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Utilizing Faceapp Application as Media in Teaching Speaking
(Practical Ideas and Implementation Guidelines for Speaking Class)

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ABSTRACT

Nowadays, Indonesia was facing Industrial revolution 4.5 and comes for 5.0. It was impacted in all of sector of education especially in teaching-learning process. From these, the stick-holder of department of institution have to fine new solution in facing this era, moreover the condition amid Covid 19 Pandemic. All teacher or even a lecturer have to find solution to renew the method in teaching. As researcher found today in utilizing FaceApp application as a media in teaching speaking skill. This Application can be implemented through practical guidelines made by research which was written in this research articles to be interesting media in teaching speaking. This media can be implemented to do students in trying to describe, discuss, identify, and explain also report about the picture they have as speaking activity in the class. Thus, from this, the researcher classified two research focuses. These are: How are the guidelines of implementing FaceApp as teaching media in speaking and how do student practice their speaking skill by using this media. The method of this research was qualitative descriptive research. Where, the researcher try to describe the practical guideline of FaceApp media in teaching speaking skill. The data of this research is students' speaking transcription gotten in the speaking class activity. While, the source of data in this research is the class activity itself which was recorded in video. In the result of this research was the researcher found ten guidelines for implementing FaceApp application as a media in teaching speaking. These ten practical guidelines can be used to run speaking class activity in describing, analyzing, identifying, discussing and group pairing discussing as speaking practice for English language skill.

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1.   INTRODUCTION

In order to support the development of Industrial revolution 4.0, the world of education needs to have many innovation both in the education system, learning methods and teaching media which must always be up to date in accordance with the demands of the times. In this case, the use of digital application must also be commensurate with the needs and utilization to support the development of education. As stated by Pavlik that recent developments in mobile technologies have revolutionized the way teachers teach and students learn (Pavlik, 2015). It was proved by MALL (Mobile Assisted Language Learning) offers numerous possibilities for more inventive and creative methods of instruction (Sung, 2016). In this case, FaceApp application which was currently attracting the attention of teenagers was not only applied for the sake of looking for sensations and to fill a relaxing time period, but it is also able to be utilized as learning media in speaking class as new innovation in the development of teaching media. FaceApp media was a proper media to be implemented in teaching speaking skill in the class. It was because of the different collection of some personal edited picture which was gotten from this application, in which the face edited picture can become and interesting media in practicing students' speaking English in the class. It was applied in speaking class by implementing the practical guides found from this research. The practical guidelines

FaceApp media here gave the benefit method in force students to practice their English language such as: describing, identifying, explaining, analyzing edited pictures and reporting the vocabularies gotten. Thus, from this, the researcher classified two research focuses. These are: How are the guidelines of implementing FaceApp as teaching media in speaking and how do student practice their speaking skill by using this media.

FaceApp was a blending words from 'Face' and 'Application'. This application can be gotten from appstore existed in android mobile where the function was detecting the face of mobile user from the original face into adult and old edited filter. This application can show the different face of the users. So that, users conclude and guess their future face. It was not only that features. FaceApp has any other features such as changing hair style, hair color, face expression, sad face, and using glasses. This application can be utilized as teaching media in speaking class. Teaching media was a way in which it was able to deliver and distribute the planned messages until it can make organized environment in which the students were able to do learning process efficiently and effectively (Reza, 2016). The media is a means of delivering messages or learning information to be conveyed by the message's source (Teacher) to the target or recipient of the message (Students). The use of teaching media can help to achieve learning success. The benefits and functions of media in learning were greatly felt by both of teacher and students. The success of media in improving the quality of student learning was determined on how the teacher choose a good media during teaching learning process. There are 4 functions of media in learning (Baidawi, 2016). They are (1) Learning media can attract students' attention so that it raises motivation in learning, (2) Media can make subject matter more easily understood and absorbed, (3) Media can make students not bored in the learning process, and (4) Media can foster students activeness and creativity, because students do not only listen the materials but also practice independently.

Related with the theory above, Frista said in her research that the condition of students who are unable to find ideas to talk about, cannot be ignored because it will make students have difficulty in expressing ideas in good and correct language. There were several solutions to overcome these obstacles, it was about the way teacher teach by using the right strategies and choose media in learning speaking (Frista, 2016).

Related with this concept, there were two previous studies to support this research. The First previous study was from Malasari (2017). Her research was about *Android Application To Improve Senior High School Students' Speaking Skill*. In her result of research said that Android application especially ETALK Application was developed to help the students practice their speaking skill inside and outside the classroom which focused on pronounciation and conversation drill. It also help students to improve the students' vocabulary and grammatical skill. The Second previous study was about *"Speak App" Android Application Model to Improve The Midwivery Students' Speaking Competence*. This research was done by (Sulistiawan, 2016) to complete his thesis research. The result of this study concluded that Speak App Application can help student to improve their speaking. In this research, the researcher make application by using instructional design model or known as ADDIE. From that application, students of Midwife Program can practice their speaking based on the topic provided in that application. These topics represent materials that students will learn in the topic of the class such as greeting, introduction, daily routines, expressions in giving direction and expressions of giving suggestions. Thus, from Android Application, students were able to achieve learning gooals in speaking skill.

From the two previous studies above, researcher see that the distinction of these studies with this research was in the use of digital application accessed on Android utilized as media in teaching speaking. In this research, the researcher use FaceApp Appkication in teachinf speaking. While the similarity of this research with the previous studies was on the focus of the study. That was in teching speaking skill.

2.   RESEARCH METHOD

The method of this research is qualitative research, where qualitative research often called naturalistic research because the research carried out in natural condition (natural setting) and the data collected was in form of qualitative analysis. In this research, the researcher tried to analyze the old method in teaching speaking and tried to look for a current android application which was available to be implemented as media in teaching speaking skill. After this analyzing, the researcher decided the practical guideline on how the way teacher of lecturer applying faceapp application as the media in speaking class activity. In this case, what qualitative researcher is notperused truth, but rather perspective (Bogdan in Sugiyono, 2010). Here, the researcher tried to make a research in utilizing faceapp application as media in teaching speaking. Thus, the researcher made 10 practical guidelines as guidance of media implementation in the class activity.

The participant or object of this research were the students of speaking class in the 4th semester of English Education Department. It consisted of 35 students in the class. The researcher chose this class because sutentds in the 4th semester were able to speak English in telling and describing the picture. In this research the researcher used random sampling, where the researcher took the data from student randomly in

the class. The data were taken from observation, documentation and interview that was analyzed in this research.

The instrument of this research was researcher herself. In this case, the researcher had roles to creat the criteria of success in speaking skill. There were four criterias of scoring in speaking skill. They were: pronounciation, vocabulary, grammar and fluency. For each criteria, there were 1-5 scoring grades.

The researcher analyzed the data by using three methods. They were: (1) data transcribing; it was used to transcribe the data of students' speaking from video record to be wtitten in the text, (2) Data reduction, in this case, the researcher selected the collected data and reduced unrelevant data with the procedural activity that have been used, (3) Data display; the researcher displayed the correct data after reduced and deciding the score of students' speaking skill and (4) Conclusion. The researcher took the conclusion from data that have analyzed by researcher.

3.   RESULTS AND DISCUSSION

3.1.   Practical Guidances of FaceApp media used in Speaking Class

In this finding, the researcher found ten practical ideas and practice in implementing FaceApp application as media in teaching speaking. These ten techniques mentioned as practical guidelines for teacher or lecturer in teaching speaking skill. The contents of the practical guidelines were:

1. Language Focus: It was aimed to give a focus learning for students in speaking practice either in grammatical focus or in other speaking competence
2. Skill: It was aimed to be well known in students' skill in implementing the media, such as: speaking skill, thinking, listening, etc.
3. Control: It is important for teacher or lecturer to control the condition or activity in applying the edited picturer from FaceApp. It needs to be controlled or guided.
4. Level: This is aimed to decide students' level of the class or achievement
5. Time: To manage the time during activity run or along student practice in speaking
6. Supporting Media: This was to show the supporting media which was needed in the class activity
7. Method of speaking practice: to decide the method or way of students practice their English such as: describing method, making dialogue.
8. Goals: It was aimed to decide the goal of speaking class activity
9. Preparation and activity: It used to make preparation and class activity between students and Teacher or Lecturer in implementing a media of FaceApp application.

These points above were existed in ten practical guidelines in implementing FaceApp Media in teaching speaking skill. These ten practical guidelines were became a finding of this research and shown in Appendix.

3.2.   Students' speaking practice by using faceapp media

3.2.1.   Students' speaking practice from guidelines 1 and 2

Activity 1: Telling The Procedural activity

"…Good morning my friends, now i want to explain about procedural activity how to edit photo by using faceapp application.The first, you have to open faceapp application and then select one picture here, this is the first step in faceapp application. Fun for edit this picture and after this you will choose to edit this picture in step two by using linggoda. Yes there're differences after editing and then you save this picture in document step three. And then save in your document. I your mobilephone there is no document you can share on social media, this is the last step.."

Activity 2: Making Dialog

Student 1: do you find the differences in this picture?
Student 2: yes, absolutely i found the differences between original, hitman, bangs. If i see the hitman, the head is bald, the eyesbrow looks like brown. Original has hair is black hair, the eyesbrow and the next bangs his hair is brown hair, i look the eyesbrow is black. I think just like that
Student 1: what is your opinion about three picture?
Student 2: first picture is more handsome and more fresh.

3.2.2.   Students' speaking practice from guidelines 3 and 4

Activity 3: Finding Adjective from presentation

"Assalamualaikum wr. wb. My name is Mahmudah. Now, I will report ten vocabularies from satik's video. I write ten vocabularies first. Ok, I will read ten vocabularies. The first, smile. In sentence, she smiles. The second, beautiful. She is beautiful. The third, good. She has good face. The fourth, long.

She has long nose. and fiveth, nose. I have long nose. Next, grow. My plant grows. The next, famaous. They are famous person. Next, thin lips. She has thin lips. The next, eyebrow. Eyebrow makes me sweet. And the last, full eyes. I have fulleyes. Ok, I think enough. Assalamualaikum Wr. Wb"

Activity 4: The use of future (will/wish) in sentence

"Assalamualaikum wr, wb. Hello my friends. How have you been? I wish that you are okay and healthy. Now, I'm very well, thank you. Ok, now, I'm going to introduce myself first, my name is Risa Lailatul Amalia. And today I'm going to explain about the differences this picture, when I'm young woman. When I'm young woman, usually I spend my time just having fun, and study, study with my friends and the environment is very comfortable, yes it's like that. So when I'm young woman is so very happy because I can do whatever I want and then when I'm old woman, I can't do anything because the condition is not support, so that I just stay at home and I will do a daily activity in my house as like sweep, yes it's like that. I wish if I am young woman, I become good a good woman, and benefit of another people, yes like that. Ok that's all for me. Any question so far, guys?

3.2.3. Students' speaking practice from guidelines 5 and 6

Activity 5: Analyzing and reporting the different complexion

"..Good morning my friends how are you today? Ok now, I want to make analyze here, I want to describe and I will make analyse the differences between this picture and I will analyse the differences of this complexion. For the first, I will make cross line the differences. First, eyes and then eyelashes, lips, nose, chin. I found five the differences. The differences of the eyes. In second picture the eyes are clear, long nose in second picture, this thick lips and thin lips, long nose and sharp nose. There is wrinkles and this is smoother. That's all from me thanks for your nice attention…"

Activity 6: Describing and guessing some edited pictures

"..Assalamualaikum wr, wb. Hello everyone. How are you today? I'm fine. Here, I have a picture, and I want to describe and you must guess this picture. This picture, he is a handsome boy absolutely. and he is famous people in one country. and he is old boy. He has worked in Istana Merdeka. and then he has deputy in Indonesia. Who am i?
 "Surya Paluh"
 "Oh, no'
 "I am, Mahfud MD"
 "No, your answer is wrong"
 "I am. I think he is our president. He is Joko Widodo"
 "Yes, absolutely. Congratulation for you".."

3.2.4. Students' speaking practice from guidelines 7 and 8

Activity 7: Identifying Pictures

'…Ok, I have got three pictures that similar, that are similar filter. And I see from these pictures. They have similar eyes, I mean similar color of eyes. Ok that I mean this filter make their eyes become like use softlens. And then about their face, their face are similar, because their face from this filter their face becomes more glossy. Yes. And about their lips from this picture, I think their lips become more balm. Yes I mean like that. This is just are similar from these pictures…"

Activity 8: Imitating picture and doing action

'…Okey guys, now I will explain how similar I am in this picture, okey look at my face. Actually I use the same similar make up as like I use a little black mascara on my eyes and then my face more glossy or similar glossy. And then I use the same lipstick in my lips as like the colour of my lipstick is I mean peach colour. Yes like that…"

3.2.5. Students' speaking practice from guidelines 9 and 10

Activity 9: Story Telling about Family

"…Good afternoon my friend. I'm going to tell you about my family. Now the picture I'm as grandfather here that has grey hair, but still look awesome.

She is my wife. Eventhough she is old but I think I literally love her because she's very kind, she has good attitude and absolutely she loves me. She is my grandchild, the name of adinda. Now she's senior high school exactly tenth grade of senior high school. And talking about my wife, she is household mother. And about my profession is I'm the one of lecture in one of school that very famous in pamekasan. I teach English subject specially speaking class. Maybe that's all from me…"

Activity 10: Being Youtuber (Making personal presentation)
Website of youTube :
https://youtu.be//krKLYf1Gi3U
"…Assalamualaikum..Good morning everybody ladies and gentleman. Here, I'm going to tell you the differences before and after using faceapp application. We focus on the real picture before using the application. I a fat face and I have no makeup on my face. Its only a light from the lamp and also I have a slanting eyes. A flat nose and also I don't really smile on that picture and move to the faceapp application. After using that application. My face is return to the beautiful face with the flawless makeup and also from the flat nose become a pointed nose, from the slanting eyes become around eyes and a thick eyebrow and I think it has a good smile.
And welcome to the next picture, the second picture. Here I use morp theme from one of actrist korea and its so different face from my face, from the black eyebrow became brown eyebrow. And also from the slanting eyes became around eyes, for the nose I think it just the same but it has a very smooth and flawless skin. After using the faceapp and the lips from thick lips become a thin lips. That's all for the second picture and move to the third picture…"

3.3. Discussion

From the ten Guideines above, the researcher classified the skill in each method. In GL 1, Lecturer can ask students to practice speaking by telling and explaining the procedural activity, such as telling the process of editing picture through FaceApp Media and How Students can tell the procedural editing in faceapp application. According to Nurhasanah (2011) Teaching speaking by procedural text or activity can help students in delivering their idea and able to arrange step and tips or clues correctly. Thus, this guideline 1 is a useful item than can be implemented by teacher in teaching speaking class. In GL 2, the activity was focus students on making the dialog between two students and finding the difference in edited picture by FaceApp Media. In this 2nd implementation, the researcher believe that making dialog is a good strategy in speaking activity to make student become active in practice the language. Dialog or conversation can develop students' intapersonal character and maintain social relationship for transmissing the fact and information (Nurhasanah, 2011). In GL 3, The class activity was that students were able to observe and collecting 10 vocabularies from video record that have watched in the class (the video record contain students presentation on making different classification of edited face from faceapp media) and reporting the 10 vocabularies in front of the class with sentence examples. This activity is the importand strategy to help student to enrich their vocabulary from listening and watching the video. According to Kacani (2015) Vocabulary is an important aspect of language and communication skill. The strategy of listening and watching video provide good apportunity for learners to extend the knowledge of their actual vocabulary and acquire new eords of the target language. In GL 4, the goal is to force students to practice speaking by making students' circle discussion in the class to discuss about different activities (friends, live, career, family) in adult and old time (by showing the edited picture in old filter gotten by faceapp media). Students also thinking the dream and the plan in the future.

In GL 5, it forced Students to Practice Speaking by Making students' Personal Analyzing and Reporting in the class to show some differences in face complexions gotten from picture edited by signing the cross code (X) in the different complexion were shown. This strategy can help student to creat their critical thinking in analysing the real document of picture. It also supported by Aliyah (2018) said that analizing the picture is appropriate technique in teaching speaking because it stimulate student to (Riswandi, 2016)describe and report the result of their analysis and also develop students' confidence to speaking English fluently. In GL 6, the activity forced Students to Practice Speaking by Describing and guessing some edited pictures from faceapp media in the class. The edited picture is gotten from the face of public figures. Another students try to guess the picture was on. In GL 7, it forced Students to Practice Speaking by identifying 3 similar edited pictures gotten from actors pictures which has been editing in the same filter in faceapp application. In GL 8, The activity make students to practice their speaking by Imitating the edited picture gotten from faceapp media and doing an action. In GL 9, Students to tell about their family life by showing the family edited picture. In GL 10. The activity was focused on being youtubers. The activity was

making video in speaking practice by Making personal presentation of describing the different pictures and uploaded in YouTube. This technique is interesting technique in teaching speaking because it can help student to practice their language in social media. According to Riswandi (2016), YouTube-Based is alternative strategy to enhance students' speaking skill because student can share and upload her video of speaking practive into worldwide social media like YouTube.

Here the researcher found that student felt satisfied on the implementation of FaceApp Media in speaking class activity. It was proofed by the result of the interview asked by researcher to student. The result were said that 90% agree and satisfied in having practice of speaking in the class. The reason gotten from students' interview are; (1) not bored and sleepy in the class, (2) giving more ideas to speak, (3) adding some vocabularies, and (4) practicing speaking independently in home or in class.

4. CONCLUSION

From the finding of ten guidelines and implementation above, it can be concluded that FaceApp application can enrich students' speaking skills and make student to practice their fluency in speaking. The ten guideline itself can help students on having various skills such as: telling story, describing, doing conversation, making dialog, reporting, analyzing, and also memorizing. These all competences were having by students by utilizing faceapp media as media for speaking practice in the class activity. The future resarcher can elaborate the application on other skills such as in writing.

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APPENDIX LIST
<mark>**Practical Guideline 1**</mark>

Language Focus	**Telling Procedural Activities**
	How to edit picture by using FaceApp Application
	Step 1: ………………
	Step 2: ……………….

Step 3: ………………

Skills	Speaking
Control	Controlled and Guided
Level	Intermediate
Time	5 – 10 Minute for each students
Supporting Media	Android Mobile, Installed FaceApp Application
Method of Teaching	Telling and Explaining the Procedures
Goals	Force Students to Practice Speaking by Telling and explaining the procedures of editing picture through FaceApp Media and How Students can tell the procedural editing in faceapp aplication

Preparation and Activity:

1. Lecture give the preview of class activity and ask students to prepare FaceApp Application in Students' Android Mobile.
2. Students prepare their mobile and open the Application
3. Students start editing their picture in their mobile through FaceApp Application
4. Lecturer ask student to come forward in the class to tell the procedures of editing the picture through FaceApp application by using English language
5. Students were telling the procedures of editing picture by using faceapp (speaking activities)
   Step 1: …………………
   Step 2: …………………
   Step 3: ………………

Practical Guideline 2

Language Focus	**Making the Dialog of Showing Different Edited Pictures** **Student 1: Did you find any differences of this two pictures?** **Student 2: Yes, I see the differences** **Student 1: Now, Please tell me the difference you found from this picture** **Student 2: Ok… (Start to analyze)** **Student 1: What is your opinion of 1st picture?** **Student 2: (Giving opinion)**
Skills	Speaking
Control	Controlled
Level	Intermediate
Time	10 – 15 Minutes for each dialogs
Supporting Media	Result of Edited Picture from FaceApp
Method of Teaching	Make the Dialog in pair group
Goals	Force Students to Practice Speaking by Making the dialog between two students and finding the difference in edited picture by FaceApp Media.

Preparation and Activity:

1. Prepare a few edited pictures from faceapp application and brought as personal document of each students at least 2 different edited picture
2. Lecturer start to decide the pair group dialog
3. Lecturer control the pair groups in speaking practice by finding the differences in edited picture

Practical Guideline 3

Language Focus	**Reporting Adjectives from students' presentation** **Example:** **Now.. I will report my finding of 10 adjectives' from Lucky's** **Video and I will give example for each vocabulary. They are:**

1. **Beautiful : She is Beautiful student in this class**
2. **--------------------**
3. **--------------------**

Skills	Speaking, Listening and Analyzing
Control	Guided and Controlled
Level	Intermediate
Time	15 - 20 Minutes for each presentation
Supporting Media	Students' Video Recording, LCD, note book
Method of Teaching	Observing, Collecting and Reporting the adjectives
Goals	Students are able to observe and collecting 10 vocabularies from video record that have watched in the class and reporting the 10 vocabularies in front of the class with sentence examples

Preparation and Activity:
1. Lecturer provided LCD and Proyector to show the video record from students
2. Students watch together in the class while observing and analyzing the 10 adjectives
3. Lecturer ask one by one student to give report about their vocabularies with sentence example

Practical Guideline 4

Language Focus	The Use of Future Sentence: "will and Be Going To" as a sign of future in using conditional sentence 'If' to plan the future and the use of 'wish' as sign of hope
Skills	Speaking and Thinking
Control	Guided
Level	Intermediate
Time	15 Minutes
Supporting Media	Result of Old and Adult Edited Picture from FaceApp.
Method of Teaching	Circle Class discussion
Goals	Force Students to Practice Speaking by Making students' circle discussion in the class to discuss about different activities (friends, live, career, family) in adult and old time. Students also thinking the dream and the plan in the future.

Preparation and Activity:
1. Students prepare a few edited pictures of adult and old fashion mode from faceapp application and brought as media in Circle Class Discussion
2. Lecturer make Circle Class Discussion
3. Lecturer ask one student to come in the middle of circle class to give presentation about the picture they have edited while showing it to another students
4. One student in the circle of class discussion will tell another students about his dream and plan in the future by using "will or be going to" or using "if", "wish" to tell the dream in the future
5. Audience can give question related

Practical Guideline 5

Language Focus	Are you a good Detective? Analyzing and reporting the different complexion "I will analyze the differences of these complexion….."
Skills	Speaking
Control	Guided
Level	Intermediate
Time	10 Minutes
Supporting Media	Face edited picture, color board marker, Dictionary
Method of Teaching	Personal Analyzing and Reporting
Goals	Force Students to Practice Speaking by Making students' Personal

Analyzing and Reporting in the class to show some differences in face complexions gotten from picture edited

Preparation and Activity:
1. Students prepare two face edited pictures from faceapp application and brought as media to be analyzed and reported
2. Lecturer explain the procedures of class activity in being a good detective and prepare color board marker in the table
3. Lecturer ask one student to come in front of the class to be a detective and try to analyze the different complexion of face edited picture by using Cross Code (X)
4. After finding the different, then student make report 'what make it different'
5. It can held one by one students in change until finish

Practical Guideline 6

Language Focus	**Describer: Guess me.. Who am I?** **Im one of Indonesian actor..** **I have two childs… my husband is ….**

Skills	Speaking
Control	Controlled
Level	Intermediate
Time	10 - 15 Minutes
Supporting Media	Free edited picture from Actor face, politicians, ect.
Method of Teaching	Guessing and Describing
Goals	Force Students to Practice Speaking by Describing and Guessing some edited picturer in the class.

Preparation and Activity:
4. Lecturer prepare free edited picture from Actors and politician and giving the name behind the picture used.
5. Lecturer explain the procedures of class activity in being a good detective and prepare color board marker in the table
6. Start the activity: Lecture ask one student to come forward to role as public figure and try to describe the job, live, or family related to the public figure he role on.
7. Another students try to detect and analyze "who is the public figures shown in the picture"
8. After guessing the picture, presenter give decision either it is true or false by saying the expressive sentence
   - Wow… great…
   - Congratulation
   - You are right!!!
   - Oppss, sorry… its not a right answer
9. Presenter close presentation

Practical Guideline 7

Language Focus	**Identifying Picture (identify the different edited picture from I original picture). Finding variation 1, 2, 3**

Skills	Speaking dan focusing
Control	Guided
Level	Intermediate
Time	20 Minutes
Supporting Media	1 original picture and 3 original pictures
Method of Teaching	Identifying
Goals	Force Students to Practice Speaking by identifying 3 edited pictures

Preparation and Activity:
1. Lecturer explain the procedures of class activity in identifying 3 edited pictures
2. Lecturer prepare free edited picture in one table in front of the class
3. Student make two lines of groups
4. Lecture shows one original picture and ask students to seek and identify the 3 similar picture that has been edited and put on the table
5. The two lines of the group compete to get 3 similar pictures with the original one.
6. The group that find 3 or 2 similar pictures decided to be a winner
7. The winner will explain the description of the similar face
8. Lecturer close the material

Practical Guideline 8

Language Focus	**"How similar are you?"** **Imitating and Doing action**
Skills	Speaking
Control	Controlled and guided
Level	Intermediate
Time	10 - 15 Minutes
Supporting Media	Make up, wig hairs, glasses
Method of Teaching	Doing Action and Imitating The Pictures
Goals	Force Students to Practice Speaking by Imateting the edited picture and doing an action

Preparation and Activity:
1. Lecture explain the procedure of this activity
2. Lecture ask one of student existed in the edited picture from FaceApp to come forward
3. Student try to imitate the hair style, glass, hair look and another cosmetic feature looked in FaceApp edited picture
4. Student try to explain the similarity of that action. "now.. I will explain how similar I am with this picture"

Practical Guideline 9

Language Focus	**Happy Family** **Story Telling about Family Life** **"Hello, my name is……, Im the only one child in my family…** **my father is… my mother is….. we are a happy family because** **every time my father and my mother always support me in my** **education"**
Skills	Speaking
Control	Controlled
Level	Intermediate
Time	10 Minutes
Supporting Media	Edited family picture, double tape, cutter
Method of Teaching	Finger Picture Family
Goals	Force Students to tell about their family life by showing the family edited picture.

Preparation and Activity:
1. Lecture explain the procedure of this activity
2. Lecture prepare finger picture family which is gotten from FaceApp.
3. Lecture ask one of student to come forward and put finger picture family in students' finger
4. Student try to tell the story of his own family while showing the finger picture or sticky picture
5. Lecture close the activity

Practical Guideline 10

Language Focus	**Happy Family** **Story Telling about Family Life** **"Hello, my name is……, Im the only one child in my family…** **my father is… my mother is….. we are a happy family because** **every time my father and my mother always support me in my** **education"**
Skills	Speaking
Control	Controlled
Level	Intermediate
Time	10 Minutes
Supporting Media	Edited family picture, double tape, cutter
Method of Teaching	Finger Picture Family
Goals	Force Students to Practice Speaking by Imateting the edited picture and doing an action

Preparation and Activity:

1. Lecture explain the procedure of this activity
2. Lecture prepare finger picture family which is gotten from FaceApp.
3. Lecture ask one of student to come forward and put finger picture family in students' finger
4. Student try to tell the story of his own family while showing the finger picture
5. Lecture close the activity