

The Use Of Video Material In Efl Online Learning For Portraying Students'perception: Self-Introduction

Miftahul Khikmah ¹, Praditya Putri Utami ²

¹²Program Studi Pendidikan Bahasa Inggris, Universitas Singaperbangsa Karawang
e-mail: Miftahulhikmah80@gmail.com

Abstrak

Proses belajar mengajar EFL telah ada selama bertahun-tahun. Seiring dengan perkembangan teknologi, media yang digunakan dalam pembelajaran bahasa Inggris sebagai kelas Bahasa Asing telah berkembang di beberapa negara. Hal ini membawa manfaat dalam bidang pendidikan yang memungkinkan siswa dan guru untuk melakukan pembelajaran di luar kelas. Selama pandemi menyebar luas di Indonesia, sekolah dan universitas harus ditutup. Akibatnya, masalah ini telah mengubah sistem pendidikan menjadi pembelajaran online. Dalam proses perubahan sistem pendidikan, siswa mengalami kendala selama pembelajaran online, seperti kuota yang terbatas, jaringan yang buruk dan perangkat yang terbatas, yang penting dan dibutuhkan dalam pembelajaran online. Penelitian ini mencoba untuk mengetahui implementasi materi video dalam pembelajaran online, juga menemukan persepsi siswa dalam materi video. Metode penelitian ini menggunakan metode penelitian kualitatif. Penelitian kualitatif adalah suatu pendekatan atau penelusuran untuk menggali dan memahami suatu gejala sentral. Untuk memahami gejala sentral, peneliti mewawancarai peserta studi atau partisipan dengan mengajukan pertanyaan umum dan agak luas. Informasi yang disampaikan oleh partisipan kemudian dikumpulkan, informasi tersebut biasanya berupa kata atau teks. Data berupa kata-kata atau teks kemudian dianalisis. Hasil analisis dapat berupa penggambaran atau deskripsi atau dapat juga berupa tema. Dari data tersebut peneliti melakukan interpretasi untuk menangkap makna yang paling dalam.

Kata kunci: Materi Video, Persepsi Siswa, Implementasi

Abstract

EFL teaching and learning process has been around for years. The media used in English as Foreign Language classes has evolved in some countries, along with the development of technology. This bring the benefit in educational field which is enable students and teachers to do learning outside the classroom. During pandemic spread widely in Indonesia, schools and universities must be closed. As a result, this issue has changed the education system into online learning. In the process of education system changes, students experience obstacles during online learning, such as limited quotas, poor network and limited devices, which are important and needed in online learning. This research try to find out the implementation of video material in online learning, also find students' perception in video material. This research method uses a qualitative research method. Qualitative research is an approach or tracing to explore and understand a central symptom. To understand the central symptoms, researchers interviewed study participants or participants by asking common and rather broad questions. The information conveyed by the participants is then collected, the information is usually a word or text. Data in the form of words or text is then analyzed. The results of the analysis can be in the form of depictions or descriptions or it can also be in the form of themes. From the data, researchers make interpretations to capture the deepest meanings.

Keywords : Video material, Student's perception, Implementation

INTRODUCTION

EFL teaching and learning process has been around for years. The media used in English as Foreign Language classes has evolved in some countries, along with the

development of technology. This bring the benefit in educational field which is enable students and teachers to do learning outside the classroom. During pandemic spread widely in Indonesia, schools and universities must be closed. As a result, this issue has changed the education system into online learning.

Technological advances have an impact on the use of media in teaching and learning. Since COVID-19 pandemic growth, the education system has slowly changes into online learning system. Online learning is an array of learning activities where the course handle through online access to exchange knowledge (Atmojo, Nugroho, 2020). Online learning is also defined as the use of the internet in accessing learning; dealing with the courses, teachers, and other students, also to help students in process of learning to gather knowledge, make meaning, improvement in learning insight (Ally, 2008).

Since the government decides implementing online learning system, teachers are supposed to be more innovative, responsive, and become adept in using technology (Gultom, 2020). Video as an audio-visual material in foreign language teaching and learning process has been used in recent years. As Atmojo, Nugroho mention that video is a form of using the digital platform. A teacher can carry out online learning at home in various ways, for instance with online lectures, through video material delivered using free electronic media information from many sources.

Many studies believed that the use of video as a media is very effective to teaching and learning. Bajrami and Ismaili (2016) state hypothesis that using video material make learning more interesting, relevant, useful and also motivate students in the classroom. As a result, not only teachers but students can also be involved in using various video materials in various classroom activities, besides being considered a creative way, this can also improve learning outcomes and provide a positive environment in the classroom.

The reason beyond this research is students in MTs AL-ahliyah experience obstacles during online learning, such as limited quotas, low signals and limited devices, which are important and needed in online learning. Through the condition of the school, it is difficult to ask students to do virtual learning, such as learning via zoom or google meet. It is because, the difficulty in setting up online learning is complex because of poor networks, and also several students don't have their own phone and laptop (Rasmitadila et al, 2020).

This present research will use video material in EFL online learning for portraying students' perception. The Researcher use Introduction materi as learning material and speaking performance as their task so that students gain experience from learning through video material, and can describe their perceptions through these experiences. To enable researcher in portraying students' perceptions of using video material in EFL online learning, this research will use descriptive qualitative data to collect the data. Based on the background mentioned in previous section, a research question as follow:

1. How does the implementation of video material in EFL online learning?
2. How does EFL students' perception on the use of video material during online learning?

METHODS

Research Design

This research method uses a qualitative research method. Creswell (2008) defines qualitative research as an approach or search to explore and understand a central symptom. To understand the central symptoms, researchers interviewed study participants or participants by asking common and rather broad questions. The information conveyed by the participants is then collected, the information is usually a word or text. The final written report of qualitative are the idea of the participants, researcher's reflexivity, elaborate the description or interpret the problem and to make a change in contribution to the literature (Creswell, 2013).

The type of research used in this study is a descriptive research. The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened (Nassaji, 2015).

Nassaji add that Qualitative and descriptive research is well suited to the study of L2 classroom teaching, where conducting tightly controlled experimental research is hardly possible, and even if controlled experimental research is conducted in such settings, the generalizability of its findings to real classroom contexts are questionable. Therefore, Language Teaching Research receives many manuscripts that report qualitative or descriptive research.

Site and Participant

This research will be conduct in MTs Al-ahliyah Cikampek. The decision of assigning this school was based on several considerations. The first consideration is because the location is not far away and it will make easier for researchers to collect the data. The second consideration is the school also was accessible and allowed to have interview with some participants. The researcher also had an experience on teaching on the site of this research. The researcher decide to choose students in the 7th grade in MTs Al-ahliyah. Amounts 20 students in one class was involved on this research. The reason was the class had known as the active class. 5 students agreed to have an interview with the researcher.

Table 1. Students' demography information

Participants	Gender	Class	Background of Language	Education Background
Students 1	Female	VII	Indonesian	Junior High School
Students 2	Female	VII	Indonesian	Junior High School
Students 3	Male	VII	Indoensian	Junior High School
Students 4	Male	VII	Indonesian	Junior High School
Students 5	Female	VII	Indonesian	Junior High School

Data Collection Technique

1. Observation

According to Narbuko & Achmadi (2010:70), observation is the tool to collect data which is done by observing and noting down systematically the phenomenon that is inquired.

2. Interview

According to Raco (2010) interview is the process of communication or interaction to gather information by way of question and answer between researchers and informants or research subjects.

3. Documentation

Sugiyono (2008) stated that documentation can be written and picture by someone that can be used to obtain information. In conducting documentation in this research, the researcher provide video recording of interview through phone call, also the picture of the activities. The function of documentation is to make credible the result of observation or interview.

Data Analysis

1. Familiar with the data.
2. Generating initial code.
3. Searching for themes.
4. Reviewing potential themes.
5. Define themes.
6. Writing up

FINDINGS AND DISCUSSION

In this part will explaining the main findings of the research about students' perception in the use of video material for EFL online learning. This research involving five participants, which contains there female students and two male students. The students are chose because they are active, intelligent, have critical thinking. So that, the

researcher believe that the students will be able to express and convey their thoughts and views towards the use of video material properly and well.

The researcher conducted the interview through phone call (Whatsapp call), because of the pandemic covid-19 issue. Therefore the researcher cannot directly interviewing the participants. The interview start with discussing about how they usually use the video material for online learning. Based on the interview the average students have same obstacle to do online learning, such as limited quotas, poor network, and even limited device. According to Rasmitadila et al, 2020 the difficulty in setting up online learning is complex because of poor networks, and devices (laptop and phone). In this case, students feel that the lesson becomes hampered and difficult to accept the material because they miss the explanation. The researcher use video material to students to solve the problem. The researcher find out students perception towards the use of video material by seeing several indicators. Robbins (1997) points out some indicators of perception to know how the process of gathering information through human perception. There are; acceptance, understanding, evaluation. By those indicators, researcher found out the student's perception towards the video material.

Table 2. Observation Checklist

No	COMPONENT	SUB-COMPONENT	Activity (Checklist)
1.	Pleminary activities carried out by the teacher	Greeting and prayers through whatsapp group Convey the gist of the goal learning and explaining the topic learning	√ √
2.	Core activities that the teacher does	Teacher uploading video material about introduction to school website/whatsapp group Ask students to download video about Introdction material in the school website/whatsapp group Ask students to watch and rewatch the video material Give students assignment to practicing their speaking by making a short video about "introducing myself " then upload into school website/whatsapp group	√ √ √ √
3.	Closing	Give time for students to ask question and submitted the task Closing the study with prayer	√ √

Based on the Table 2. Observation Activity checklist was done. The researcher starts the activity by greeting and prayers. The researcher also mentioning about the topic that will be discuss in online class room through whatsapp group. The researcher mention that the topic discussion is about "Self- Introduction". The participant in this observation is students from seventh grade Junior high school, contain 24 students.

The second component of the activity was the core activity. The researcher would send the video material through whatsapp group. Then the researcher ask students to download the video and watch it. The researcher ask students to make a short video practice speaking about “Self-Introduction” then send the video to whatsapp. From the observation there are 17 students that finished their task. The researcher found out that the average students able to do the task and understand the context of the material.

Table 3. Result Of Information

Goals	Amount
Use the appropriate expression according to the example	17
Mention the identity into self-introduction	17
Mention the additional information into self- introduction appropriate with the video	17
Using variation of additional information	5

From the table 3 the result was found that students can achieve the goals of the self-Introduction. They are able to introduce their selves very well, using the appropriate expression, putting their identity also the additional information to introduce their selves. Even, some of them using more variation of additional information. Judging from the results of the submission task, they already understand the material well and are able to practice it properly.

A. How does the implementation of video material in online learning?

The difficulties during online learning

Moore et al (in Firman and Sari, 2020) mention that online learning is a learning activity that requires an internet network with connectivity, accessibility, flexibility, and the ability to bring up various types of learning interactions (Coman et al., 2020). Based on the statement, the researcher concern to the difficulties in online learning.

“When the signal is less stable, I miss the material discussed”

INTERVIEW/DPSOL/DOL/S1/006

“The material is difficult to understand, besides that my quota runs out quickly, my cellphone sometimes becomes slow. Also when the signal is low, it makes me lazy. it's just not easy, it's easy to study in class” INTERVIEW/ DPSOL/DOL/S2/007

“...there are a lot of materials that are not well understood, plus the signal doesn't support it, so it hinders learning” INTERVIEW/DPSOL/DOL/S3/008

“...it's difficult if you don't have a quota but when you have a quota, the signal is bad.” NTERVIEW/DPSOL/DOL/S4/009

“it's hard to understand the lesson because the teacher doesn't directly explain the lesson, it's the same as the network too” INTERVIEW/DPSOL/DOL/S5/010

The researcher found that students have difficulties during online learning, by interviewing students. They have difficulty in understanding the material, because of they always miss the explanation from the teacher. It is because of the poor network make them miss the explanation when they have virtual meeting with the teacher.

Problem solving of the difficulties in online learning

From the discussion above, the students have some difficulties in online learning. The researcher wants to know how the students overcome the difficulties in online elearning.

“...through video I can watch the material repeatedly, if I don't use video I can only do it once and often disconnect because of the signal...” INTERVIEW/DPSOL/PS/S1/031

"It helps if there is material sent by the teacher through video, so I'm not afraid to miss the teacher's explanation. Compared to using zoom, sometimes the signal is slow, I miss the material and the quota runs out if I use zoom" INTERVIEW/ DPSOL/PS/S2/032

"...sometimes it's difficult to capture material on zoom, but if you are given a video it's easier to download, you can watch the video when you are not in class..."

INTERVIEW/ DPSOL/PS/S3/033

" I think it helps, because I rarely have a quota..." INTERVIEW/ DPSOL/PS/S4/034

"I can, because by using video the material will be explained a little..." INTERVIEW/ DPSOL/PS/S5/035

Based on the discussion, using video material can solve student's difficulty in online learning, such as limited quota, poor network. Using video material helps them to receive the material easier without missing any information because of poor network, because video can be download and watch in many times.

The implementation of video material in online learning

The researcher wants to know, how the students usually video material, and also how their strategy using video material to quickly understand. Therefore, the researcher interview the students to get to know their implementation.

"For learning the lesson that I don't understand, I'm looking on youtube, there are lots of videos for learning..." INTERVIEW/IVM/LM/S1/021

"To listen the material from the teacher also sometimes when I'm playing on my cellphone I find learning videos..." INTERVIEW/IVM/LM/S2/022

"To see the material given by the teacher, look for other learning videos that I don't understand" INTERVIEW/ IVM/LM/S3/023

"For watching and doing the assignments given by the teacher, just for fun, watching YouTube for self-study" INTERVIEW/ IVM/LM/S3/024

"watch videos that the teacher gave me on wa, the same for self-study on youtube" INTERVIEW/ IVM/LM/S3/025

From the result above describe the implementation of video material during online learning. From the data above, it can see that students usually use the video material as their learning material. They use video material given by teacher for doing their task. They also use video material for self-study and for looking up the additional information in Youtube for the lesson or material that they don't understand.

Student's strategy using video material to quickly understand

The researcher wants to know how students understand the context of material in video material. Therefore, the researcher interview the students to see their perceptions about the strategy they used for video material.

"Just keep watching the video to understand" INTERVIEW/IVM/SS/S1/026

"download it first, watch the video, then if I still don't understand I ask my mother" INTERVIEW/IVM/SS/S1/027

"Download and watch until the video finished, if I'm confused I ask the teacher via Whatsapp." INTERVIEW/IVM/SS/S1/028

"I watched the video over and over again until I understood it." INTERVIEW/IVM/SS/S1/029

"Download the video so I can watch it again if I don't understand. Then if I still don't understand, I ask my father" INTERVIEW/IVM/SS/S1/029

From the result above, describe the strategy used by students to understand the context of video material. All students have same answer, they would download the video, so that the video saved in offline mode, and they can watch the video in many times until they understand the context in the video material. But if they still don't understand they would ask their teacher and parents.

B. How does EFL students' perception in the use of video material during online learning?

Students' Acceptance

Robbins (2003) state that perception is when the person can conveying also expressed the experience through their sensory become the information or have a meaning. Robbins also explain the indicators of perception, they are; acceptance, understanding and evaluation. In this part, the researcher wants to know deeper about students' perception in the use of video material during online learning, looking up to indicators of perception.

"...Almost all the important points are in the video and it's nice to be able to download and play it back if you forget the material" INTERVIEW/SP/SA/S1/041

"Learning through video is better, there is a teacher's voice who explains material and the example in the video is also clear, with the explanation of the video I also know how to pronounce the correct sentence" INTERVIEW/SP/SA/S1/042

"It can make it easier. Because if I only learn through worksheets, just read it and try to answer question by myself, will make me confused, because no one will explain it." INTERVIEW/SP/SA/S1/043

"Easy to understand but if I don't understand I will watch the video again until I understand, if I still don't understand I ask the teacher. Sometimes I don't understand it's because the video is written with small letters or the explanation is not understood." INTERVIEW/SP/SA/S1/044

"I can, because there is an explanation so I can understand"

INTERVIEW/SP/SA/S1/045

The first indicators is students' acceptance to the video material. From the discussion above, it seen that students able to accept the material in the video well. Students believe that video material is a good and proper media to use for online learning, because video help them to receive the material also easy to use, bring the good impact for their learning outcome.

Students' Understanding

The second indicators is students' understanding to the video material. The researcher find out from the observation that the students during using video, have positive response, also seems from their submission task. Therefore, the researcher would explore deeper their perception by interviewing several students.

"...The video explains how to introduce myself in English, and I can understand the material from watching the video" INTERVIEW/SP/SU/S1/046

"Yes, from the video that was sent about self-introduction, we have been told how to introduce ourselves in English, we just have to follow the example in the video" INTERVIEW/SP/SU/S1/047

"Yes I can, in the video there is an example of how to say it, so when you want to practice, just follow it, because it's exactly the same as the example, just change it to your own name." INTERVIEW/SP/SU/S1/048

"When I learned self-introduction, I understood it, because it's still a bit easy comparing the other materials that are difficult" INTERVIEW/SP/SU/S1/049

"I understood, the explanation was conveyed well" INTERVIEW/SP/SU/S1/050

From the interview, the researcher find out the perception about their understanding while using video material in online learning. Students show positive response to the video material in online learning. The researcher give students task to make a short video about self-introduction then send it via whatsapp. The result show that, students can understand the material well, and they able to do speaking performance about "self-introduction". They believe that the explanation from the video material is clear and understandable. The video

also contain the example with animation, so that the students only need to follow the direction and example from the video to practice their task.

Students' Evaluation

The third indicators is students' evaluation. The researcher interview the students to find out the perception about their evaluation towards video material. There are different perception form the students.

"Actually I'm not very happy because it's better to study offline. But learning through videos while online is also good, because it doesn't take a lot of quota like zoom. The material is completely explained and there are examples in the video, so it's not confusing to understand the examples comparing to ppt and worksheet. It's confusing because the examples are only in the written form, while the example in the video using voice, so that I know how to speak properly." INTERVIEW SP/SE/S1/056

"I'm happy because watching the video makes me understand the lesson" INTERVIEW SP/SE/S1/057

"I'm happy, I'm not bored because there is a picture in the video, but as much as possible the duration of the video should not be too long because it will bored"

"I'm happy but also not happy, learning is easy, just watch the video, but if the video is too long, I'm tired of watching it." INTERVIEW SP/SE/S1/058

"I'm happy because it's easy to understand using videos like that." INTERVIEW SP/SE/S1/059

Based on the interview, researcher found out the evaluation towards the video material. The researcher asked students to watch the video and asked them to practice speaking in video form. The researcher make students have experience. So that, they able to convey their thoughts about video material, including their evaluation. Each students have different perception. Students feel pleasant, enjoy and not bored using video material. They also feel easy understanding the material because of the explanation is clear. Compare to learning without video would be confusing in understanding the material by their own self. Even so, students feel video material would be bored if the duration is too long. It means the average students are feel please using video material if only the video easier to understand, have clear explanation and the duration not too long.

DISCUSSION

Based on the data above, it shows that students having the difficulties during online learning, they have to adapt with new situation where the whole learning activities runs online. In this case, students have the difficulty in receiving and understanding the lesson. It is because they have poor network, limited quota, even limited devices. As Rasmitadila et al (2020) mention that, it is quite hard and complex to online learning because of poor network, limited quota, and several students don't have supporting devices (smartphone, laptop). However, due this obstacles, online learning still can runs well using the media that is not make difficult for students. It is support by the previous research from Cakrawati, (2017) conducts research with the title "Students' Perceptions On The Use Of Online Learning Platforms In Efl Classroom". The results of this study indicate that students show positive response towards the use of online learning platforms such as Edmodo or Quipper. In this research, the researcher use video material to overcome the problem that face by students.

According to Romiszowski (1998) that video is one of the most memorable learning media because in it there is a good combination of multimedia elements such as audio, visual, motion, color and three-dimensional impression. Moreover video is practical to use during pandemic. The researcher believes that using video during pandemic can help teacher and students runs online learning well. Therefore, the researcher find out the implementation of video material in EFL online learning. The researcher would prepare video material and then delivering the video via whatsapp, then ask students to download the video. The researcher also give the students task to make a short video practice speaking

then send it to whatsapp. The researcher use the video to delivering the lesson, and students use the video as the learning material source either to do their task or to self-study. The Implementation of the use of video tutorials as online learning media during the coronavirus pandemic, the author did by sharing the video tutorial via Whatsapp, student class groups and Google Classroom classes. Next, the teacher provides direction about activities that students must do in the learning process, such as discussing video content, practicing video material, and creating innovative learning media products based on the material explained through video tutorials (Adnyani, Dwiyono and Limbong, 2019). The implementation of learning using video can be said as a solution to overcome physical distance in teaching and learning process.

After implementing the video material, the researcher find out the students' perception in the use of video material. Based on the statements from Robbins (2003) perception is when the person can conveying also expressed the experience through their sensory become the information or have a meaning. According to Robbins (2003) the researcher would see the perception from several indicators, they are; acceptance, understanding, evaluation. Acceptance is when the information deliver to the other person will be accepted through the five sense, they are; sights, hearing, touch, smell, and tasting. Students are accept the material that delivered by the researcher. Overall the students can accept the video material well. They believe that the material can be accepted well, as long as the implementation is easy also understandable. The second is, students' understanding, it is depend on the each person (subjective) each person might have different perception about their understanding in the use of video material. The researcher ask students to do the task to make a short video of practice speaking about "self-introduction". The result is, the average students can understand the context of the material, and they are able to use the appropriate expression, put their personal identity and personal information also some of them use variety of personal information for introducing their selves. They believe that, the clear explanation and good example of expression using animation is make them easy to understand the context of video material. The third is, students' evaluation also subjective, each person assessment will different with other person. The researcher let the students have the experience to use video material, so that they can assessing the usefulness of video material. students have different evaluation for video material. The results show, the average students are pleasant and enjoy to use video material comparing not use video material for learning. They believe that video material is helping them during online learning and video material would be better to implemented for students if the duration is not too long, so that students are not feel bored to watch the video.

CONCLUSION

Since the pandemic covid-19 education system has transform from face to face into online learning system. Students and teacher should adapt in new situation. In the process of education system changes, students have difficulties in online learning.. It is because of poor network, limited quota even limited devices. It will affect to their learning outcome also learning process become hampered, because they difficult to receive the material well. In order to overcome this problem, the researcher use video material as a media during online learning.

The researcher prepare the material in a video form then deliver the video to whatsapp. Then students are asked to watch the video about "self-introduction". There are also the task for the students to make a short video practice speaking about self-introduction. It shows that video material can be the media that help students runs online learning well. And the video also can solve the difficulties face by students.

After students experience learning using video material, they would be able to convey their perceptions through the use of video material. The perception seen from several indicators. The first is, students' acceptance show that students can accept the material without feeling difficult, they believe that video is easy to use. The second is, students' understanding, show that students are able to understand the material well, and able to do

the task practicing speaking about “self-introduction”. The third is, students’ evaluation, show that students feel pleasant and enjoy using video material. They note that, a good video material is a video whose duration is not too long, so that the students would not get bored to watch it.

REFERENCES

- Abu Achmadi, Cholid Narbuko, 2010, *Metodologi Penelitian*, Jakarta: Bumi Aksara
- Adnyani, N. M., Dwiyono, H. Y. and Limbong, E. (2019) ‘IMPLEMENTASI MEDIA PEMBELAJARAN VIDEO MODELING PADA PEMBELAJARAN HATHA YOGA DI SMAS YPVDP BONTANG Ni Made Adnyani 1’, *Jurnal Pangkaja*, 22(2). Available at: <http://ejournal.ihdn.ac.id/index.php/PJAH/article/view/1686>.
- Andari, I. Y. (2019) ‘Pentingnya Media Pembelajaran Berbasis Video untuk Siswa Jurusan IPS tingkat SMA se-Banten’, *Prosiding Seminar Nasional Pendidikan FKIP*, 2(1), pp. 263–275. Available at: <https://jurnal.untirta.ac.id/index.php/psnp/article/download/5765/4138>.
- Ally, M. (2008). *Foundations of educational theory for online learning*. In *The Theory and Practice of Online Learning* (2nd ed., pp. 15-44). Athabasca, Alberta: Athabasca University Press. Retrieved January 9, 2009, from <http://www.aupress.ca/index.php/books/120146>.
- Astuti, E. S. (2019) ‘Faktor-faktor yang Mempengaruhi Speaking Performance Mahasiswa Jurusan Pendidikan Bahasa Inggris’, *Paradigma: Jurnal Filsafat, Sains, Teknologi, dan Sosial Budaya*, 25(2), pp. 27–33. doi: 10.33503/paradigma.v25i2.543.
- Atmojo, A. E. P., & Nugroho, A. (2020). EFL classes must go online! Teaching activities and challenges during COVID-19 pandemic in Indonesia. *Register Journal*, 13(1), 49-76.
- Bajrami, L. and Ismaili, M. (2016) ‘The Role of Video Materials in EFL Classrooms’, *Procedia - Social and Behavioral Sciences*, 232(April), pp. 502–506. doi: 10.1016/j.sbspro.2016.10.068.
- Batubara, H. H. and Batubara, D. S. (2020) ‘Penggunaan Video Tutorial Untuk Mendukung Pembelajaran Daring Di Masa Pandemi Virus Corona’, *Muallimuna: Jurnal Madrasah Ibtidaiyah*, 5(2), p. 21. doi: 10.31602/muallimuna.v5i2.2950.
- Braun & Clark. 2017. *Thematic Analysis*, *The Journal of Positive Psychology*, 12:3, 297-298
- Busyaeri, A., Udin, T. and Zaenudin, A. (2016) ‘Pengaruh Penggunaan Video Pembelajaran Terhadap Peningkatan Hasil Belajar Mapel Ipa Di Min Kroya Cirebon’, *Al Ibtida: Jurnal Pendidikan Guru MI*, 3(1), pp. 116–137. doi: 10.24235/al.ibtida.snj.v3i1.584.
- Cakrawati, L. M. (2017) ‘Students’ Perceptions on the Use of Online Learning Platforms in EFL Classroom’, *English Language Teaching and Technology Journal (ELT-Tech Journal)*, 1(1), pp. 22–30.
- Coman, C. et al. (2020) ‘Online teaching and learning in higher education during the coronavirus pandemic: Students’ perspective’, *Sustainability (Switzerland)*, 12(24), pp. 1–22. doi: 10.3390/su122410367.
- Creswell, J.W. 2008, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Pearson Merrill Prentice Hall, Singapore.
- Creswell, J.W. (2013). *Research Design*. Thousand Oaks California: SAGE publications
- Dicicco-Bloom B, Crabtree BF. The qualitative research interview. *Medical Education*. 2006 Apr;40(4):314-321. DOI: 10.1111/j.1365-2929.2006.02418.x. PMID: 16573666.
- Fauzan, M. A. and Rahdiyanta, D. (2017) ‘Pengembangan Media Pembelajaran Berbasis Video pada Teori Pemesinan Frais’, *Jurnal Dinamika Vokasional Teknik Mesin*, 2(2), p. 82. doi: 10.21831/dinamika.v2i2.15994.
- Fillat, M. T. (2018) ‘The Use of Think Pair Share Technique to Improve Students’ Speaking Performance’, 3(February), pp. 76–90.

- Firman, F. and Rahayu, S. (2020) 'Pembelajaran Online di Tengah Pandemi Covid-19', *Indonesian Journal of Educational Science (IJES)*, 2(2), pp. 81–89. doi: 10.31605/ijes.v2i2.659.
- Fitriani, D. A., Apriliawati, R. and Wardah. (2015) 'A study on student' s English epeaking problems in speaking performance', *Jurnal Pendidikan dan Pembelajaran Untan*, 4(9), pp. 1–13. Available at: <http://jurnal.untan.ac.id/index.php/jpdpb/article/viewFile/11345/10753>.
- Hendrawaty, N. (2021) 'EFL Undergraduate Students' Perceptions of Online Learning Applications during the COVID-19 Outbreak', *Jurnal Pendidikan dan Pengajaran*, 54(2020), pp. 110–119. Available at: <https://ejournal.undiksha.ac.id/index.php/JPP/article/view/31763>.
- Maulida, H. et al. (2020) 'Video Based Learning Sebagai Tren Media Pembelajaran Di Era 4.0', *Jurnal Pendidikan Ilmiah*, 5(1), p. 2020. Available at: <http://ejournal.kopertais4.or.id/mataraman/index.php/tarbiyatuna/article/view/3870>.
- Melvina et al. (2021) 'EFL Learners' View on Online Learning Implementation During Covid-19 Outbreaks', 513, pp. 351–357. doi: 10.2991/assehr.k.201230.130.
- Mendikbud. (2020a). Surat Edaran Mendikbud: Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Corona Virus Disease (COVID-19). Retrieved from <http://kemdikbud.go.id/main/files/download/51e9b72ef92c6d8>
- Nartiningrum, N., & Nugroho, A (2020). Online Learning amidst Global Pandemic: EFL Students' Challenges, Suggestions, and Needed Materials. *ENGLISH FRANCA: Academic Journal of English Language and Education*. 4(2)
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 19(2), 129–132. <https://doi.org/10.1177/1362168815572747>
- Ou, C., Joyner, D.A., & Goel, A.K. (2019). Designing and developing video lessons for onlinelearning: A seven-principle model. *Online Learning*, 23(2), 82-104. doi:10.24059/olj.v23i2.1449
- Raco, J. R. 2010. *Metode Penelitian Kualitatif*. Jakarta: Grasindo, 2010
- Robbins, S. P. (2003). *Organizational behaviour* (10th ed.). New Jersey: Prentice Hall.
- Scagnoli, N. I., Choo, J., & Tian, J. (2019). Students' insights on the use of video lectures in online classes. *British Journal of Educational Technology*, 50(1), 399-414. <https://doi.org/10.1111/bjet.12572>
- Sugiyono. 2008. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung : ALFABETA
- Sultan Alshraideh, D. (2021) 'EFL Learners' and Teachers' Perception toward the Use of Online Videos in EFL Classes', *Arab World English Journal*, 12(1), pp. 215–228. doi: 10.24093/awej/vol12no1.15.
- Warmadewi, A. A. I. M., Kardana, I. N., & Raka, A. A. G. (2020). Penggunaan Video Ajar Dalam Proses Pembelajaran Online. *Community Service Journal (CSJ)*, 3(1), 25-28.
- Yudianto, A. (2017) 'Penerapan Video Sebagai Media Pembelajaran', *Seminar Nasional Pendidikan 2017*, pp. 234–237.