

**TEACHER'S STRATEGIES IN SELECTING INSTRUCTIONAL VIDEO
TO SUPPORT ENGLISH LEARNING: A BEST PRACTICE**



**Presented to the Department of English Education as a Partial Fulfillment of
the Requirements to Obtain the Sarjana Pendidikan Degree in English
Education**

By:

**ARIEF AHSAN HAMAMI
20322113**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF PSYCHOLOGY AND SOCIAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
2024**

APPROVAL SHEET

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By:
Arief Ahsan Hamami
20322113



Approved on February 12, 2024

By:
Supervisor



Rizki Farani S.Pd. M.Pd.

NIK.123220404

RATIFICATION SHEET

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**Arief Ahsan Hamami
20322113**

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Boards of Examination

Chairperson

Rizki Farani S.Pd. M.Pd.



First Examiner

Dr. Ista Maharsi, S.S., M.Hum



Second Examiner

Astri Hapsari, S.S., M. TESOL



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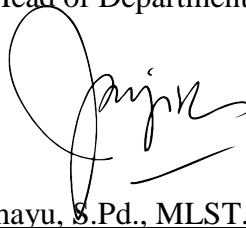
Department of English Language Education

Faculty of Psychology and Socio-cultural Sciences

Islamic University of Indonesia



Head of Department,



Puji Rahayu, S.Pd., MLST., Ph. D.

NIP 053310402

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis I have written does not contain the work or parts of other people's work, except those cited in the question and references, as a scientific paper should.

Yogyakarta, 11 July 2024

The Writer



Arief Ahsan Hamami

NIM. 20322113

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Arief Ahsan Hamami

20322113

Abstract

The rapid growth of technology has a significant impact on how humans communicate, learn, and access information, particularly in education. However, choosing the appropriate technology for English learning is difficult due to the various materials and forms. This best practice aims to provide some best practices for selecting instructional videos for English learning based on digital literacy components from Son, et. al. (2017). The components are information, creation, communication, collaboration, and online safety. To ensure clear information about the video, I looked for videos and materials about Indonesian cuisine on YouTube that were relevant to the learning objectives. The video discusses Indonesian cuisine. The second step is making some games and quizzes based on video to increase their understanding. The next step is using the video and game in the class. The students have some difficulty but more positive thoughts while using video games in class. To support collaboration, I made a task as a group work based on a video, and the final task was a presentation of their work. To make sure of the safety of the video, I review my video first before I use it for my class. As a result, the use of videos in learning significantly impacts student motivation to become more positive.

Keywords: *Video, YouTube, EFL, Student Motivation, Junior High School*

CHAPTER I

INTRODUCTION

The rapid development of technology greatly affects how humans communicate, learn, and access information, especially in education (Chandra & Sharma 2018). In the EFL context, technology has become an important aspect of the teaching and learning process (Kristiawan, 2014). However, selecting effective technology for EFL is challenging due to diverse materials and formats. In this best practice, I would like to share some best practices on selecting instructional videos for English Learning. The practices are conducted during my teaching practice at one of the private Junior High Schools in Yogyakarta.

I joined Junior High School in Jogjakarta. Many students were passive and seemed quiet, some did not care about the lesson. Some pay attention but need to be more active during learning. I had also been asked to accompany several classes when the teachers could not attend class. Many children exhibit misbehavior, such as children calling their friends using their parents' names, fighting, speaking harshly, not respecting teachers, and even making fun of teachers. I used videos from YouTube and several platforms like quizzes to pay attention to my student to make them focus and more motivated to reduce their misbehavior.

CHAPTER II

THE CONSTRUCT OF TEACHING PRACTICE

This best practice study refers to the definition of digital literacy from Son, et. al. (2017) Digital literacy is defined as the capacity to use digital technology effectively for production, communication, collaboration, and information search and assessment in a digital society. It entails the development of knowledge and abilities to use digital devices and tools for specific objectives. I use key points from this construct to create an indicator for selecting several instructional videos for my class.

Table 1. Indicator for Selecting Instructional Videos

| Construct | Description |
|--|---|
| Information search and evaluation | Finding instructional videos based on learning objectives and materials. |
| Creation | Integrating the instructional videos to ensure the alignment between instructional design and video content |
| Communication | Encouraging the student to share their opinions after watching the videos. |
| Collaboration | Facilitating group work where students watch and analyze videos in groups. |
| Online Safety | Reviewing video content to ensure relevance |

Digital literacy skills are crucial for teachers in the digital era. The skills increase knowledge and understanding, provide interactive and authentic material, opportunities for language practice, and collaboration (Silvana & Darmawan, 2018), (Kristiawan, 2014). Digital literacy skills include information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving (Solahudin et al., 2020).

CHAPTER III

IMPLEMENTATION

3.1 Information Search and Evaluation

I searched for videos based on my learning objective and materials about culinary in Indonesia. The learning objective in learning was for Students to be able to describe their favorite foods and Students could ask and give information about food. In this video https://youtu.be/552g3B1_2ks?si=q_T3eWS7zgFH4yQ. In this lesson, students were expected to describe the taste and ingredients of Indonesian food in English. The video was published on Aug 22, 2022. This video talks about culinary in Indonesia like fried rice, beef rendang, etc. The people in this video were native speakers, but I chose it because this video had subtitles and did not have long and fast pronunciation. In conversation, I gained a lot of vocabulary in this material.

The second video talks about making rendang <https://youtu.be/iS8YyFUyP90?si=3mlNQLK7cyCMETzt>. The video was published in July 2016. I chose this video because the purpose for my students is to know about the text procedure. That is shown step by step with ingredients to make Rendang. Therefore, the students could learn how to make it and have a little bit of knowledge about what material they have learned in the meeting. There is no conversation in this video, but they can also look for subtitles so that children can understand what they are doing and enrich their student vocab. Based on the video. The hardest part was finding an interesting video that was exciting but had content I teach. While I was searching for a video. I found one interesting video. The title

is “How to Make Ramen”

https://youtu.be/B8y3SSmz4sg?si=s1AOoz4Mf_WJkaG1. In this video, the author explains how to make it simple and easy to cook with the basics of cooking. And the ingredients are easy to search for on the market. This video is comfortable to watch because the video has a good transition. But while I watch the video at the end, it's not normal for my students. Because in the middle to end video the author is not cooking anymore. He breaks the ramen by adding too many noodles to his bowl. After his bowl is full, he'll add it to the kitchen. And when the kitchen was full of noodles, he put them in the bathroom. I think it's funny but not all my students can accept this joke because it's something to eat. I am afraid I teaching my students to waste their food. However, many people are reviewing and making videos about culinary Indonesia, but Indonesian people talk about their food using only English is limited.

3.2 Creation

I choose videos that emphasize vocab. Students are expected to be able to describe their favorite foods and to ask and provide information about food as part of the learning objectives. Therefore, I chose this video to support the lessons. There are several opinions expressed about the food in this video. Therefore, I could highlight the vocabulary they would learn in the future. I immediately started my first lesson with the Ppt that I had prepared to support my teaching. After that, I played the video before handing out the materials. I combined this with light questions about the video such as taste, like or not, and ingredients. I integrated the video with PPT to support my lesson to deliver materials in class. From this first video, I also

gathered material for making questions in my Quiz. The quiz for the second meeting. The questions were delivered not only from the video but also from the textbooks that each student had. Most of the quizzes that I administrated were created by myself, but some were taken from material in books. Therefore, they can increase their vocabulary and comprehension. Additionally, I devised a game inspired by the instructional design class for second learning, namely by providing questions that would be asked in English to my classmates. If the sentence matches, it will be signed by the theme, making the class enjoyable and fostering enthusiasm for learning among the students. The quiz can be found at: [https://quizizz.com/admin/quiz/6537ce4915df7809f1847827?searchLocale=.](https://quizizz.com/admin/quiz/6537ce4915df7809f1847827?searchLocale=)

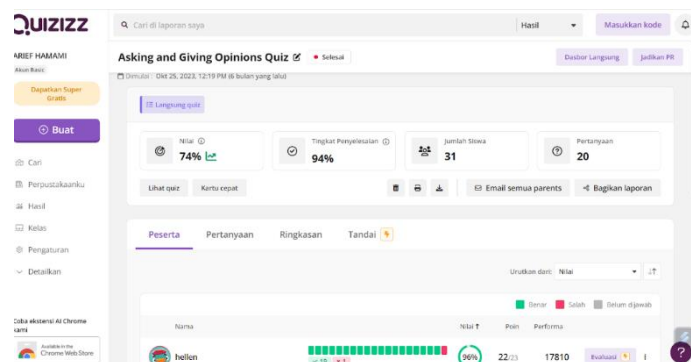


Figure 1. Quizzes game result in the class



Figure 2. Example material using PPT in the class

And I created more games to enrich students' vocabulary. The game is translated vocab. I divided 4 groups in class and made several groups on a whiteboard. After this, students lined up to take the piece of vocabulary on the table and write the meaning on the whiteboard. The material I provide comes from vocabulary videos and previous material. During the text procedure material, I was assigned to study the video that I provided. Students in groups must look for several things in the video such as ingredients, steps, and goals. This greatly affects student performance. Students become enthusiastic and work quickly on their assignments. Therefore, in just 1 meeting, they presented the results of their work.



Figure 3. Game in the class

3.3 Communication

In my first teaching, I showed a video based on the purpose of the study with the ppt to support my teaching class. Following this, I asked students about significant words in the video, that they encounter daily but are unfamiliar with, such as sweet, bitter, and sticky, which they often encountered but were unfamiliar with. What

taste of fried rice, can you tell me what taste of sambal? many students were interested in the question because of the question from the video. When in meetings using Quizizz they are curious, except for one who couldn't join due to not having a phone. At the end of learning the students mostly did not focus because the task was just about answers in the books and the first class was close with reflection. Most of the students expressed the next meeting should have a video. and the most difficult is vocabulary.



Figure 4. Video Material

At the third meeting, I opened the class with a ppt, a video, and some ice-breaking. the students are interested, and there are no students not doing their game. Different from the first meeting, in this meeting, I just gave one task based on the video. It is a group task; they make 5 groups with 4-5 students in the group. They will search for the step procedure and ingredients. After this, they present the

working result. when I give the task they can clear the task faster, because video can be easy to understand. Because the presentation can be held in just one meeting

3.4 Collaboration

During my studies, I assigned tasks such as finding ingredients and cooking instructions. They work with a team of four or five people. This fostered collaboration among team members. In group discussions, they can easily understand their task because they can see the visuals and support each other learning. This peer-to-peer interaction can deepen understanding of the topic and promote a collaborative learning environment. Participating the student in group task discussions can help students develop verbal communication skills such as listening, reading, writing, and speaking. After that, I gave a chance to the volunteer group to deliver their opinions in class and if the group asks about the question, there is no response in class. However, I encouraged interaction by asking my students to ask their opinions about the discussion group. The school has a regulation about the phone. If not used at class or not, urgent students do not bring a phone to the class. They have a reason to make this regulation because their students do not focus if they bring their phones to class. In my class, some students do not use their phones for their assignments. Just used to seeing videos on TikTok. Because of that, I confiscate one phone student in my class.



Figure 5. Students present their task



Figure 6. Student group work using video

3.5 Online Safety

Before giving them to students, I reviewed the videos that I shared with students as assignments and learning materials. Videos with sensational titles or thumbnails might lead to misleading content or clickbait. I verify the credibility of the content before using video for material. I sourced from a reputable platform video from YouTube. YouTube has rules for uploading videos in the application so that it can anticipate undesirable things in my class. This ensures the content is relevant, safe, and useful for learning.

I selected the video from Laurence Benson because he most popular person who reviews Indonesian food. Most videos on his content are about reviewing food from Indonesia. He usually reviews with his friends to try the food. I like to give this content to my student because he is funny and, in the video, does not have a hard conversation.

I chose The Meat Man Chanel because most of the content is about making food. and using the English language. Therefore, this channel helps me to provide valuable material in classes, helping students gain a deeper understanding of the materials

CHAPTER IV

Conclusion

Information Search and Evaluation

The videos searched for culinary in Indonesia are based on the learning objective of describing favorite foods and asking/giving information about food. The first video, published on August 22, 2022, is suitable for students because it has subtitles and native speakers with slow and clear pronunciation. The second video, published in July 2016, focuses on the step-by-step procedure for making rendang, helping students learn the text procedure and vocabulary

CREATION

To improve their vocabulary, I use videos and PPTs in my lessons. I combine these with light questions and games to make learning fun. For example, I use Quizizz to test vocabulary from videos and textbooks, and I also create games. Additionally, I have students translate the vocabulary and complete assignments related to the video material. This approach has been successful in engaging students and improving their performance.

COMMUNICATION

The video played a crucial role in this class, as it helped students quickly understand the task and its requirements. This made it easier for them to complete the task within the allotted time. The presentation aspect of the task also helped

students to focus and stay engaged, as they had to prepare and deliver their findings to the class.

Collaboration

I used video for tasks in group work. This led to many jobs requiring collaboration within a team. After that, I allowed the volunteer group to share their opinions in class

Online Safety

Before sharing videos with students, I review them to ensure they are relevant, safe, and useful for learning. I use videos from YouTube, which has rules to prevent undesirable content. For this assignment, I chose a video from Laurence Benson, a popular reviewer of Indonesian food. He often reviews food with friends, which I find engaging.

In learning, using video as a learning is good. Based on my best practice, students are interested, they are enthusiastic about taking part in learning. The material taught is easy to understand so students can answer it easily until some of them scramble to raise their hands to answer the questions I ask. The tasks given were carried out well, previously some people did not care about their tasks, which had an impact on the value of their assignments. As a result, the use of videos in learning has a great influence on student motivation to become more positive.

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MODUL AJAR BAHASA INGGRIS

| INFORMASI UMUM | |
|--------------------|--|
| A. Identitas Modul | |
| a. Nama Penyusun | Arief Ahsan Hamami |
| b. Nama Sekolah | MtsN 9 Sleman |
| c. Tahun Pelajaran | 2022/2023 |
| d. Fase/Kelas | D/7 |
| e. Elemen | <p>Menyimak Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).</p> <p>Membaca Kemampuan memahami, menggunakan, dan mereleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000). Memirsa Kemampuan memahami, menggunakan, dan mereleksi teks visual sesuai tujuan dan kepentingannya. Berbicara Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.</p> <p>Menulis Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca</p> |

| | |
|---------------------------------|---|
| | <p>dengan struktur organisasi dan unsur kebahasaan yang tepat.</p> <p>Mempresentasikan Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audio visual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak</p> |
| f. Alokasi Waktu | 3x4 pertemuan (@45menit) |
| B. Kompetensi Awal | <ol style="list-style-type: none"> 1. siswa mengetahui macam macam makanan dari indonesia 2. siswa mengetahui nama beberapa makanan indonesia dalam bahasa inggris |
| C. Profil Pelajar Pancasila | <ul style="list-style-type: none"> • Berkebhinekaan global • Gotong Royong • Mandiri • Bernalar Kritis • Kreatif |
| D. Media (Sarana dan Prasarana) | laptop, power point, youtube, alat tulis |
| E. Model Pembelajaran | TBL(Task Base Learning) |
| | |
| A. Tujuan Pembelajaran | <ol style="list-style-type: none"> 1. Peserta Didik Mampu menggambarkan makanan favorit 2. Peserta Didik Mampu menanyakan dan memberi informasi tentang makanan |
| B. Pemahaman Bermakna | <ol style="list-style-type: none"> 1. siswa mengetahui beragam vocabulary tentang makanan dan juga rasa makanan 2. |
| C. Pertanyaan Pemantik | <p>what food did you eat before attending this class?</p> <p>what is most your favorite food?</p> <p>what taste is your favorite food</p> |
| D. Kegiatan Pembelajaran | Jelaskan prosedur secara urut sesuai dengan syntax model pembelajaran yang dipilih |
| E. Asesmen | <p>guru menilai ketercapaian tujuan pembelajaran</p> <ul style="list-style-type: none"> • Assesment individu • assesment kelompok |

Appendix



Figure 7. Class using PPT and video

Writing a Procedure Text

Task 1. Write a certain instruction on how to make drink or food. Complete with a picture.

| | |
|----------------------------|--|
| Member of Group | |
| Title | |
| Goal | |
| Material/Ingredient | |
| Step | |

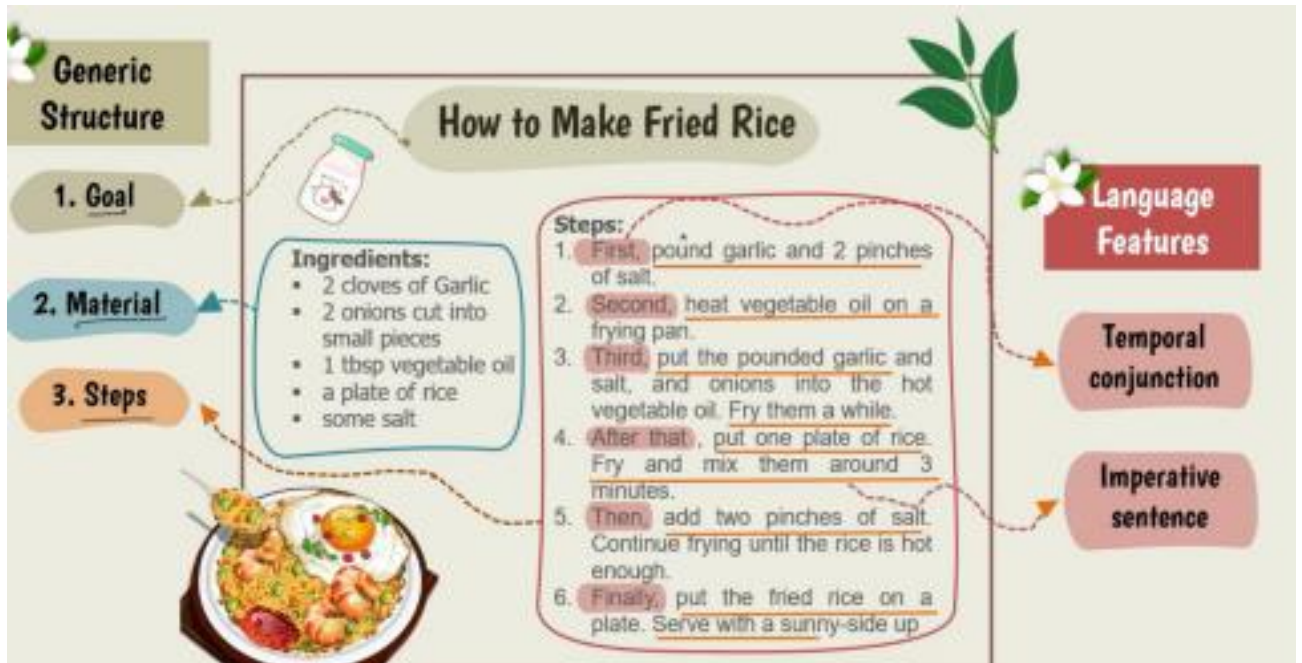


Figure 9. Example material text procedure



Figure 10. Example material text procedure