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# Using Youtube as Media in Teaching (Case Study of Pre-service Teacher)

*by Mariyatul Kiptiyah*

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# Using Youtube as Media in Teaching (Case Study of Pre-service Teacher)

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**Abstract.** The aims of this study is to investigate the ability of pre-service teacher through their teaching uploads using YouTube as one of media in teaching. The object of this study is the 6th semester students at English education department which consist of 27 students, 7 male students and 20 female students. This study used a Qualitative method with case study approach. Here, the writer implemented YouTube as media to know the pre-service teacher teaching during covid-19. Before upload the teaching process, the lecturer and the pre-service teacher discuss relate the role of teaching. The writer finds that they collaborate among the media, strategy and method in teaching. After upload their teaching, the lecturer and pre-service teachers evaluated the teaching and give some suggestions to the pre-service teacher to make their teaching process more active and creative.

*Keywords:* YouTube; Teaching; Pre-service Teacher.

## INTRODUCTION

Technology make all human needs happen quickly. One of those need is pre-service teacher creativity in teaching. They can use the technology as a learning medium. Today, the most important media and has the widest network is the internet, which connects computer networks to one another. Internet as one of media I teaching which is becoming the fastest and experiencing innovation. Teaching practice is the first opportunity which provides pre-service teachers with an opportunity to practice teaching knowledge and skills they acquired in real classroom settings. However, the activities in teaching practices might be difficult and confusing for pre-service teachers who have not had any experience before (Gurbuz, 2015). Moreover, pre-service teachers gain a lot of professional or academic knowledge theoretically but they are not able to apply them in schools (Goodman; Lanier and Little, in (Gurbuz, 2015).

Pre-service teacher have to prepare their most important training in the Current Teacher Education Program. In this pandemic, they have to prepare their teaching using YouTube as their media to practice their teaching. After they upload their teaching the lecturer and their friend evaluated their teaching. As Lee & Tsai (Kartal & Afacan, 2017) said that the most important progress made in education in the last decade has been the integration of technology. As Pre-service Teacher practice their teaching here. As Wang (in (Yaacob & Saad, 2020) state that study among students of an English class, learning on YouTube was found to be more flexible, interesting, and interactive; thus, integrating YouTube videos from language-teaching You tubers into teaching and learning activities would be useful to the students. In this pandemic, the Pre-service teacher uses You-tube as one of alternative media to practice their teaching. As (Arif, 2020) state that lecturers are expected to be able to improve students' motivation in learning better by creating an interesting situation that makes them actively ask, discuss, and express their ideas and feeling. It means that pre-service teacher have to know some strategies, methods, and media to transfer their knowledge. Especially in this pandemic, require them to be more creative to practice their teaching.

## RESEARCH METHODS

4 This research uses case study research, where 4 the definition of case study research is a research method that specifically investigates contemporary phenomena contained in a real-life context, using multiple data sources. The data or information collected in the case studies is comprehensive and integrated. It is said to be comprehensive because the data or information collected covers all aspects of an individual's personality. It also said to be integrated because this case study uses a variety of approaches. According to Yin in (Bolder-Boos, 2015) defines the case study research method "as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.". The data collected here through observations from the recorded of the pre-service teacher practice. Beside, a researcher conducting a case study may examine the processes over a period of time.

To analyze the data, the researcher conducted the analysis proposed by Miles and Huberman in Sugiyono (2008: 246) that data analysis in qualitative research do through 3 stages, namely data reduction, data display and conclusion drawing / verification (drawing conclusions and verification).

## RESULT AND DISCUSSION

Below the result of pre-service teacher practice their teaching using YouTube as their media. There are three meetings of the pre-service teacher perform their teaching in YouTube. Before they upload their practice, they discuss and make roles of upload. The lecture also ask the pre-service teacher to use among strategy, method, and media in their practice.

Table 1. The result of the pre-service teacher using strategy, Method, and Media

No.	Name	Meeting 1			Meeting 2			Meeting 3		
		strategy	Method	Media	strategy	Method	Media	strategy	Method	Media
1	HSH	1	1	1	1	1	1	1	1	1
2	NFA	1	1	1	1	1	1	1	1	1
3	NHH		1	1		1	1		1	1
4	RSD		1	1		1	1	1	1	
5	AJS	1	1	1	1	1	1	1	1	1
6	AMS	1	1	1	1	1	1	1	1	1
7	AYN	1	1	1	1	1	1	1	1	1
8	EPI								1	
9	IAH	1	1	1	1	1	1	1	1	1
10	JRH		1	1		1	1		1	1
11	KAS	1	1	1	1	1	1	1	1	1
12	KSH		1	1		1	1	1	1	
13	LSI		1			1			1	
14	MNA		1	1		1	1		1	1
15	MRH	1	1	1	1	1	1	1	1	1
16	MAA		1			1			1	
17	MJI	1	1	1	1	1	1	1	1	1
18	NLA	1	1	1	1	1	1		1	1
19	NHH		1	1		1	1		1	1
20	RSA		1			1			1	1
21	SPI		1	1		1	1		1	1
22	SHA	1	1	1	1	1	1	1	1	1
23	SNF	1	1	1	1	1	1		1	1
24	UZM	1	1	1	1	1	1	1	1	1
25	WQI	1	1	1	1	1	1		1	1
26	YSF	1	1	1		1	1		1	1
27	FAN	1	1		1	1	1	1	1	1
		16	26	22	15	26	23	14	27	22

The table above, explain that there are three meetings (three times upload their teaching practice into YouTube). Every meeting pre-service teachers collaborate among Strategy, Media and method in teaching. In the first meeting, there are sixteen pre-service teachers use strategy, twenty six pre-service teachers use method, and twenty two pre-service teachers use Media in their teaching. After the first meeting the lecturer and the pre-service teachers discuss about their teaching in YouTube. Some of pre-service teachers get suggestion to speak up clearly, although pre-service teachers use teaching method they still need time to prepare more the applying of the method and the material. In the second meeting there are fifteen pre-service teachers use strategy, twenty six pre-service teachers use method, and twenty third pre-service teachers use Media in their teaching. As the first meeting, the lecturer and the pre-services teachers also discuss their teaching through YouTube. The last meeting (the third meeting) there are fourteen pre-service teachers use strategy, twenty seven pre-service teachers use method, and twenty two pre-service teachers use Media in their teaching. The writer, make chart based on the result from the table above.

Figure 1. Chart of collaborate among using strategy, method and media in teaching

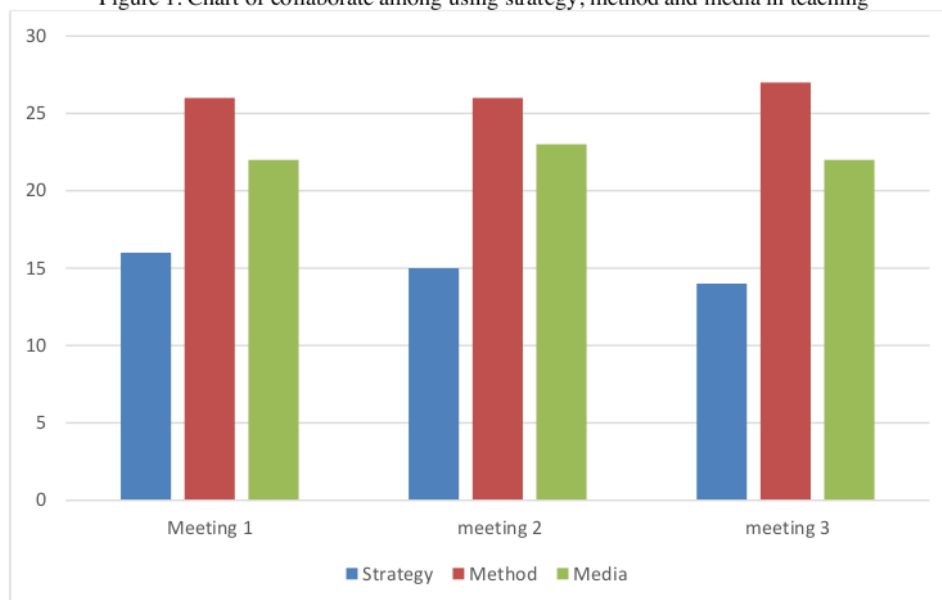


Figure 1 above show the number of pre-service teachers who use strategies, methods and media in their practice using YouTube as their media, it means YouTube as the pre-service teacher space and place in their practicing their teaching skill during this pandemic. Based on the figure above the number of students who used the strategy at the first, second and third meetings decreased. The number of pre-service teacher who use the method at the first and second meetings is the same, at the third meeting it increased. There are differences number of pre-service students who use media at the first, second and third meetings. The lecturer and pre-service teacher use these results as evaluation material so that students can improve their teaching practice.

## CONCLUSION

Using YouTube as media in teaching is an alternative activity for pre-service teachers to practice their teaching in this pandemic. Not only upload their teaching to YouTube, but also make a discussion session (give feedback) relate their teaching to help the pre-service teacher to make more active, and creative in their teaching. Giving the pre-service suggestion also needed to help them get motivation to do more.

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