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## Foreword

*Best Practice & Research in ELT Classroom* is an edited volume which contains a compilation of selected papers presented at the Sharing Session on Best Practices in Higher Education Contexts. This webinar was held by the English Language Education Department of Universitas Muhammadiyah Yogyakarta on February 27, 2021. The sharing session was held to provide an academic forum for students, educators, and practitioners to disseminate their ideas, practices, and experiences. Through this forum, it is expected that the participants of the sharing session and readers of this edited volume can get insights for their own practices. A total of 32 selected papers reported the practices in teaching, community service, and research.

The sharing session and the publication of this edited volume were the work of many parties. Therefore, we would like to express our gratitude to them. First of all, we would like to thank the Dean of Faculty of Language Education, Dr. Suryanto, and the Head of the English Language Education Department, Sri Rejeki Murtiningsih, Ph.D. We would also express our gratitude to all of the members of the organizing committee who had put efforts to hold the webinar. Last but not least, we would like to show our highest appreciation to all presenters and audiences who enthusiastically shared their experiences and thoughts in the webinar and through the papers published in this edited volume. We do hope to see you on other webinars and sharing sessions.

Yogyakarta, July 1, 2021

Editors

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**Youtube Video Project to Teach “ELT Method” Course for Tertiary Education in  
Pandemic Era  
By Arik Susanti**

**Abstract**

Distance learning or online system has provided a solution for schools or universities to start implementing the home (SFH) system due to the covid-19 pandemic. This paper focused on YouTube Video Project to teach EFL students at the university level when they enrolled in an ELT Method course. This study took place in one of the public universities conducting an online course using a YouTube video project in the English Education Department in Surabaya, East Java, Indonesia, due to the coronavirus pandemic. It is the first time for them to have an experience related to fully online learning. The study participants were 25 students who enrolled in the ELT Method course expected to analyze many kinds of ELT Methods and demonstrated appropriate methods to teach language skills and components to specific audiences collaboratively. To support the learners' motivation during online learning, YouTube was implemented as project-based learning. The results showed that the teacher could use YouTube as a video project to teach ELT Methods in a pandemic era since it was very effective. Students could also explore their knowledge and competence to achieve their goals. Finally, they have a responsibility to complete their project during online learning.

Keywords: learner autonomy, online learning, YouTube

**Introduction**

Currently, almost all countries globally, including Indonesia, face the Corona Virus 2019 (Covid-19). This pandemic has had a significant impact on all facets of life, including education. To combat the spread of COVID-19, Indonesia's government develops "large-scale social restrictions". Other laws followed, such as working from home for employees, praying from home, and homeschooling for students ranging from early childhood education to higher education (Regulation of Indonesian Government No.21, 2020). Due to the Covid-19 pandemic, the government has to reform the educational system. Schools or universities will introduce a school from home (SFH) framework using distance learning or online programs.

Online learning focuses on synchronous and asynchronous Internet-based courses (Ogbonna et al., 2019). The form of learning that involves direct interaction or contact between students and teachers using zoom meetings, google meet, or conferences is called synchronous learning. On the other hand, asynchronous learning occurs indirectly (not simultaneously), such as a Moodle LMS, email, web-blog (Dang & Robertson, 2010), WhatsApp, and other platforms. Students may communicate with the teachers synchronously, asynchronously, or both (Richardson et al., 2020). Online learning can support skills and knowledge that students require in the 21<sup>st</sup> century, such as creativity, innovation skills, digital literacy skills, and life skills.

Many benefits can be obtained. First, online learning can increase students' motivation and confidence inside or outside the classroom. Second, it offers flexibility for learners to manage their time well that suits their needs in education (Reinders & White, 2016). Moreover, online learning can make learners control their knowledge by providing self-study

resources to manage their learning process (Godwin-Jones, 2019). Therefore, students must find appropriate strategies to learn to achieve their competence/goal. Finally, learners can engage with others and become proactive in online learning to implement technological innovation in various tools such as Facebook, Twitter, Google, and YouTube (Tran & Duong, 2020). These tools can help learners communicate with others to make effective online learning, especially teaching the ELT Method course.

During a pandemic, teaching the ELT Methods course is not an easy job since the students must analyze many types of ELT Methods and implement them in teaching and learning. Therefore, this study aims to describe the process of teaching the ELT Methods course using YouTube in online learning.

## **Literature Review**

### **Online Learning**

Nowadays, modern technology has advanced tremendously, and its effects are unavoidable in our lives. One of the positive effects of modern technology in education is learning a language such as English. According to Dudeney & Huckly (2012), technology in education could improve students' competence and motivation when learning English. Danan (2010) also reported that a rapid advance of technology affects teachers' and students' behavior when teaching and learning English as a foreign language. In the past, the teacher focuses on the teacher-centered method that always dominated the class. The teacher preferred to explain all the materials, and the teaching process was based on textbook-oriented. The teacher gave less opportunity for students to practice English as a foreign language. As a result, the students cannot practice and explore their knowledge.

However, the development of technology has transformed the process of teaching. The teacher has a shift method focusing on students centered. The teacher creates meaningful learning for her students since she integrated technology into the teaching process. Nikita (2009) claimed that combining technology and education can construct teaching and learning experiences that are more comprehensive, unforgettable, stimulating, and enjoyable for students and teachers. The students have also become active, innovative, and motivated when they learn English as EFL using ICT. Thus, technology, especially online learning platforms, has a significant role in engaging the environment by integrating rich learning resources. In addition, it could make it more time-efficient, and the cost has decreased due to using ICT in EFL learning.

### **YouTube as Media for Teaching English as Foreign Language**

The use of ICT in EFL learning becomes increasingly common. One example of the partnership of technology and English classes is the use of YouTube. It is a website that allows users to post videos for free or at no cost. Moreover, when the users upload their videos, they could earn money (Terantino, 2011). Terantino (2011) also supported that 73 percent of teenagers are YouTube active users due to native digital users who heavily rely on technology and the internet. Therefore, it causes the number of YouTube users to grow increasingly. EFL teachers take advantage by implementing YouTube as media of teaching and learning in ELT Methods in the online learning platform by understanding the enormous potential.

Previous studies showed that YouTube was an effective platform for learning English for students in higher education due to its stunning performance and relevance to their lives. When the teacher applies YouTube as media for learning English, the learning process is more meaningful since the students have an engagement in learning (Maria, 2017). Moreover,

making video project tasks could boost students' technological ability (Huang, 2015). Students can practice their digital knowledge when they create a video that is more attractive and meaningful. Sari et al. (2020) also stated that using YouTube in learning English could improve the students' soft skills development such as teamwork skills, ability to manage their stress, creativity, communication, and technological capacity. When the teacher instructed students to create a video and upload it on YouTube, they must discuss it with their group to do their best. If their video recording does not sound good, they will retake it until they get the best one. The students' comment within the group is very significant to have the best video. Peer assessment has an essential role in producing video projects.

Moreover, YouTube video platforms can contribute to improving students speaking skills (Hasanah, 2019). The students' activities in producing a video can increase communication. The teacher applies self-assessment and peer assessment to improve students' speaking skills. In the YouTube video project, students can comment on their friends' videos so that speaking is believed to be the most effective active skill for EFL learning (Widdowson, 1994). YouTube video projects can be considered an alternative way to allow the students to practice speaking. The goal is to pack the learning process more attractive and contextual by containing real-world communication with some learning theory covered within it.

These previous research findings have vividly portrayed the significance of YouTube video projects in EFL learning; however, they have not dug out the implementation of video YouTube in fully online learning. Therefore, this paper aims to describe the use of YouTube in teaching ELT Method courses in the online learning platform.

## **Methodology**

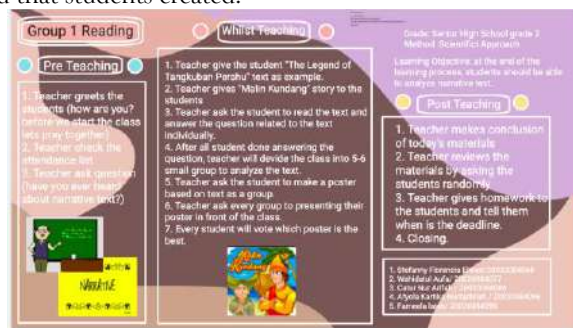
This study took place at one of the public universities conducting an online course in the English Education Department in Surabaya, Indonesia, due to the coronavirus pandemic. It was the first time for the university to have an experience related to fully online learning. It was particularly the case in contexts of Indonesia where learners were required to transition from relatively passive styles of learning towards more active learners. The participants were 25 students who participated in the ELT Method course. They were expected to analyze many kinds of ELT Methods and demonstrate appropriate methods to teach language skills and components to specific audiences collaboratively. It was a 4-hour class per week, over 16 sessions. The teacher used YouTube video projects to motivate students to learn ELT Method and their involvement in teaching and learning. There were synchronous (zoom meeting, video calls, google meet) and asynchronous (telegram, WhatsApp, Moodle, and Google Classroom) online.

### **Best Practice in Teaching ELT Methods Using YouTubes**

The teacher implemented some stages when teaching the ELT Method course using YouTube video projects in online learning due to the pandemic era.

1. Before the class started, the teacher uploaded all learning materials such as the course profile, the materials, and assessment in asynchronous online such as google classroom (GC). The purpose was to have the students read all materials and summarize by making mind mapping or answering questions provided in GC to

- understand and comprehend those materials. The teacher provided an exit ticket to identify the students' understanding.
2. The teacher also used virtual meetings or zoom sessions to facilitate students who did not still understand materials. In this virtual meeting, the teacher could explain materials that made students difficult to understand. This session had limited time since this meeting needs many quota data for students. All the students must have read all materials and prepared some questions. Hence, the process of teaching and learning became more effective and efficient.
  3. To make learning more effective and meaningful, the teacher also gave tasks or projects that had to be completed by the students. First, the students were provided with a topic relevant to ELT materials, such as teaching reading using a scientific approach, teaching listening using genre-based, and many others. Next, the members of the class were divided into several groups consisting of 4-5 students. This decision would be taken keeping the following factors:
    - a. linguistic proficiency: the students had differing proficiency levels and needed constant support; this could be achieved by grouping them and creating interdependence.
    - b. Computer proficiency: students had basic skills in computers.
  4. The students worked in a group based on their topic interest that had been chosen. When the students work in a team, they could use WhatsApp media to deliver their idea. The students could do brainstorming ideas related to the topic. They must find suitable materials and decide the most relevant ELT Methods. To check the students' progress work, the teacher could use jamboard media. The teacher must provide the link to join and edit all the materials in jamboard. Here is the link to jamboard that motivates students to work dan contribute to developing their project. [https://jamboard.google.com/d/14cEWAjtfKhBRSVz\\_CnxUbtvd\\_UkAtNiZ8MjYRCaF7W0/viewer?f=6](https://jamboard.google.com/d/14cEWAjtfKhBRSVz_CnxUbtvd_UkAtNiZ8MjYRCaF7W0/viewer?f=6)
  5. In the jamboard, the students can write or create a storyboard. Below is an example of a storyboard that students created.



From the students' work, the teacher can also give comments and ask them to revise. Thus, the process of teaching and learning can be done asynchronously.

6. After that, students showed the result of the revision in a virtual meeting (zoom session). In this session, every group would present their work and obtain feedback from their teacher and friends.



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## Group 3 Writing

**pre-teaching**

1. The teacher join at class and give a happy mood by giving a cheerful greeting to students. ("Hello guys, How are you today?")
2. The teacher ask the leader of the class to lead an opening prayer. ("Can you lead a prayer before the class start?")
3. The Teacher checking students attendance list.
4. Teacher motivating students by provide some text or questions related to current issue. ("do you know about this pandemic learning using an online system, therefore let's be even more enthusiastic about doing this online learning")
5. Teacher reviewing previous material. ("Ok student, did you remember about the material that we have discussed last week?")
6. Teacher mentioning a learning objectives. ("Ok student, today we will learn about writing description text ----")

**Texts 1**  
My Lovely Cat

I have a stray cat as my pet. He is really playful, He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when I hold him like that he will fall asleep.

In the whilst teaching, the teacher provide 1 texts about animal of descriptive text.  
"Okay, students now 'the teacher" has 1 example text of descriptive texts to making writing texts based on the text by individually, but before that you try to answer the questions that have been provided

**what kind of the text?**  
The text is about? define the generic structure of the text!  
what is the definition mean in generic structure?  
in part description we have to describe?  
how many paragraph in the text?

**Generic Structure of Descriptive Text:**  
1. Identification  
The identification section contains an introduction and an overview of a topic. Identification serves as an introduction to what we are describing, so that readers or listeners do not misunderstand. For example, what we explain is a cat, but readers / listeners misunderstand being a dog.  
2. Description  
The description section contains special characteristics or properties contained in the subject, person, or animal that you are describing.

The teacher explain the outline to make writing text of descriptive text and how to make drafting text after create outline. next teacher ask students to create an outline about descriptive text that they have learned and choose what animal that will they gonna description. Next, after create an outline the students continue with drafting the text, after that teacher ask students to find a partner and then students will share the drafting with they partner to peer corection.  
After have to peer corection, the students continue with create a new drafting based on revision that they partner have to do. next the final drafting will be submit by students.

**Post-teaching**

1. The teacher summarizes the lesson by giving a teacher. It is a simple way to summarize the teacher summarizes the lesson for students by saying "This story can be concluded that ..... and open to students to ask questions on topics I don't understand."
2. The teacher gives the homework. Students, the homework needs to be about the content of the class today and say, "I hope students will answer the homework questions they have assigned to them. Who has anything to ask about this homework?"
3. The teacher finished the class. "I hope you understand the content you learned today. See you next week. Good luck with homework. Thank you."

7. The group also wrote the script that would be used in their video. They also present their script in front of their friends and teachers in zoom sessions. If they obtain a comment from others, they must revise based on their feedback. Below was one example of a script that one member of the group created.
8. If the script has been finalized, the group could record their video. All the process of recording could also be done on an online platform. If they had a problem with the internet connection, they would take until they got the best result. It would take much time since every area had a different internet connection. Some of the students said it was interesting, but some said it was time-consuming to accomplish this project.
9. Next, the students uploaded their video to YouTube account. Below was the link to their YouTube account, <https://www.youtube.com/watch?v=OshoreEx8Yhg>.



SCREEN PROMINATION: TRANSACTIONAL TEXT ABOUT ASKING & GIVING OPINIONS Code

10. The teacher provided an e-journal that would guide students to complete their video project.
11. Students must complete the e-journal log to evaluate their team and to monitor dynamic activities in their team. Using this strategy could raise students' awareness of potential problems and provide a platform for discussing such issues.

## Discussion

The explanation of the best practices of teaching ELT Methods using YouTube video projects showed that it is practical to motivate students to keep learning online. Producing a YouTube video project displays that the students can use technology in online learning. In addition, it is viewed as a helpful resource to enable students to be more active and creative in the classroom (Benson, 2013).

During producing YouTube videos, learners develop group interaction and students' interdependence. The learners have learned and coordinated how to decide a topic, make an outline or storyboard, make a script, create a video, edit and post their video. All those activities indicate that the learners enjoy studying in groups and coordination within the groups. It is similar to Bhattacharya & Chauhan (2010), stating that online platforms can develop students' interdependence.

Furthermore, the learners could communicate with their group members using WA group or telegram. The use of communication technologies, such as online chat and shared file creation through the internet, has become incredibly motivating and helpful in student preparation for real-life job tasks (Carrió-Pastor & Skorczynska, 2015). They could also present and discuss their work in jamboard, both synchronous and asynchronous learning. The use of jamboard in online education can release students' anxiety when they interacted with students - students interactions. It means that every student has an opportunity to write their opinion without being afraid of their teacher's interruption. In addition, it will make students more focus on discussing their materials. As a result, learners could improve their communicative skills. Moreover, they can also present their work in a small group in synchronous learning using a break-out room in the zoom session. Their tasks are intended to enable them to communicate quickly and effectively with partners (Carrió-Pastor & Skorczynska, 2015). The students thought that the most crucial aspect of learning with peers was a team performance. Therefore, the students could make an independent decision on their learning.

It was realized that the learners were motivated to study in a group to finish their YouTube video project. The use of YouTube could boost the students' motivation since motivation is crucial in online learning, especially in ELT Methods. If the students did not have any motivation, they could not develop their competence (Vanslambrouck et al., 2018), and they were reluctant to participate online (Sönmez, 2016). Motivation is closely related to language achievement (Kramer & Kusurkar, 2017). If the students have high motivation, they can improve their achievement as there is a relationship between motivation and competence. The use of YouTube video projects can improve students' motivation, such as their confidence, their competence, and achieving their dreams. Finally, the teacher's role is required in the teaching-learning process to guide them to get motivated in online learning.

The next point is the reflection that can be considered in teaching ELT Method using YouTube video projects. Boonma & Swatevacharkul (2020) stated that reflection is an integral part of autonomous learning. In this study, reflective practices on online learning in ELT Methods are categorized as self-reflection and peer feedback. The students' self-assessment is the capability of students to become resourceful by themselves or to assess their understanding by filling the exit ticket. When the students have to obtain resources by themselves, it is usually called self-access. In online learning, students' self-access materials are essential. The students can search and find many kinds of material from the internet.

In line with Benson (2013), young people are engaged in digital literacy practices, and their effort is largely self-directed. Furthermore, the teacher can provide their learning materials in

Google Classroom, making it easier for students to access materials. In this paper, students download the materials from GC and search and download from other resources or websites.

The students' self-assessment is also related to students' understanding of online learning platforms. Therefore, they must have filled the exit ticket provided by the teacher at the end of this meeting. It was used to know their consideration and problems or difficulty during online learning. It is known that the self-assessment reflects on students' critical level.

Moreover, students need to be trained to give and receive feedback from others. Peer feedback is one way that can be implemented to encourage students to express their opinion or points of view. When the students express their opinion, they should consider their expressions and politeness features such as mood and tone. The feedback recipients should be open-minded and receive their friends' criticism. Thus, the purpose of peer feedback is to turn students into being critical that provide both productive feedback and emotional support (Lavrysh, 2016). It can be said that reflection activities can be more profound in online learning activities.

## **Conclusion**

The result of this study indicated that the YouTube video project could become an alternative medium in teaching English as Foreign Language. YouTube video projects could promote students' motivation and interdependence since they must work in a team to accomplish their tasks. The teacher's role was also crucial to guide their students in the online learning platform. The teacher must facilitate their students by providing materials or media that could attract students' motivation. The students should have the willingness to apply self-regulation in studying. To know the students' understanding, the teacher provided an exit ticket. The teacher should monitor the students' progress when they completed their projects. It would help students to make the best of their opportunities in completing their projects. Since this study has limited aspects and time, it is recommended to apply YouTube as media of learning in other skills that make teaching and learning more enjoyable for students.

## **Acknowledgment**

I would like to thank Ibu Pratiwi as the head of the English Department in UNESA that constantly motivated me to write. My gratitude also goes to Prof. Ali Saukah, who always gave feedback to my paper and all of my friends and colleagues in the English department UNESA and my friends in the doctoral program in Universitas Negeri Malang.

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