

STUDENTS' RESPONSES THROUGH THE USE OF EDPUZZLE AS AN APPLICATION IN ACHIEVING LISTENING COMPREHENSION

RAHMITA EGILISTIANI

Universitas Pamulang

Dosen01439@unpam.ac.id

RATU PRAYUANA

Universitas Pamulang

dosen01443@unpam.ac.id

DOI: 10.29300/ling.v7i2.5469

Received: October 14th 2021

Accepted: November 1st 2021

Published: December 23rd 2021

Abstract

This study aims to find out students' responses through the use of Edpuzzle as an application in achieving listening comprehension. As a foreign language in Indonesia, sometimes students will face some obstacles and difficulties in learning the English language; the obstacles that must be faced by the first-year students, where else there are some skills to learn at the same time which will worsen their learning process as it will be hard to be understood with low competence in the first place. The use of Edpuzzle here is expected to help to get through the initial problem related to the achievement of listening comprehension. Edpuzzle is a platform that helps teachers invite students to have fun learning using videos. These videos can be edited and adjusted to the goal of the teachers in the class activity on a particular subject; they can be cut, recorded new voice, and add some more questions if it is needed. In this study, the participants are first-year students in English Literature of the University of Pamulang (UNPAM) with 54 students in the subject of listening. The data were collected by using a questionnaire and the discussion in the e-learning forum of UNPAM in listening subjects. The results of the study revealed that the students were interested in learning the English language of the subject listening using Edpuzzle as it lifts their consciousness so that they can overwhelmingly enjoy the process of learning. They also found out that the subject listening is becoming entertaining to learn and can be a fun learning too even with the task that is difficult for them, alongside their thought that learning English using Edpuzzle can help them improve their listening comprehension in a fun way possible.

Keywords: Edpuzzle, listening comprehension, the students' responses, ICT

INTRODUCTION

Listening is the most frequently used by far; in communication, compared to the use of other skills in the English language. Morley, as it is mentioned in Celce-Murcia (1991) states that listening is double needed than how much people speak in their activity, moreover, it is four times needed than how much people read and five more than writing. By all the importance of listening and for the young learner to master, Rost (1994) said that listening provides input for learners and as it is important in language learning; the role of the development of knowledge for the language learners. Both teachers and also learners are having the same need to pay enough attention to obtain communication aims and that's

listening is a very important skill. According to Kurita (2012), a more effective way of study listening is needed for teachers to conduct in their class activity, so it is required for the teachers to change their listening exercises, because of the difficulty for the learners to learn it if it is only in a standard way of teaching.

In this relation from the listening activity to be effective for students, and that both teachers and students are having a difficult time in the process of learning, ICT could be one of the ways out in making things better on the bright side if we can use it in a very fine way. This can be said as similar with ICT is not only making things better but also can minimize the preparation and do away the common difficulties in the classroom (Rank T et al, 2011). The use of ICT with the limited competence of teachers in technology bombardment will add to the professional sense of teachers who will be seen to be able to keep up with changing times and be able to follow new perspectives that are superior in the learning process from the way that was usually done before. According to Livingstone (2012) not only ICT is a global term of usage but also includes technologies specifically to the learning tools and school environment for example for the usage of interactive whiteboard using ICT or others of some applications both formal and informal terms for example of some games that are implacable to education, and some others of networks technologies.

Hence, as it is mentioned here about the use of some application or platform that can provide a new experience to the students, Edpuzzle can be one of the best ways to help teachers and students to change the environment of learning. One of the examples here is in achieving listening comprehension. Edpuzzle is a platform used by the teachers to engage student interest in the lesson or the process of learning through media, both visual and audio which is usually the listening sign activity is filled with the amount of audio played in the class, Edpuzzle can penetrate the use of not only audio but also visuals into these activities.

By all the explication given, it can be said that the use of ICT can be very helpful in overcoming the obstacles that occur in learning to listen to in-class activities. With the difficulty of learning listening which is one of the main needs in learning English, and also what teachers need to make class activities more attractive to students, the use of Edpuzzle is expected to be able to accommodate the problem. Furthermore, the writers in this study put forward curiosity and observation about the effectiveness that Edpuzzle can provide in listening lessons following the learner's responses on its use and its relationship with their achievement of listening comprehension.

Listening Comprehension

Listening skill is one of the four skills of essential material in learning English. This is essential because listening is remarkably good to give students exercise of the speaker's pronunciation. The listening skill can be better if we have basic listening comprehension. Listening comprehension as Ahmadi (2016) states is one of the different processes in understanding the spoken language. This listening comprehension can be difficult to understand as Kurita (2012) claimed in Ahmadi (2016) because it requires the teacher to change regularly the exercises of audio into having an effective way. There must be several problems that the students feel in experiencing the listening comprehension strategy.

Listening comprehension is needed to motivate students in having many processes before they are having fluency in speaking English. This process of listening comprehension as Harmer (2007) states can do more appropriate pitch and intonation when they do more understanding and hear English that is being spoken. Listening comprehension also is an important stage for students to develop their listening at an early level. Putra (2018) argues one of the steps to stimulate good listening comprehension to students is by giving them some listening practice often before letting them speak English. This is because the comprehension between listening and speaking is connected.

ICT (Information, Communication, and Technology)

The use of ICT or Information, Communication, and Technology in learning nowadays is a good collaboration in enhancing the students' enthusiasm. ICT is now an essential part of our life as it had given a lot of changes as Samuel and Pulizala (2014) suggested an application of ICT in language learning. ICT is not only a computerized activity used as a technique, but also this common thought of people is a misconception in society. ICT is significant as it can help the students to practice learning in a dynamic, interactive and also build a positive impression of their experience in the class. It can happen when they are having a different experience of getting the material that is sophisticated in combining with ICT. The use of ICT also can open the students' creativity to reach a global world easily.

Edpuzzle

Edpuzzle is one of the ICT media for learning. This application is video-content-based learning that can be made as the teachers needed to be published for students. This is also agreed by Amaliah (2020) that Edpuzzle can be used by all teachers to make an interesting and attractive video from sources such as Youtube, Khan Academy, or also Crash

Course. There are some advantages for the teachers in using this Edpuzzle as a digital learning media for students. One of them is they can create and edit interactive videos for students. The teachers can create the video based on the material needed and track the students' progress in hassle-free analytics.

The steps in making an Edpuzzle are not too complicated to start. The teachers only need to register the account on the web, then they can start to find the video and edit it as they need to be published for the students. They can choose an open-ended question or multiple-choice questions for students to use in adding interactive activities. The students can replay the video when they are having trouble understanding the part of the questions. The teachers also need to set the time limit according to the students' time management answers of disciplines. The teachers also can make the folder for the school to be added by other teachers in the same institution.

Edpuzzle for Listening

Edpuzzle can be used for all learning aspects to be given to the students. Furthermore, this application is best for speaking and listening. For speaking skills, it can be used as a digital learning tool in practicing the pronunciation from the video given. Here, the students can listen to the real native speaker on how to say the sentences in proper pronunciation. There is also the assessment that can be set by the teachers to maintain students speaking comprehension. For listening skills, they can hear the audio combining the visual to understand how the native speakers pronounce the words. Listening activities by using Edpuzzle are categorized as an easy way in its learning process. This application can help the students cope with the comprehension of the listening. There are several suggestions as Meisterheim (2016) shares that it is to gain the listening comprehension assessment.

1. Assessment for word boundaries on listening

This activity of an assessment is needed when the teacher wants to pause at the end of the sentence to gain the students' understanding of what the speaker has said before while listening and watching the video. This assessment is good for a teacher to diagnose a student's listening ability on that Edpuzzle application.

2. Assessment for recognizing the intonation pattern

This activity can be set by adding multiple-choice questions on the Edpuzzle video. This can also be set at the end of the utterance to make sure the students truly have good listening comprehension. An example of a question that can be added is "What does the man feel?" The students will have critical thinking in understanding the speaker's feeling or intonation by looking at and hearing the video expression.

3. Assessment for noticing transitions and prediction

This assessment is created when the teachers want to insert open-ended questions after the transition. Usually, the question that appears such as “What does the woman do next?”. This question will build the students’ critical thinking and focus on the prediction after looking at and hearing the video on Edpuzzle.

METHOD

The method used in this study was qualitative descriptive research. The use of qualitative research as Creswell said, gathers more than 1 form of data; such as interviews, observations, documents, and audiovisual information (Creswell, 2018, P.257) This is because the researcher was concerned about the phenomenon with its characteristics and the collection of data to gain a deeper understanding of the opinion and perspective of the participant so the study is used descriptive and qualitative research. This has the same idea as Gall & Borg (2007) cited in Nassaji (2015, p.131) that descriptive research is research that describes the phenomenon with the characteristic.

Respondents

The participants of this research were the English department students of Universitas Pamulang of the first semester that was chosen randomly. The total of the participants is about 54 students from several classes. Creswell (2007) explained that the total of participants in qualitative research usually is 5 to 10 people. The data was set randomly because the researcher wanted to find some characteristics of the students’ perspective on the Edpuzzle. They are selected by having particular categories: the class must be familiar with Edpuzzle for more than two months and experience treatment by Edpuzzle in the Listening subject by the researcher. to achieve the categories, the writers decided to obtain 54 participants of the first semester from several classes of the semester that support the study. The number of 54 respondents then became related to Creswell's theory and had met the minimum limit in conducting this research.

Instruments

In this study, the researcher used questionnaire and interview to obtain the data in finding out the students’ perspective of Edpuzzle on Listening Comprehension. The questionnaire was based on the Likert scale survey with has a category of strongly disagree, disagree, neutral, agree, and strongly agree. The use of the Likert scale is aimed to give the

opinion or the perception of the participant (Joshi et al., 2015). Those five categories of the Likert scale survey will fill the perception or opinion from the questionnaire. The questionnaire was also shared through the Google form link and given after the students finished having treatment of the Edpuzzle activity in the listening subject.

There are 0 points of questions in the questionnaire; the questions focused on digging the students' perspective of the use of Edpuzzle on Listening Comprehension and the effectiveness of that Edpuzzle through Listening Comprehension. The researcher highly expected that this questionnaire instrument can support the objective findings in the study. The questionnaire was given after the Edpuzzle treatment to the interview is used in some meetings of e-learning forum discussion to the participants in strengthening the perspective of the use of Edpuzzle in Listening comprehension.

Procedures

The study involved some procedures: First, to analyze the data, the researcher initially decided on the Listening subject material that will be applied on Edpuzzle to the participant. Next, the researcher selected the participants of the study to support the findings of the students' perspective of Edpuzzle on Listening Comprehension; the participants have already experienced with the kinds of digital learning such as Edpuzzle and having taught Listening subjects with Edpuzzle too. The writers conducted teaching Listening material with Edpuzzle and interviewed them. Then, the writers observed the participants for two months and after the participants has already observed, the writers then distributed the questionnaire to find out the responses and opinions about the use of Edpuzzle on Listening comprehension. After distributing the questionnaire, then the writers analyze the data and found out the students' responses to the use of Edpuzzle on Listening comprehension and classify into 2 categories. After gaining the data, the writer noted them in the research findings.

Data analysis

The data were collected in 2 ways by filling out a questionnaire and interviews. The questionnaire was conducted using a g-form containing 10 questions to determine student responses in using Edpuzzle in listening learning. In addition, direct interview techniques were also carried out to strengthen the results of the data included in the questionnaire data.

FINDINGS AND DISCUSSION

Students' Responses in Using Edpuzzle Application in Achieving Listening Comprehension

After gathering the data for students' responses of using Edpuzzle for listening comprehension, the researcher tried to analyze them. There were four numbers of statements out of 10 statements related to the students' responses in using Edpuzzle application. They were the data of number (1), (3), (9), and (10). We can see from the pie chart from the data of number (1) below. The first to analyze is the first data number (1) that there are significant responses in the easiness usage of Edpuzzle in listening class;

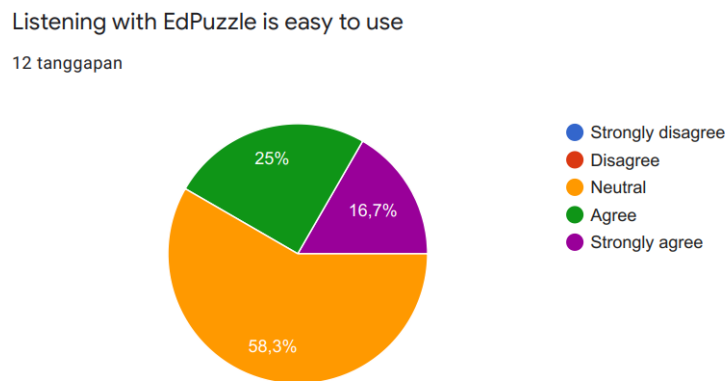


Figure 1. Listening with EdPuzzle is Easy to Use

There are 16.7 percent of the participants are strongly agree that the usage of Edpuzzle is easy in term of learning listening in the class activity. It shows that this is the third place to go chosen by the students which is followed by 25 percent of them agreed and most of them in the percentage of 58,3 out of a hundred are neutral to the statement. None of the participant answered in the bad side in using this application. Most of them seemed to give positive alternative to Edpuzzle.

The different result from the previous charts can be seen in other response given by the students that are shown from the charts number (2);

Listening using EdPuzzle is complicated to learn

12 tanggapan

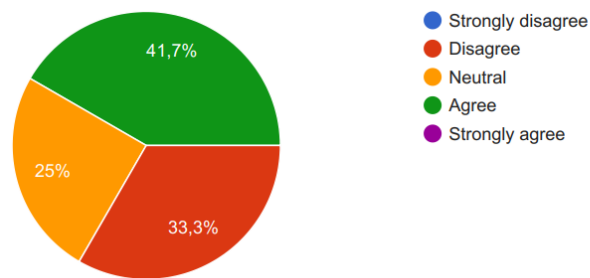


Figure 2. Students' Responses on Listening Using Edpuzzle

In comparison to the positive part that being given by the students to Edpuzzle, there are slightly opposite to the fact that it is complicated in term of learning this Edpuzzle as an application as it is shown here that 41,7 percent of the students are having an agreement on this. The reasons to this might be then found out in the next part of this analysis about what is exactly the difficulties. Although, without having sharp view to the most rank in the diagram, it is also important to have this calculation to the rest of it for it is 33,3 percent are disagree that Edpuzzle is complicated to learn and 25 percent are neutral on this statement.

Apart from that, the next chart here shown another different insight to the student's response which is shown in chart number (3);

EdPuzzle can help to entertain the class activity in an attractive way possible

possible

12 tanggapan

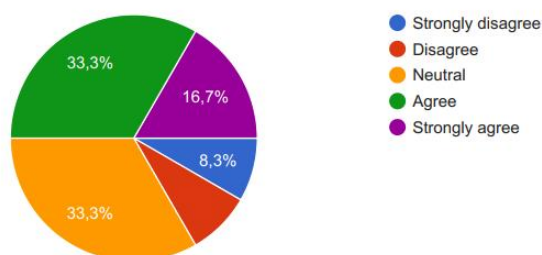


Figure 3. Edpuzzle's Result in Helping Teachers to Entertain the Class Activity

This attractiveness of using Edpuzzle for class activity is giving various results agreements are equally balanced to the neutral responses as both gained 33,3 percents out of the whole diagram, followed by 16,7 percent strongly agreed to this. Opposite to that, there are still 8,3 percent are not having this Edpuzzle as an attractive tool in class activity.

At the last part, it is also strengthening the usage of Edpuzzle in listening class by the fact that shown in charts number (4);

It is boring to learn listening using EdPuzzle

12 tanggapan

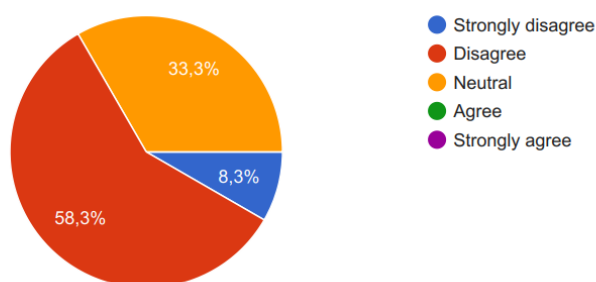


Figure 4. Students' Boredom to Learn Listening Using EdPuzzle

Neutral still is the most interesting options given and chosen by students as it is 33,3 percent to figure out Edpuzzle in term of boredom in class activity, but also not to rule out the most common result of this diagram that 58,3 percent of them disagreed that listening using Edpuzzle is boring, followed by 8,3 percent from the students strengthened the result of strongly disagree responses to the statement given in the area of classroom boredom.

The other students' responses in Using Edpuzzle Application were also stated throughout the meeting with the use of Edpuzzle in the activity. In each class activity, the students are being asked to give responses for the researchers in process of the learning listening. The distribution of the results of the whole data were concluded as can be seen in the table below:

Table 1. Students' Positive Responses of the Use of Edpuzzle for Listening Comprehension

No	Class Meeting	Paragraph of Responses
1	Meeting 8	1. To be honest, Edpuzzle is a fun lesson compared to other lecture materials, because we learn to listen, how to pronounce, increase vocabulary, listen to western accents, and especially what we hear about banks, increase knowledge about banks and increase bank vocabulary which is rarely known. but there are drawbacks we are required to be able to focus on listening to what is being said, because western people are sometimes easy to hear sometimes difficult because of their respective accents, but I enjoy it.
		2. I think it's more fun by using edpuzzle to learn and doing the task of listening but i have to repeat the video more than one because they talk so fast. So, i need to listen carefully before knowing what they say. i've learn so many things about The Bank like how to use a bank account.
		3. Edpuzzle such a fun method to learning English, because thru the video they explain to us to detail, and of course that improve my vocabulary and know how to pronounce the words, and challenging because after we watch a video there is have a question and we have to answer, it means we have to watch the video carefully and understanding what they talking about. and i learn so many things in every SINGLE thing when i learning. thanks
2	Meeting 10	1. This weather vs climate theme is helping me to understand the difference of both means, it makes me gain more knowledge. and i am really sorry i had 1 wrong answer at the last question, i feel bad. overall, the lesson is quite obvious. i got the speaker say, and the way she is explaining is understandable.

		2. I think this is very fun, I can learn while listening and watching the video, and I think the lesson this time is quite interesting as well as the video which is quite interesting, but I want to apologize because there is a problem that I answered wrong, but next time I will be more carefully this lesson is quite interesting and fun:)
		3. I think Edpuzzle is fun but it's quite difficult but I can get through it even though there are wrong answers, too..because with this, I can understand the pronunciation in English and i got more information about weather.
3	Meeting 14	1. My expression in this last meeting by using edpuzzle is fun as always, i got new knowlagde about manage the money. Ispend a lot of money for foods and Shoope event. After i watched this video yaa maybe i have to save my money forthe right things. That's all i have to share my expression. Thank you Mrs
		2. The last meeting was closed with EdPuzzle about managing money, adding to my insight, and I always say that everyEdPuzzle always adds new vocabulary and hopefully it will be a reminder for me how to manage money in my finances, by the way, is this edpuzzle the last meeting in the course material? Looks like I'll enjoy it if I get this material again. Thank you Miss
		3. Ah, so this is our last edpuuzzlee and meet? Kinda sad tho. Because this is one of my favvooritee cllass..Well, i admit it, as a young people we love to wasting our money. but thankyou, through this lesson we learn so much. Such a sweet closure. Thank you so much Mrs. Ratu

In this table it can be seen that several positive responses emerged and could then be classified. some of them are that the use of Edpuzzle provides fun learning and increases their vocabulary in English. By practicing directly listening to native speakers, students learn the variety of accents. Not only Edpuzzle is fun to be used in teaching and learning activities, but Edpuzzle also helps students achieve their understanding of the topic or the theme of the learning being discussed, making Edpuzzle helpful on various fronts in students' understanding.

In the table above, it can also be found that there is consistency of benefit principle encountered by students in helping their learning. It is starting from the beginning of the introduction of the application to the end of this research, it was carried out by showing the consistency of positive responses from all meetings.

Table 2. Students' Negative Responses of the use of Edpuzzle for Listening Comprehension

No	Class Meeting	Paragraph of Responses
1	Meeting 8	1. I think it's fun learning in edpuzzle but there are difficulties when listening, because they talk fast so I have to repeat it several times to understand what they are talking about. And actually learning to use the Edpuzzle method is easy, especially if we are already fluent in English.
		2. In my opinion using an edpuzzle like are the best way to practice our Listening skill, there are some word that i don't understand because they speaking too fast for me, it's so fun anyway to improve my listening skill using the edpuzzle.
		3. I think ed puzzle like is a good way to practice our listening skills. But for me because it's too fast, so it's a bit confusing
2	Meeting 10	1. It's quite difficult but I can get through it even though there are wrong answers, it's really fun too because with this, I can understand the pronunciation in English

It is shown from the table above that there has been progress made since the first meeting until the following meetings, where at the initial meeting, some students felt difficulty in the speaking speed of the speakers used in Edpuzzle, this is because the use of Edpuzzle is the use of global applications which use native speakers who use English in their daily lives. With this, some children who are still new and unfamiliar will have a lot of difficulties including the difficulty in capturing what is being said by the speaker.

In comparison, to the next meeting, students have started to be able to learn the best way to adapt to the difficulties they faced at the beginning. At the end of this study, there were no longer previous difficulties found. They were also finally learned that listening is not easy and requires more effort. They finally understand the struggles in their lessons and find ways to get used to the difficulties.

CONCLUSION

The researcher found out the result of the research from the above findings, then withdrawn the conclusions that are being divided to each perspective and responses by the students. There are 58,3 % who are neutral to find out that listening with Edpuzzle is easy to use, and in the opposite of that, 41 % agreed that listening using Edpuzzle is complicated to learn. Here comes the other balance of the calculation with 33,3 % of the students finding out that Edpuzzle can help to entertain the class activity attractively. Finally, 58,3 % are disagreed to say that it is boring to learn to listen using Edpuzzle.

Some responses emerge in each class meeting in this research by using Edpuzzle. It is shown that this application is worth using in the class activity to endure the difficulties in learning, to create a new atmosphere, and to avoid boredom from conventional ways of learning. Although, there are still some difficulties in understanding with the speed and native speaker takes more effort to be understood. However, the students finally encountered the problem as shown by zero negative responses by the participants in the last meeting, and an increase in understanding was also revealed both in the use of the application and also in understanding the discussion.

REFERENCES

- Ahmadi, S.M (2016). The important of listening comprehension in language learning. *International Journal of Research in English Education*, 1(1). November 2016.
- Amaliah (2020). Implementation of Edpuzzle to Improve Students' Analytical Thinking Skill in Narrative Text. *Prosodi: Jurnal Ilmu Bahasa dan Sastra Program Studi Sastra Inggris Universitas Trunojoyo*, 14(1).

- Celce-Murcia, (Ed.). (1991). *Teaching English as a Second or Foreign Language (2nd Ed.)*. In J.M. Morley, Listening comprehension in second/foreign language instruction (pp. 81-106). Boston: Heinle & Heinle.
- Creswell, J. W (2007). *Qualitative Inquiry & Research Design: Choosing aong five approaches. (2nd Ed.)*. California: Sage.
- Creswell, J. W., & Creswell, J. D. (2018) *Research Design Qualitative, Quantitative, and Mixed Methods Approaches (5th Ed.)*. California: Sage.
- Harmer, J. (2007). *How to teach English*. Harlow, Essex: Pearson Longman.
- Nassaji, H. (2015). Qualitative and descriptive research: data type versus data analysis. *Language Teaching Research, 19*(2), 129-132.
- Joshi A., Kale S., Chandel S., & Pal. D.K. (2015). Likert scale: Explored and explained. *British Journal of Applied Science & Technology, 7*(4): 396-403.
- Kurita, T. (2012). Issues in second language listening comprehension and the pedagogical implications. *Accents Asia, 5*(1), 30-44.
- Livingstone, S. (2012). *Critical reflections on the benefits of ICT in education*, Oxford Review [of Education. http://dx.doi.org/10.1080/03054985.2011.577938](http://dx.doi.org/10.1080/03054985.2011.577938).
- Meisterheim, M (2016). *Using Edpuzzle for Listening Instruction*. Access on: 29 November 2020. Available on:<https://midtesol.org/using-edpuzzle-for-listening-instruction/>
- Putra, W.H (2018). Improving the Students' Listening Copenhension through Drill Technique. *Jurnal Bahasa dan Sastra Teknosastik, 16*(2).
- Rank T., Warren C., & Millum T (2011). *Teaching English Using ICT: A Practical Guide for Secondary School Teachers*. London: Continuum
- Rost, M. (1994). *Introducing Listening*. London: Penguin books.
- Samuel, S., & Pulizala, R. (2014). Role of ICT in English language teaching. *International Journal of Innovative research & Development, 3*(12). 282-284.