Incorporating both Zoom and YouTube in Micro Teaching Class during the Covid-19 Pandemic: An Effectiveness Investigation

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Abstract. The article aims at seeking the effectiveness of incorporating both Zoom and YouTube in Micro teaching class by webinar. This class at the first was conducted traditionally by face-to-face interaction in the classroom. After that the Covid-19 pandemic came, all systems were shocked and changed. Students and lecturers had to keep distance socially and physically by learning and working at home. So, all Micro teaching classes were carried out online by using internet aid using applications such as Zoom and YouTube. The research used a quantitative method by distributing questionnaire to students and lecturers after they used the applications during the teaching learning process. Students’ scores in teaching performance were also considered to seek the effectiveness. The sample was selected purposely since not all lecturers applied webinar in their classes. The finding reveals that incorporating both zoom as a synchronous learning model and YouTube as an asynchronous one is effective in teaching micro teaching based on the lecturers’ responses in the questionnaires and viewed from students’ score in final teaching performance which was shared via YouTube in the middle of pandemic era.

Keywords: effectiveness, zoom, YouTube, webinar, teaching performance and micro teaching

1. Introduction

Currently, pandemic is one of big factors which can influence and change human life rapidly in many aspects including education. Due to the emergence of the Covid-19, it makes government work hard how to solve the problem from pandemic impact. Distance learning is the solution to avoid the social gathering and physical contact of spreading such virus disease. Students and teachers have to join programs learning at home for students and working from home for workplace laborer or teachers. This way of teaching raises some new problems for parents, students and even teachers who were not ready for such situation.

Distance learning according to some experts is that students and teacher do not meet in one classroom but they have virtual meeting of learning in different setting and or different time for an asynchronous mode. This can be done by applying web-based application or using internet aid. Distance learning may be synonymous with e-learning that is a term referring to a variety of different forms of technology-supported learning, usually characterized as the application of knowledge, information and educational technology to link people to each other and / or with educational resources, for the purpose of education (formal or informal) (Ehlers & Hilera, 2012). Furthermore, Marx said distance education is by its very nature a response to the development of communications technology in the Industrial Era. (Marx, 2015).
To implement the online meaning, there were some problems and challenges arising. Gillett-swan found the online environment presents challenges for learners particularly through considerations around their engagement, access, community, and support (Gillett-swan, 2017). Students who live in the remote areas were difficult to get internet access due to limited connection. Financial problem of parents was also becoming another obstacle to carry out the online learning in order to buy a novel gadget, pulse and some data package. Besides students’ digital literacy skills and meaningful interaction skills were also be challenges. Teachers need to be sensitive and be creative solving these hindrances since teaching learning process must be kept carried out. Incorporating both synchronous learning model namely zoom and asynchronous one that is YouTube is the best solution. When students could not access the class webinar at zoom, they still could watch the micro teaching class video from YouTube.

Considering the learning outcome of Micro Teaching subject, some English lecturers at IAIN Bukittinggi used those combined applications in teaching. The subject was offered in every even semester for the sixth semester students to develop communication skills and social interactivity (future teachers) so students were able to teach communication through language. These two skills; communication skill and social interactivity were difficult to achieve in distance learning since students and teachers were apart. But students and lecturers have done it during this even semester in academic year 2019-2020.

There are many previous researches investigating the use of online learning in Micro teaching class. Ledger & Fischetti found Micro-teaching 2.0 proved to be an effective diagnostic tool for identifying the specific needs of PSTs and a preparatory tool for real-life placements. (Ledger & Fischetti, 2020). Arifmiboy found that Tadaluring microteaching learning model is effective in mastering a number of basic teaching skills by prospective teachers. The Tadaluring microteaching learning model is a learning model which combines three forms of integrated training namely classroom practices, online practices, and offline practices (Arifmiboy, 2019). Moreover, (Kusmawan, 2017) found online microteaching improved their professional teaching. (Lin, 2016) investigates the effects that Facebook-based online peer assessment with micro-teaching videos with the result is positive on attitudes toward peer assessment and perceived learning from peer assessment. For this research, to seek the effectiveness of implementation of online learning of Micro teaching subject, the researcher needs to conduct this research by distributing questionnaire to lecturers and students and using students’ score teaching performances.

There are 7 topics of discussion related to the theory of Microteaching. As its name suggests, according to Sharma and Lakshmi (2009), Sukirman (2012, microteaching is a real teaching which focuses on developing teaching starts. It is a scaled down teaching in term of class size of five to ten students, duration of period of five to ten minutes, size of topic and teaching skill. It is also individualized training device which provides the feedback to trainees’ performance, and microteaching gives chance to select one skill at a time and practice it through its scale down encounter. With these characteristics, topics discussed in microteaching were:

1. Skill to open lessons or set induction is ability of teacher to attract students’ attention and motivation to study. The purpose of set induction is to make sure students ready physically and mentally to study and to arouse students’ motivation.
2. Skill to explain the lesson is the main factor how to make students cope with the concept or theory
3. Skill to reinforce student participation is the ability to give rewards and punishment to students.
4. Skill to ask question is the ability to elicit students to ask some questions related to the lesson and how teacher can give leading questions to create high order thinking of students.
5. Skill to use variation of sound, mimic, and tone
6. Skill to guide small group discussion. Discussion includes one method in learning with the purpose to achieve an active and effective learning outcome.
7. Skill to close the lesson or closure is ability of teacher to end the lessons by means of learning experiences have been gained comprehensively by students. Closure can be done by giving conclusion, summary reflection and review.

8. Skill to manage the classroom is the ability of teacher to manage the classroom so that it can fruit qualified learning process. Teachers can do some efforts to prevent the naughty and keep the positive atmosphere in the classroom.

These 8 topics were discussed in the webinar via zoom. Lecturers and students got involve in the lecture and discussion. There were sessions for students’ talk and teachers’ talk.

2. Methodology

Method used in this research was quantitative one. The researcher sought the effectiveness of incorporating zoom and YouTube in teaching Micro Teaching subject by some lecturers. As previously mentioned, the class at the beginning was held in the classroom by face-to-face interaction between students and teachers. Since the prevailing of Covid-19, lecturers held the webinar class using zoom application for session of theory discussion and using YouTube for teaching practice session. Via zoom, lecturers were hosts of the programs for eight meetings; students joined the webinar or virtual meeting to discuss some theories related to Micro Teaching skills like opening and closing the lessons, explaining the lessons, asking questions, reinforcing, doing variation, guiding small group discussion and managing classroom. Via YouTube, students shared their teaching practice or their teaching performance to be measured by lecturers.

Population of the research was all lecturers who taught Micro Teaching subject and students who registered in that. To choose samples, the researcher selected purposively based on the certain consideration. As it is known, Micro teaching is a subject offered for Faculty Tarbiyah and teacher training students, but not all lecturers teach that subject and use application of zoom and YouTube as media of teaching. There were 15 teachers who used online learning by those applications. For students, there were 7 registered in each class so there were around 75 becoming the samples. Unfortunately, there were only 50 responses or feedback from students.

The questionnaire was arranged by adapting (Marx, 2015) instrument. There is a research rubric to seek the effectiveness of using webinar via zoom and YouTube used. The questionnaire was created in Google form and shared link to students and lecturers.

| No | Indicator | Item number | Number of item |
|----|-----------|-------------|----------------|
| 1  | Usefulness | 1, 3, 4, 7, 9, 10, 11 | 7              |
| 2  | Technical set up | 3, 6, 9 | 3              |
| 3  | Device used | 7 | 1              |
|    | Total |                          | 11             |

To analyze the data, questionnaire used by the researcher consists of two responses namely “yes” or “no”. In processing the data, the response “yes” is given a score of 1, meanwhile the response “no” is given a score of 0. After that, to find out the percentage of each item of in the questionnaire is used the formula:

\[ p = \frac{f}{N} \times 100\% \]

\[ p = \text{the percentage of the result} \]
\[ f = \text{the frequency of each item} \]
\[ N = \text{the total subject} \]

After that, the researcher sought the mean score of each item using the following formula:

\[ \bar{x} = \frac{\sum x}{N} \]

\[ \bar{x} = \text{mean Score} \]
\[ x = \text{students’ answer} \]
3. Result and Discussion

Based on the calculation of data analysis, the researcher found that webinar via zoom and YouTube is very effective to foster students’ communication skill and interaction in the micro teaching subject. It is seen from the aspect of usefulness of the application in which students respond positively to seven items related to it. Here is the data description:

| No. | Questions                                                                 | Frequency | Percentage |
|-----|---------------------------------------------------------------------------|-----------|------------|
| 1   | I have ever attended a webinar before.                                    | 45        | 90         |
| 2   | I find this webinar via zoom and video from YouTube useful for Micro teaching class. | 46        | 92         |
| 3   | I find the technical set-up of these webinar and video from YouTube easy to follow. | 46        | 92         |
| 4   | I think it would be useful to have more webinars and video from YouTube for the Micro teaching subject. | 47        | 94         |
| 5   | I find these webinar and YouTube helped me to understand how to develop communication skill and social interactions. | 46        | 92         |
| 6   | I find it helpful to see the other students’ questions and comments in the text box. | 46        | 92         |
| 7   | I use laptop or HP to access the webinar.                                 | 45        | 90         |
| 8   | I find that the presenter (teacher and students simultaneously) give me useful advice and guidance during the webinar. | 43        | 86         |
| 9   | I find the quality of the visual presentation used by the presenter.      | 47        | 94         |
| 10  | I think webinars like this should allow for more interaction from the participants. | 42        | 84         |
| 11  | I think a webinar like this should be conducted at the start of the semester as an induction for students. | 47        | 94         |

Mean score 82.7

Based on Table 3, the researcher found that 82.7 students provide positive responses in the questionnaire. If it is consulted to the Table of Effectiveness Level, it ranges 81-100 which remarks very effective. To begin the questionnaire, the researcher gives opening question whether they have ever attended the webinar. It is responded positively with the score 90. In detail to seek the effectiveness, they find the webinar via zoom and video from YouTube useful for Micro teaching class with the score 92. They think it would be useful to have more webinars and video from YouTube for the Micro teaching subject with the score 94. They find these webinar and YouTube helped them understand how to develop communication skill and social interactions with the score 94. They find that the presenter (teacher and students simultaneously) give them useful advice and guidance during the webinar with the score 86. They think webinars like that allow for more interaction from the
participants with the score 84. They think a webinar like that should be conducted at the start of the semester as an induction for students with the score 94.

Moreover, in the aspect of technical set up, students perceive positively that they find the technical set-up of these webinar and video from YouTube easy to follow with the score 92. That they find it helpful to see the other students’ questions and comments in the text box is responded positively with the score 92. Also, they find the quality of the visual presentation used by the presenter with the score 94. In the aspect device used, they said that they use laptop and or HP.

Furthermore, from teacher side, the questionnaires were responded positively as well. Here is data description:

**Table 4. Teachers’ Responses**

| No | Descriptions                                                                 | Frequency | Percentage |
|----|------------------------------------------------------------------------------|-----------|------------|
| 1  | I find this webinar via zoom and video from YouTube useful.                  | 14 Yes, 0 No | 100 Yes, 0% |
| 2  | I find the technical set-up of these webinar and video from YouTube easy to follow. | 10 Yes, 4 No | 71.4% Yes, 28.6% |
| 3  | I think it would be useful to have more webinars and video from YouTube for the Micro teaching subject. | 11 Yes, 3 No | 78.6% Yes, 21.4% |
| 4  | I find these webinar and YouTube helped students to understand how to develop communication skill and social interactions | 8 Yes, 6 No | 57.1% Yes, 42.9% |
| 5  | I find it helpful to see students’ questions and comments in the text box     | 10 Yes, 4 No | 71.4% Yes, 28.6% |
| 6  | I use laptop or HP to access the webinar                                     | 9 Yes, 5 No | 64.3% Yes, 35.7% |
| 7  | I find that the presenter (students simultaneously) give useful advice and guidance to other students during the webinar | 9 Yes, 5 No | 64.3% Yes, 35.7% |
| 8  | I find the quality of the visual presentation used by the presenter          | 7 Yes, 7 No | 50% Yes, 50% |
| 9  | I think webinars like this should allow for more interaction from the participants | 10 Yes, 4 No | 71.4% Yes, 28.6% |
| 10 | I think a webinar like this should be conducted at the start of the semester as an induction for students | 8 Yes, 6 No | 57.1% Yes, 42.9% |

Mean score 68.4

Based on the Table IV, teachers’ response is 68.4 and if it is consulted to Table of Effectiveness Level, it ranges 61-80 which remarks effective. In detail, lecturers find the webinar via zoom and video from YouTube useful for Micro teaching class with the score 100. They think it would be useful to have more webinars and video from YouTube for the Micro teaching subject with the score 78.6. They find these webinar and YouTube helped students understand how to develop communication skill and social interactions with the score 51. They find that the presenter (students simultaneously) give useful advice and guidance during the webinar with the score 64. They think webinars like this should allow for more interaction from the participants with the score 71. They think a webinar like this should be conducted at the start of the semester as an induction for students with the score 57.

Moreover, if students’ score in teaching performance of microteaching class is referred, the mean score is 85.42 (see appendix Table V) which range 81-100 indicating very effective. It means that students’ achievement is also in line with their positive perspectives in the questionnaires.

Based on the finding, teachers and students have the same positive responses even though with different quality effective and very effective. The finding is in line with (Persada et al., 2020) who found Indonesian student has a positive attitude towards online learning. They perceived online tutoring providers produce educational content with a more straightforward and easier method so that the students understand the materials faster.

Obeidallah & Shdaifat also found e-Learning with LMS is essential in every educational/training institution to overcome the distance and time barriers in learning. LMS is a web-based application...
used for facilitating distance learning and for managing and categorizing course materials for both instructors and learners (Obeidallah & Shdaifat, 2020). Moreover (Hua & Ren, 2020) found online + offline courses of teaching practice can better increase students’ learning interest, expand the teaching content of entrepreneurship education course and improve students’ satisfaction with this course. Emre also found positive perceptions of English teachers on the use of webinars in teaching EFL (Emre, 2019).

4. Conclusion

It can be concluded that students enjoy study at home and so do teachers. They perceive online learning is effective for micro teaching subject. Even though at the beginning all are not ready for difficult situation due to Covid-19, teaching learning process keeps running well and effective through incorporating both synchronous learning model namely zoom and asynchronous one that is YouTube. These are very beneficial for both students and lecturers.

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Appendices

1. Sample Pictures Using Zoom

![Sample Pictures Using Zoom](image1)

2. Sample Pictures Using YouTube

![Sample Pictures Using YouTube](image2)
### Table 5. Students’ Scores in Teaching Performance

| NO | NAME | Score |
|----|------|-------|
| 1  | DA   | 84    |
| 2  | DV   | 82    |
| 3  | LIY  | 86    |
| 4  | UJ   | 78    |
| 5  | YF   | 80    |
| 6  | AV   | 80    |
| 7  | WS   | 82    |
| 8  | DA   | 84    |
| 9  | LAD  | 94    |
| 10 | WF   | 84    |
| 11 | AY   | 82    |
| 12 | DM   | 82    |
| 13 | DMH  | 86    |
| 14 | HB   | 84    |
| 15 | HD   | 86    |
| 16 | HH   | 80    |
| 17 | MA   | 80    |
| 18 | MAS  | 90    |
| 19 | MF   | 90    |
| 20 | NRF  | 92    |
| 21 | NAI  | 70    |
| 22 | PS   | 72    |
| 23 | PHY  | 54    |
| 24 | PIR  | 80    |
| 25 | RES  | 78    |
| 26 | TU   | 80    |
| 27 | SAL  | 76    |
| 28 | WG   | 92    |
| 29 | YP   | 94    |
| 30 | YA   | 90    |
| 31 | SF   | 94    |
| 32 | SWM  | 94    |
| 33 | SAL  | 94    |
| 34 | AM   | 92    |
|   | Name | Score |
|---|------|-------|
| 35 | AY   | 90    |
| 36 | AD   | 80    |
| 37 | BW   | 80    |
| 38 | CA   | 80    |
| 39 | DAF  | 90    |
| 40 | DSY  | 90    |
| 41 | EGA  | 94    |
| 42 | ES   | 96    |
| 43 | FM   | 90    |
| 44 | KM   | 88    |
| 45 | MS   | 86    |
| 46 | MA   | 84    |
| 47 | PF   | 94    |
| 48 | RI   | 92    |
| 49 | RS   | 92    |
| 50 | SN   | 90    |

**Mean score**: 85.42