



**STUDENTS' OBSTACLES IN DESIGNING ENGLISH ONLINE
LEARNING VIDEO IN CURRICULUM MATERIAL
DEVELOPMENT ON ELT COURSE**

THESIS

*Submitted to English Teaching Department of Tarbiyah and Teacher Training
Faculty of IAIN Batusangkar as a Requirement to Obtain Bachelor Degree in
English Teaching Department*

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Dengan ini menyatakan bahwa SKRIPSI yang berjudul “**STUDENT’S OBSTACLES IN DESIGNING ENGLISH ONLINE LEARNING VIDEO IN CURRICULUM MATERIAL DEVELOPMENT IN ELT COURSE (A Study of the Seventh Semester Students of English Teaching Department of IAIN Batusangkar Registered 2020 Academic Year)**” adalah hasil karya sendiri, bukan plagiat, maka bersedia menerima sanksi sesuai dengan ketentuan yang berlaku.

Batusangkar, Januari 2022

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THESIS ADVISOR'S APPROVAL

The thesis advisor of **TIARA ASRI, Reg. No. 17 3010 4071**, entitled **"STUDENTS' OBSTACLES IN DESIGNING ENGLISH ONLINE LAERNING VIDEO IN CURRICULUM MATERIAL DEVELOPMENT ON ELT COURSE"**, approves that be mentioned thesis fulfilled the requirements to proceed to thesis examination.

This aproval is granted and used appropriately.

Batusangkar, Januari 2022

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ABSTRAK

TIARA ASRI, NIM.1730104071, Judul Skripsi: "**STUDENT'S OBSTACLES IN DESIGNING ENGLISH ONLINE LEARNING VIDEO IN CURRICULUM MATERIAL DEVELOPMENT IN ELT**" Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Batusangkar.

Permasalahan dalam penelitian ini adalah tentang berbagai macam hambatan yang ditemui mahasiswa pada pembelajaran *curriculum material development in designing english online learning video* oleh mahasiswa Jurusan Tadris Bahasa Inggris semester VII IAIN Batusangkar tahun akademik 2020/2021. Tujuan dari penelitian ini adalah untuk mendeskripsikan pengalaman mahasiswa tentang hambatan yang ditemui mahasiswa dalam pembelajaran *curriculum material development in designing English online learning video* oleh mahasiswa Jurusan Tadris Bahasa Inggris semester VII IAIN Batusangkar tahun akademik 2020/2021.

Metode penelitian yang digunakan adalah *descriptive qualitative*, dengan menggunakan *case study design*. Informan penelitian ini adalah mahasiswa jurusan Tadris Bahasa Inggris tahun akademik 2020/2021 yang memiliki hambatan dalam membuat video pembelajaran dalam mata kuliah *Curriculum Material Development on Elt Course* yang berjumlah sebanyak sepuluh orang yang diseleksi dengan teknik *purposive sampling*. Pada penelitian ini peneliti berfungsi sebagai instrumen kunci. Instrumen yang digunakan untuk mengumpulkan wawancara adalah panduan wawancara. Untuk menguji keabsahan data, peneliti melakukan *time triangulation data* dengan membandingkan wawancara pertama dan kedua. Selanjutnya untuk menganalisis data, peneliti menggunakan teori Miles dan Huberman (1994) yaitu dengan cara mereduksi data, menyajikan data, serta memverifikasi data dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa kesulitan mahasiswa dalam mendesain video pembelajaran di kelas *curriculum material development* berjumlah delapan hambatan yang dikelompokkan menjadi tiga: pertama hambatan dalam merancang rpp untuk pembuatan video seperti; sulitnya menemukan materi yang relevan, tidak memahami tahapan rpp online. Selanjutnya dalam menggunakan aplikasi belajar seperti; kurangnya partisipasi anggota kelompok, terkendala waktu dan koneksi internet yang buruk. Terakhir hambatan dalam mengambil dan mengedit video seperti; kapasitas alat pendukung belajar seperti android dan laptop tidak memadai, tidak menguasai aplikasi mengedit dan hasil kualitas video yang buruk.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Covid-19 Pandemic changes all human behaviour includes education. In education to overcome this situation the government shift learning process into online learning system includes English foreign language learning to minimize the virus spread. In English Education subject the students who prospect as teacher takes Curriculum Material Development course. Curriculum material development is a field of the study of the principles and procedures of the design, implementation, and evaluation of language teaching material. Curriculum material development plays such an important role in EFL learning because they effectively mediate between the course content, the teacher and students. The purpose and importance of teaching and learning materials is to make lessons interesting, learning easy and enable teachers to easily express concept.

In Curriculum Material Development online class, the lecturer was not run out the idea to create learning process based on the current situation and new demands. Which is usually in face to face class the students assigned just to create a lesson plan for normal class. But in this case the students assigned to create a lesson plan for online learning and also create a learning video from it. The purpose of this strategy is to improve students knowledge about online learning process and also to familiarize students to involves technology in learning process. As we know online learning is technology based learning which used digital platform to support learning process. It means, in this class expected the students to create interesting learning design and also english online learning video with technology based learning.

As we know in today era learning video is not a strange thing anymore. In using learning video in learning process can't be separated with the technology. In this subject as a final project, the students was assigned to

design an English online learning video. English online learning video assigned in Curriculum Material Development class is quite different with the last year final project. In this course the students have to design English online learning video by using the lesson plan they have created. This final project starts in the 13 weeks of 16 weeks in the semester. Then they have to choose their group members as students to support their learning video run well. As we know, maybe this project being a new thing for the students. Because in online activity they have to be independent to manage the all preparation by themselves. Start from how to involve the technology in learning such as the digital platform that they have to use. Because in the online learning the key point is how to guide the students into learning activity. So, in this situation challenges the students to be independent, creative and innovative.

Dealing with the current explanation, in designing and implementing online learning design, the students may face some obstacles because this is being one of the new things that they have never done before. In this course well preparation demanded to create a good learning video itself. But as a student they were not able to comprehend the all stages of online learning because they were in adaptation situation. The point here in this course the students should create a learning video based on the current demands. Actually the purpose of this project is really good to improve students' knowledge about online learning design. But, the problem was the students lack of experience in online learning system, as a result the project will not be maximum for all students.

There have been several previous studies discuss about designing instructional media especially video for learning from several related sources such as Procedia & Social Behavior Sciences, Journal Online Learning, English Teaching and Literature and Technology Information and Management. From all the studies have some similarity and differences such as in main focus, educational level and research method used. Then based on the researcher experience in reviewing the relevance studies, it was classified in some

terms. First, most of the relevance studies focus on strategies use in designing instructional media or video for learning with university educational level and used qualitative design, Chaohua (2019); Efriana (2021); Chan (2010); Nugroho (2020); Lange (2020). Next, some studies focus on the advantages or benefit using instructional video for learning in some educational level such as Teacher high school with some research design for example quantitative method, qualitative method, and mixed method. Zhang (2005); Michailn (2010); Hajjah (2016); Bajramia (2016); Tamrin (2017). It can be concluded that from previous studies that most of the studies just focus on strategies and advantages used in designing instructional video, But the researcher tried to focus on little bit different topic that is difficulties faced but still in designing instructional video concept.

Based on preliminary research, the researcher has done interview with the lecturer and several students who take Curriculum and Material Development class registered on 2020/2021 academic year through WhatsApp. In this subject the lecturer used *flip-classroom*. Students did some activities. In *pre class* students assigned to find the material in to answer the question form of task given. Then, in *while class* the lecturer discuss about the task and give clear information about the material each week with zoom application, and in this part the students may asked the lecturer about the information they need. In *post class* the lecturer confirm the clear information about the topic that they have been discussed. Then this final project start in the 13th weeks untill the end of semester. To support the process they have to choose the group member as students to complete the learning video. Informant 1 states she got the problem to elaborate the idea to create a good video lesson and it such lack of idea. Then the next problem is to create a good video lesson she needs other friend as a students to applied a real class but it can run well because her friend not on time and make the result not maximum. Next, the second informant states she got the problem lack of idea in designing the video lesson such as what kind of sound, or any addition tool

that can support the video. Then the problem was while using the app editor that make low of storage so it can be save with high quality of video. The third informant states she got a problem in applied real class by using some students, and quite hard to find the students. Then she just use WhatsApp group to hold the class rather than much another application. The last informant states she got the problem in manage the time with her group member in designing and applying the video lesson. The she got the problem in finding a relevance sources to support the video. Based on their experienced in designing material for learning especially video lesson for learning can be concludes as follow; they have faced some obstacles. Start from to find the sources of material related to the topic discussed in learning. The student demands to create a material with some apps support to make the material more interesting and new, but suitable with the explanation before the problem faced such as their phone is not capable and also network cell not good enough. Next the crucial problem that most of the students faced was they have to use editor app to make the video good and use some friends as students. They states to produces a video based on demand, they have follow the explanation. But, when they were trying to collect it, they have some problem such as the file is too big because of the duration so they have to compress it and made the quality of video poor, and if the video of quality is poor it will make the implementation not maximum.

Considering the previous studies and problems mention above, the researcher inspired to conduct a research on title “Students Obstacles in Designing English Online Learning Video in Curriculum Material Development on Elt Course States Institutes for Islamic Students (IAIN) Batusangkar registered in 2020/2021 Academic Year”.

B. Research Focus and Question

As the English Education Department students who take Curriculum Material Development Class, the students can’t design English online learning

video optimally and accurately. Thus, this study intend to questions “*What are obstacles faced by the students in designing English online learning video?*”

The focus of this research to describe the obstacles faced by the students in designing English online learning video in curriculum material development on ELT Course.

C. Definition of the Key Terms

In order to let the readers easy to understand about the main idea of this research, some definition of key terms are provided:

1. Curriculum Material Development

Curriculum material development is a field of the study of the principles and procedures of the design, implementation, and evaluation of language teaching material. Curriculum material development plays such an important role in EFL learning because they effectively mediate between the course content, the teacher and students.

2. English Online Learning Video

English online learning video is a tool that use by the teacher to stimulate the students motivation in learning english so they can be able to adapt the information from the material so it can help the teacher and the students to reach learning goal.

3. Students Obstacles

Students obstacles is challenges encountered by the students in learning process that make learning process itself hard to run well. So, student’s difficulties in designing instructional video are obstacles faced by the students in designing a good instructional video for learning activity

D. The Purpose of the Research

Based on the research question above, the aim of this research is to describe the obstacles experienced by the students in the Curriculum Material Development on Elt course in Desiging English online learning video.

E. The Significance of the Study

This research hopefully will give contribution both theoretically and practically to the all parties.

1. Theoretically

By conducting this research the researcher expects will find out the obstacles faced by the students in designing English online learning video.

2. Practically

This research is expected will be useful for English students, Lecturers, and researcher herself.

a. English Students

The result of this study hopefully help the students to know the obstacles faced in designing English online learning video and will demands the students to find the way to overcome it.

b. English Teaching Department Lecturers

The result of this research is expected give contribution to the English Teaching Department Lecturer to know students' obstacles in designing English online learning video and will find some alternative solution to overcome it.

c. The Researcher

For the researcher, this research is expected to enhance her knowledge about students' obstacles in designing English online learning video.

CHAPTER II LITERATURE REVIEW

A. Review of Relevant Theories

1. Online Learning

a. Definition of Online Learning

Online Learning is a part of E-Learning, Berman (2006) E-learning is a means of education that incorporates self-motivation, communication, efficiency, and technology. The e-learning content is designed with media that can be accessed from properly equipped computer terminals, and other means of Internet accessible technology. Meanwhile, Anderson (2008) states Online Learning also known as Distance Learning and called by individual pursuit. It defines by infrequent postal communication between student and Teacher, supported by the mass media of television and radio, another by the synchronous tools of video and audio teleconferencing, and yet another based on computer conferencing.

In another hand Dhawns (2008) states online learning, they frequently think of adaptive systems, learning programs powered by artificial intelligences that test a student's competence, formulate customized lesson plans based on those pre-tests, and then measure a student's performance through a series of online activities. In addition Suartama (2014) states, the term e-learning includes various applications and processes such as computer-based learning, web-based learning, virtual classrooms, etc. which is technology-based learning that utilizes internet resources.

Based on the theory explanation above, it can be concluded that Online Learning is a part of E-Learning and also known as distance

learning which is held the learning process in virtual ways by using internet sources and support by tool of technology and digital platforms to deliver and access the learning material anytime and anywhere.

b. The Importance of Online Learning

Currently online learning being importance, according to Apanna (2008) online education or online learning help to increasing access, to improving the quality of learning, to reducing costs, to preparing students better for a knowledge-based society, to responding to market demand, to "lifelong" learning opportunity, to collaborative learning across the world, to profit making. In another hand Thanji (2018) states there are several importance or benefits by Online Learning such as flexibility of time and location, cost effective, attract global enrollment, enhanced accessibility to knowledge, and archival capability of information.

Meanwhile kassymova (2020) states some importance and benefits of Online learning for students and the teacher. Train the teacher to be a subject specialist, a researcher, a mentor, a student supporter, an expert user of information technology, an instructional designer, a facilitator, an educational manager, a team player, an open minder to the latest news etc. in addition, Zboun (2021) states there are some benefits from online learning that describe the importance of online learning as follow (1) Easy to be reached and accessed. (2) Saves time, effort and money. (3) Easy to be reviewed.

Based on the explanation from some experts, it can be concluded that online learning is importance both for the students and the teachers. Because it can help the teacher to improve the quality of learning by demands the teacher to be subject specialist, a researcher, a mentor, a student supporter, an expert user of information technology, an

instructional designer, a facilitator, an educational manager, a team player, an open mind to the latest news. And for the students it can help to save the times, cost, used to know the advanced of technology and provide students better for a knowledge-based society, to responding to market demand, to "lifelong" learning opportunity.

c. The Principle of Online Learning

There are some opinions about the principle of online learning. Neil (2014) states this is some principles for online instruction such as:

1) center learning around the students

In the online classroom, learning activities are decentralized without time as a limitation. And the students as a center in learning process

2) focus on the needs and the strength of students

The learning process is based on the students need and base on the ability of the students.

3) As learning becomes more personalized

Students will require the Necessary skills and tools to engage and participate in this new kind of learning process.

4) Provide just in time and anywhere time

The learning process could held in every place and time.

5) foster collaborative learning environment

6) Collaborative networks provide the sense of a “learning community.”

Moreover, cooperative teams characteristically achieve at higher levels of thought and retain information longer than students who work individually.

7) Emphasize authentic learning experiences.

8) It can provide authentic frameworks that bridge computer and classroom instruction.

Authentic learning contexts provide active and engaging experiences, where the computer can help mediate course activities and shape the learning process.

In other hand, Gianmant (2020) this journal classify the principle of online learning in three big point;

- 1) first Cognitive means interaction with teaching material
- 2) Teacher presence means interaction with teacher
- 3) Social presences interaction with fellow students.

In addition Cables (2017) states there are eight principles of effective online learning:

- 1) Encourage Students Faculty Contact

Through interacting with students, faculty can getto know what course content students are struggling with, and then provide necessary guidance to help them get through rough times. As a result, students are more likely to stay motivated toward their learning and achieve better learning outcomes.

- 2) Encourage Collaborative Learning

learners play an active role in knowledge acquisition, and knowledge is collaboratively created and shared among learners in collaborative learning processes.

- 3) Encourage Active Learning

By using active learning, students take the lead in their own learning. They regard their teachers as a partner to guide them through the learning process and motivate them for further endeavors.

- 4) Give Prompt Feedback

Prompt feedback is important to students' learning outcomes because it enables students to evaluate existing knowledge, reflect on what they have learned and what they still have to learn, and receive recommendations for improving their future work. As a result,

students are able to make adjustments to improve their learning performance, and achieve learning objectives.

5) Emphasize Time On Task

To help students allocate a realistic amount of time on completing various learning tasks, educators have to define clear time expectations for them, which lays the foundation for high performance.

6) Set and Communicate High Expectation

Set high standards of performance tend to interact with students in ways that enable them to fulfill their high expectations. Some ways that high expectation teachers use to stimulate students' learning could include setting clear grading rubrics, giving frequent feedback, and praising positive learning behaviors and outcomes.

7) Respect Diverse Talents And Ways Of Learning

To meet this challenge, teachers must not only respect diverse talents in principle, but also introduce various teaching methods to cater to students' learning needs and strengths. In fact, studies showed different teaching methods generate various knowledge retention rates

8) Technology Application

Technology application is an essential element in online education as online students need to learn and interact with instructors and their peers by using various online technologies. Yet, communication and information technology alone cannot lead to student success.

There are some opinions about the principle of online learning such as the principle for online instruction that can concludes as follows:

1) Center learning or active learning around the students

In the online classroom, learning activities are decentralized without time as a limitation. And the students as a center in learning process

2) Cognitive

Cognitive means students interaction with teaching material

3) focus on the needs and the strength of students

As learning becomes more personalized, students will require the necessary skills and tools to engage and participate in this new kind of learning process.

4) Provide just in time and anywhere time

Online break the distance and time barriers by providing learning experiences outside the classroom -- anywhere and anytime. Accordingly, teachers can adjust topic presentation and explanations “just-in-time,” when students need it the most

5) Foster collaborative learning environment

Collaborative networks provide the sense of a “learning community.” Moreover, cooperative teams characteristically achieve at higher levels of thought and retain information longer than students who work individually.

6) Emphasize authentic learning experiences.

It can provide authentic frameworks that bridge computer and classroom instruction. Authentic learning contexts provide active and engaging experiences, where the computer can help mediate course activities and shape the learning process.

7) Involves technology application

It means online learning involves some technology application in learning process to support to reach learning goals.

2. English Online Learning Video

a. Definition of English Online Learning Video

(Anugerah et al., 2019) states designing an English learning video is an opportunity for teachers to make videos based on their teaching context. The role of the teacher in selecting the appropriate

material for their teaching-learning process is really important. They are numerous English learning videos that not all of them will be suitable for a certain context. The selection can be started from the valuation of the material in order to get a clear objective which videos that can be used for their teaching.

While Korkut et al., (2015) states online learning videos are visual components of the online learning platforms. They are particularly interesting for students who are visual learners and who learn best by watching the short format engaging videos rather than by just reading or listening to course materials

In addition Brecht (2012) states Video lectures are made up of the instructor's audio narrative added to Microsoft Office screens that display topic content. Lectures are encoded in video files and distributed online, which enables their use in either classroom or online courses. Students in both course settings have the common goal of using study resources that improve learning and grades.

Based on the explanation above, it can be concluded that English online learning video is designing visual component start from selecting the appropriate material for learning and used some digital platform to support the learning video run well such as made up of the instructor's audio narrative added to Microsoft Office screens that display topic content. And the English learning video should base on students' needs so it could help to reach learning goal.

b. The Principle in Designing Online Learning Video

To create a good English online learning video, the teacher should consider several principles of good video lesson for online learning. Ouc (2019) states there are four principles of instructional video:

- 1) Activation: The instructors started each lesson with a preview, which introduced students to the topics to be discussed. They also directed students to recall and relate their prior knowledge and relevant experience that can be used as a foundation for the new knowledge.
- 2) Demonstration: The instructors demonstrated KBAI methods, tasks, and applications by using various real-life examples, presented with visuals such as graphics, tablet capture, illustration, animation, and simulation.
- 3) Application: Interactive exercises were embedded in the video lessons so that students could practice and reinforce what they learned from the demonstrations.
- 4) Integration: The instructors wrapped up the lesson by giving a recap of the topics discussed and connected them with the topics to be covered in the next lesson.

While Brame (2016) states Effective educational videos: principles and guidelines for maximizing student learning from video content as follow:

1. Cognitive load

Must be selective about what information from sensory memory to pay attention to during the learning process, an observation that has important implications for creating educational materials.

2. Students Engagement

Another lens through which to consider educational video is student engagement. The idea is simple: if students do not watch videos, they cannot learn from them. The first and most important guideline for maximizing student attention to educational video is to keep it short. Another method to keep students engaged is to use a conversational style. Instructors can also promote student engagement with educational videos by creating or packaging them

in a way that conveys that the material is for these students in this class.

3. Active Learning

Active learning in the classroom provides clear advantages over passive encounters with course material through learning process. But the following strategies have demonstrated success in some contexts for active learning such as package video with interactive questions, use interactive features that give students control and use guiding questions.

In other hand Roth (2017) states there are several principles for effective video lesson such as:

1. Conceptual Framework

A conceptual framework that is grounded in research about effective science teaching and learning and effective professional development defines the core substance of the program.

2. Specified Teacher And Students Learning Goals

The program is guided by clearly specified teacher and student learning goals that are closely tied to the conceptual framework—science content, pedagogical content knowledge, teaching practice.

3. Theory of Teacher Learning

A situated cognition theory of teacher learning and a cognitive apprenticeship instructional theory guides the design and sequencing of teacher learning experiences.

4. Video Based Analysis Practices

Analysis of classroom teaching and learning using classroom video and student work is a core teacher learning activity.

5. Educative Curriculum Materials And Assessment

Grade-level and content-specific educative curriculum materials support the use of strategies, provide anticipated student responses to

questions and activities, and highlight how the science content storyline is developing.

6. Analysis Tool

Analysis tools and processes scaffold teacher learning from analysis

7. Reference Material

Teachers make regular use of reference materials to assure shared and grounded understandings.

Based on the experts principles in designing instructional video for online learning from the expert and can be conclude as follows:

- 1) Activation: The instructors started each lesson with a preview, which introduced students to the topics to be discussed. They also directed students to recall and relate their prior knowledge and relevant experience that can be used as a foundation for the new knowledge.
- 2) Demonstration: The instructors demonstrated KBAI methods, tasks, and applications by using various real-life examples, presented with visuals such as graphics, tablet capture, illustration, animation, and simulation.
- 3) Application: Interactive exercises were embedded in the video lessons so that students could practice and reinforce what they learned from the demonstrations.
- 4) Integration: The instructors wrapped up the lesson by giving a recap of the topics discussed and connected them with the topics to be covered in the next lesson.
- 5) The quality of learning video should; Audio (should be clear, with no districting), Coherence (only related instructional video to learning objectives should be included), optimal video length (the duration of video should consider based on level of students), and specified teacher and students learning goals

c. Good Characteristic of English Online Learning Video

To create a good video for online learning it should considering base on the characteristic of good learning video. Bahesti (2018) states there are several characteristic of learning video:

1) Explicit aims

In order to produce a video, you need to have clear aims and objectives. Having a clear objective is helpful to create your video more effectives and finish the learning well.

2) Simple and Short

The video length should consider, the purpose is to avoid student boredom. To make cognitive load, you can create ranging for the video based on the difficulty. Balance between visual and text.

3) Text

Majority of video comprise text may not lose students interest.

4) Graphic

Video can involve pictures to in order to make a proper visual background for your character.

5) Caption

Caption utilization is helpful for learners, particularly when they have hearing issue not able to watch the video ease and they just can see the caption to finish the video.

6) Voice

This is a significant factors should considering when you are making a learning video, this engagement to guiding them via voice transcript.

7) Screen Recording

Having simulation about the application is the other way to promote your learning video. It can be helpful to save your video for document if you need to share it again.

8) Animated Character

Learning video may takes students boredom if the actual people used the whole period of video. This approach is effective instants way to get students interest.

d. The Advantages of Using Instructional Video for Online Learning

To create enjoyable and meaningful learning environment, Teacher use some support systems such as using learning video. Learning video has some benefits for learning processes according to Simanullang (2018) Video can have a strong effect on the mind and senses. There are some benefits of teaching English using Video:

1) Create an enjoyable learning environment

Learners enjoy language learning with the video one of the aims of teaching English to learners is to instill in them. The idea that language learning is happy experience and video creates an attractive enjoyable learning environment. Teaching using video make the teaching learning process more various. The various media that are applied by the teachers can motivate the students to learn and give

comfortable feeling during teaching learning process in the classroom.

2) Video is effective way to studying body language

Language learners are learning about the world around them. Because the video consists of action, so the students can learn about body language based on the action of the video.

3) Learning gain confidence through repetition

Learners love to hear stories again and again and the same goes for video. By watching a video several times learners can learn by absorption and imitation. Video can draw the attention of the students (attention), come up the emotions to being more active in writing lessons (affection), support the students in sharing their feelings in written forms (cognitive), and help the students who have less achievements in lesson orally

e. Students' Obstacles in Designing English Online Learning Video

Students obstacles is challenges encountered by the students in learning process that make learning process itself hard to run well. So, student's difficulties in designing English online learning video are obstacles faced by the students in designing a good learning video for learning activity. Basically, student's obstacles in designing learning video for learning come from several factors.

Solihah (2016) states factors affecting student's obstacles comes from two factors that are external and internal factors:

1) Internal factors comes from students itself such as;

- a) Intelligent is become the mind effect in learning processes. It means students blind and do not have experiences on it.
- b) Interest do not have any interest in designing learning video
- c) Motivation in every learning process needed. Lack of motivation that can master and lazy to do.

- d) Talent is the ability to use the creativity in designing video. Surely, uncreative student's makes it difficult.
- 2) External factors come from outside of the students such as:
- a) Building and Facilitation
Building and facilitation is very important to support the learning process. By good building and complete facilitation the students will easy the material.
- b) Instrument
Instrument in learning process is needed. By good instrument will get best results from students.
- c) Teacher
The teacher is the main role learning processes. It's depends on teacher ability and capability in teaching.
- d) Time
Lack of time to learn digital media is crucial problem. And based on the situations students demand to master all the digital media to design good media for learning.

In another view Efriana (2021) carried out the difficulties in designing video material for online learning is Application applied obstacles, ineffective because ICT equipment, teacher cant maximally supervise students exams or exercise, lack of supporting facilities, low ICT skills. Meanwhile Lange (2020) states more specific problem encountered and should considering when designing and using video material in learning such as:

- 1) With different students level cognitive is hard to run Pace; the rate of speed which audio visual delivered.
- 2) Intelligibility; the level at which students can accurately see or hear the video lecturer.
- 3) Quality means media presentation and design.

- 4) Media diversity; the use of various media.
- 5) Congruence; two or more types of media used simultaneously.

Based on the explanation above it can be summarized that the difficulties in designing instructional video for online learning comes from two factors such as internal (mental, interest, motivation, intelligent) and external factors (family, friends, even teachers) that can influence to the students ability in deciding the pace, Intelligibity, quality of video, media diversity, and congruence and certainly makes video distribution ineffective.

3. Curriculum Material development on Elt Class

Curriculum Material Development is a course of the study offered by an educational institution inculudes in English Teaching Department at IAIN Batusangkar. Curriculum material development is e a field of study to the all processes made use of by practioners who produce or use material for language learning, inculidng material evaluation, adaptation, design production, exploitation and research. It is an essentially practical activity to improve the quality of langauge teaching.

In this course now based on the situation, curriculum material development shift from face to face class into distance learning which known as online learning. According to the explanation before in this course the students demand to create material for language learning such as start from planning, content and method, implementation, eevaluation and reporting. In the end of this course the students have final project to apply their material design into learning video. In the learning video they may use some support system to make the project good enough such as applied some digital application to support the distance learning. In the learning video they will act as a teacher start from the class begin until the end. It

such as a real class activity. If they have a good material design they will have good learning video.

Based on the concepts, students should be able to create english material lesson design and english learning video in the field of english teaching department. Then, before create english online learning video they have to follow steps in designig the material lesson start from planning, content and method, implementation, evaluation and reporting. And all of these component should applied in the english online learning video as a final project.

B. Review of Relevant Studies

There have been several previous studies conducted by some researchers. First, Chaohua (2019) on the title “Designing and Developing Video Lessons for Online Learning: A Seven-Principle Model”. The design of this research combines both quantitative and qualitative with the population university students in general to see their perception to answer the research question about using instructional video. And the result is 90% students agreed that the video lectures were informative and easy to understand. For the in-lesson exercises, more than 80% of the students’ agreed that the exercises enhance their understanding in lesson.

Second, the author of this research Zhang (2005). On the title Instructional video in e-learning: Assessing the impact of interactive video on learning effectiveness. This research want to find out the effectiveness using interactive video by doing experimental research and use undergraduate university students at united states as population to answer the research questions. The similarities same discuss about the video for lesson. And the differences in research design. The result show Students in the e-learning environment that provided interactive video achieved significantly better learning performance and a higher level of learner satisfaction than those in other settings.

Third, Efriana (2021) conducted a research on the title problems of online learning during covid-19 pandemic in EFL classroom and the Solution. Research design is library research and the data sources were taken from printed textbooks and e-book, articles of periodical journal, law regulations, and other relevant sources. The result show to answer the research question about the problem faced by the students and the teacher in online learning, here is the result the implementation of online learning during the Covid-19 pandemic as the part of distance learning has various problems. Those problems are experienced by teachers, students, and parents. The problems faced by teachers include weak mastery of IT and limited access to supervision towards students. The problems of students are in the form of inactivity in following learning, limited supporting facilities, and internet network access. The problem of parents is in the form of limited time in accompanying their children during online learning.

Fourth, this article on title video instructions as support for beyond classroom learning Chan (2010) used qualitative research with computer class subject. The result shows generally, students believe that videos help them with their learning and are able to hold their attention. As most digital natives are technology savvy, they have little issues with obtaining video instructions and viewing them. Video instructions are generally the most preferred method of learning as compared to other online learning media.

Fifth, Ginakos (2014) on title video based learning and open online courses. This research use survey case studies with deep analysis. The similarities is discuss video for learning for online and differences is the population, this research used some paper to find the data and result show In particular, little research has been conducted on the functionalities and the characteristics of educational videos. Characteristics like the quality of visuals used, cognitive load, instructors' engagement and tone of voice, as well as the pace, length, and segmentation of the video lectures need to be examined in more detail to improve the overall effectiveness of video as learning medium.

Sixth, this research on title Teaching By Using Video: Ways To Make It More Meaningful In Efl Classrooms by Hadijjah (2016) use qualitative descriptive that provide the result about the ways to make video more meaningful for learning. This research same used qualitative research but this research provide the data from related literature. But this research theory related to the theory needs by this research.

Seventh, this research about efl teachers' challenges and insights of online teaching amidst global pandemic Nugroho (2020) with Qualitative descriptive research which investigates EFL teachers' challenges and suggestions toward the implementation of online language learning beyond the formal classroom. The results significantly contribute to enhance the efficacy of out-of-class online learning of English using a range of available digital devices.

Eight, this research under the title improving online video lectures: learning challenges created by media conduct by Lange (2020) shows various online learner experiences with media delivery allows researchers to get a clearer picture of issues that university students face when participating in video lectures. This study not only points out these issues, but also provides solutions and beneficial guidelines for instructors who want to improve the e-learning experience of their students.

Ninth, this article on the title the role of video materials in EFL classrooms by Bajramia (2016) is library research which investigate the benefits that the language teachers and learners get in using audio-visual aids in teaching and learning the English language. And the result suggested that both teachers and students can be involved in creative ways to incorporate different video materials in a variety of classroom activities to enhance learning outcomes and provide a positive classroom environment.

Tenth, this research on the title problems faced by the teacher in maximizing the use of learning media in Padang by Thamrin (2017) used qualitative descriptive that same with my research plan to initiate an

investigation to describe the systematic, factual and accurate information on the facts of a condition when teachers teach in relation to the use of instructional media in several elementary which gain information from the teacher. And this research conclude that teachers assumes that teaching does not supported by various types of media and it make them have lack ability to use the learning media

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

The design of this research was descriptive qualitative research method with case study design. According to Sugiyono (2018) states qualitative research is an exploration which is use to do investigate in natural condition, the researcher as the key instrument, triangulation as the technique of information assortment, the information examination is inductive and the aftereffect of the examination center in significance. Furthermore In this research describe the obstacles faced by the students in designing english online learning video. In addition Gay (2012) states Case study research is a qualitative research approach to conducting research on a unit of study or bounded system (e.g., an individual teacher, a classroom, or a school can be a case). Case study research is an all-encompassing method covering design, data collection techniques, and specific approaches to data analysis.

Based on the theory above, this research focussed to find out about the obstacles faced by the students in designing English online learning video in Curriculum Material Development Class at English Department of the seventh semester students at IAIN Batusangkar in 2020/2021 academic year.

B. Research Setting

This research conducted at English Teaching Department at IAIN Batusangkar. The subject of the study was the seventh semester students which take Curriculum Material Development Class subject registered at 2020/2021 academic year about they have learned and practiced about designing english online learning video material in various ways.

C. Research Informant

In this research the researcher used informant as source information. In this research, the researcher used the seventh semester students as second

informant that registered in 2020 academic years. In this research used purposive sampling.

According to Hidayat (2017) states purposive sampling is one of the non-random sampling. The suspect of this research is more specific person that can answer the information that researcher need.

As a consideration the researcher has several criteria for selecting informants as follows:

1. English students who finished Curriculum Material Development Class B and C at seventh semester in 2020/2021 academic year
2. The informant suggest by the lecturer who teach in curriculum material development and designed the English learning video in B and C classes.
3. Honest and reliable
4. Unbiased and provide information using their own language naturally.
5. Have the necessary information related to the research phenomenon
6. From accessibility, easy to communicate and meet and the main point was available to support the research.

Based on the explanation the researcher choosed TBI B and C that takes the curriculum material development with the lecturer that give final project in form of learning video. TBI B and C consists of 30 students each class, than the researcher used all of them randomly based on who available and welcome to held interview until the data saturation. The total of informant was 10 informants who available and welcome to held interview.

D. Research Instrument

In this research, the researcher used interview to collects information. In process of collecting information the researcher used some support system such as recording, interview guide as instrument, filed notes, documentation to help the researcher. In collecting information the researcher will use structured interview. Interview question based on the interview guides. It supported by Gay (2012) states structured interview is the researcher has specific person that contains information.

E. Research Procedure

Creswell (2007) states there are several steps in conducting qualitative research as follows:

a. Defining the Research Problem

There are some steps that the researcher did when defining a research problem. First determine the topic of the research, phenomenon, participants, and the unique thing from the research.

b. Reviewing Literature

In this step, the researcher found some related theories and studies to support this research such as theory about online learning, English online learning video and students' obstacles in designing online learning video.

c. Designing the Study

In this step, the researcher determined the design of the research that is qualitative descriptive research with case study design. Then used structured interview guidelines as instrument.

d. Collecting the Data

In collecting data, the researchers interviewed students from Curriculum Material Development class at seventh semester of English teaching department of IAIN Batusangkar with instrument in form of interview guidelines. Then, the researcher made the transcript of the first interview by hearing the recording and field notes. In collecting the data, the researcher made a prolonged engagement to check the data trustworthiness of this research. Then, the researcher made the transcription of the second interview.

e. Analyzing the Data

In this step, the researcher analyzed the data from interview results about Students' obstacles in designing online learning video.

f. Interpreting and Drawing Conclusion

In this step the researcher interpreted and draws the research finding about problem faced by the students on online learning. After that, the researcher writes the research report.

F. Checking Data Trustworthiness

Gay (2012) states Triangulation is the use of multiple methods, data collection strategies, and data sources to get a more complete picture of the topic under study and to cross check information. Triangulation is a primary way that qualitative researchers ensure the trustworthiness (validity) of their data. In this research to check the data trust worthiness used triangulation data to get best information. Triangulation is one of techniques to check data worthiness. But the researcher used time triangulation. To collecting data the researcher used interview again. It used to get deep information from the informant and to confirm the first interview. But the interview did in different time and place.

G. Technique Data Analysis

The data analyzed based on the interview result, the researcher does condensation of the data, data display, and drawing and verifying conclusions (Miles, Huberman, and Saldana, 2014).

1. Data Condensation

The process of selecting, focusing, simplifying, abstracting, and/or altering the data found in the whole corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials is referred to as data condensation. Data Condensation is not a separate process from analysis. It is a part of the analytical process. Analytic judgments include which data chunks to code and which to remove, which category labels best summarize a number of chunks, and which dynamic story to present. Data condensation is a type of analysis that sharpens sorts, concentrates, discards, and organizes data in order to develop and verify "final" findings.

In reducing data, the researcher conducts several activities. First, she made the interview transcription. Then, provide the code transcription for each informant as follows: I.1, I.2, I.3, I.4, and I.5 Related to the obstacles such as: O.1 for obstacle 1, O.2 for obstacle 2, and so on.

2. Data Display

The subsequent significant progression of investigation action was data display. Commonly, data display is a coordinated compacted gathering of data that permits end drawing and activity. The analyst shows information in even structure to discover and show students' obstacles in designing English online learning video in curriculum material development class.

3. Conclusion and Verification

After build up and showing information, the last advance is to make end drawing and check. In this movement, the analyst made ends and confirm information by finishing up understudies students' obstacles in designing English online learning video in curriculum material development class.

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter discusses about the finding of the research entitled students' obstacles in designing English online learning video in curriculum material development on ELT course. In analyzing the data the researcher started firstly, interviewed the informants; secondly, transcribed the recording; thirdly, reduced the data and coded the data as follows: I-1 is the first informant, I-2 as the second informant and so on. Then, the researcher coded the obstacles as follows: O.1 for the first obstacle, O.2 for the second obstacle and so on. The researcher used unstructured interview and time triangulation to get the data, it useful to check validity of data.

Based on the data analysis, the researcher found eight obstacles in designing English online learning video in curriculum material development on elt course. The obstacles were: *1)Hard to Find a relevance material to teach, 2)Do not understand the stages of online learning design, 3)Low participation of group member, 4) Time constrained, 5) Bad internet connection, 6) Unsupported learning tool, 7) Unmastering the video editor application, 8) The result of the video quality is not optimal.*

The following explanation is the results of the interview gotten from those informants dealing with students' obstacles in designing English online learning video in curriculum material development on elt course. The obstacles classify in three aspects obstacles in preparing lesson plan, obstacles in used the application, and the obstacles in designing and editing the video. It were described as follows:

1. Students Obstacles in Preparing the Lesson Plan

Lesson plan is one of the important part in designing learning video. The purpose of making lesson plan is to simplify the teaching process in the classroom. It can make the teaching process will be effective,

structured and well organized if the lesson plan is prepared with creative frame of mind. But in this stage the students faced some obstacles that made the students hard to create a good lesson plan for learning video. The obstacles faced by the students were Hard to Find a relevance material to teach, Do not understand the stages of online learning design.

a. Students faced Obstacles to Find Relevances Material for Teaching

In the lesson plan the students should prepare the material for teaching. The material for teaching includes the material to be teach, book, worksheet for practice and evaluation. The material can be find from some sources that can help the students to design the lesson plan well. But if the students cant find the relevance material to teach, it means they cant achieve the learning goal and it cand be said that lesson plan doesnt work as the principle of lesson plan which is useful to facilitate the learning process. But most of students faced the obstacles to find relevances material for teaching. It caused by lack of relevance material to be teach that most of material provide just for normal class and old. So there was no inetresting material to be teach because in online learning the material should new and bsed on the current situation. It can be seen from the results of interviews that researchers have conducted for several informants; informant 1 (I-1), informant 2 (I-2), informant 3 (I-3), informant 4 (I-4), informant 6 (I-6), informant 7 (I-7), informant 9 (I-9).

The interview did between the informant 1 and the researcher on Wednesday 17th November at 14.30 pm.

The research result was:

SPEAKER	UTTERANCES
I-1	: “Iya kak sebelum itu kan kita diminta dulu membuat rpp nya. Jadi yang kita buat rpp itu yang kita terapkan dalam video pembelajaran tersebut kak. <i>Jadi untuk hambatan itu aaa..Mencari materi yang relevan itu kak karena kita mencocokkan dengan kd-kd yang kita buat itu dengan buku siswa dan guru kak...</i> ”

	[Yes, first we demanded to create lesson plan. So that lesson plan will be applied in the video. The obstacle was hard to find a relevant material which based on the competence that we made with students' book and teacher.]
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Next, The interview was between the informant 2 and the researcher on Wednesday 18th November at 13.10 pm.

The result shows that the second informant also experienced the obstacle in finding the relevant material:

SPEAKER	UTTERANCES
I-2	: <i>"....Kalo materi seingat saya kendala nya karena kd saya checking for understanding kelas 8 untuk mencari audio dan worksheet yang relevance sulit kak."</i> [... as i remembered the material problem because my topic was checking for understanding in 8 grade is difficult to find the relevant audio and the worksheet]

Next, The interview was between the informant 3 and the researcher on Tuesday 21th December at 16.00 pm. And the third informant also got the same obstacle;

SPEAKER	UTTERANCES
I-3	: <i>"....Seperti apa materi yang relevan yang akan digunakan...."</i> [it such a relevant material will be use]

Next, The interview did between the informant 4 and the researcher on Friday 24th December at 14.00 pm.

The result show the informant 4 also got the obstacle in finding the relevant material:

SPEAKER	UTTERANCES
I-4	: “Haaa aa kak, ada kak. Mungkin untuk pembuatan rpp mungkin pada kd kak, karena soalnya pada angkatan saya masuknya pada pandemi <i>sulit untuk menemukan materi yang pas kak karena takut kelebihan pada saat penjelasan kak padahal pembahasannya Cuma 2 topic</i> ” [Haaa yes, maybe in making lesson plan with comptency. The problem we were in the pandemic, so it was hard to found the relevance material because im affraid to much explanation which is limited by two topics.]

Next, The interview did between the informant 6 and the researcher on Sunday 27th December at 11.00 am. She also experienced the obstacle in finding the relevant material;

SPEAKER	UTTERANCES
I-6	: “Aaa hambatan nya pasti ada ya kayak rpp ... <i>sulitnya itu referensi yang tersedia itu hanya banyak untuk offline saja kak</i> ” [Aa it should have obstacle it such in lesson plan... it was hard tofind references that available because it was just many references for offline learning material.]

Next, The interview did between the informant 7 and the researcher on Friday 31th December at 13.00 pm. The seventh informant also said the same obstacle as follow;

SPEAKER	UTTERANCES
I-7	: “Kendalanya kan beragam ya kak. Kalo dari rppnya kan pembelajaranya daring ya kak aa waktu kemaren itu kami ragu rpp ini untuk daring atau offline gitu kak. Terus ada rpp yang selebar kak jadi kami bingung. Terus aa untuk rpp. Kemudian untuk <i>materi kan kak kan pakai buku k13 kan kadang materi tidak sesuai.</i> ” [The obstacles was various, from the lesson plan we were in distance learning so we doubt if this lesson plan design for offline or online learning. It calls one page lesson plan. Then the material used k13 book which is not relevance]

Next, The interview did between the informant 9 and the researcher on Saturday 09th January at 10.00 am.

The result was showing the same obstacle experienced by the 9 informant:

SPEAKER	UTTERANCES
I-9	: “... <i>Selain itu untuk materi nya juga susah karena materi yang tersedia di buku atau internet lebih banyak untuk materi offline</i> ” [Beside it, the material was hard because the references available such as the book or from internet sources were more relevance to offline material.]

From the utterances above, we can see that one of the obstacles experienced by students in Designing english learning video in curriculum material development class is faced obstacles to find relevances material for teaching. It can be seen from the utterances most of the obstacles caused because they dont be able to create an appropriate learning material. Many of references just availuable for face to face learning and not for online learning. For example one of common text such descriptive text. In

online learning the teacher should attract the students with new descriptive text based on online learning situation. If just use the old material in old sources it means it was really hard to guide students attention into the learning process. It also caused by lack of experience in online learning ,they cant adapt the situation well. So they need some related references material to help them to create a good learning material for online learning. If they cant create an appropriate material for learning video it impossible for them to reach a learning goal. If they cant reach the learning goal it means the learning video is not useful to help the students comprehend the material.

b. Students Do Not Understand The Stages of Online Learning Design

The importance thing in designing lesson plan we should know the stages of lesson plan it self. Start from the pre activity, while activity and post acitivity. Each of the stages of lesson plan should be fulfilled. The purpose of comprehend the learning stages is to help a teacher to manage and setting the learning process well. The teacher shloud prepare the activity start from pe class untill the post class as clear as possible, so it can help to reach the learning goal. But some of students found the obstacles in understanding the stages of online learning design. It can be seen from the results of interviews that researchers have conducted for several informants; informant (I-8), informant (I-9), informant (I-10).

The interview did between the informant 8 and the researcher on Saturday 08th January at 13.00 pm.

The result was show:

SPEAKER	UTTERANCES
I-8	: <i>“Karena rpp online juga sulit mendesain rpp nya dan juga langkah-langkahnya”</i> [because this is an online lesson plan, it was difficult to design and understand the stages.]

Next, The interview did between the informant 9 and the researcher on Saturday 09th January at 10.00 am.

The result also said the same obstacles in understand the stages of online learning:

SPEAKER	UTTERANCES
I-9	: “ <i>Untuk kesulitannya banyak yang pertama untuk aa tahapan nya kurang di mengerti</i> ” [There many obstacles, the first is difficult to undestand the stages.]

Next, The interview did between the informant 10 and the researcher on Saturday 11th January at 14.00 pm.

The tenth informant also said the same obstacle as follow:

SPEAKER	UTTERANCES
I-10	: “ <i>Aa iya kesulitan memahami tahapan-tahapannya</i> ” [Exactly, it was difficult to undertand the stages.]

From the utterances above, it can be seen that one of the obstacles experienced by students in Designing English online learning video in curriculum material development class is faced obstacles to understanding the stages of online learning lesson plan. It means some of students still confused between the online and the offline learning system. Because in designing the lesson plan in online learning they just need one page lesson plan but should cover all the component of lesson plan. But in fact they just understand and have more understanding to design an offline lesson plan and there was no experienced in designing the online learning video. Moreover, the source and the example of lesson plan more provide for offline learning. Certainly if the students lack of ability about the online learning concept it was possible for them to understand the stages of online learning well. So that’s why they have obstacles in understanding the stages of online learning lesson plan design.

2. Students Obstacles in Using Learning Application

As we know today the learning system shift from face to face learning into distance learning. It means in online learning system used more digital platform such as the applications for learning. The use of application for learning is help the teacher more easier to held the learning process. From the application the teacher can held the meeting, distribute the material, worksheet, feedback and so on. So that's why application is important thing that should provide by the teacher. Without the application the teacher cant held the online learning activity. But some of students got some obstacles in using the learning application in designing online learning video in curriculum material development on elt course. And the obstacles appeared beacuse of two causes, first low participation of the group member ,then time constrained and Bad internet connection.

a. Low Participation of the Group Members

Students participation is a form of students interest in learning process. To guide students interest in learning process the teacher used some strategies. In online learning the stratgey used by the teacher is used some interesting application to held learning activity. In this video project most of students used whatsapp group, zoom meeting, google classroom and google document for facilitated the larning activity. The students have designed the media which is the application by considering the situation. They should prepare the application based on students readiness. But in using some application the students faced the obstacles in applied because lack of students participation. It caused by several factors such as network, taking it easy and not intention. It can be seen from the results of interviews that researchers have conducted for several informants; Informant (I-3), Informant (I-5), (Informant I-6), Informant (I-7).

The interview did between the informant 3 and the researcher on Tuesday 21th December at 16.00 pm.

The result was show:

SPEAKER	UTTERANCES
I-3	: <i>“...siswa lama merespon kadang udah ditentukan waktunya jam segini sampai jam segini nah jadi mereka lama responya...”</i> [the students was slow responses even the time has decided for learning but they still slow responses.]

Next, The interview did between the informant 5 and the researcher on Saturday 25th December at 13.00 pm.

The fifth informant also said the same obsatcle:

SPEAKER	UTTERANCES
I-5	: <i>“...Kemudian teman kadang diminta menjawab ini ga ada entah lupa apa gimana”</i> [Then, the others have asked to answer the questions but they didnt, i dont know if they forget or what.]

Next, The interview did between the informant 5 and the researcher on Sunday 27th December at 11.00 am

The fifth informant also experienced the same obstacle:

SPEAKER	UTTERANCES
I-6	: <i>“...Maklum ya kak online jadi kayak partisipasi teman sebagai siswa itu kurang kak jadi susah gitu...”</i> [As we know the online learning style it such low participation from others and it was difficult.]

Next, The interview did between the informant 7 and the researcher on Friday 31th December at 13.00 pm The seventh informant said the same obstacle:

SPEAKER	UTTERANCES
I-7	<p data-bbox="667 432 1369 611">: “Aa kendala kan waktu itu berkelompok ya kak kan pada saat itu bergiliran. Ada temanya yang disitu ga hadir kak itu karena mungkin kendala jaringan atau bagaimana. Jadi ga semua anggota kelompok yang mengikuti.”</p> <p data-bbox="667 611 1369 751">[Aaaa.. the obstacles at the time was in group we have a turn. But some of them was not attend the learning beacuse of the network or others. So not all of the group member attended.]</p>

From the utterances above, we can see that one of the obstacles experienced by students in Designing English online learning video in curriculum material development class is faced low participation of group member in running the learning application. Based on the explanation before factors that caused the obstacles comes from the students network not well. Because of the distance learning students join the learning process in their villages. Not all of their places have a stable network cell. So that’s why they were difficult to join the application that need strenght network. Next, beside the network obstacles students low participation caused by students not interested and intention. It means the students was take it easy even thought that was not important beacuse of the distance learning and they thought it can be done by doing another activity. So that’s why they have low participation in the learning acitivity.

b. Time Constrained

Time is a crucial thing in preparing the final project for the students. Most of the final project was limited by the time. It has various limited time to collect it. It can call by deadlines. The deadlines in finishing the final project should be considered. Moreover in this subject the lecturer just give five days to finish the video project. In these five

days the students should give their maximum effort to prepare and design the final project by create a good english online learning video. But in this part the students faced the obstacles to use various application in learning video because of the limited time. They were devided into 3untill 5 member each group. It means they have the same chances to take the video in turn. But they faced the obstacles because of time constrained such as difficult to find an effective time to take the video with others and it was not possible to used various application each of them in that limited time. It can be seen from the results of interviews that researchers have conducted for several informants; Informant (I-1), Informant (I-2), Informant (I-9).

The interview did between the informant 1 and the researcher on Wednesday 17th November at 14.30 pm.

The result was show:

SPEAKER	UTTERANCES
I-1	: <i>"...hambatan lainnya kayak susah cari waktu yang bisa kak kayak dalam kelompok itu kita ada 3 orang jadi susah menyesuaikan kak ini karea secara online/daring kak..."</i> [...the obstacles such as difficult to found an effective time because we were in 3 member of groups, so it was difficult to set the time in virtual ways...]

Next, The interview did between the informant 2 and the researcher on Wednesday 18th November at 13.10 pm.

The second informant also experienced the same obsatcles and here is she said:

SPEAKER	UTTERANCES
I-2	: <i>"...disini karena saya terkendala waktu..."</i> [because the time constrained]

Next, The interview did between the informant 9 and the researcher on Saturday 09th January at 10.00 am.

The ninth informant also said the same obstacle, here is the statement:

SPEAKER	UTTERANCES
I-9	: "...setelah itu kesulitan waktu yang sangat singkat..." [...after that the difficulties in short times.]

From the utterances above, we can see that one of the obstacles experienced by students in Designing English online learning video in curriculum material development class is faced time constrained. Time constrained caused by the limited time give by the lecturer in finishing the final project video. In detail the time constrained appeared because most of the student was difficult to found an effective time to take the learning video by used learning application. Some of them states the reason why they just choosed one application for learning because they were affraid if they used various application in short time with considering the others turn, it was not possible and not effective. As a result most of them just focus with one learning application that common used and there was something new. This is being the reason why the students faced the obstacles in using learning application and it caused by time constrained.

c. **Bad Internet Connection**

Nowsday all of the learning acitivity run in online mode which is need a good internet connection. In this stages at curriculum material development in designing the online learning video the student used some learning application such as whatsapp, google meet, google document. In applied the application into learning video the students need a stable internet connection for a better result. But in fact the students faced the obstacles in using the learning application because of

internet connection not well. This is evidenced by the results of interviews with several informants who have been conducted by researcher. It can be seen from the informant; Informant (I-1), Informant (I-2), Informant (I-4), Informant (I-5), Informant (I-6), (Informant I-8). The explanation can be seen in this following part.

The interview did between the informant 1 and the researcher on Wednesday 17th November at 14.30 pm.

The result was:

SPEAKER	UTTERANCES
I-1	: <i>“...untuk pembuatan video yang sulit itu karena pembuatan video pakai zoom sulit kak karena kadang faktor jaringan”</i> [...For making the video the obstacles comes from zoom meeting which was difficult caused by internet connection not well...]

Next, The interview did between the informant 2 and the researcher on Wednesday 18th November at 13.10 pm.

The second informant also experienced the same obstacle as follow:

SPEAKER	UTTERANCES
I-2	: <i>“...karena mmm sinyal ya kak lelet kan kemaren saya pakai telkomsel kemaren jadi telkomsel dirumah saya itu lelet jadi itu kendala saya...”</i> [...because the internet connection not well and at the time i used telkomsel that was bad and that’s my obstacles]

Then, The interview did between the informant 4 and the researcher on Friday 24th December at 14.00 pm. The fourth informant also said the same obstacle as follow:

SPEAKER	UTTERANCES
I-4	: <i>“Aaa iya kak, wa sama zoom kak. Kalo ini kesulitannya karena jaringan ya kak. Karena nanti udah sampai pembahasan udah sampai kemana jadi nge lag gajelas ulang lagi jadi disitu kelamaan nya kak.”</i> [aa yaps, whatsapp and zoom. The obstacles caused by the internet connection. Because in the situation we have explained the material sometimes got lag and have to repeat it again.]

Next, The interview did between the informant 5 and the researcher on Saturday 25th December at 13.00 pm.

The fifth informant stated the same obstacle as follow:

SPEAKER	UTTERANCES
I-5	: <i>“Kadang aplikasi kayak Aaa kemaren kan saya pakai zoom ya. Jadi di kampung saya tu terkendala jaringan ya. Kan zoom harus ada jaringan ya.”</i> [At the time i used zoom meeting, but in my village has bad internet connection, and certainly zoom application needs internet connection]

Next, The interview did between the informant and the researcher on Sunday 27th December at 11.00 am.

The sixth informant experienced the same obstacle as follow:

SPEAKER	UTTERANCES
I-6	: <i>“Ya nanti kita menerapkan penggunaan gitu kak terkendala masalah jaringan paket dan segala macam gitu kak”</i> [Yaps, then when we applied the application we found obstacles in using it caused by the internet connection and package.]

Last, The interview did between the informant 8 and the researcher on Saturday 08th January at 13.00 pm.

The result show the eight informants also found the same obstacle :

SPEAKER	UTTERANCES
I-8	: <i>“...Itu terkendala oleh aplikasi google doc kalau zoom mungkin karena faktor jaringan dan meyebabkan suaranya pecah dan tidak jelas.”</i> [...the obstacles comes from the implementation of google doc and zoom meeting which caused by bad internet connection factors and bring bad and unclear audio explanation.]

From the utterances above, it can be seen that one of obstacles experienced by the students in designing english online learning video in material development class was bad internet connection. Bad internet connection disturb the learning acitivity run well. Because in learning activity they used some learning application like mention before such as google classroom, google meet, zoom meeting, whatsapp group and google document. All of these application need stables internet connection. If they cant used the learning application well it means they wasn't produce a good learning video. As we know the learning application basically is place for help the teacher to held the learning acitivity in online learning system. But in the situation most of the

students faced the obstacles in using the learning application in making the english learning video in curriculum material development class such as not all of the group member get the clear explanation, lag, even can't used the application because of unstable network connection. Most of it caused by the students live area was not have a good internet connection. Then some of network data celluler that the students used was not support it. As a students they prefer choosed low cost internet pakcage to avoid over cost but the internet package that they used unstable in their area.

3. Students Obstacles in Taking and Editing the English Online Learning Video

In this stages, the student has devided into 3-5 member each group and then they have to make learning video by taking the turns. In taking the video they may used smartphone or laptop to held and record the learning video process. Then in taking the video they should consider the location and a supporting tool such as laptop and smartphone for succesful video. The location should condusive and interesting for learning acitivty so it can run well. Then for the supporting tool such as smarphone and laptop should have a stable network, big storage and compatible. After taking the video the students will design or editing the result of the video. In editing the video they may used some editor application to make the learning video it self more interesting. Some of them used editor application such as pro editor, inshoot and kine master. But most of the students in taking and editing the english online learning video in curriculum material development class faced the obstcales like bad internet connection, supporting tools not capable, not mastering the editor application and poor video quality result. Here is the explanation:

a. Unsupported learning Tool

Supporting tools in distance learning are laptop, PC and smartphone. These things have an important roles in online learning process, because it facilitated the communication between the teacher and students in learning activity. Then it supported by the internet connection that can access various kinds of information faster and esier. And also the learning process also be more interactive by using the learning application. In this stage in curriculim material development class they need the capable suporting tool to take and edit the online learning video. But some of students faced the obstacles in taking and edit the online learning video because of suporting tool such as laptop and smartphone not capable. Not capable means here low storage for using varoius editor application and for save it. Then the smartphone and laptop not upragde that make the application hard to run well. It can be seen from the informant; Informant (I-4), Informant (I-5), Informant (I-7), Informant (I-8).

The interview did between the informant 4 and the researcher on Friday 24th December at 14.00 pm.

The fourth informant experienced the same obstacles as follow:

SPEAKER	UTTERANCES
I-4	<p data-bbox="667 1310 1383 1486">: <i>“Oo kendalanya itu kan dalam pembuatan video tidak hanya menggunakan satu aplikasi gitu ya kak. Banyak aplikasi yang digunakan jadi permasalahan yang itu dengan bermasalah dengan penyimpanan hp kak...”</i></p> <p data-bbox="667 1493 1383 1633">[oo the obstacles in making the video because we weren't only used one application but various application and caused the problem in phone storage.]</p>

Second, The interview did between the informant 5 and the researcher on Saturday 25th December at 13.00 pm.

The fifth informant also said the same obstacle:

SPEAKER	UTTERANCES
I-5	: <i>“Kan kadang kalo udah di edit memori yang ga cukup karena kapasitas hp ya”</i> [In editing the video caused low of storage because the capacity of the phone.]

Next, The interview did between the informant 7 and the researcher on Friday 31th December at 13.00 pm.

The seventh informant experienced the same obstacle as follow:

SPEAKER	UTTERANCES
I-7	: <i>“...Terus kendala kapasitas hp ga semua hp kita bagus. Kemudian laptop ya kak. Kan perkuliahan kemaren pakai zoom jadi kemaren itu di zoom kan ada rekam layar jadi kalau di hp gabisa rekam layar. Kalo yang punya laptop. Karena terkendala itu sih kak ga semua memiliki laptop gitu kayak saya”</i> [...The obstacles come from not all of us have a good smartphone capacity. And then we used also the laptop for recording the zoom activity. The screen recorded option just apperead in laptop mode but i dont have a laptop so that was being the problem,]

Next, The interview did between the informant 8 and the researcher on Saturday 08th January at 13.00 pm.

The eight informant also said the same obstacle:

SPEAKER	UTTERANCES
I-8	: <i>“...juga memori hp juga sering penuh kak”</i> [... And the smartphone storage was full]

From the utterances above, we can see that one of obstacles experienced by the students in designing english online learning video in material development class was supporting tool not capable. As mentioned before not capable mean here was the laptop and smartphone used by the students not support the process in taking and editing the video. Moreover in editing the video the students need more storage for save the result of the video in smartphone or laptop. Sometimes when they used the editor application in smartphone firstly faced the obstacles such as the instalation of the application disturb by lacking of storage. Then when they used of the editor application in laptop they faced obstacles such the laptop not compatible for that application, certainly it took much time to finish it. There was even the students don't have a laptop. So they have to finish it by using the smartphone that make it even more need much time and should patience in editing. Because of that the students found the obstacles in taking and editing the video in curriculum material development class.

b. Unmastering The Video Editor Application

There are so many online learning video provide on internet. Moreover in youtube chanel we may search the online learning style create by the teacher to support the learning process. As a teacher we should consider the students interest into the learning process by creating a learning video as creative as we can. One of it by create an interesting learning video with good video editor application. Nowsday they are so many editor application provide on internet. We can use it by download it. But to have a good result in editing we should know and master the application by search how to use it maximally and take a time to practice it. In this part the students in curriculum material development class also used the video editor application to facilitated them to create a good learning video. But some of the students faced the obstacles in taking and editing the video caused by not mastering the

application. It can be seen the information from the informant; Informant (I-6), (Informant I-8), Informant (I-9) and Informant (I-10).

First, The interview did between the informant 6 and the researcher on Sunday 27th December at 11.00 am.

The result was:

SPEAKER	UTTERANCES
I-6	: ” <i>karena saya juga ga mahir ya kak</i> ” [because im not mastering in editing]

Next, The interview did between the informant 8 and the researcher on Saturday 08th January at 13.00 pm.

The eight informant states the same obstacle as follow:

SPEAKER	UTTERANCES
I-8	: “ <i>...penggunaan aplikasi tidak mahir, untuk desainnya belum pernah online...</i> ” [...the implementation of the application not master for the online desain]

Then, The interview did between the informant 9 and the researcher on Saturday 09th January at 10.00 am.

The ninth infromant also said the same obstacle as follow:

SPEAKER	UTTERANCES
I-9	: “ <i>...kurang maksimal karena kurang ahli dalam mengedit video...</i> ” [...not maximum because not mastering in editing the video...]

Last, The interview did between the informant 10 and the researcher on Saturday 11th January at 14.00 pm.

The same obstacle come from the tenth informant as follow:

SPEAKER	UTTERANCES
I-10	: “ <i>Mmm iya kurang menguasai appnya.</i> ” [mmm yaps not mastering the application.]

From the utterances above, we can see that one of obstacle experienced by the students in designing english online learning video in material development class was not mastering the video editor application in taking and editing the learning video. Most of the problem states by the students was they dont have any experienced in designed the online learning video but they were so creative in designing unlearning video such as content video for social media like instagram, tiktok and so on. Certainly the real reason we never know which cause of lack ability in learning video application or they dont have any motivation in designing the learning video. Then another obstacles caused by they have limited time to understand and practice the application well. So that’s way they just edit the learning video in common way. To get a better result they should used various editor application. But dealing with the situation most of them choosed one common application and just edit it in general. Because of it most of them get obstacles in mastering the video editor well that made the result of the video not maximum and even they said not good. And not mastering the editor application can be said as a crucial problem should be consider in editing the video.

c. **Poor Video Quality Result**

Most of teacher want to produce a good learning video quality to support the learning process that can help to reach the learning goal itself. If they can create a good video quality in visual and content for

learning activity of course it so useful for learners in understanding the material well. And before it the teacher should consider the supporting detail in making a learning video such as the content like the material, worksheet for practice and evaluation. Then the visual of the learning video shows. And if we can provide it well it will produce a good quality of learning video. Most of the students faced the obstacles in designing the online learning video such produce poor video quality result and it caused by various problem. It can be seen from the information provide by the informant; Informant (I-2), Informant (I-4), Informant (I-5), Informant (I-9) and Informant (I-10). And here is the explanation.

The interview did between the informant 2 and the researcher on Wednesday 18th November at 13.10 pm.

The result was:

SPEAKER	UTTERANCES
I-2	: <i>“...kemudian saya mengkompres video sehingga video tidak bagus atau buram karena mengedit juga pakai aplikasi kine master kak.”</i> [...then i compressed the video so the video quality being blur because i used kine master.]

Next, The interview did between the informant 4 and the researcher on Friday 24th December at 14.00 pm.

The fourth informant said the same obstacle as follow:

SPEAKER	UTTERANCES
I-4	: <i>“...dan kualitas video jika di paksakan kualitas video buram tidak jelas dan rendah kak.”</i> [...and the quality of the video was blur if we forced then unclear and low quality.]

The interview did between the informant 5 and the researcher on Saturday 25th December at 13.00 pm.

The fifth informant found the same obstacle as follow:

SPEAKER	UTTERANCES
I-5	: <i>“Kan kadang kalo udah di edit memori yang ga cukup karena kapasitas hp ya jadi kualitas video jadi gitu ndk bagus.”</i> [If we edit was not have enough space for storage because the capacity of smartphone and caused the quality of thee video not well.]

The interview did between the informant 9 and the researcher on Saturday 09th January at 10.00 am.

The ninth informant also said the same obstacle as follow:

SPEAKER	UTTERANCES
I-9	: <i>“...jadinya hasil kurang rapi dan tidak bersih”</i> [...so the result not good and clear.]

The interview did between the informant and the researcher on Saturday 11th January at 14.00 pm.

The tenth informant was showed the same obsatcle as follow:

SPEAKER	UTTERANCES
I-10	: <i>“Hasilnya gimana ya kurang bagus ya karena pemula ya buat videokarena online ya jadi baru gitu”</i> [the result was not good because im the begginer in this online issue.]

Based on the utterences above, we can see that one of obstacles experienced by the students in designing english online learning video in material development class was produce a poor video quality. Based on the explanation before the students was not mastering the editor application and also bad network as the factors influenced the quality of video. Some of them also said that poor learning video quality also caused by compressing the video to reduce the size of the video. If they save the video in high quality on the smartphone not have enough

storage. Even they have enough space because saving the high quality video from the application takes much time and sometimes failed to save and have to repeat it. And as a solution most of them choosed to compressed the learning video that they will upload to reduce the size and more easy to save than high quality. So, this is why most of them stated that they produced bad, unclear, low quality of the learning video in curriculum material development final project.

B. Discussion

This part present the result finding of this research in curriculum material development subject in seventh semester students regisred 2020/2021 academic year. Based on the data analysis result showed there were eight obastacles faced by the students; 1)*Hard to Find a relevance material to teach*, 2)*Do not understand the stages of online learning design*, 3)*Low participation of group member*, 4) *Bad internet connection*, 5) *The capacity of Learning tool such as smartphone or laptop not capable*, 6) *Not mastering the video editor application*, 7) *Time constrained*, 8) *The result of the video quality is not optimal*. Some of the findings were have simmlarities with previous study research with the result *Do not understand the stages of online learning design*, *Low participation of group member*, *The capacity of Learning tool such as smartphone or laptop not capable*, *Bad internet connection*, *The result of the video quality is not optimal*. And here is the explanation about the simmliraties found about the obstacles faced by the students in designing english online learning video.

First, Efriana (2021) with the title problems of online learning during *covid-19* pandemic in EFL classroom and solution. In this relevant studies the researcher found four same obstacles faced by the students in designing english online learning video like *Do not understand the stages of online learning design*: The first problem is the understanding on the subject materials. For example, the content of reading material delivered online may not be understood by all students. This is because the material content is presented in the e-book form which is presented per chapter, teaching materials in the PowerPoint form, and in video form. Next, *Low participation of group member*; some students are less enthusiastic to participate in online learning even though they are supported by adequate facilities, such as computers, androids, and the availability of an internet network. They are less concerned about the importance of EFL literacy and task submission. Then, *The capacity of Learning tool such as smartphone or laptop not capable*;

some students do not have devices such as gadgets or computers as online learning media. And the last *Bad internet connection*; a number of students live in areas that do not have internet access.

Second, Nugroho (2020) with the title *EFL Teacher's Challenges and Insights of Online Teaching Amidst Global Pandemic*. In this relevant studies the researcher found two same obstacles faced by the students in designing english online learning video like the common and the problem always complaining by the students was *Bad internet connection*; unstables internet connection and limited quota caused the students disturbed in online learning especially here in designing english online learning video. Next, *Low participation of group member*; lack of students motivation and engangement in online learning being serious problem because the students couldnt understand the teacher instruction even the teacher have explained the instruction. As a result in this case, the students couldn't finish their design about english online learning video well.

Last, Lange (2020) with the title *Improving online video lectures: learning challenges created by media*. In this relevant studies the researcher found one same obstacles faced by the students in designing english online learning video like *The result of the video quality is not optimal.*; Emphasize that poor quality of visuals and audio does not preclude learners from accurately recognizing the content but rather causes them to become more disengaged in it. All media quality research cited in the current study referenced quality in a way where it negatively affects student learning by causing a lack of interest, lack of motivation, lack of engagement, etc. in others words the factors caused the poor quality of video was because the size of the video was too big and to overcome it have to compressed and made the quality of video bad.

From the result of this studies it can be states that the students faced the obstacles in designing english online elarning video with the several

problem mention previously. Then in this study the researcher also found the three different obstacles faced by the students in designing english online learning video such as *hard to find relevance material to teach, not mastering the video editor application and time constrained.*

CHPATER V CONCLUSION AND SUGESTION

A. Conclusion

The result of this study showed that there were several obstacles faced by the students from three aspect; the obstacles in designing the lesson plan for the learning video, the obstacles in using the learing application and then the obstacles in taking and editing the learning video. The obstacles were hard to find a relevance material to teach, do not understand the stages of online learning design, low participation of group member, bad internet connection, the capacity of learning tool such as smartphone or laptop not capable, not mastering the video editor application, time constrained, the result of the video quality is not optimal.

B. Suggestion

1. Curriculum Material Development Lecturer

Based on the result of this research hopefully give information to the Lecturer in this subject about the obstacles faced by the students in designing english online learning video. The curcial poin was the students not understand well the stages of online learning process that they designed in the lesson plan. Then, the students have low participation in group project. It caused by several factors such as internal and external factors. So it should be considered because to fisinh the final project the students need others participation to make it run well.

2. English Students

From the result of this research, the researcher give some suggestion for english students who will design english online elarning video in curriculum material development class that should be more exited to find out the sites that provide material. Then, the students have to watch and practice more about the learning application. Last, the interest and motivation should high as a students in learning something new.

3. The Next Researcher

Based on the result of this research, the researcher would like to give a suggestion to the further researcher to use this resrach to add their knowledge about students' obstacles in designing english online learning video in curriculum material development class on elt course. The researcher also suggest to conduct a research about students' opinion toward designing english online learning video in curriculum material development class on elt course.

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