that people cannot keep wild animals at home.”	Lecture
105.	105/F/QnA/2:28	2:28	F	“What about animals which give us milk? Can you name them?”	Question and Answer
106.	106/F/Lecture/2:56	2:56	F	“Today we will be learning about the cow. This poem is written by Robert	Lecture

				Louis Stevenson, a very great English poem has written a lot of poetry especially for children.”	
107.	107/F/Demonstration/3:26	3:26	F	(teacher demonstrate a poem on a book to the students and then the teacher asked to the students who wants to read the poem, then some of the students read are able to read that poem).	Demonstration
108.	108/F/Recitation/7:37	7:37	F	“Now take out your notebook, write down the name of the poem. Now I’m writing the words which have come in this poem and you people first have to pronounce the words and then you	Recitation

				will be writing in your notebooks.	
109.	109/F/Demonstration/8:30	8:30	F	“Now I’m pronouncing the words and you people have to repeat. All of you together M-I-G-H-T <i>might</i> .”	Demonstration
110.	110/F/QnA/9:03	9:03	F	“Have you people ever heard of this word might?”	Question and Answer
111.	111/F/QnA/9:25	9:25	F	“What is the meaning for might?”	Question and Answer
112.	112/F/QnA/9:30	9:30	F	“Can you make a sentence of might?”	Question and Answer
113.	113/F/Lecture/10:53	10:53	F	“Everybody look here. There is a picture...this pictures help you understand the meaning of the word <i>might</i> .”	Lecture
114.	114/F/QnA/11:26	10:26	F	“Now coming to the next word apple tart. Have you heard of	Question and Answer

				this name what is apple tart?"	
115.	115/F/QnA/11:55	11:55	F	"What is the difference between desert and dessert?"	Question and Answer
116.	116/F/QnA/12:42	12:43	F	"What is the meaning of dessert?"	Question and Answer
117.	117/F/Discussion/13:10	13:10	F	"I'll give you time of three minutes each one of you, and you people are divided already in three groups ... this group will be telling me naming words, second group will be telling me action words, and third group will be telling me describing words from this poem."	Discussion
118.	118/F/Demonstration/18:30	18:30	F	(Demonstrate the first paragraph in the poem) "The friendly cow all red	Demonstration

				and white I love it all my heart, she gives me cream with all her might to eat will apple tart.”	
119.	119/F/QnA/18:46	18:46	F	“Can you see the cow? Who will tell me the color of the cow?”	Question and Answer
120.	120/F/QnA/18:57	18:57	F	“Boy is very fond of this cow. He loves his cow from all his heart. Why does he loves his cow?”	Question and Answer
121.	121/F/QnA/19:51	19:51	F	“Can you form a sentence on this apple tart?”	Question and Answer
122.	122/F/Demonstration/21:14	21:14	F	(Demonstrate the second stanza of the poem) “She wanders lowing here and there and yet she cannot spray all in the pleasant open air, the pleasant light of day.”	Demonstration

123.	123/F/QnA/21:30	21:30	F	“What is the sound of the cow?”	Question and Answer
124.	124/F/Demonstration/22:49	22:49	F	(Demonstrate the last paragraph of the poem) “And blown by all the winds that pass, and wet with all the showers, she walks among the meadow grass, and eats the meadow flower.”	Demonstration
125.	125/F/QnA.23:01	23:01	F	“Have you ever seen a meadow? What is the meadow?”	Question and Answer
126.	126/F/QnA/23:59	23:59	F	“Her grass gets wet with the showers. What are the showers, which are the showers the grass is getting wet?”	Question and Answer
127.	127/F/QnA/24:18	24:18	F	“What do you call that showers?”	Question and Answer
128.	128/F/Lecture/24:29	24:29	F	“You can see in the picture...she	Lecture

				produce the sounds moo.”	
129.	129/F/QnA/24:53	QnA	F	“Where does the cow wanders?”	Question and Answer
130.	130/F/QnA/25:05	QnA	F	“Why does the boy loves the cow?”	Question and Answer