Teachers' Confidence in Teaching English Using You*Tube Channel in Early Pandemic Covid-19

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Abstract: This study aims to identify teachers' confidence in teaching English using a You*Tube channel in early pandemic. This study used a qualitative quantitative approach with a survey method. The data sources in this study were 50 teachers from both public and private primary schools in Denpasar who used You*Tube channel as the media in teaching English. The data were collected through questionnaires consisting of 30 closed and open statements which were grouped into four categories. Closed statements consisted of yes/no statements as well as agreement and frequency statements based on a Likert's five-point scaling. Open statements were intended to provide additional information on the answers to the closed statements that had been given. The data were analyzed qualitatively and presented descriptively using narration supported by diagrams and tables. The result of analysis data showed that teachers' confidence in teaching English using a YouTube channel in the early pandemic was supported by many factors, such as educational background, teaching experience and teacher perspective in online English learning using the You*Tube channel. However, teaching English through the You*Tube channel needs to be used frequently to improve teachers' skills and techniques in using this media for better teaching.

Introduction

The Covid-19 pandemic affects all aspects of life, including education. One of the Indonesia government policies implemented at the beginning of the pandemic was learning from home. This policy was taken as a response to the condition of the pandemic force majeure. The implementation of the learning from home policy was carried out immediately after the policy issued, thus very little preparation could be done. In response to this situation, both teachers and students must work hard to adjust learning activities with the system of learning from home. Schools in Denpasar followed the government policy. All face-to-face learning activities were stopped and replaced by distance learning. One of the steps taken by the school is carrying out online learning, including for English subject. The use of technology in teaching English during the pandemic period is expected to facilitate government policy to implement learning from home.

In the 21st century, every field of life has made use of technology. All ages have enjoyed the convenience of utilizing technology, such as the internet. Research conducted by Ofcom in 2017 shows that younger children were going online than in the previous year. The number of children using internet aged 3-4 years would increase by 53% from the previous year, aged 5-7 years would increase 79% and aged 8-11 years would increase 94% (Ofcom, 2017). This phenomenon shows that technology is being used by young children and adults.

The benefit of technology is also felt in the field of education. The use of technology in teaching English is not something new. Ahmad (2012) states that the use of media technology can increase students' enthusiasm for participating in learning activities hence turn to create student-centered learning activities. Something similar was conveyed by Ramdani, et al. (2020) that the use of technology can increase student activeness in engaging the courses. The more active students, the more it will affect the learning outcomes. According to Hazarika (2017), the benefits of using technology in teaching English are increasing student motivation and interest, increasing student satisfaction and autonomy, improving students ability to communicate, increasing students' understanding of the culture of the language they learn, increasing effectiveness and the quality of learning as well more flexible in designing the content of the teaching material.

Technology is very useful in increasing student motivation and interest in learning (Daniati, et al., 2020). Teaching English using conventional method often seems to be boring and monotonous. By utilizing technology, students can be more interested in learning and at the same time motivate students to learn English (Pusptarini & Hanif, 2019). Student satisfaction and autonomous rights in the process of learning English can also be fulfilled by the use of technology. In teaching English using conventional method, teachers often have difficulty in equalizing learning styles and student needs. This can be overcome by using technology. Students are able to manage their learning activities, both in terms of time and in their needs. Flexibility of arranging learning time according to their needs will make students feel that they have autonomy over the learning process. If technology is used appropriately in language learning activities, students will determine their own pace of learning, support them to practice self-understanding and increase motivation in realizing effective learning of language skills (Ahmadi, 2018). In addition, the use of technology in teaching English can also improve students' ability to communicate. If the conventional English teaching method places students as passive listeners, then the use of technology in teaching English can merge interesting features that engage students. This will encourage students to not only learn the language, but also stimulate their language skills.

Learning the culture of the language learned is also very helpful for students in improving their language skills. The use of technology can provide much more information about English culture compared to conventional learning method. Shadiev and Yang (2020) stated that students' interest in the language culture they learn can be increased through virtual platforms in learning activities. The effectiveness and quality of learning can also be improved by the use of technology in learning English. Technology such as the internet makes it easier for students to find information in an unlimited amount and in a relatively short time. Thus, the learning process can take place effectively. Last but not least, use of technology in teaching English gives teachers wider opportunity to design material to be more flexible. Teachers can develop material based on the curriculum in accordance with the learning needs.

Learning by online method allows learning activities to be conducted even though students learn from home. One of the media that can be used is You*Tube channel. The teacher can upload English teaching materials on the You*Tube channel. Teaching English through You*Tube channel can provide considerable benefits for learning English activities. Almurashi (2016) states that the You*Tube channel is one of the online English teaching media that can be integrated with conventional English learning method. In addition to its function as a medium for teaching English, the You*Tube channel can also be used as a reference source for students to add many information about the language they are learning.

There are two types of videos on You*Tube channel that can be used in teaching English. First, video contains a teacher explaining some forms of English grammar. This type of video will be very useful for the beginner in learning English. Second, video containing a native English speaker displays various kinds of contents, such as blogs, entertainment, reporting events, etc. This type of video will be very useful for students who are already in the category of advanced learners in learning English (Ghasemi, et al., 2011).

You*Tube channel is an application that is very familiar to the younger generation at this time, including for children who are still in the elementary schools. Most of those who live in areas that are reached by internet networks are very familiar with You*Tube channels. A research conducted by Ofcom (2017) states that 81% of children aged 8-11 years are familiar with the You*Tube channel. Certainly this can be an advantage for the use of You*Tube channel in teaching English for elementary school students. Children would be very happy if the teacher uses teaching media that is very familiar to them. This can reduce the level of difficulty they face in accessing and utilizing the You*Tube channel in learning English.

However, there are some points that must be considered when the teacher asks the students to access the You*Tube channel in order to get uploaded teaching material. The teacher must consider students supervision when accessing uploaded videos. You*Tube channel has a very large content library. Supervision is needed to avoid students from spending unproductive time by accessing videos that are not related to learning English (Watkins and Wilkins, 2011). In this case, cooperation between teachers and parents would be very helpful. The most important thing that the teacher must prepare in utilizing You*Tube channel in teaching English is that the teacher must be able to make good content. The technical and pedagogical competence of the teacher is an absolute requirement if the teacher wants to deliver English material through the You*Tube channel (Ghasemi, et al., 2011).

Self-confidence greatly supports one's success. Confidence leads the person to the belief that he will be able to face every challenge he finds in whatever he does. Self-confidence is an asset that is owned by someone which generates motivation in that person (Bénabou & Tirole, 2002). Related to ELT, teachers should have confidence in teaching. This confidence not only includes readiness in teaching and dealing with students, but also confidence in the competencies they have related to what they teach.

Teacher's confidence is very closely related to the sense of efficacy. Sense of efficacy of a teacher is something that brings up some characteristics when a teacher teaches. A teacher who has a sense of efficacy shows a high enthusiasm in teaching. He performs a great commitment to his work as a teacher. He attempts to use various strategies to optimize the learning process, such as managing the class, being innovative in teaching and will has a high dedication to his work as a teacher (Swanson, 2014).

A teacher's confidence will be very closely related to the sense of efficacy. The sense of efficacy is what will bring up some characteristics when a teacher teaches. A teacher who has a sense of efficacy will have high enthusiasm when teaching. He will show a great commitment to his work as a teacher. He will also try to use various strategies to optimize the learning process, such as managing the class well, always being innovative in teaching and will have a high dedication to his work as a teacher (Swanson, 2014). In addition, the way teachers teach is greatly influenced by their confidence (Umugiraneza, 2016).

A study conducted by Wessels et al (2017) stated that many pre-service teachers feel less confident in their ability to teach English. One of the main factors in the emergence of it

is their lack of confidence in their English competence. Certainly this could affect the way they teach later. There are two things that must be considered by the English pre-service teachers, those are how far he or she knows the language to be taught (Bailey, 2006) and how capable he or she in using the language to communicate with others (Khamhi-Stein, 2009).

According to Richards (2011), there are several language competencies that must be possessed by a teacher in order to teach effectively. The language competencies that must be possessed are slightly different between a native speaker teacher and a non-native speaker teacher. A non-native speaker teacher must be able to do a number of things, such as understands texts accurately, keeps using the target language in learning activities, chooses the sources of learning of target language, ensures that her or his speech and writing are accurate, provides feedback to students and provides the students with very wide opportunity of experiencing the target language. Meanwhile, a native speaker teacher must be able to monitor the use of the target language by the students to ensure that they get correct input. The most important competency that a native speaker should possess is to be able to become a model in using the target language (Richards, 2011).

Speaking of teacher's confidence, the confidence of a teacher could be higher if he has attended workshops or involved in researches related to the field he taught (Umugiraneza, 2016:). This means, the confidence could be built with experience. These experiences can be obtained from joining teaching training. Teaching training is very beneficial for English pre-service teacher since training could provide opportunities for English pre-service teachers to work with students and interact directly with students in order to learn the most effective ways for them to teach (Wessels, et al., 2017). Training provides an opportunity to develop complete teaching skills, both by observing experienced teachers or through classroom teaching practices. Pre-service teachers could practice teaching activities using micro teaching or peer teaching methods. Through this training, pre-service teachers experience variety of different situations of teaching, with different students, as well as different material to be delivered. This stimulates his or her ability as a teacher. These iterative experiences unconsciously increase his teaching skill (Richards, 2011). Certainly this impacts on increasing confidence.

Facing a pandemic, schools are encouraged to conduct online learning. Many platforms can be used by teachers to carry out learning activities. One platform that can be used is the You*Tube channel media. Through You*Tube Channel, teachers can upload one or more videos related to learning topics. There are several benefits that can be obtained by using You*Tube channel in supporting English learning. One of them is students can repeat to watch the video according to their needs. If watching once has not made the student understand about the topic presented, then the students can repeat watching it until they feel enough.

But the big question is how ready are the teachers in using You*Tube channel to support learning English? How familiar are the teachers with this platform? How confidence are the teachers in teaching using this platform? These questions are worth studying because all the answers to these questions affect the success of learning activities. This study aims to determine teachers' confidence in using You*Tube channel as a media in teaching English in the early period of Pandemic.

Research Method

This study was conducted by applying qualitative quantitative approach with survey method. The data source in this study was 50 respondents of English teachers from both

public and private primary schools in the Denpasar, Bali. These fifty respondents had made videos uploaded on the You*Tube channel to teach English during the early pandemic period from March to June 2020. Uploading videos on the You*Tube channel is one of many methods that can be applied for online teaching as an implementation of government policy, learn from home.

The instrument used in this study was questionnaire through Google form application. This instrument was used with the consideration that this instrument was the most appropriate to use in collecting data during a pandemic because it could be distributed and filled online. The questionnaire contained of 30 statements which were grouped into four categories, those were educational background and working experience, teachers' attitude toward online English learning, teachers' knowledge about You*Tube channel and teachers' confidence about facilitating the topic through You*Tube channel. The statements on the questionnaire aim to find out the opinions and attitudes of respondents related to each category using Likert five-point scaling of agreement and frequency. Likert scale is a non-dimensional and non-comparative scaling technique for measuring just one type of trait (Bertram, 2014). Respondents fill in their level of agreement on each statement using an ordinal scale. The data were analyzed qualitatively and presented descriptively using narration supported by diagrams and tables.

Finding and Discussion

The pandemic caused massive changes in the lives of people throughout the world, including Indonesia. Various community activities have changed, including in terms of education. With the issuance of the policy for carrying out learning activities from home, all education personnel are faced with an urgent situation to carry out online learning. This has an impact on the preparation that must be done by both teachers and students. Teachers can take advantage of various platforms that can be used to deliver material online. The choice of platform used should really be able to support the learning objectives. One platform that can be used is the You*Tube channel.

Any platform used by the teacher in order to continue to carry out online learning must consider many factors. Factors such as material compatibility, opportunities for interaction and assessment must still be considered. In addition to the factors mentioned above, the teacher's confidence in teaching using the platform is also an important consideration. Learning activities would be effective if supported by the teachers' confidence in delivering material through the You*Tube channel. This confidence is strongly influenced by teachers' educational background and working experience, teachers' attitude toward online English learning, teachers' knowledge about You*Tube channel and teachers' confidence about facilitating the topic through You*Tube channel.

Teachers' Educational Background and Working Experience

Educational background and working experience plays an important role on the teachers' confidence. Regarding educational background, it is not only discusses formal education, but also includes training and courses related to the teaching profession. Teachers who have an educational background in accordance with the subject they teach would have higher confidence. The educational background provides teachers with in-depth knowledge about the subject taught including technical knowledge. This knowledge is obtained not only through formal education but also through courses that can foster confidence. In addition to an educational background, teaching experience is also highly needed by a teacher. The

teachers' confidence can be increased with the teaching and student-teaching experiences (Knobloch dan Whittington, 2017).
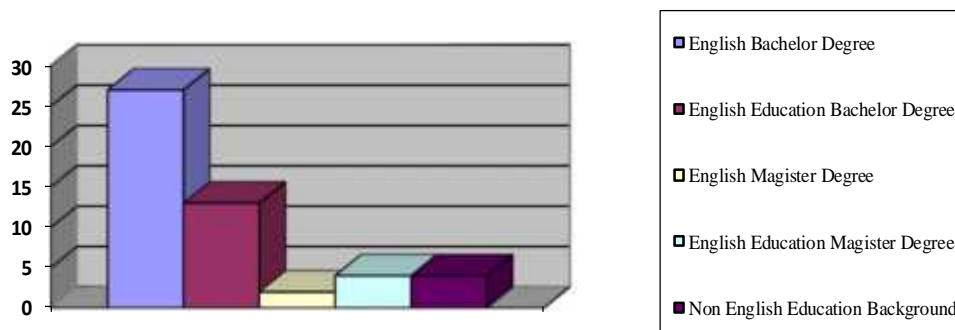

Figure 1. Teachers' Educational Background

Based on the data obtained it is found that the educational background of English teachers is as follows. There are 27 respondents with English bachelor degree, 13 respondents with English Education bachelor degree, 2 respondents with English master degree, 4 respondents with English Education master degree and 4 respondents with non-English education. Broadly speaking, the majority of respondents have a linear educational background with English subject being taught.

In more detail, it can be seen that 34% of respondents have an English Education, both bachelor and master degrees background. This certainly has a positive effect on the English subject taught, since the teacher must have knowledge of English content and teaching experiences while attending college. They not only learned the content of English, but also techniques and methods of teaching English. Even from the total number of teachers with English Education background, some continue until the English Education Master Degree. Furthermore, 58% of the total respondents do not have an English Education background but only have English Bachelor and Master Degree background. They did learn the content of English but did not learn the techniques and methods of teaching English. Of all respondents, 8% of respondents did not have a linear educational background with English subject being taught. This certainly will be an obstacle when they teach English since they have no knowledge both about the language and the teaching methods and techniques.

This data shows that most of the teachers have the knowledge about the content of English material that they teach. However, less than half of them have experience in learning the techniques and methods of teaching English. Thus, it can be said that there are only a few teachers who understand the techniques and methods of teaching English. This certainly has an impact on the level of teacher confidence when delivering English material. Only 34% of teachers have experience in learning methods and techniques of teaching English which will increase their confidence while teaching. The rest will experience more obstacles that affect their confidence when teaching English, even more for the teachers who do not have a linear educational background with the English being taught.
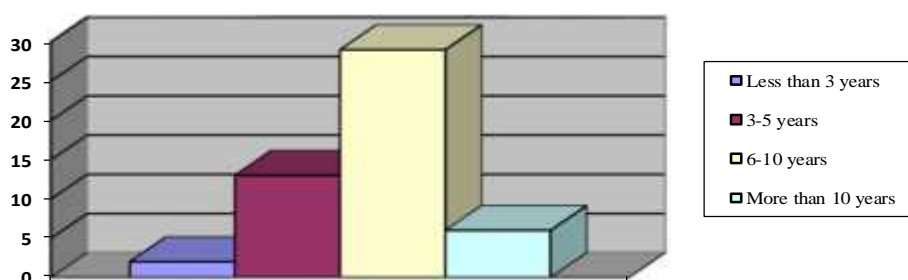
Figure 2. Teachers' Working Experience (As an English Teacher)

Related to the experience in teaching English, the data of all respondents can be seen in the diagram above. 26% of respondents have 3-5 years of English teaching experience, 58% have quite a long English teaching experience, which is 5-10 years, even 12% of respondents have more than 10 years English teaching experience. Only 4% of all respondents had less than 3 years of English teaching experience. It can be said that most respondents have sufficient teaching experience. This reflects a good fact since teachers' experience will greatly affect their confidence in teaching. The longer the teaching experience they have, the higher their level of confidence in teaching.

The educational background and teaching experience greatly affect the confidence of a teacher in teaching English. Based on the results of data analysis, it can be stated that in terms of educational background, most respondents have an appropriate educational background and sufficient English teaching experience. Overall, this will have an impact on the high level of teacher confidence in teaching English.

Teachers' Attitude toward Online English Learning

A person's attitude towards something is influenced by the person's perspective. Likewise, the teacher's attitude towards learning activities depends on his/her perspective. If the teacher has a positive attitude towards a learning activity, the results obtained will also tend to be better. Related to English learning activities, teachers' attitude towards the learning method will greatly influence the success of the learning activity. Online English learning activities are certainly not new in the current era. Many methods can be applied in carrying out online English learning. However, the statement that the teachers' attitude towards online English learning will affect the results of these learning activities. Based on data obtained in this study, most respondents have positive attitudes towards online English learning. This can be seen from their almost similar responses to several statements given.

Table 1. Teachers' Attitude toward Online English Learning

No	Statements	Number of respondents				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Students prefer online English learning activities compared to conventional learning methods	46	4	-	-	-
2	Online English learning can increase students' interests in learning English	37	9	-	3	1

3	The four skills in English can be effectively taught through online methods	16	28	6	-	-
4	Students assessment can be carried out effectively in online English learning	3	8	27	6	6
5	Teacher likes to increase their knowledge of online English learning methods	9	22	10	6	3

Respondents' attitudes towards online English learning can be seen in the table above. Related to the statement that students prefer online English learning activities compared to conventional learning methods, 92% of respondents stated strongly agree and 8% agreed. This is supported by the additional reason they give that the tendency of today's young generation to use electronic devices is very large. They enjoy reading sources from their electronic devices more than text books.

In addition, respondents' positive attitudes towards online English learning also appear from their responses related to the statement that online English learning can increase students' interests in learning English. 74% of respondents stated strongly agree with the statement, 18% of respondents stated agree, 6% of respondents stated disagree and 2% stated strongly disagree. Respondents who stated agree and strongly agree with the statement provided additional reasons such as online English learning activities can reduce students' boredom compared to the conventional learning method. The use of online media is also considered to provide opportunities for students to look for different types of sources to increase their knowledge of the language they are learning. In addition, online learning media are considered more varied in terms of learning techniques compared to conventional learning.

Most respondents also showed positive attitudes towards the statement that the four skills in English can be effectively taught through online methods. 32% of respondents stated strongly agree with the statement, 56% stated agree and only 12% expressed neutral. Some respondents who stated strongly agree and agree with the statement provided the following additional reasons. Online English learning is very helpful for teachers in providing more diverse material. In addition, the ease of providing material, assignments and assessment will be greatly supported by online learning.

Regarding students' assessment, respondents showed varied attitudes. For the statement that students' assessment can be carried out effectively in online English learning, 6% of respondents stated strongly agree with the statement, 16% stated agree, 54% expressed neutral, 12% stated disagree and 12% stated strongly disagree. This illustrates that there are still doubts in the minds of respondents about the effectiveness of students' assessments in online English learning. Some reasons added to the responses are the assumption that cognitive assessment will be difficult to be conducted, especially for speaking skills. In addition, the validity of scores obtained by students cannot be guaranteed indicating their understanding to the topic because assignments and assessments are conducted online without being directly monitored by the teacher.

The next positive attitude shown by respondents about online English learning is related to the statement that teachers like to increase their knowledge of online English learning methods. 18% of respondents stated strongly agree with the statement, 44% stated agree, 20% expressed neutral, 12% stated disagree and 6% stated strongly disagree. Although there are some respondents who expressed neutral, disagree and strongly disagree, more than half of the total number of respondents agree and strongly agree. Some respondents gave

additional reasons for their response as follows. They consider that learning English online is increasingly becoming a trend. To that end, they must update their knowledge by attending various kinds of seminar activities with the theme of learning English online and using some online media in their learning English activities. They enlarge their knowledge of online English learning by attending seminars, following some free English learning sites on the internet or trying to use online English learning applications.

Based on the whole data above, it can be generalized that most respondents have a positive attitude towards online English learning. This is evident from their believes that students prefer online English learning activities compared to conventional learning methods, online English learning is believed to be able to increase students' interests in learning English, the believes that four skills in English can be effectively taught through online methods and teachers are keen to update their knowledge of online English learning methods.

Teachers' Knowledge about You*Tube Channel

One of online learning media that can be used for English learning is You*Tube channel. Many teachers utilize You*Tube channel to deliver material. This is increasingly prevalent during the pandemic. The use of You*Tube channel during the pandemic period was certainly not solely done because the teacher had sufficient knowledge about You*Tube channel media but could be due to compulsion to teach online. To find out how deep the teacher's knowledge about the You*Tube channel media is used, several statements were given to find out about it.

Table 2. Teachers' Knowledge about You*Tube Channel

No	Statements	Almost always	Often	Sometimes	Seldom	Never
			Number of respondents			
1	Teacher watches English learning on the You*Tube channel	-	6	8	36	-
2	Teacher watches video other than English learning video on the You*Tube channel	-	44	3	3	-
3	Teacher uploads video to a You*Tube channel before the pandemic	-	-	-	-	50

	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4	Teacher is familiar with You*Tube platform	2	38	4	6	-

	Statements	Yes		No	
5	Teacher created a You*Tube channel account before the pandemic	-		50	
6	Teacher subscribed English learning You*Tube channel before the pandemic	6		44	

Teachers' knowledge about the learning media being used to deliver the material will greatly affect the success of English learning activities. If the teacher has a sufficient knowledge about the learning media being chosen, the teacher can make use of the media as

much as possible to facilitate learning activities. Conversely, if the teacher does not have enough knowledge about the learning media being chosen, the teacher will not be able to make use of the media effectively. Related to the use of You*Tube channels as a medium for delivering material, teachers' knowledge of You*Tube channels is very important. Regarding statements that teachers are familiar with the You*Tube platform, 2% of respondents stated strongly agree, 38% of respondents stated agree, 4% of respondents expressed neutral and 6% of respondents stated disagree. These percentage values show that most respondents are familiar with the You*Tube platform. The measurement of being familiar refers to know or have used this media to watch videos.

In terms of using You*Tube platform to watch videos, the data shows very interesting finding. There is a very significant difference between using You*Tube platforms to watch English learning videos and videos other than English learning. Based on the data obtained, 88% of respondents stated that they often use You*Tube platforms to watch videos other than English learning videos, 3% sometimes and 3% seldom. Meanwhile, the data also shows that 72% of respondents seldom use You*Tube platforms to watch English learning videos and 16% say sometimes. Only 12% of respondents stated that they often use the You*Tube platform to watch English learning videos. This shows that respondents more often use the You*Tube platform to watch videos that are not related to English learning. Besides, from an additional statement about whether the respondents subscribed to the You*Tube channel of English learning, 88% of respondents stated no and only 12% stated yes.

Respondents in this study were teachers who used You*Tube channel as a media for conducting English learning during the beginning of the pandemic. However, the data in this study shows that all respondents stated that they did not have a You*Tube account before the pandemic, therefore none of them had uploaded videos to You*Tube including English learning videos. This is an interesting finding, given that at the beginning of the pandemic, the teacher for the first time made use of the You*Tube channel using his personal account.

All the data above show that the majority of respondents very often used the You*Tube platform before the pandemic to watch various videos. However, most respondents use the You*Tube platform to watch videos other than English learning videos. When entering the pandemic, all respondents for the first time used the You*Tube media platform to upload English learning videos. All respondents created their You*Tube account for the first time in order to upload English learning videos. Based on the analysis of all the data above, it can be stated that respondents have sufficient knowledge about the benefits of the You*Tube platform for watching various videos. However, respondents' knowledge about the use of You*Tube media to upload videos is still low This phenomenon will certainly have an impact on English learning conducted by respondents. If the teacher does not have enough knowledge about the You*Tube platform, the teacher will experience many obstacles in maximizing the use of this platform in English learning.

Teachers' Confidence about Facilitating the Topic through You*Tube Channel

Teachers' confidence in about facilitating learning topics will greatly influence the success of teaching the topic. The confidence about facilitating learning activities is influenced by several factors, such as preparing teaching material, providing assignments and conducting assessments. If teachers have the confidence that they can carry out all these things well, then learning activities will tend to succeed. Based on the results of data analysis, teachers' confidence about facilitating the topic through You*Tube channels can be explained as follow.

Table 3. Teachers' Confidence about Facilitating the Topic through You*Tube Channel

No	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		Number of respondents				
1	Delivering material through video has the same level of difficulty as delivering material face to face	-	15	-	28	7
2	Delivering material using You*Tube channel is effective in carrying out English learning	1	10	37	2	-
3	All learning material can be designed to be displayed via video on You*Tube channel	10	29	1	10	-
4	Students will be able to complete assignments after watching the video	7	25	18	-	-
5	Teacher do not feel nervous when doing video recording	2	29	15	4	-
6	Teacher did preparation before recording	11	39	-	-	-
7	Teacher divides the video sessions according to specific patterns (opening, delivering material, giving examples, assignments, closing, etc.)	-	14	30	6	-
8	Teacher made several efforts to keep students watching the video until the end	11	5	34	-	-

Teaching English that takes place face-to-face will be very different from teaching English through the You*Tube channel. However, both methods will be effective if implemented properly. Regarding the respondents' perspective of the difficulty level in carrying out English teaching activities face to face compared to through the You*Tube channel the following data were obtained. More respondents disagree with the statement that delivering material through video has the same level of difficulty as delivering material face to face. 56% of respondents stated disagree and 14% stated strongly disagree. The reason they gave is mostly because they feel that delivering material face to face is much easier than through video. They add that the lack of interaction between teacher and student greatly influences the delivery of material. One-way communication in delivering material is considered to be difficult to flow naturally. There were no respondents who stated that delivering material face to face is more difficult than through video. 30% of respondents stated agreed with the statement that delivering material through video has the same level of difficulty as delivering material face to face. They give reasons that conveying material through video feels like teaching in front of the class with someone videotaping the activity. The data above shows that in fact most respondents lack confidence about facilitating the topic through the You*Tube channel since they think that delivering material through video is more difficult than face to face.

Furthermore, data were obtained regarding teachers' perspective of the effectiveness of teaching English through the You*Tube channel. Most of the respondents doubt the effectiveness of using the You*Tube channel, this is proven by 74% respondents expressed neutral. Most of the reasons they gave were that they had never used the You*Tube channel to teach English before. 4% stated disagree because they were not sure about one-way language teaching. This is considered ineffective because language is a means of communication so it would be better if being taught communicatively. 20% respondents stated agree and 2% respondents stated strongly disagree with the statement that delivering

material using You*Tube channel is effective in carrying out English learning. The overall responses shows that respondents are still not sure about the effectiveness of teaching English through the You*Tube channel. If they are not sure about the effectiveness of delivering material using You*Tube channel. This obviously affect teachers' confidence about facilitating the topic through the You*Tube channel.

Regarding the statement that all learning materials can be designed to be displayed via video on You*Tube channel, most respondents showed a positive attitude. 20% respondents stated strongly agree with that statement and 58% stated agree. They believe that all learning materials can be conveyed through the You*Tube channel. Only 20% respondents stated disagree and 2% respondents expressed neutral. This shows that teachers actually believe that all learning materials can be designed to be displayed via video on You*Tube channel and this will increase teachers' confidence about facilitating the topic through the You*Tube channel.

The same thing also appears in the responses to the statement that students will be able to complete assignments after watching the video. Most of the respondents agreed with this statement, 14% stated strongly agree and 50% stated agree. This indicates that respondents believe that the video they made will help students in doing the exercises given. They believe that the material they have conveyed very clearly in the videos they make. Only 36% respondents expressed neutral about the statements. They added that if students usually can ask questions by interrupting when the teacher explains the material, then delivering the material through video will not allow interaction so that they doubt if students can do the exercises well.

Teachers' confidence about facilitating the topic through the You*Tube channel also be greatly influenced by teachers' preparation in delivering material. The more teachers' preparation, the more teachers' confidence about facilitating the topic. All respondents stated that they prepared the material before recording. This can be seen in the data that 22% of respondents stated strongly agree and 78% of respondents stated agreed. Preparation in making English teaching videos certainly not only limited to material preparation but also preparation in making the video itself. The readiness of a teacher in recording activities will affect the recording process. During the recording process, all teachers stated that they did not experience nervousness. 22% of respondents stated strongly agree that they were not nervous when recording and 78% stated agree to that statement. This will have a very positive impact on teachers' confidence about facilitating the topic through the You*Tube channel.

Other things that can influence teachers' confidence about facilitating the topic through the You*Tube channel are technical matters, such as how the teachers divide the section on the video and how the teachers keep students watching the video until the end. Regarding the statement that teacher divides the video sessions according to specific patterns (opening, delivering material, giving examples, assignments, closing, etc.), 60% respondents expressed neutral, 28% stated agree and 12% stated disagree. This indicates that the majority of respondents are not sure whether they have designed their teaching videos into some sections. Only a small percentage of respondents believe that they have made a good video by dividing the sections of the video they created. Another small percentage of respondents actually realize that they haven't made a good video by not dividing the sections of the video they made.

Keeping students watching the video to the end will greatly influence the success of the teacher in facilitating the topic through You*Tube channels. In this case the teacher must make efforts so that students watch their videos until the end, such as providing interludes to

avoid student boredom and making students focus again on watching videos. In addition, videos can be designed as attractive as possible so that students will be interested in listening to them until the end. In connection with the statement that teacher made several efforts to keep students watching the video until the end, 68% expressed neutral. They are not sure whether the video they made will keep the students watching the video until the end. However, 22% respondents stated strongly agree and 10% stated agree with that statement. This shows that there are several respondents who believe that the effort they have put in will make the students watch their video to the end.

One of the most important things in English learning is the media used in the learning activities. Facing the pandemic, the Indonesia government issued a policy for implementing teaching and learning activities to be carried out from home. This forces teachers to conduct online learning activities. Thus, the selection of teaching media plays an important role. One of the factors influencing the selection of teaching media is teachers' confidence which determined by their competence and experience. Teachers' confidence will influence their efforts to optimize the learning process including the selection of teaching media (Swanson, 2014).

The use of media technology in teaching English is believed to have many benefits for students, such as increasing students' engagement during the learning process, increasing students' motivation, giving students autonomy rights in learning, encouraging students to be more familiar with the culture of the language being studied and improving the quality of learning (Ahmad, 2012; Hazarika, 2017). One of the media technology that can be used in teaching English is You*Tube channel. This media can be integrated with conventional learning models (Almurashi, 2016). Videos on this media can help beginners to advanced students in learning English (Ghasemi, et al., 2011).

Similar to other learning media, the effectiveness of using the You*Tube channel is also influenced by teachers' confidence in teaching English using this media. This study is in line with the studies mentioned above since this study aims to identify teachers' confidence in teaching English using a YouTube channel in early pandemic. Several elements that influenced teachers' confidence in teaching English using You*Tube channel were analyzed to determine the level of teacher self-confidence, those are teachers' educational background and working experience, teachers' attitude toward online English learning, teachers' knowledge about You*Tube channel and teachers' confidence about facilitating the topic through You*Tube channel.

Based on the findings in this study, it was found that teachers' confidence in teaching English using You*Tube channel in early pandemic was supported by factors of educational background and working experience as well as teachers' attitude toward online English learning. However, teachers' confidence in their ability to facilitate learning activities using the You*Tube channel was still lacking. This is due to the teachers' lack of experience in using this media for English teaching. For this reason, teachers should use this media more frequently in order to improve their teaching skills using this media.

To increase teacher confidence in using the You*Tube channel, input from students is required. The things can increase their interest in learning English through the You*Tube channel will greatly help to improve the delivery of material by the teacher through this media. This study is limited to identifying teachers' confidence in teaching English using the YouTube channel in the early pandemic. All factors that influence teachers' confidence in using this media were only obtained from the teacher themselves. It is hoped that there will be other studies that will identify students' perspectives of learning English through the

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You*Tube channel. Thus, the improvement of the use of You*Tube channel in teaching English can be done to increase the effectiveness of the use of this learning media.

Conclusion

The main purpose of learning activities is to encourage students to achieve maximum learning outcomes. The teachers' role will be very influential in the achievement process. Teachers' confidence in teaching is strongly influenced by several factors, such as educational background and working experience as well as teachers' perspective on the learning media being used. These factors also influence teachers' confidence in teaching English using You*Tube channel in early pandemic. Based on data analysis obtained from 50 respondents of English teachers who used the You*Tube channel in early pandemic, several things can be concluded as follow.

The educational background of respondents strongly supports their confidence in teaching English because most respondents have a linear educational background with the English subject they teach. This will support them in using any media in teaching English. In addition, their teaching experiences are sufficient, whether they got it while they were still in college or purely as teaching experiences. The educational background and working experience of most of the respondents will have a very positive impact in increasing teachers' confidence in teaching English using the You*Tube channel in the early pandemic .

Another thing that supports teachers' confidence in teaching English using You*Tube channel in early pandemic is respondents' perspective about online learning. Most of the respondents have a positive attitude about online learning. They prefer online English learning compared to face-to-face methods. In addition, they also think that students will be more interested in learning English online compared to using conventional methods. This encourages respondents to widen their knowledge related to online learning in order to better in facilitating students in the learning process. The positive attitude of respondents about online English learning will certainly increase teachers' confidence in teaching English using You*Tube channel in early pandemic.

If the teachers decide to use certain media in teaching English, then the teacher must have sufficient knowledge about the media in order to take full advantage of the media. In this study, respondents use You*Tube channel as the teaching media. Thus, teachers 'knowledge about You*Tube channel will greatly influence teachers' confidence in teaching English using this media. Respondents stated that they very often use You*Tube to watch videos. However, they never created a personal account on the You*Tube channel before the pandemic. In fact, most of them have never subscribed to You*Tube accounts related to English learning. This shows that the respondents' knowledge is still lacking about the You*Tube channel they have chosen as a learning media. This will reduce teachers' confidence in teaching English using this media.

The last thing that is the core factor influencing teachers 'confidence in teaching English using You*Tube channel in early pandemic is teachers' confidence about facilitating the topic through You*Tube channel. Some respondents still show their doubts in facilitating the topic via video uploaded to the You*Tube channel. This is because this experience is their first experience in using the You*Tube channel in teaching English. They are still not sure about its effectiveness of the media. However, a few respondents believe that they can facilitate the topic through their You*Tube channel because they are optimistic about the results of the efforts they have put into designing the video.

Broadly speaking, it can be concluded that teachers' confidence in teaching English using You*Tube channel in early pandemic is supported by many factors, such as educational background, teaching experience and teacher's perspective on learning English online using You*Tube channel. However, English teaching through the You*Tube channel needs to be used frequently to improve teachers' skill and techniques in using this media for better teaching.

Suggestion

This study discusses the teachers' confidence in using You*Tube channel as media in teaching English. Based on the results of this study, two points can be recommended for teachers and for further researchers. Given that during this pandemic, learning must be carried out online, teachers should increase their knowledge and ability to use online media in learning, such as You*Tube, in order to obtain optimal result. This study analyzed teachers' confidence seen only from the influencing factors, such as education background, teaching experiences and knowledge of the media being used. Further research can be done by analyzing the influence of the teachers' confidence on teaching performance.

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