THE EFFECTIVENESS OF EDPUZZLE FOR LISTENING SKILLS

THESIS

By

DIVA AMILTA PUTRI NABILA

NIM. 200107110016

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC

UNIVERSITY MALANG

2024

THE EFFECTIVENESS OF EDPUZZLE FOR LISTENING SKILLS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfilment
of The Requirement of the Degree of English Language Teaching (S.Pd) in the
English Education Department

By

Diva Amilta Putri Nabila

NIM. 200107110016

Advisor

Dr. Alam Aji Putera, M.Pd

NIP. 19890421201802011153

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC

UNIVERSITY MALANG

June, 2024

APPROVAL SHEET
THE EFFECTIVENESS OF EDPUZZLE FOR LISTENING SKILLS

THESIS

By:

Diva Amilta Putri Nabila

NIM. 200107110016

Has been approved by the advisor for further approval by the board of examiners

Advisor,

Dr Alam Aji Putera, M.Pd

NIP. 19890421201802011153

Acknowledged by

Head of English Education Department,

Prof. Dr. H. Langgeng Budianto, M.Pd

NIP. 197110142003121001

LEGITIMATION SHEET
THE EFFECTIVENESS OF EDPUZZLE FOR LISTENING SKILLS
THESIS

By:

Diva Amilta Putri Nabila (200107110016)

Has been defended in front of the board of examiners on the date of (...08.08... th 2024) and declared PASS

Accepted as the Degree of English Language Teaching (S.Pd) requirement in the English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners,   Signature

1. Harir Mubarok, M.Pd   Chairman
   NIP. 198707082018020111152

2. Dr. Alam Aji Putera, M.Pd   Advisor
   NIP. 198904212018020111153

3. Dr. Syamsudin, M.Hum   Main Examiners
   NIP. 196911222006041001

Approved By:

Dean of Advisor Education and Teacher Training Faculty Maulana Malik Ibrahim

Malang State Islamic University

Prof. Dr. H. Nur Ali, M.Pd
NIP. 19650403 1998031 002

iii

THE OFFICIAL ADVISOR'S NOTE

The Honorable,

Dean of Education and Teacher Training Faculty

Maulana Malik Ibrahim Malang State Islamic University

In

    Malang

Assalamualaikum Wr. Wb

After conducting several times of guidance in terms of content, language, writing, technique, and after reading students' thesis as follow:

Name	: Diva Amilta Putri Nabila
Student ID Number	: 200107110016
Department	: English Education
Thesis	: The Effectiveness of Edpuzzle for Listening Skills

Therefore, we believed that the thesis of Diva Amilta Putri Nabila has been approved for further approval by the board of examiners.

Wassalamualaikum Wr. Wb

Advisor,

Dr. Alam Aji Putera, M.Pd
NIP. 19890421201802011153

APPROVAL

This is to certify that the thesis of Diva Amilta Putri Nabila has been approved by the advisor for further approval by the board of examiners.

Malang, May 27, 2024

Advisor,

Dr. Alam Aji Putera, M.Pd
NIP. 19890421201802011153

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim,

Herewith, I:

Name   : Diva Amilta Putri Nabila

Student ID Number   : 200107110016

Department   : English Education

Address   : Jl. Sunan Drajad no. 3, Dinoyo, Kecamatan Lowokwaru,, Kota Malang, Provinsi Jawa Timur

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any person.
3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, May 27, 2024

The Researcher,

Diva Amilta Putri Nabila

NIM. 200107110016

"Life is too short to spend it at war with yourself"

THESIS DEDICATION

My family, who have been my source of inspiration, motivation, support, and prayers, is honored in my thesis. My mother Khorida, my young brother Ubay, my little sister Zaima, and my father Bambang Suliswanto, as well as my complete family, none of whom I can name individually. Furthermore, I dedicate my thesis to Dr. Alam Aji Putera, M.Pd., my thesis supervisor, who has always provided me with support and wise counsel to ensure the successful completion of my thesis. Finally, I dedicate my thesis to all of my friends—too many to mention here—who have inspired, uplifted, prayed for, and supported me throughout the writing of this thesis. The research topic of interest was the 10th-grade students at MAN 1 Malang. The method of instruction will use two groups, X-I and X-E, each with 20 students, as the sample based on the population. Class X-E acted as the control group, and class X-I as the experimental group. The learning process will use two classes, X-I and X-E, each with 20 students, as the sample based on the population. Class X-E acted as the control group, and class X-I as the experimental group.

ACKNOWLEGDMENT

Bismillahirrahmanirrahim

After completing my thesis "The Effectiveness of Edpuzzle for Listening Skills", I felt as though I had climbed a mountain that gradually grew steeper and higher. Throughout this journey, I was reminded of the presence of someone who consistently encouraged me, even though I had to undertake my thesis independently for the sake of my academic pursuits.

I would like to express my gratitude to Allah, my Almighty. It was His will that allowed me to complete this thesis smoothly. Every time I faced challenges, I would complain to God about my feelings, but Allah still granted me the opportunity to complete my academic journey.

I would like to extend my gratitude to my family, particularly my parents, Bambang Suliswanto and Khorida, and my siblings, Zaima and Ubay. They have always supported me both emotionally and financially throughout my academic journey.

I would also like to extend my heartfelt gratitude to my grandmother, Sariyah, who sadly passed away four years ago. Despite her physical absence, her legacy continues to be a source of immense pride for me, spanning from childhood to adulthood. Throughout my life, she has consistently been a source of inspiration and pride, celebrating my achievements with unwavering enthusiasm and support.

I am grateful to UIN Malang for providing me with the opportunity to fulfill one of my academic obligations by studying in the English Education study program in 2020.

I would like to express my appreciation to my exceptional lecturers who taught me from the beginning to the end of the semester. They were always patient and guided with great care.

I would like to thank my supervisor, Dr. Alam Aji Putera, M.Pd, who guided us students as we completed our theses. He taught us many valuable lessons and provided excellent guidance.

I would like to express my sincere gratitude to David, who consistently supported me throughout my journey. His unwavering enthusiasm and encouragement significantly enhanced the experience, making it seem more manageable and enjoyable.

I would like to thank my close friends, Clarisa Agustin, Clarisa Novita, Alif Jihan, and Rizza Rahmadiani, who supported me throughout the semester, especially during difficult times.

I would like to thank my comrades in arms, Rendezvous, who have been an integral part of my academic journey. They have helped me create many beautiful memories.

I would like to thank the Athens cabinet, particularly the Seniora division, for the valuable lessons I learned during my time as a member. This experience taught me many things academically and socially.

I would like to thank MAN 1 Malang, especially the English teachers and students who were willing to participate in my research and coordinated well.

Lastly, I would like to thank myself for persevering and staying strong despite the challenges I faced.

<div align="right">Malang, Juny 07, 2024</div>

LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= '	ء	= '
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)	= â
Long Vocal (i)	= î
Long Vocal (u)	= û

C. Dipthong Vocal

أَو	= aw
أَي	= ay
أُو	= û
إِي	= î

TABLE OF CONTENT

LIST OF TABLES

LIST OF DIAGRAMS

LIST OF PICTURES

LIST OF APPENDICES

ABSTRACT

Nabila, Diva Amilta Putri. 2024. The Effectiveness of Edpuzzle for Listening Skills. Thesis, English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor : Dr. Alam Aji Putera, M.Pd

Keyword: Listening Skills; Edpuzzle; Multimedia

Listening skills are one of the essential English macros that students often struggle to master. Although listening accounts for approximately 45% of daily communication, students face significant challenges in developing their listening skills due to difficulties in visualizing objects or understanding the speaker's speaking style. The purpose of this study is to investigate the effectiveness of the Edpuzzle website in enhancing listening skills. Edpuzzle is a free, video-based platform that incorporates interactive quizzes, allowing students not only to listen but also to watch videos. This research was conducted at MAN 1 Malang, involving a sample of 40 students. The quasi-experimental design employed two groups: an experimental class that received Edpuzzle treatment and a control class without Edpuzzle treatment. The data collection instruments were validated and reliable, and the results were based on 20 listening essays administered in both pre-test and post-test formats. During the implementation of the pre-test and post-test, students worked on 10 listening essays using conventional writing for 60 minutes. The data analysis employed normality, homogeneity, and independent tests. The results indicated that there was a statistically significant difference between the experimental and control classes, with the experimental class demonstrating better results in the post-test due to increased vocabulary usage. Therefore, it can be concluded that using Edpuzzle to improve listening skills is beneficial. Future research may consider utilizing interactive websites for text-based materials using the listening method to further enhance learning outcomes.

ABSTRAK

Nabila, Diva Amilta Putri. 2024. Efektivitas Edpuzzle terhadap Keterampilan Listening. Tesis, Jurusan Pendidikan Bahasa Inggris. Fakultas Pendidikan dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing : Dr. Alam Aji Putera, M.Pd

Kata Kunci: Keterampilan Mendengarkan; Edpuzzle; Multimedia

Keterampilan mendengarkan adalah salah satu makro Bahasa Inggris yang sulit dikuasai oleh siswa. Padahal, mendengarkan digunakan 45% digunakan pada aktivitas sehari-hari. Siswa mengalami kesulitan pada mendengarkan Bahasa Inggris karena siswa tidak bisa memvisualisasikan objek atau gaya bicara pembicara. Tujuan dari studi ini peneliti ingin menggunakan website Edpuzzle untuk keterampilan mendengarkan siswa Bahasa Inggris lebih tepatnya menganalisa keefektivitasan Edpuzzle. Edpuzzle adalah website free berbasis video dengan stamp kuis interaktif sehingga siswa tidak hanya mendengarkan tetapi juga melihat video. Penelitian ini dilakukan di MAN 1 Malang dengan memakai sample 40 siswa. Metode yang digunakan adalah kuantitatif, desain kuasi-eksperimental yang terdiri dari dua grup, yaitu kelas eksperimental dan kelas control. Hasil data penelitian dilakukan diambil setelah siswa melakukan pre-test dan post-test. Instrumen yang siswa kerjakan sudah dalam bentuk 10 soal essay yang diisi secara tulis tangan dengan waktu 60 menit. Hasil yang sudah didapatkan yaitu T hitung $(4{,}906) >$ t tabel $(0{,}025;38) = 2{,}024$, atau nilai sig (2-tailed) sebesar $0{,}000 < 0{,}05$. Hasilnya, hipotesis nol (H0) ditolak, menunjukkan bahwa terdapat perbedaan yang signifikan antara kelas eksperimental hasil post-test menunjukkan lebih banyak kosa kata yang digunakan daripada kelas kontrol. Oleh karena itu, kelas eksperimen berubah secara signifikan sebelum dan sesudah treatment. Peneliti dapat menyimpulkan bahwa penggunaan Edpuzzle dapat meningkatkan keterampilan mendengarkan siswa.

تجريدي

نبيلة ديفا أميلتا بوتري. 2024. فعالية Edpuzzle على مهارات الاستماع. أطروحة،
قسم التربية الإنجليزية. كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية
الحكومية، مالانج. المشرف : د. علام آجي بوتيرا، دكتوراه في الطب

الكلمات المفتاحية Edpuzzle؛ مهارات الاستماع؛ عرض تحليلي ؛

مهارات الاستماع هي واحدة من وحدات الماكرو في اللغة الإنجليزية التي يصعب على الطلاب إتقانها. في
الواقع ، يتم استخدام الاستماع بنسبة 45 ٪ في الأنشطة اليومية. يواجه الطلاب صعوبة في الاستماع إلى اللغة
الإنجليزية لأن الطلاب لا يستطيعون تصور الأشياء أو أسلوب التحدث للمتحدث. الغرض من هذه الدراسة
لمهارات الاستماع لطلاب اللغة الإنجليزية ، وبشكل أكثر دقة لتحليل فعالية Edpuzzle هو استخدام موقع
Edpuzzle. Edpuzzle هو موقع ويب مجاني قائم على الفيديو مع طوابع اختبار تفاعلية بحيث لا يستمع
باستخدام MAN 1 Malang الطلاب فحسب ، بل يشاهدون مقاطع الفيديو أيضا. تم إجراء هذا البحث في
عينة من 40 طالبا. الطريقة المستخدمة هي تصميم كمي شبه تجريبي يتكون من مجموعتين ، وهما الفئة
التجريبية وفئة التحكم. تم أخذ نتائج بيانات البحث بعد إجراء الطلاب للاختبار القبلي والبعدي. الأدوات التي
يعمل عليها الطلاب موجودة بالفعل في شكل 10 أسئلة مقالية يتم ملؤها يدويا بوقت 60 دقيقة. النتائج التي تم
من sig (2-tailed) الجدول (0.025؛ 38) = 2.024 ، أو قيمة t > (4.906) T الحصول عليها هي عدد
، مما يشير إلى وجود فرق كبير بين (H0) 0.000 > 0.05. نتيجة لذلك ، تم رفض الفرضية الصفرية
الفئات التجريبية وأظهرت نتائج الاختبار البعدي المزيد من المفردات المستخدمة من فئة التحكم. لذلك ، تغيرت
يمكن أن Edpuzzle الطبقة التجريبية بشكل كبير قبل وبعد العلاج. يمكن للباحثين أن يستنتجوا أن استخدام
يحسن مهارات الاستماع لدى الطلاب.

CHAPTER I

INTRODUCTION

The ideas covered in this chapter include the following: background of the study, research questions, limitation of the study, the objective of the study, significance of the study, definition of the key terms, and research systematic.

1.1 Background of the Study

Nowadays, media in English language teaching involves adopting various technologies, specific in every classification, to gain learning experiences in the 21st century. Technology in education has not been without its challenges. One of the several concerns for technology is that it could be a distraction for learners rather than a tool for learning. Even the chance to be distracted is real. As a future teacher, it was forbidden to teach pieces of knowledge without mastering the material because the Quran verse said:

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ ۚ إِنَّ ٱلسَّمْعَ وَٱلْبَصَرَ وَٱلْفُؤَادَ كُلُّ أُوْلَٰئِكَ كَانَ عَنْهُ مَسْـُٔولًا

"And do not pursue that of which you do not know. Indeed, the hearing, the sight, and the heart – about all those [one] will be questioned." (Isra, 17:36)

It means a teacher should be prepared and ready to share knowledge to avoid distractions. The recent terms technology in education several mentioned. The first is CALA (Computer Assisted Language Assessment) or CALT (Computer Assisted Language Testing), which is an assistance tool that helps after the learning process of learners aimed to evaluate the learner's understanding of certain material. Testing has two purposes: curriculum and achievements in academic and non-curriculum (Carr, 2011). Second, CALL (Computer Assisted Language Learners) is an assistance tool that helps learners during the learning process and aims to enhance their understanding of certain material. CALL advantages to represent a realistic learning environment. For example, pictures are combined with animations, English macro skills such as writing are integrated, common academics are introduced to the specific purposes of the outside world, English language skills are

upgraded, and so on (Kumar & Sreehari, 2009). Table 1.1 below shows an example of CALL.

Table 1. 1 Example Computer Assisted Language

Language Learning Tools	Multimedia	Computer-Mediated Communications
Apps	Video clips	Email
Software	Flash animation	Social media
Text to speech	Podcast	Corpus
ASR	Webcast	Chat
Interactive whiteboards		Blogs
Speech recognition		Internet forums

Source: Game-Based Learning (Eshelman Ramey, 2017)

Language learning tools are often implemented in education; for example, Apps are Duolingo, Cake, and Elsa Speak. Softwares are Kahoot, Socrative, and Edpuzzle. Text-to-speech, ASR, and Speech recognition are Google Search and Translate audio recording features. Meanwhile, Multimedia combines visuals with audio, for example, video clips, flash animations, podcasts, and webcasts. Computer-mediated communication is human interaction by two or more electronic devices such as Email, Social Media Corpus, Chat, Blogs, and Internet forums.

Multimedia is a significant media factor in English Language Teaching (ELT) that incorporates audio and visual components to increase students' capacity for communication, strengthens their listening and speaking skills, and establishes a framework for language instruction through information sharing between pupils as well as among instructors. English teachers should integrate multimedia technology into their lesson planning and assessment to create more colorful and stimulating language classes. The application of technology in education was not without its challenges. The risk that technology may serve as a distraction rather than an educational aid is one of the primary worries. Concerns exist over the "digital divide," which refers to the possibility that pupils from low-income homes may not have the same access to technology as

their classmates. The use of technology in education is probably going to keep expanding in the upcoming years, despite these obstacles. It's possible that when technology develops further, creative and novel approaches to integrating it into education may surface. Dogan, S., Dogan, N. A., & Celik, I. (2021) state that video-based learning has grown in importance in higher education and is now a crucial tool for content delivery in many flipped and blended learning environments. Technology may improve learning, according to several meta-analyses, and several research have demonstrated that video, in particular, can be a very useful teaching tool (Cynthia, 2016). Videos are a useful teaching and learning tool for students, instructors, their linked institutions, and the educational system as a whole. Three factors should be taken into account by instructors to optimize student learning from video content: managing the cognitive load of the video, maximizing student engagement with the video, and encouraging active learning from the video. The field of cognitive science studies how people absorb information, and the theory underlying instructional films is that. Learners can form more pertinent connections that support memory and recall since they are viewed through both the auditory/verbal and visual/pictorial processing channels (Bernacki, M. L., Greene, J. A., & Crompton, H. 2020). Using captions and subtitles with videos has also been demonstrated to be successful in helping students access and absorb information, especially when addressing diverse student groups.

Utilizing video as a medium for English learning has been demonstrated to have favorable effects and can enhance cognitive capacities in English education. Another strategy to encourage active learning and meaning-making is to have students make their films. Furthermore, video-based learning may be applied as a remote teaching technique that teaches new abilities and information using recorded or live video. According to Eisenlauer, V., & Sosa, D. (2022), to optimize the efficacy of video-based learning, educators should take into account controlling cognitive load, increasing student involvement, and encouraging active learning through video. Moreover, it has been demonstrated that adding captions and subtitles to videos may significantly improve students' access to and comprehension of the material—particularly

for students with diverse backgrounds. The use of animated video subtitles in English education is beneficial for improving students' vocabulary and reading comprehension. Research has indicated that visual media with English subtitles may help students improve their comprehension while listening to English, and animated videos with subtitles have been found to enhance both vocabulary and reading comprehension. Additionally, there are resources available, such as animation movies with English subtitles on platforms like YouTube and SpeechYard, which can be used for learning English through visual media. These resources provide opportunities for students to engage with English language learning interactively and visually. Overall, the use of animation with English subtitles can be a valuable method to support language learning and comprehension in English education.

Edpuzzle is a digital tool designed for educators to create engaging videos for their students. Teachers may add their voiceovers, audio comments, or questions to videos from a variety of sources using Edpuzzle. With the platform's hassle-free analytics, teachers can also monitor their pupils' development. Edpuzzle is a useful tool for flipped learning, in which students view videos at home and then prepare for class discussions and application of their newly acquired knowledge (Cesare, D. M. D., Kaczorowski, T., & Hashey, A. 2021). Edpuzzle may also be used as a remote training tool that teaches new skills and information via live or recorded video. The platform is made to support educators in controlling students' cognitive load, optimizing the way they participate, and encouraging active learning through the use of videos. Besides, there are several ways in which this application may be applied to English instruction. Instructors may utilize Edpuzzle to differentiate their classes in a way that will help them level the playing field, develop and assign assignments, and enhance student engagement. Additionally, Edpuzzle can be used to create interactive video lessons for English Language Arts classes. These lessons can include standards-aligned, professionally produced video lessons by experienced English teachers, effectively animated dramatic poetry readings, and storytelling through entertaining cartoons that relate grammar to life. Edpuzzle may also be utilized as a tool for flipped instruction,

in which students view videos at home and then prepare for class discussions and application of their newly acquired knowledge. The platform is made to support educators in controlling students' cognitive load, optimizing their engagement, and encouraging active learning through the use of videos.

In addition to schools included in the Mobilization Schools, many schools have started implementing technology-based learning, especially using video interactive quizzes. One of the schools currently using technology as media in English education is MAN 1 Malang. In the preliminary study, which was carried out on year 2020, the researcher had the opportunity to conduct the use of Edpuzzle can improve students' listening skills. From the preliminary results, Edpuzzle can improve students' analytical thinking. Therefore, this research aims to find out "The Effectiveness of Edpuzzle for Listening Comprehension Skills".

1.2 Research Question

The present research is intended to determine the effectiveness of Edpuzzle on students' listening skills. Considering the rapidity that the researcher saw the necessity of providing interactive quiz-based technology to high school students, the researcher organized several study obstacles as follows:

1. How is the effectiveness of Edpuzzle for listening skills?

1.3 Limitations of the Study

This investigation focuses on how effectiveness of Edpuzzle as an instructional media or interactive quiz for English language teaching.

1.4 Objective of the Study

In context with the above-mentioned study issue, the present research attempts to:

1. To determine how effectively Edpuzzle for listening skills.

1.5 Significance of the Study

The researcher conducting the study expects that other researchers, English teachers, and students taking English classes may find value in the

study's conclusions in the future. The researcher expects that by providing fresh references and information, English instructors will be better able to comprehend how well their students are listening when using an interactive technological video called Edpuzzle. The researcher expects that this study might help students by giving them fresh perspectives on teaching and assisting them in developing their English language proficiency. It is anticipated that further investigators may find the study's results insightful in the future when they investigate the effectiveness of Edpuzzle for listening skills.

1.6 Definition of the Key Terms

There are several key terms provided in this study, follow such as:

1. **Multimedia** is the use of instructional content in the classroom that can stimulate students' interest and motivation to study. It can also have a psychological impact on students, which will enhance their ability to present information and participate in the learning process.

2. **Edpuzzle is** a technology-based learning media that focuses on videos. Teachers and students can create interactive online videos using Edpuzzle, a free assessment-centered platform, by adding audio notes, audio tracks, commentary, and open-ended or multiple-choice questions to videos.

3. **Listening skills are** the processes involved in understanding and comprehending spoken language. These include recognizing speech sounds, deciphering the meaning of certain words, and understanding word construction.

1.7 Research Systematic

The key concepts covered in each research chapter will be presented in this part. The Introduction, Literature Review, and study Methods are the three key elements of a study proposal. The following is how these items will be presented:

Chapter 1. This chapter provides an overview of the fundamentals of the study that could be looked at, including 1) the background of the issue with a primary emphasis that highlights the necessity for research; 2) the formulation of the problem, which includes inquiries that will be addressed by

the study that is done; 3) a description of the problem outlining the limitations of the conducted study; 4) study objectives, which include the goals and paths the investigator is pursuing; The use of research findings for specific parties is one of the benefits of research; 6) descriptions of important keywords that give brief explanations of key phrases used in the next study; 7) and the last is the systematics of writing which contains an outline of the contents of each chapter in the research proposal.

Chapter 2. This chapter includes the study's theoretical framework and the findings of earlier investigations with related issues. The researcher also provides the structure for the study that will be conducted in this chapter.

Chapter 3. The purpose of this chapter is to explain the research methodologies that will be employed. This chapter addresses 1) research methodology and substance; 2) the researcher's presence, which addresses the researcher's function during the study process; 3) the research location, which outlines the place's attributes and the factors that went into selecting it; 4) research subjects, which include a description of the persons to be examined and the criteria used in their selection; data and data sources, with an emphasis on the information that will be gathered; 6) research instruments, which lists the auxiliary tools that scientists employ to gather data for their studies; 7) data gathering methods, outlining the methods that were employed; 8) Verifying the accuracy of the information, which includes an explanation of the researcher's efforts to obtain the validity of the research data; 9) data analysis, describing the process of systematically tracking and organizing research data; and 10) research procedures which contain the stages of research implementation to be carried out by researcher.

Chapter 4. This chapter includes the results of the study which are findings and discussion. This chapter addresses 1) data analysis of pre-test; 2) data analysis of post-test; 3) students' achievement in listening skills before and after using edpuzzle; 4) result of validity testing; 6) result of reliability testing;

7) result of normality testing; 8) result of homogeneity testing; 9) result of hypothesis testing.

Chapter 5. This chapter delivers the study's suggestion and conclusion after doing the research. The researcher also provides suggestions for future researchers.

CHAPTER II
LITERATUR REVIEW

The ideas covered in this chapter include the following: Technology, Listening Comprehension, Edpuzzle, Previous Research, and Research Hypothesis.

2.1 Theoretical Framework

In the theoretical framework, researchers present knowledge that correlates with the thesis and serves as theoretical reinforcement. The researcher will also present a comparison of the results of the control and experimental classes, which differ in terms of increasing scores, as seen in Chapter 4. The answers of students in the experimental and control classes exhibit significant differences in terms of vocabulary usage. According to Rahayu (2022), Edpuzzle enhances vocabulary in her flipped classroom because students are more interactive in learning using technology. Upon observing students' answers in the experimental class with more vocabulary used, the researchers assumed that students were recalling their memory during treatment because visuals helped students remember more of the vocabulary taught during the treatment.

This formalized sentence maintains the original meaning while adhering to formal academic writing conventions. It uses precise vocabulary and sentence structure to ensure clarity and coherence. The sentence is structured to provide a clear overview of the theoretical framework, highlighting the correlation with the thesis, the comparison of results, and the significance of vocabulary differences between classes. The inclusion of Rahayu's (2022) findings adds credibility and supports the theoretical framework by demonstrating the effectiveness of Edpuzzle in enhancing vocabulary through interactive technology.

2.1.1 Technology Multimedia

The use of instructional content in the classroom can stimulate students' interest and motivation to study. It can also have a psychological impact on students, which will enhance their ability to present information and participate in the learning process. According to Arsyad (2013), To record and reorganize

the material to be taught, media in the procedure for instruction and learning is frequently thought of as visual, photographic, or technological tools.

According to Gayeski (1993), assert that media, particularly for young learners of English, is an essential instrument for language acquisition. The following are a few advantages of educational media:

a. Assist educators in streamlining and refining the language acquisition process.
b. Reduce the usage of one's first or mother tongue.
c. Creating a passion for learning and drive in students.
d. Providing clear explanations of new ideas so that students may grasp them without trouble or misunderstanding.
e. Add additional interactivity and interest to the learning process.

The Function of Technology Multimedia:

a. Attention Mechanism

Since students are frequently disinterested in learning material at first, especially when learning English, teachers must consider learning media that will draw students' attention to the lessons they will be receiving. The basis for all efforts to draw and focus students' focus on the subject area connected to the visual meaning that goes along with the main idea of the subject matter text is visual media (Gayeski, 1993).

b. Emotional Purpose

Students' pleasure with visual media is shown in their level of delight while reading text with visuals for learning. According to Arsyad (2013), certain images such as those that convey information about social or ethnic issues can elicit strong feelings and attitudes in pupils.

c. Mental Ability

Research results show that visual media helps people achieve their objectives of understanding and remembering the information presented in or contained in the picture.

d. Compensation Role

Research demonstrates that learning media are effective when visual aids are used to give context for text comprehension and assist students with

low reading proficiency in comprehending and remembering what they have read. Put another way, educational materials assist pupils who learn slowly in comprehending the lesson's material in a new way.

2.1.2 Listening Skills

Listening skills is a term that describes all of the steps associated with making and comprehending sense of a person's language. These involve pronunciation, comprehending the meaning of particular words, and/or figuring out how sentences are put together.

2.1.3 Edpuzzle

Edpuzzle is a digital tool designed for educators to create engaging videos for their students. Teachers may add their voiceovers, audio comments, or questions to videos from a variety of sources using Edpuzzle. With the platform's hassle-free analytics, teachers can also monitor their pupils' development. Edpuzzle is a useful tool for flipped learning, in which students view videos at home and then prepare for class discussions and application of their newly acquired knowledge (Cesare, D. M. D., Kaczorowski, T., & Hashey, A. 2021). Edpuzzle may also be used as a remote training tool that teaches new skills and information via live or recorded video. The platform is made to support educators in controlling students' cognitive load, optimizing the way they participate, and encouraging active learning through the use of videos. Besides, there are several ways in which this application may be applied to English instruction.

Instructors may utilize Edpuzzle to differentiate their classes in a way that will help them level the playing field, develop and assign assignments, and enhance student engagement. Flipped learning involves having students view videos at home and then come to class prepared to discuss and apply what they have learned. Edpuzzle may be utilized as a tool for this type of learning. The platform is made to support educators in controlling students' cognitive load, optimizing their engagement, and encouraging active learning through the use of videos. Additionally, Edpuzzle can be used to create interactive video lessons for English Language Arts classes. These lessons can include standards-aligned, professionally produced video lessons by English teachers,

beautifully animated dramatic poetry readings, and storytelling through humorous cartoons to bring grammar to life. Advantages are using Edpuzzle:

a. In the results section, there is the frequency with which students watched the video or how many times they repeated the video.

b. There is information about how many minutes the students spent completing the quiz.

c. Grades can be adjusted by the teacher.

d. There are multiple choice questions, short answers, and answers can use audio.

e. Videos can be uploaded via Google Drive, YouTube, or other online platforms.

f. The size of the question text can be adjusted

g. Students can repeat if the results given are not satisfactory.

h. Can be connected to LMS such as Google Classroom, and others.

Steps How to Use Edpuzzle

1. First step, launch the display of Edpuzzle.
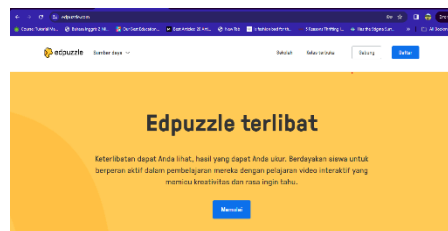
2. Second step, after launching the website, click as a teacher.
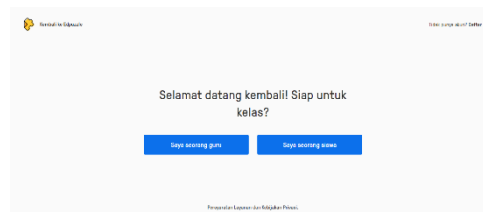
3. Third step, then, log in using Google or Microsoft account.
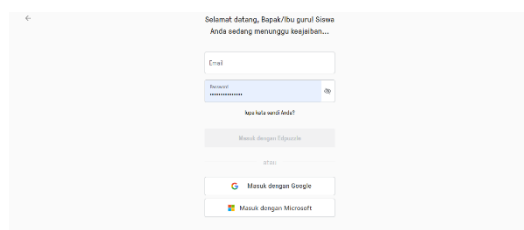
4. Fourth step, move to the Edpuzzle homepage, click the blue upper button, and add content. It is available to upload a video or attach the content.
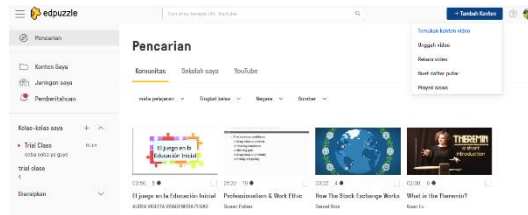
5. Fifth step, the researcher attached the link video on the search bar.
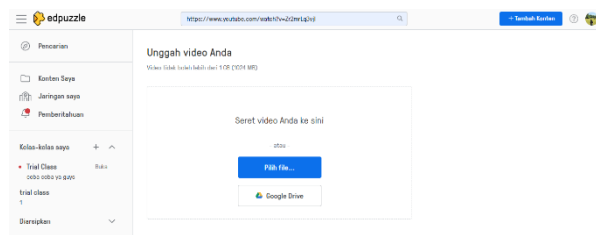
6. Sixth step, this is the final look after searching for the link before. There are three types of questions otherwise: multiple choice, short answer, and notes. The researcher used multiple choice and short answers to give treatment in the experimental class.
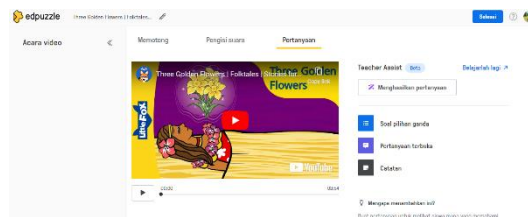
7. In the Seventh step, furthermore, amount of questions will assigned to the respondents.
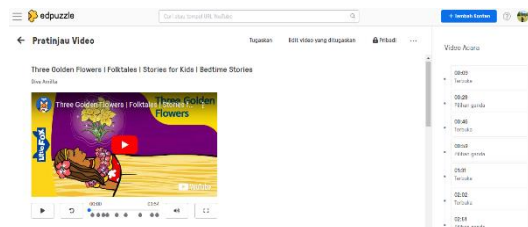
8. Eighth step, the result will appear on the home page. Besides, the researcher can observe in live mode and the final result will be exported to Excel.
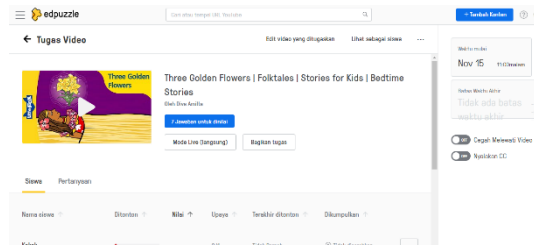
A. Previous Study

As a theoretical base, this research has several previous studies related to the use of Edpuzzle. *First,* "Developing English Learning Media Using Edpuzzle for Understanding Language Expressions in Listening and Speaking Class" was written by Supriusman, Afrianto Daud, Mahdum Hadriana, and Andri Kurniawan in 2023. This research project used an ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development paradigm in an R&D (Research and Development) design. The purpose of this study was to create an Edpuzzle-based English learning tool for comprehending linguistic phrases in speaking and listening lessons. Additionally, this study may provide a useful resource for later research on the application of Edpuzzle in Pre-Intermediate Speaking and Listening classes or other settings. Potential avenues for future study may include comparing Edpuzzle with alternative digital learning resources, delving into students' perspectives and encounters with Edpuzzle, or evaluating the enduring effects of these films on language proficiency and involvement (Daud and Kurniawan, 2023).

Second, "Improving Students' Listening Ability Using Edpuzzle Interactive Video" was written by Nadrotin Mawaddah, Mutmainnah Mustofa, and Irfan Susiyana Putra in 2022. The inability of the pupils to retrieve information from memory and focus when listening was noted as one of their challenges in this listening lesson. Consequently, this action research in the classroom. For example, teachers may experiment with using this material to teach listening skills. Consequently, it can facilitate their task in assigning listening, rating, and assessing the student's performance. Instructors may be

inspired to research other MALLs to use in their lessons, which might help their students' skills develop (Students et al., 2022).

Third, "Interactive Media Edpuzzle and its Implementation in Teaching Vocabulary in New Normal Era" was written by Endang Mastuti Rahayu, and Pradana Bhaskoro in 2022. This study was quantitative and descriptive. This research explains how Edpuzzle, an interactive multimedia platform, is used to teach vocabulary. The teacher's lack of variety in the learning materials she utilized caused many pupils to struggle when trying to express thoughts using the appropriate terminology. It is necessary to employ multimedia techniques in vocabulary instruction more than once to help students become acclimated to using technology-based learning resources. Learners multimedia that is interactive, during learning exercises acquire vocabulary more passionately because they find the process more enjoyable (Rahayu et al., 2022).

Fourth, "Implementation of Edpuzzle to Improve Students' Analytical Thinking Skill in Narrative Text" was written by Amaliah in 2020. A case study methodology was employed in this investigation. Because creative teachers produce creative students, this Edpuzzle software fosters knowledge, develops students' analytical skills, and motivates them to create digital goods. This study aims to characterize the implementation of Edpuzzle to improve the students' analytical thinking skills in Narrative text (Anon, 2020).

Fifth, "Improving Students' Writing Participation and Achievements in an Edpuzzle-Assisted Flipped Classroom" was written by Luki Emiliya Hidayat, and Muhammad Dzulfiqar Praseno in 2021. Researchers found several journals that implemented Edpuzzle for students Considering the learning objectives and students' enthusiasm and involvement with writing studies, teachers are highly encouraged to investigate and modify the Flipped Classroom approach by their area of expertise. through Edpuzzle. To improve learning activities and attain better learning outcomes, teachers may also make use of a variety of resources and match them with the interests and preferences of their students. You may teach more English language skills with Edpuzzle (Emiliya Hidayat and Dzulfiqar Praseno, 2021)

B. Research Hypothesis

According to the reasons given, this study has an impact on listening comprehension as variable Y, specifically the usage of the Edpuzzle as variable X. The probability theory about the difference in gain score between the experimental group and the control group and find about the effectiveness Edpuzzzle for listening skills. Those will be examined for both the alternative and null hypotheses. It may be written as an alternative hypothesis.

CHAPTER III
RESEARCH METHODOLOGY

Research design, variables, population and sample, data sources, research validity and reliability, data collecting methods, and data analysis are covered in this chapter.

3.1 Research Methodology

This study employs quantitative research, a method based on experience in the form of countable statistics. This is a type of quantitative research in which problems are investigated by identifying data and measuring variables. This study focuses on experimental research methods, also utilized to evaluate the hypothesis. It is possible to infer that the approach seeks to explain the causal link between two variables (variables X and Y).

The researcher utilized a quasi-experimental design in this investigation. According to Sugiyono (2013), quasi-experimental designs come in two different forms: non-equivalent control group designs and time-series designs. From an actual experiment, this quasi-experimental is the next step. An outline of the research design is provided below.

Table 3. 1 Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	Y_1	X	Y_2
Control	Y_1	-	Y_2

The table illustrates that the experimental and control groups will be the two groups used in the study for observation. In the experimental group, the researcher will use Edpuzzle learning materials; the control group will get no treatment.

3.2 Research Location

This study was carried out at MAN 1 Malang, located on Jl. Raya, Putat Lor, Gondanglegi sub-district, Malang Regency, East Java. In particular, during February and March of 2024, during the even semester of the 2023–

2024 academic year, this research was conducted. The location was selected because MAN 1 Malang is already accustomed to using technology for learning; nevertheless, Edpuzzle, particularly listening comprehension, has never been utilized as an application for English language instruction. Effective learning resources are also needed for the English teachers at MAN 1 Malang, particularly for students studying English as a second language.

Table 3. 2 Research Timeline

No.	Activity	Implementation date
1.	Observation	January 4, 2024
2.	Validation	February 30, 2024
3.	Pre Test	April 22, 2024
4.	Treatment 1	April 29, 2024
5.	Treatment 2	May 6, 2024
6.	Post Test	May 13, 2024

3.3 Research Participants

The population is a generalization region made up of objects or individuals with particular qualities that researchers have selected for examination and subsequent findings (Sugiyono, 2011). The population includes humans, items, and natural things involved in the study. The sample is representative of the population in terms of size and attributes. If the population is huge, the researcher cannot investigate and evaluate everyone, then a sample, which must be representative, is required. If the sample is not representative, the sample will draw incorrect conclusions regarding the study to be conducted.

The 10th-grade pupils at MAN 1 Malang were the research topic under investigation. Two classes, X-I and X-E, each with 20 pupils, will serve as the sample for the learning process based on the population. Class X-I served as the experimental group, while class X-E served as the control group. The researcher selected grade X at MAN 1 Malang because, according to observations made in collaboration with the English instructor at MAN 1

Malang, learning materials had never been used as applications for English instruction.

3.4 Data Source

In the process of gathering data to gather the knowledge needed to fulfill the study's goals, data sources or data sets were gathered. Since gathering data is the primary goal of the study, data collecting is the most strategically important stage of the process (Sugiyono, 2013). In this study entitled "The Effectiveness of Edpuzzle for Listening Skills," a pre-and post-test will be used to gather data from the researcher.

1. Primary Data

    Primary data sources, also known as major data sources, are sources of data that are directly provided to researchers. Students who participated in the research as respondents completed the primary data collection form, which was answers. To perform this research, a test based on the pre-and post-test outcomes of students in the experimental group and the control group was used.

2. Secondary Data

    Secondary data is supplementary data that has no direct link with primary data. Additional information found in books, journals, private papers, and government written records is referred to as secondary data. The researcher used books, journals, and many articles as secondary data sources for this investigation.

3.5 Research Instrument

An interactive video quiz that included a listening comprehension test a pre-test and a post-test was the instrument utilized in this investigation. Students have 60 minutes to complete the written quiz, which consists of 10 questions. The researcher will apply a pre-test in control and experimental classes aimed to evaluate students' listening comprehension before delivering the material. A control class delivered material by a conventional English teacher without using Edpuzzle. Henceforth, an experimental class taught by a researcher with Edpuzzle treatment. After giving different treatments, the

students in both classes will do the post-test in 60 minutes to complete 10 questions from the essay.

To measure the pre-test and post-test, the researcher creates a rubric to evaluate each number question. The rubric is combined from the goals of research in the instructional plan using Technological Pedagogical Content Knowledge (TPACK) (Basori, 2023) and New Britain High School listening rubric. The rubric contains three points for assessing students' results such as grammatical and structure means the student will be able to apply grammar, structure in SPO (subject, predicate, and object), and punctuation effectively or not, hence, summarize and understand classified by C1 to C2 levels in bloom taxonomy because the student will be able to identify the context material or not, last, analytical thinking skill means student can create knowledgeable opinions and comparison data from the outside of context. The two classes of different treatments applied will determine the post-test evaluation. The listening comprehension rubric is as below:

Table 3. 3 Instrument Rubric

	Exemplary (3)	**Progressing (2)**	**Emerging (1)**	**Non-scorable (0)**
Grammar	Students will be able to apply grammar, structure, and punctuation with no mistakes.	Students will be able to apply grammar, structure, and punctuation at least 2 mistakes	Students have limited ability to apply grammar, structure, and punctuation at least 3 or more mistakes	Students mistakes every grammar, structure, and punctuation.
Understand The Context	Students will be able to identify and mention at least up to 4 words related to the main ideas and additional details effectively.	Students will be able to identify and mention at least 3-2 words related to the main ideas and additional details generally.	Students have limited ability to identify and mention at least 1 word related to the main ideas and additional details.	Students have no evidence to identify the main ideas and additional details.

	Exemplary (3)	**Progressing (2)**	**Emerging (1)**	**Non-scorable (0)**
Analytical Thinking	Students will be able to create knowledgeable inferences and comparisons to data or experiences outside the boundaries of the lesson in at least 4 words.	Students will be able to create inferences and comparisons to data or experiences outside the boundaries of the lesson in at least 3 words.	Students have limited ability to create inferences and comparisons to data or experiences outside the boundaries of the lesson at least 2-1 word.	Students cannot create inferences and comparisons to data or experiences outside the boundaries of the lesson.

Score calculation: $\frac{\text{Score obtained}}{\text{Item total score}} \text{ X } 10$

3.6 Data Collection

1. Pre Test

The purpose of the pre-test is to evaluate students' knowledge of the subject before the research treatment. Following the Edpuzzle video interactive quiz, the post-test will be influenced by the findings of this pre-test. One pre-test will be administered to each group—the experimental or control groups. Before administering the therapy, a pretest will be conducted. In this test, pupils will be asked multiple-choice questions and will need to select the proper response from the list. Furthermore, students respond to questions with short replies. Lastly, they are instructed to use audio to respond to questions.

2. Treatment

The researcher will use the Edpuzzle to provide treatment following the pre-test. All students in the experimental group will receive this form of treatment, while the control group will receive instruction from the teacher in the classroom as normal. To learn, the study treatment will be conducted at least three times. Students will use the earliest, easiest level of the Edpuzzle throughout the first treatment, which will end with a post-test.

3. Post Test

A post-test is an assessment technique utilized for evaluating how well students have understood the content they have been given after receiving treatment on the subject. The treatment that has been delivered will be affected by this post-test. The ultimate competency—the degree to which students have mastered the subject matter—is what students go after. The pre-test and the post-test that will be administered are identical and cover multiple choice, where students must choose the correct answer from the question. Then, students respond to questions with short replies. Lastly, they are instructed to use audio to respond to questions. Nonetheless, the researcher will determine if there has been a change before and after following the Edpuzzle application at MAN 1 Malang by conducting pre-and post-tests.

3.7 Data Validity Test

The instrument will serve as a test tool to help implement this study. The research instrument will be examined for validity and reliability to determine the instrument's accuracy and dependability.

1. Validity

A validity test evaluates an instrument's accuracy or precision in gathering data. Validity and reliability tests, the goal of which is to assess the validity of the questionnaire and other instruments, must be conducted to support the regression analysis's results. This helps determine which statements and queries are suitable to use and which ones should be eliminated. Validity tests may be conducted using SPSS or Microsoft Excel. Item, concept, and content validity are all present in this study.

a) Content Validity

According to Matondang (2009), a test that evaluates how successfully a test gauges the degree of mastery of a certain topic, content, or information that should be mastered in line with the goal of training is known as content validity. Strong content validity is exhibited by an exam that measures mastery of the subject matter that the instructional material outlined in the teaching program outline should cover. To ascertain the exam's validity, one way to do

so is to go over the test grid and ensure that it fairly represents the material that has been learned in proportion.

b) Construct Validity

　　Construct validity is the type of validity that raises problems about how closely the specified idea or conceptual definition is applied to the test items that are meant to assess what is being tested. Construct validity also refers to the idea that a measuring device is considered legitimate if it is consistent with the theoretical framework used to create the test (Strauss and Smith, 2009). If the test's questions cover every facet of thinking as outlined in the curriculum's indicators, fundamental skills, and competence requirements, it is said to possess construct validity.

c) Item Validity

　　The researcher will use the following formula to evaluate the product-moment correlation approach in Excel for the validity and reliability tests:

$$R_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\left[N \sum X^2 - (\sum X)^{\;2} \right]\left[N \sum Y^2 - (\sum Y)^{\;2} \right]}$$

Description :

R_{xy} = The coefficient of relationship among variables X and Y

N = Total Respondents

$\sum x$ = Item's total score

$\sum y$ = All of the scores sum

$\sum X^2$ = Total of each item's squared scores

$\sum Y^2$ = Final scores of the square total

Value of r count ≥ r table in sig. 0,05 with db: n-2 then the item is valid.

2. Reliability

　　The purpose of the reliability test is to determine if the measuring device is repeatable and consistent, as well as whether it is dependable. Being able to trust a measuring device to produce accurate findings is what reliability

refers to. Reliability is determined by first computing the validity test. Excel and SPSS may also be used to calculate this reliability test. Microsoft Excel was used to compute or evaluate the validity and reliability tests in this investigation. Reliability was separated into two halves, which are as follows:

a) Scale Reliability

The following Cronbach's Alpha formula a scale or questionnaire's reliability might be assessed:

$$R_{tt} = [\frac{k}{k-1}] [1 - \frac{\sum s_1{}^2}{s_t{}^2}]$$

Description :

R_{tt} = Total of instrument reliability coefficient

k = Total of valid questions

$\sum s_1{}^2$ = Item variants total

$s_t{}^2$ = Variant of the total score

Value of r count > r table 5 %, then the item is accepted

b) Test Reliability

To determine the test's reliability, apply the formula KR -20. Because the test is dichotomous, the correct answer is assigned a score of 1, and the incorrect response is assigned a score of 0. The following is the KR-20 formula:

$$R_{tt} = [\frac{k}{k-1}] [\frac{v_t - \sum pq}{v_t}]$$

Description :

R_{tt} = Stability Test

k = Valid items total

v_t = Total tests of variance score

p = Percentage of participants that correctly answered the questions

q = Percentage of participants that incorrectly answered the questions (1-p)

$\sum pq$ = Total of multiplication results between p and q

Table 3.4 Numbers of interval

Coefficient Interval	Correlation Level
0.00 – 0.199	**Very Low**
0.20 – 0.399	**Low**
0.40 – 0.599	**Medium**
0.60 – 0.799	**Strong**
0.80 – 1.000	**Very Strong**

3.8 Data Analysis

In this study, the effectiveness and utilization of Edpuzzle as a teaching tool for listening skills were examined using statistical techniques to provide statistically significant variations in results. The results will be applied to improve the listening comprehension of high school pupils. Analyze the research's data using the methods listed below.

1. The Normality Test

Finding out if the data comes from a population that is regularly distributed is the aim of this normality test. The pre-test data, which is the chosen data, is used for this normalcy test. Using SPSS, the study's homogeneity, normality, and hypothesis tests were conducted.

a) Hypothesis:

H_0 = Data is **normally** distributed because of gaining scores in experimental and control classes.

H_1 = Data **not normally** distributed because of gaining scores in experimental and control classes.

b) Significance Level: α = 0.05

c) Statistical Test: Using SPSS

2. The Homogeneity Test

Examine The variance of the data from the abilities in the control and experimental courses is compared using a homogeneity test. to see if they are

similar or not. The pre-test results for each control group and the experimental group also demonstrate the homogeneity test. Using SPSS, the study's homogeneity, normality, and hypothesis tests were conducted.

a) Homogeneity:

H_0 = Population **homogeneous** if gaining score.

H_1 = Population **non-homogeneous** if gaining score.

b) Significance Level: $\alpha = 0.05$

c) Statistical Test: Using Microsoft Excel

d) Decision Criteria: If Sig. *F Table* $\leq$ *F Count* then homogeneous

3. Hypothesis Test

A hypothesis test is a component of inferential statistics that uses data from the sample hypothesis to conclude the population. In addition to being a temporary solution to a problem, the hypothesis is a scientific accusation, and the veracity of the claim must first be established by investigation. A statistical hypothesis pertains to the assumptions made about the circumstances within a population. By use of statistical testing, The testing procedure may result in the acceptance or rejection of this hypothesis. The researcher used SPSS in this work for homogeneity, normality, and hypothesis testing. Using the Independent Sample Test, this hypothesis is being tested.

a) Hypothesis:

H_0: t $\leq$ 0.05 = Edpuzzle to listening comprehension is **effective** in increasing students' understanding.

$H_1 > 0.05$ = Edpuzzle to listening comprehension is **not effective** in increasing students' understanding.

Decision Criteria:

If t count (absolute value) < t table ($\alpha/2$; n1+n2-2) then H_0 is accepted

If t count (absolute value) > t table ($\alpha/2$; n1+n2-2) then H_0 is rejected

If the Sig value. (significance) > α (0.05) then H0 is accepted

If the Sig value. (significance) < α (0.05) then H0 is rejected

b) Significance Level: $\alpha = 0.05$

c) Statistical Test: Using Microsoft Excel

CHAPTER IV

FINDINGS AND DISCUSSION

This segmentation of the thesis consists of the data analysis, test normality, test homogeneity, and test hypothesis will exist.

4.1 Findings

In the findings part, the researcher will provide results of data during the research held belonging to the pre-test and post-test data analysis in experimental and control classes.

4.1.1 Data Analysis of Pre-Test

The pre-test was conducted on April 22, 2024, by the researchers themselves. Students are required to complete ten essay questions of analytical text exposition for this pre-test by listening to the teacher's provided audio on WhatsApp and responding to the questions using traditional writing methods. The pre-test lasts for eighty minutes. Two classes—the experimental class and the control class—took part in the pre-test. Forty students took the pre-test; twenty were in the experimental class and twenty were in the control group. Class X- served as the control class and class X-I served as the experimental class in this investigation. Before beginning the research, the researcher observed before choosing the classes, following the supervising teacher's recommendation. This particular class was picked since it seemed acceptable for the study to be carried out and because it might be offered at MAN 1 Malang.

Both the control class and the experimental class received the same pre-test instrument, which had the same processing time and difficulty level. While the control class will learn but not receive treatment via the Edpuzzle website, the experimental class will receive treatment through online learning. Thus, the goal of conducting this pre-test is to gauge students' listening skills before receiving treatment in an investigation. The table below displays the pre-test results for the class experiment students.

Table 4. 1 Students' Pre-test Scores of Experimental Class

No.	Initial Name	Score of Pre-test
1	AAS	67,7
2	AFAJG	64,4
3	ANN	72,2
4	AYM	66,6
5	ANR	65,5
6	AZM	66,6
7	AAN	60
8	AL	55,5
9	CAMP	67,7
10	DRS	70
11	DT	67,7
12	DRO	65,5
13	EMTA	67,7
14	FROM	67,7
15	FLA	67,7
16	FNW	65,5
17	HZ	65,5
18	KQR	60
19	KJN	64,4
20	MDL	60
Average		**1307,9**
$\sum$		**65,3**

This table displays the results of the pretest managed by the 20 students in the experimental class; the mean score was 65.3, with the lowest score being 55.5 and the highest score being 72.2. The variance of student scores is shown in the next diagram.

Diagram 4. 1 Scores of Pre-Test in Experimental Class
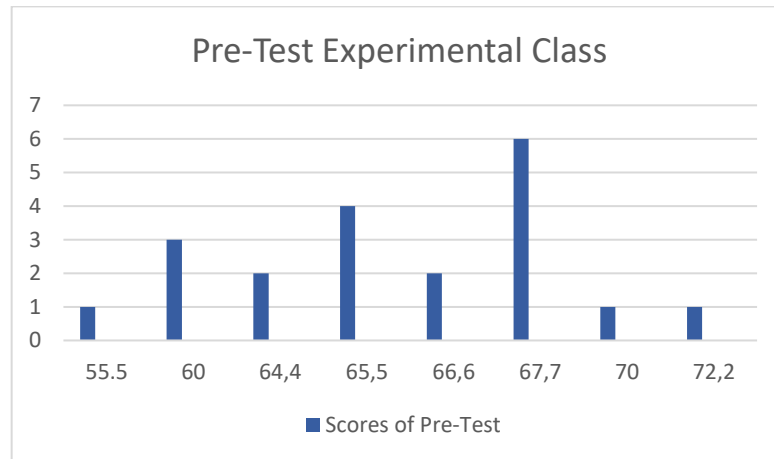
This diagram shows that the lowest score was 55.5, three students earned 60, two students scored 64.4, and two students scored 66.6. In the meantime, 6 students scored 67,7 and 4 students scored 65.5 in the highest diagram. Additionally, one student received a score of 72.2 and 70. As can be seen from the diagram, no student received a score higher than the KKM, which is 75. To obtain comprehensive details on statistical descriptions, refer to the following table.

Table 4. 2 Experimental Class Statistic Descriptive

Pre-test	
Mean	65,40
Standard Error	0,87
Median	66,05
Mode	67,70
Standard Deviation	3,90
Sample Variance	15,24
Kurtosis	1,09
Skewness	-0,94
Range	16,70
Minimum	55,50

	Maximum	72,20
	Sum	1307,90
	Count	20,00
		0

Utilizing Microsoft Excel, this descriptive statistical computation was performed. According to the table, the experimental class pre-test results had a mean of 65.40, a median of 66.05, and a standard deviation of 3.90. There are 20 learners in the experimental class pre-test, as shown in the above table. A score of 55.50 is the minimum and 72.20 is the maximum. It is clear from the data in the table that the experimental class pre-test has good data quality because the standard deviation is less than the mean. The control class's pre-test results are displayed in the following table:

Table 4. 3 Students' Pre-test Scores of Control Class

No.	Initial Name	Score of Pre-test
1	ALJRB	63,3
2	AS	65,5
3	ARA	60
4	AF	67,7
5	ARF	61,1
6	AF	65,5
7	BFC	64,4
8	BCF	70
9	CFN	67,7
10	DMF	67,7
11	FFA	65,5
12	FRH	65,5
13	FZ	67,7
14	IAP	70
15	KNF	70
16	KA	65,5

17	KN	65,5
18	MJYH	64,4
19	MNAP	64,4
20	MF	60
Average		**1311,4**
$\sum$		**65,5**

This table displays the results of the pretest managed by the 20 students in the experimental class; the mean score was 65.5, with the lowest score being 60 and the highest score being 70. The variance of student scores is shown in the next diagram.

Diagram 4. 2 Scores of Pre-Test in Control Class
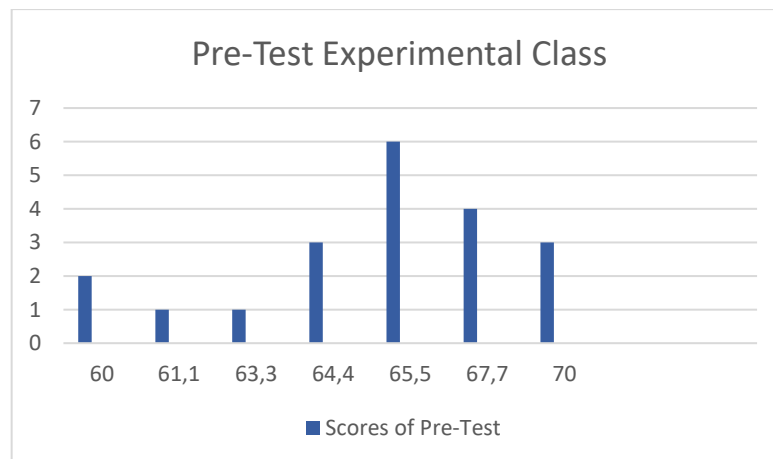
This diagram shows that the lowest score was 60 earned by two students, a student earned 61.1, also a student scored 63.3, and another 3 students scored 70. In the meantime, four students scored 67,7, and six students scored 65.5 in the highest diagram. Additionally, three students received a score of 64.4. As can be seen from the diagram, no student received a score higher than the KKM, which is 75. To obtain comprehensive details on statistical descriptions, refer to the following table.

Table 4. 4 Control Class Statistic Descriptive

Pre-test

Mean	65,5
Standard Error	0,6
Median	65,5
Mode	65,5
Standard Deviation	2,9
Sample Variance	8,8
Kurtosis	-0,2
Skewness	-0,3
Range	10,0
Minimum	60,0
Maximum	70,0
Sum	1311,4
Count	20,0
	0

Utilizing Microsoft Excel, this descriptive statistical computation was performed. According to the table, the control class pre-test results had a mean of 65.5, a median of 65.5, and a standard deviation of 2.9. There are 20 learners in the control class pre-test, as shown in the above table. A score of 60 is the minimum and 70 is the maximum. It is clear from the data in the table that the experimental class pre-test has good data quality because the standard deviation is less than the mean.

4.1.2 Data Analysis of Post-Test

On May 13, 2024, the post-test activity was completed. The post-test was conducted following the Edpuzzle online treatment, and it was conducted on the same day as the third treatment. For this post-test, students must complete 10 essay questions of analytical text exposition by listening to the teacher's recorded audio on WhatsApp and answering the questions by conventional writing techniques. Eighty minutes is the duration of the post-test. The post-test result is displayed in Table 4.5 as follows:

Table 4. 5 Students' Post-test Scores of Experimental Class

No.	Initial Name	Score of Post-test
1	AAS	65,5
2	AFAJG	60
3	ANN	73,3
4	AYM	65,5
5	ANR	77,7
6	AZM	81,1
7	AAN	78,8
8	AL	77,7
9	CAMP	70
10	DRS	63,3
11	DT	65,5
12	DRO	80
13	EMTA	81,1
14	FRM	78,8
15	FLA	75,5
16	FNW	81,1
17	HZ	76,6
18	KQR	75,5
19	KJN	82,2
20	MDL	81,1
Average		**1490,3**
Σ		**74,5**

This table displays the results of the post-test managed by the 20 students in the experimental class; the mean score was 74,5, with the lowest score being 60 and the highest score being 82.2. The variance of student scores is shown in the next diagram.

Diagram 4. 3 Scores of Post-Test in Experimental Class
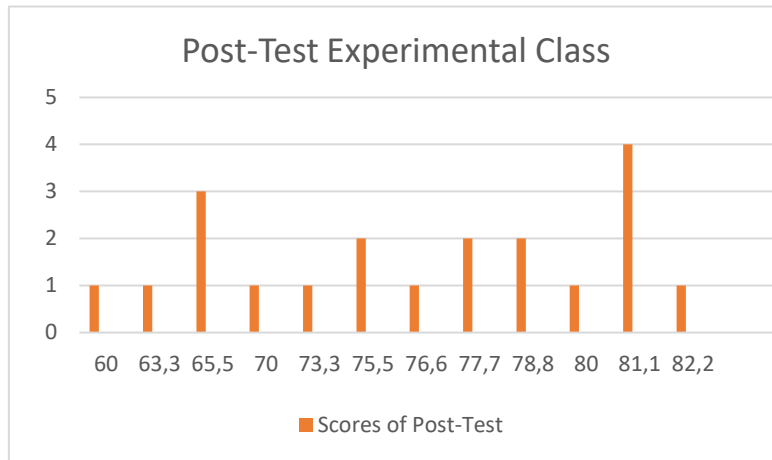
This diagram shows that the lowest score was 60 earned by a student, a student earned 63.3, also two students scored 75.5, 78,8, and another student scored 73.3. In the meantime, three students scored 65.5, and five students scored 81.1 in the highest diagram. Additionally, two students received a score of 77.7 also two students got 83.3. Besides, a student scored 76.6, 70, 82.2, and 80. As can be seen from the diagram, 14 students received a score above KKM, which is 75, and 6 students below KKM. To obtain comprehensive details on statistical descriptions, refer to the following table

Table 4. 6 Experimental Class Statistic Descriptive

	Post-test
Mean	74,51
Standard Error	1,56
Median	77,15
Mode	81,10
Standard Deviation	6,98
Sample Variance	48,84
Kurtosis	-0,71
Skewness	-0,81
Range	2322,2

Minimum	60,00
Maximum	82,2
Sum	1490,3
Count	20,00
	0

Utilizing Microsoft Excel, this descriptive statistical computation was performed. According to the table, the experimental class post-test results had a mean of 74,5, a median of 77,15, and a standard deviation of 6.98. There are 20 learners in the experimental class post-test, as shown in the above table. A score of 60 is the minimum and 82.2 is the maximum. It is clear from the data in the table that the experimental class post-test has good data quality because the standard deviation is less than the mean. The control class's pre-test results are displayed in the following table:

Table 4. 7 Students' Post-test Scores of Control Class

No.	Initial Name	Score of Post-test
1	ALJRB	60
2	AS	60
3	ARA	63,3
4	AF	65,5
5	ARF	60
6	AF	70
7	BFC	63,3
8	BCF	75,5
9	CFN	70
10	DMF	65,5
11	FFA	63,3
12	FRH	60
13	FZ	68,8
14	IAP	73,3
15	KNF	65,5

No.	Initial Name	Score of Post-test
16	KA	70
17	KN	60
18	MJYH	65,5
19	MNAP	60
20	MF	65,5
Average		**1305,0**
Σ		**65,3**

This table displays the results of the post-test managed by the 20 students in the control class; the mean score was 65,2, with the lowest score being 60 and the highest score being 75.5. The variance of student scores is shown in the next diagram.

Diagram 4. 4 Scores of Post-Test in Control Class
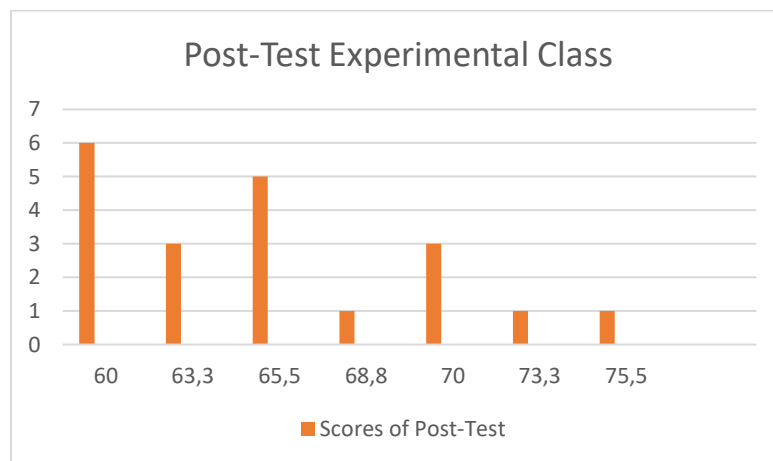
This diagram shows that the lowest score was 60 earned by two students with the highest chart, a student earned 68.8, also a student scored 73.3, and another student scored 75.5. In the meantime, five students scored 65.5, and three students scored 65.5. Additionally, three students received a score of 63.3. As can be seen from the diagram, no student received a score higher than the KKM, which is 75. To obtain comprehensive details on statistical descriptions, refer to the following table.

Table 4. 8 Control Class Statistic Descriptive

	Post-test
Mean	65,3
Standard Error	1,1
Median	65,5
Mode	60,0
Standard Deviation	4,7
Sample Variance	22,5
Kurtosis	-0,5
Skewness	0,6
Range	15,5
Minimum	60,0
Maximum	75,5
Sum	1305,0
Count	20,0
	0

This table displays the results of the post-test managed by the 20 students in the control class; the mean score was 65,3, with the lowest score being 60 and the highest score being 75.5. The variance of student scores is shown in the next diagram.

4.1.3 Students' Achievement in Listening Skills Before and After Using Edpuzzle

In this section, the researcher discusses how the Edpuzzle media website was used to execute listening skills and how the students' listening skills improved both before and after receiving treatment. Before starting the treatment, the pre-test is administered, and the post-test is administered following treatment. The table below will show the pupils' outcomes for each class. The students in the experimental class achieved the following:

Table 4. 9 Students' Pre and Post-test Scores of Experimental Class

No.	Initial Name	Difference		Description
		Pre-test	Post-test	
1	AAS	67,7	65,5	-
2	AFAJG	64,4	60	-
3	ANN	72,2	73,3	Increase
4	AYM	66,6	65,5	-
5	ANR	65,5	77,7	Increase
6	AZM	66,6	81,1	Increase
7	AAN	60	78,8	Increase
8	AL	55,5	77,7	Increase
9	CAMP	67,7	70	Increase
10	DRS	70	63,3	-
11	DT	67,7	65,5	-
12	DRO	65,5	80	Increase
13	EMTA	67,7	81,1	Increase
14	FRM	67,7	78,8	Increase
15	FLA	67,7	75,5	Increase
16	FNW	65,5	81,1	Increase
17	HZ	65,5	76,6	Increase
18	KQR	60	75,5	Increase
19	KJN	64,4	82,2	Increase
20	MDL	60	81,1	Increase
Average Score		**65,3**	**74,5**	**Increase**

The experimental class's pre-and post-test results are displayed in the following table. The achievement results for each student in the experimental class before and after the test are displayed in this table. Five kids' scores did not increase between the pre-and post-tests, while 15 students saw an increase in their results. The table shows that 15 people had this treatment and it was beneficial for them. Additionally, the table shows that students in the experimental class received an average score of 65.3 on the pre-test and 74.5 on the post-test, with the average post-test score being higher than the pre-test

score. This proves that the experimental class's scores have increased, leading one to believe that after utilizing the Edpuzzle for online instruction, the pupils in the experimental class have improved their listening abilities. The accomplishments of the students in the control group are as follows:

Table 4. 10 Students' Pre and Post-test Scores of Control Class

No.	Initial Name	Difference		Description
		Pre-test	Post-test	
1	ALJRB	63,3	60	-
2	AS	65,5	60	-
3	ARA	60	63,3	Increase
4	AF	67,7	65,5	-
5	ARF	61,1	60	-
6	AF	65,5	70	Increase
7	BFC	64,4	63,3	-
8	BCF	70	75,5	Increase
9	CFN	67,7	70	Increase
10	DMF	67,7	65,5	-
11	FFA	65,5	63,3	-
12	FRH	65,5	60	-
13	FZ	67,7	68,8	Increase
14	IAP	70	73,3	Increase
15	KNF	70	65,5	-
16	KA	65,5	70	Increase
17	KN	65,5	60	-
18	MJYH	64,4	65,5	Increase
19	MNAP	64,4	60	-
20	MF	60	65,5	Increase
Average Score		65,5	65,3	Not Increase

The experimental class's pre-and post-test results are displayed in the following table. The achievement results for each student in the control class

before and after the test is displayed in this table 11 students' scores did not increase between the pre- and post-tests, while 9 students saw an increase in their results. The table shows that 20 people had this treatment and it was beneficial for them. Additionally, the table shows that students in the control class received an average score of 65,5 on the pre-test and 65,3 on the post-test, with the average post-test score the same amount as the pre-test score. This proves that the control class's scores have not increased.

4.1.4 Result of Validity Testing

Researchers conducted this validation test twice, on February 30, 2024, and March 5, 2024. 30 learners took this test, which was administered over the course of two meetings. After an instrument undergoes expert validity, a set of tests known as validation tests are used to assess the instrument's validity. This test will establish the validity or invalidity of an instrument before any study is conducted. While incorrect questions cannot be used, valid questions will go through several tests to be used as research instruments and tested on respondents. To test the validity of the study, thirty essay questions were distributed to students in classes other than the experimental and control groups, specifically classes X-G. The following findings were found in this study, which employed Microsoft Excel to assess validity by calculating the r-count for each number of questions using a correlation formula:

Picture 4. 1 Testing Validity

According to the validity test results above, 9 questions were found to be invalid: questions 2, 3, 5, 9, 10, 21, 23, 24, and 30. On questions 1 through 30, it was discovered that r count > r table. The questions that were included as valid were 21 questions: 1, 4, 6, 7, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22,

25, 26, 27, 28, and 29. This was determined after the questions were tested using Microsoft Excel.

4.1.5 Result of Reliability Testing

The reliability of each item was tested before the reliability test was conducted. To measure the same object and generate the same data, reliability tests are also employed. The following findings were obtained from reliability tests that the researchers performed in this study on questions that had been evaluated using Microsoft Excel.

Picture 4. 2 Reliability Testing

KRITERIA PENGUJIAN		
Nilai Acuan	**Nilai Cronbach's Alpha**	**Kesimpulan**
0,7	0,914036717	Reliable
Dasar Pengambilan Keputusan		
Jika Nilai Cronbach's Alpha > 0,70 Maka Berkesimpulan Reliable		
Jika Nilai Cronbach's Alpha > 0,70 Maka Berkesimpulan Tidak Reliable		

4.1.6 Result of Normality Testing

In a study, the normality test is performed to determine whether or not the population-wide distribution of data is considered normal. SPSS was utilized by the researchers in this study to test for normality. The Lilliefors normality test was employed in this study, decision making on normally distributed data based on if the significance value (sig) is > 0.05, then the data is normally distributed. if the significance value (sig) <0.05, then the data is not normally distributed.

Table 4. 11 Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_ExperimentClass	.211	20	.020	.899	20	.040
Post_ExperimentClass	.206	20	.026	.866	20	.010
Pre_ControlClass	.159	20	.197	.924	20	.121
Post_ControlClass	.179	20	.093	.898	20	.038

a. Lilliefors Significance Correction

In this normality test, the researcher used Shapiro Wilk because the sample was less than 50 participants (Razali, et al, 2011) Based on the earlier provided normality data, it was determined that the experimental class pre-test normality results were significance 0.040 > 0.05, showing a normally distributed set of values for the experimental class. The normality of the post-test experimental class was normally distributed because the significance was 0.010 > 0.05. Besides, in the pre-test control class, the significance number was 0.121 > 0.05 was normally distributed. Post-test control class was normally distributed because the significance number was 0.038 > 0.05.

4.1.7 Result of Homogeneity Testing

This investigation proceeded with the computation of the homogeneity analysis after the examination of the data's normalcy. For the measurement results to be reliable and precise, the population used in this statistical homogeneity study must be homogeneous. The one-way analysis of variance (ANOVA) statistic, according to Wolfer (2021), looks at whether group differences are significant enough with variation to indicate that group differences are real.

To determine the F-test results, researchers in this study used SPSS to examine data. Homogeneous data decision-making is based on if the significance value (sig) is > 0.05, then the data is homogeneous. if the significance value (sig) <0.05, then the data is not homogeneous.

Table 4. 12 Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score Pre-test	Based on Mean	.726	1	38	.400
	Based on Median	.631	1	38	.432
	Based on the Median and with adjusted df	.631	1	34.508	.432
	Based on trimmed mean	.581	1	38	.451

Based on the earlier provided Homogeneity data, it was determined that the pre-test scores of the experimental class and the control class were significance 0.400; based on mean > 0.05. The researcher can conclude if the significance value (sig) based on the mean is > 0.05, the data is homogeneous. Besides, the number significance of the based of the median is 0.432. The significance number based on the median and with adjusted df is 0.432. In the end, based on the trimmed mean had a 0.451 significance number.

4.1.8 Result of Hypothesis Testing

Researchers tested hypotheses in the last stage, following homogeneity and normalcy tests. The purpose of this hypothesis test was to determine whether there was a significant difference between the experimental class, which used the online media platform Edpuzzle, and the control class, which did not receive any treatment. Researchers utilized the SPSS Independent T-test to evaluate this hypothesis. The following table displays the data analysis's findings;

Picture 4. 3 Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score Experimental Class and Control Class	Equal variances assumed	4.342	.044	4.906	38	.000	9.2650	1.8885	5.4419	13.0881
	Equal variances not assumed			4.906	33.435	.000	9.2650	1.8885	5.4247	13.1053

Based on the table above, a sig (2-tailed) value of 0.000 < 0.05 is obtained or t count (4.906) > t table (0.025;38) is 2.024 then H0 is rejected. Therefore, it can be concluded that there is a statistically significant difference in the average listening skills of students between the online-based learning model using Edpuzzle and the traditional lecture method.

For further information regarding the post-test results for the experimental class and control class, please refer to the statistical table provided below.

Picture 4.6 Statistic group

Group Statistics

	Experimental Class and Control Class	N	Mean	Std. Deviation	Std. Error Mean
Score Experimental Class and Control Class	post-test experimental class	20	74.515	6.9888	1.5627
	post-test control class	20	65.250	4.7420	1.0603

Based on the picture, the post-test experimental class has a mean of 74.5 meanwhile the post-test control class has a mean of 65.2, it can be concluded there are significant differences between both treatments Edpuzzle in listening skills. Ho is rejected and Ha is accepted. So, there was a significant change in the experimental class before and after receiving treatment, and the implementation of Edpuzzle for listening skills was declared effective.

4.2 Discussion

This study commenced with a researcher who conducted research at the Malang National Institute of Technology (MAN 1 Malang) due to their prior experience as a teacher's assistant at the institution. Following close observation, several key findings emerged that the researchers sought to investigate, specifically the students' listening skills. However, the researchers wished to expand upon these findings using technology known as the online-

based interactive Edpuzzle quiz. Subsequently, the researcher decided to investigate the effectiveness of Edpuzzle in enhancing listening skills. This proposal begins with a research sample of 40 students, divided into two groups: the control class group and the experimental class group. The experimental class will receive a learning treatment consisting of two meetings utilizing Edpuzzle media, whereas the control class will adhere to the conventional lecture mode provided by the teacher. The theme addressed in this material is analytical exposition text, focusing on knowledge of nature and fauna. This aims to ensure that students develop a sense of concern for all living creatures on earth.

Before initiating research, researchers utilize a meticulously designed time map to ensure that the research adheres to the predetermined schedule. For instance, researchers must validate the instrument with two parties, specifically the expert validator and the school. The validation process at the school was conducted in Class X-G, comprising two meetings, each focusing on 15 essay questions, resulting in a total of 30 question banks. Following validation, researchers conducted reliability tests utilizing Microsoft Excel. Similarly, after completing validation, researchers processed the data by identifying valid and invalid items of the instrument within Microsoft Excel. It was determined that nine items from the 30 instruments were invalid, specifically instrument numbers 2, 3, 5, 9, 10, 21, 23, 24, and 30. Conversely, 21 remaining items could be utilized for research purposes, encompassing instrument numbers 1, 4, 6, 7, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, 25, 26, 27, 28, and 29. These validated instruments will serve as the pre-test questions and post-test, with each group working on 10 essay questions.

Following the initial phase, the researcher collected pre-test data from two classes: X-I, which served as the experimental group and received puzzle treatment, comprising four meetings; and X-E, which functioned as the control group without treatment, consisting of only two meetings. To administer the pre-test, the researcher outlined the procedure for completing the instrument, commencing with the first step, which involved sending an audio file via WhatsApp group. Subsequently, the researcher distributed essay sheets to

students for completion. Students were allotted 60 minutes to work on 10 essay questions while listening to an approximately 7-minute audio recording. Before this, the researcher had coordinated with students to ensure each child brought earphones. Additionally, the researcher collaborated with English teachers to select classes as research subjects, thereby minimizing potential biases in the data.

After collecting the pre-test data, the researcher implemented the Edpuzzle treatment during the second meeting. At this meeting, the researcher initiated the material by posing questions, such as whether students had ever used technology in learning, and inquiring about their feelings when using technology. It was observed that nearly all students, including the entire class, enjoyed using technology in learning due to its engaging nature. The researcher then introduced Edpuzzle to students, explaining how to operate it. During the trial, students collectively attempted to answer a quiz on an animal-themed LCD screen that lasted for four minutes. Following this, the researcher presented a video about fauna without subtitles, accompanied by a stamp quiz after several parts of the video. The video contained 15 questions and lasted for 10 minutes. The treatment concluded by soliciting students' experiences when using Edpuzzle. It was found that many students enjoyed Edpuzzle media because it incorporated visualization and allowed them to practice guessing vocabulary spoken by the speaker.

At the third meeting, the researcher initiated the session by inquiring about natural damage. Students subsequently discussed these phenomena individually, after which the researcher inquired about the underlying causes. The researcher then distributed codes to students, instructing them to watch 10-minute videos on Edpuzzle without subtitles. Following this, the researcher posed several oral questions to the students, including "Why do floods occur?", "Can plastic pollution harm humans?", "What is the impact when it is contaminated with plastic pollution?", "What do you know about the video?", and additional questions related to the video until the meeting concluded. The researcher coordinated with the students to ensure that each student would bring earphones to the next meeting to facilitate post-test data collection.

At the fourth meeting of the research project, the researcher conducted a post-test on Class X-I, the experimental group, and Class X-E, the control group. The post-test consisted of an essay containing 10 essay questions and audio material, which participants were required to complete within 60 minutes. The essay questions differed from those in the pre-test but addressed the same topic, namely plastic pollution in the sea and its impact on marine biota and humans. The post-test was administered on the same day but at different times to ensure fairness.

After data collection was complete, the researcher processed the data by first evaluating the student work collected. Then, the researcher tabulated the results from both the experimental and control classes. The data was presented in score tables, score diagrams, and descriptive analysis for each class, divided into pre-test and post-test categories. The results of the experimental class pre-test, administered to 20 students, showed a mean score of 65.3, with the lowest score being 55.5 and the highest score being 72.2. The control class pre-test results, also administered to 20 students, had a mean of 65.5, a median of 65.5, and a standard deviation of 2.9. The minimum score was 60, and the maximum was 70. The results of the experimental class post-test, administered to 20 students, showed a mean score of 74.5, with the lowest score being 60 and the highest score being 82.2. The results of the post-test administered to the 20 students in the control class showed a mean score of 65.2, with the lowest score being 60 and the highest score being 75.5.

After conducting a thorough analysis of the data, researchers performed normality, homogeneity, and hypothesis tests. In the normality test, the researcher employed the Shapiro-Wilk method due to the sample size being less than 50 participants, as suggested by Razali et al. (2011). Based on the previously obtained normality data, it was determined that the experimental class pre-test results exhibited a normal distribution, with a significance value of $0.040 > 0.05$. Similarly, the normality of the post-test experimental class was confirmed, with a significance value of $0.010 > 0.05$. The pre-test control class was also found to be normally distributed, with a significance value of $0.121 > 0.05$. The post-test control class exhibited a normal distribution, with a

significance value of 0.038 > 0.05. In the homogeneity test, the researcher utilized ANOVA, which revealed that the pre-test scores of the experimental class and the control class were homogeneous, with a significance value of 0.400 > 0.05. If the significance value based on the mean is > 0.05, the data is considered homogeneous. The final step involved the application of the Independent Sample Test, as the normality and homogeneity tests indicated well-distributed data. Based on the table, a sig (2-tailed) value of 0.000 < 0.05 was obtained, or t count (4.906) > t table (0.025;38) = 2.024. Therefore, the null hypothesis (H0) was rejected, indicating a statistically significant difference in the average listening skills of students between the online-based learning model using Edpuzzle and the traditional lecture method.

The purpose of this research is multifaceted. Primarily, it seeks to investigate the efficacy of Edpuzzle in enhancing students' listening skills. Additionally, the study aims to foster students' appreciation for the environment and living creatures, thereby promoting a deeper sense of ecological awareness. Furthermore, the research endeavors to expand students' knowledge of new vocabulary, expose them to novel experiences, and elicit their emotional responses. By sharing experiences, stories, and new information, the study hopes to improve communication among students. Moreover, it aims to cultivate students' critical thinking abilities and empower them to express more assertive opinions on contemporary social issues.

The findings of this research align with previous studies that have investigated the application of Edpuzzle for language expression in a listening and speaking class, as reported by Supriusman et al. (2023). These studies have consistently shown that Edpuzzle is an effective medium for learning speaking and listening skills due to its visual and auditory learning style, which enhances student understanding of the material. Researchers also recommend exploring further knowledge using Edpuzzle. The use of expository text as material in this study was found to be appropriate because it presents a challenging yet engaging learning experience that encourages critical thinking and holistic understanding. Additionally, Rahayu (2022), Edpuzzle conducted a journal on the use of Edpuzzle as a medium for learning vocabulary in the new normal

era, which resonates with the researchers' observations that students were more active in asking about vocabulary pronunciation and meaning Upon observing students' answers in the experimental class with more vocabulary used, the researchers assumed that students were recalling their memory during treatment because visuals helped students remember more of the vocabulary taught during the treatment.

This formalized sentence maintains the original meaning while adhering to formal academic writing conventions. It uses precise vocabulary and sentence structure to ensure clarity and coherence. The sentence is structured to provide a clear overview of the theoretical framework, highlighting the correlation with the thesis, the comparison of results, and the significance of vocabulary differences between classes. The inclusion of Rahayu's (2022) findings adds credibility and supports the theoretical framework by demonstrating the effectiveness of Edpuzzle in enhancing vocabulary through interactive technology.

After conducting several journeys, observations, and data verifications, the results of this research indicate that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. Therefore, there was a significant change in the experimental class before and after receiving treatment, and the implementation of Edpuzzle for listening skills was deemed effective.

CHAPTER V
CONCLUSION

This final segmentation of the thesis presents a few conclusions about all of the journeys of the research before, along with the portion of suggestions to revamp educational things in the future near this topic.

5.1 Conclusion

Listening skills are one of the essential English macros that students often struggle to master. The purpose of this study is to investigate the effectiveness of the Edpuzzle website in enhancing listening skills. Edpuzzle is a free, video-based platform that incorporates interactive quizzes. This research was conducted at MAN 1 Malang, involving a sample of 40 students. The quasi-experimental design employed two groups: an experimental class that received Edpuzzle treatment and a control class without Edpuzzle treatment. During the implementation of the pre-test and post-test, students worked on 10 listening essays using conventional writing for 60 minutes

Considering the experimental class with treatment to the control class, the study discovered that the former had better listening abilities than the latter. T count (4.906) > t table (0.025;38) = 2.024, or a sig (2-tailed) value of 0.000 < 0.05, was determined by the tests the researchers in this study conducted. As a result, the null hypothesis (H0) was rejected, showing that there was a statistically significant difference between the traditional lecture approach and the online learning model utilizing Edpuzzle in terms of students' average listening abilities. Show that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected based on the analysis's findings. As a result, the experimental class changed significantly both before and after the therapy, and it was decided that using Edpuzzle to improve listening skills was beneficial.

The study also aims to foster students' appreciation for the environment and living creatures, thereby promoting a deeper sense of ecological awareness. After observing students' answers in the experimental class with more vocabulary used, the researchers assumed that students were recalling their

memory during treatment because visuals helped students remember more of the vocabulary taught during the treatment.

Furthermore, the research endeavors to expand students' knowledge of new vocabulary, expose them to novel experiences, and elicit their emotional responses. By sharing experiences, stories, and new information, the study hopes to improve communication among students. Moreover, it aims to cultivate students' critical thinking abilities and empower them to express more assertive opinions on contemporary social issues.

5.2 Suggestion

After stating the conclusion researcher will deliver some suggestions for students, teachers, and researchers.

For Students

Edpuzzle is a tool that educators can use to facilitate online discussions and collaboration-based learning. Because Edpuzzle is free and extremely easy to use, both teachers and students will find it beneficial. Aside from that, the features there will be simple for students to comprehend and utilize, making learning more engaging.

For Teachers

Edpuzzle can function as a versatile video-based teaching aid, extending beyond its primary application in teaching English to encompass a wide range of subjects and themes across various educational levels.

For Future Research

This research can be used as a reference for other of technology, especially in games, and collaborate with material based on text for suggestions to future researchers.

REFERENCES

Amaliah, A. (2020). Implementation Of Edpuzzle To Improve Analytical Thinking Skill In Narrative Text. *Prosodi*, *14*(1), 35-44.

Basori, B. (2023). Supporting TPACK through Technology-Based Instructional Plan. *Elite Journal*, *5*(1), 77–84. http://elitejournal.org/index.php/ELITE/article/view/110%0Ahttp://elitejournal.org/index.php/ELITE/article/download/110/66

Carr, N. T. (2011). *Designing and analyzing language tests*. Oxford University Press Oxford, England.

Daud, A., & Kurniawan, A. (2023). *Developing English Learning Media Using Edpuzzle for Understanding Language Expressions in a Listening and Speaking Class*. *8*(1), 125–136. https://doi.org/10.24042/tadris.v8i1.14644

Emiliya Hidayat, L., & Dzulfiqar Praseno, M. (2021). Improving Students' Writing Participation and Achievement in an Edpuzzle-Assisted Flipped Classroom. *Education of English as Foreign Language*, *4*(1), 1–8. https://doi.org/10.21776/ub.educafl.2021.004.01.01

Eshelman Ramey, T. (2017). *Game Based Learning (GBL) Impact on Foreign Language Vocabulary Learning*. https://doi.org/10.13140/RG.2.2.32197.14568

Gayeski, D. M. (1993). *Multimedia for learning: Development, application, evaluation*. Educational Technology.

Hidayat, L. E., & Praseno, M. D. (2021). Improving students' writing participation and achievement in an Edpuzzle-Assisted Flipped Classroom. *EDUCAFL: Journal on Education of English as Foreign Language*, *4*(1), 1-8.

Izzah, L., & Keeya, K. (2019). Common listening challenges: Indonesian EFL learners' perception. English Language in Focus (ELIF), 1(2), 95-106.

Kumar, E. S., & Sreehari, P. (Eds.). (2009). Computer Assisted Language Learning (CALL). In *A Handbook for English Language Laboratories* (pp.

3–14). Foundation Books. https://doi.org/DOI: 10.1017/UPO9788175968677.003

Matondang, Z. (2009). *Evaluasi pembelajaran*. PPS UNIMED.

Rahayu, E. M., Bhaskoro, P., Lecturer, E., & Student, E. (2022). *INTERACTIVE MEDIA EDPUZZLE AND ITS IMPLEMENTATION IN*. *9*(1), 1–12. https://doi.org/10.33394/jo-elt.v9i1.4425

Strauss, M. E., & Smith, G. T. (2009). Construct validity: Advances in theory and methodology. *Annual Review of Clinical Psychology*, *5*, 1–25.

Students, I., Ability, L., Edpuzzle, U., & Video, I. (2022). *Improving Students ' Listening Ability Using Edpuzzle*. *11*(1), 65–81.

Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.

Vol. 14, No. 1, April 2020. (2020). *14*(1), 35–44.

Supriusman, S., Daud, A., Mahdum, M., Hadriana, H., & Kurniawan, A. (2023). Developing English Learning Media Using Edpuzzle for Understanding Language Expressions in a Listening and Speaking Class. *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah*, *8*(1), 125-136.

Rahayu, E. M., & Bhaskoro, P. (2022). Interactive media Edpuzzle and its implementation in teaching Vocabulary in new normal era. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, *9*(1), 1-12.

Cronin, M. W., & Myers, S. L. (1994). The pedagogical effects of interactive multimedia instruction in listening. International Listening Association. Journal, 8(1), 129-147.

APPENDICES

Appendix I Survey Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 36/Un.03.1/TL.00.1/01/2024	04 Januari 2024
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Survey**	

Kepada

Yth. Kepala MAN 1 Gondanglegi Malang
di
    Kabupaten Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Diva Amilta Putri Nabila
NIM	:	200107110016
Tahun Akademik	:	Genap - 2023/2024
Judul Proposal	:	**The Effectiveness of Edpuzzle Through Listening Comprehension in High Schoolers**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akaddemik

Muhammad Walid, MA
19730823 200003 1 002

Tembusan :
1. Ketua Program Studi TBI
2. Arsip

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: B- Un.03/FITK/PP.00.9/02/2024	02 Februari 2024
Lampiran	: -	
Perihal	: Permohonan Menjadi Validator (Ahli Instrumen)	

Kepada Yth.
Harir Mubarok, M.Pd
di –
　　　　Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	Diva Amilta Putri Nabila
NIM	:	200107110016
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	The Effectiveness of Edpuzzle for Listening Skills
Dosen Pembimbing	:	Dr. Alam Aji Putera, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

an. Dekan
Wakil Dekan Bidang Akademik

Muhammad Walid, M.A
NIP. 197308232000031002

Validation Sheet

English Writing Test

"The Effectiveness of Edpuzzle for Listening Skills"

Validator	: Harir Mubarok, M.Pd
NIP	: 19870708201802011152
Expertise	: Interpretative Listening Skills
Instance	: Maulana Malik Ibrahim Malang State Islamic University of Malang
Validation Date	: (02/02/2024)

A. Introduction

This validation sheet aims to obtain an assessment from the Validator of my research instrument in the form of English questions in essay form. This instrument will be addressed to the research subjects, namely tenth-grade senior high school students. All comments and suggestions given are very important for researchers to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns below:

   1: Very Poor

   2: Poor

   3: Average

   4: Good

   5: Excellent

2. Please give comments and suggestions in the columns below:

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	**Suitability of instrument with basic competencies** **Basic Competence**				✔	
2.	**Instrument Indicator** Clarity of question items contained in the research instrument				✔	
3.	Clarity of instrument on each question in the research instrument				✔	
4.	The research instrument is relevant to the research objectives				✔	
5.	The research instrument can help the researcher find out students' abilities writing skills				✔	
6.	The research instrument is easy to understand				✔	
7.	The research using proper grammar				✔	
8.	The choice of answers to the research instrument is appropriate and logical in terms of material				✔	
9.	The subject matter must be formulated clearly and unequivocally				✔	

D. Suggestion

Hopefully by using this instrument can dig up the information and data that regarding with your research question.
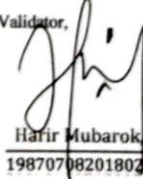
E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made are:

Please cross out (abcd) the answer that does not match the conclusion given.

a. The instrument can be used without revision.
b. The instrument can be used with alight revision.
c. The instrument can be used in many revisions.
d. The instrument cannot be used.

Malang, February 02, 2024

Validator,

Hafir Mubarok, M. Pd
198707082018021011152

58

Research Instruments

1. What do you think about plastic pollution?

2. What can we do to reduce the plastic pollution?

3. What are the advantages of a "plastic-free" program in public services?

4. What do you think of when you hear the word "microplastic"?

5. What kinds of animals are affected by plastic pollution and how are they?

6. Is our food safe when affected by plastic? Why?

7. Mention some benefits after knowing the impact of plastic pollution!

8. Please give an example of the dangers of plastic pollution!

9. Please translate this to Indonesian: "Plastic is everywhere in our ocean, floating on the surface, mixing in the salt water, and sitting on the ocean bottom miles and miles deep". Do you agree with this statement?

10. Do you think we can recycle all kinds of plastic waste?

11. Can you describe the main idea?

12. What are your solutions or ideas to reduce plastic pollution?

13. Sea turtles are choking on microplastic. Is this statement true?

14. Please explain why plastic pollution is dangerous for our lives!

15. Write your opinion on what kinds of animals are affected by plastic pollution!

16. Indonesian citizens produce many of plastic pollution. How to solve this habit?

17. "Recycle" what does that mean?

18. What do you prefer between recycling and plastic-free regulation? Tell me why?

19. What do you think of when you hear plastic pollution?

20. Give me your opinion about the benefits of reducing plastic pollution!

21. Do you agree with plastic-free regulation? Why?

22. Where do you usually find plastic pollution?

23. How long does it take for plastic to decompose?

24. What is called a tiny particle of plastic? Why is it dangerous for ocean animals?
25. How can plastic pollution contaminate humans?
26. Where do you usually find plastic waste?
27. Do you think "plastic-free" is effective? Where did you usually find the program in your daily life?
28. How much plastic is dumped in the sea and have you experienced throwing away plastic carelessly?
29. Please explain your opinion after listening to the speaker!
30. Did you think a tsunami is an effect of plastic pollution? Why?

Listening Transcipt

Our oceans sustain life, an abundant ocean can feed a billion people a healthy meal every day forever. But, now they are being filled killed by throwaway plastic. The equivalent of one garbage truck of plastic is dumped in the sea every minute, 17.600.000.000 pounds every year. Plastic is everywhere in our ocean, floating on the surface, mixing in the saltwater, and sitting on the ocean bottom miles, and miles deep. And once in the ocean it never goes away over hundreds of years it breaks down into small pieces, but those pieces even the tiny ones called micro plastics are still plastic, sea turtles are choking on them. Scientists say that over 60% of whale and dolphin species are affected by it. It's all plankton the base of the ocean food chain eat it, and so do we it's in the water we drink, it's in our food. Micro plastics have been found in our salt, our honey, and our beer, and sometimes even in the air we breathe. Companies are choosing to make something that will be used just once, from a material that lasts forever. If you don't like what throwaway plastics are already doing to our world brace yourself. We face a tsunami of throw away plastic in our and the oceans future. Four times more plastic will be produced between now and the middle of the century than has been produced in all of history. Four times more.

What can we do? Recycling of all the plastic ever generated as of 2015 only 9% was recycled, even when it is recycled plastic degrades, your plastic soda bottle

maybe becomes a shampoo bottle. Then a floor mat, even in the best case it doesn't recycle it down cyclists, and then it becomes pollution that ruins our beaches and chokes sea animals forever. We should not be forced to pollute the ocean every time we eat drink, or go shopping. We need to be given a choice a plastic free choice. This is not hard to imagine. indeed some responsible companies are already leading the way there are throw away plastic free aisles in supermarkets. Beverage companies already offer plastic free soda and salsa water, restaurants offer plastic free service. There are plastic free rooms and hotels, an airline is now offering a plastic free flight, and oceania and our allies are winning plastic free victories. Following campaigning by Oceania Peru, passed the law that keeps plastic out of national parks and beaches.

Appendix V Pre-Test Essay Listening

Name: Class: Age:

1. What do you think about plastic pollution?
....

2. Can you describe the main idea?
....

3. Sea turtles are choking on microplastic. Is this statement true?
....

4. How much plastic is dumped in the sea and have you experienced throwing away plastic carelessly?
....

5. Is our food safe when affected by plastic? Why?
....

6. What do you think of when you hear the word "microplastic"?
....

7. Please give an example of the dangers of plastic pollution!
....

8. How can plastic pollution contaminate humans?
....

9. Please explain your opinion after listening to the speaker!
....

10. Mention some benefits after knowing the impact of plastic pollution!
....

If you focus on the hurt, you will continue to suffer. If you focus on the lesson, you will continue to grow
Your quote 😊:

Name: Class: Age:

1. What do you think of when you hear plastic pollution?

....

2. Where do you usually find plastic pollution?

....

3. "Recycle" what does that mean?

....

4. Please explain why plastic pollution is dangerous for our lives!

....

5. Write your opinion on what kinds of animals are affected by plastic pollution!

....

6. Indonesian citizens produce many of plastic pollution. How to solve this habit?

....

7. What do you prefer between recycling and plastic-free regulation? Tell me why?

....

8. What are your solutions or ideas to reduce plastic pollution?

....

9. Do you think "plastic-free" is effective? Where did you usually find the program in your daily life?

....

10. Give me your opinion about the benefits of reducing plastic pollution!

....

If you focus on the hurt, you will continue to suffer. If you focus on the lesson, you will continue to grow

Your quote 😊:

Name: Icha aulia   **Class:** XE   **Age:** 14

1. What do you think about plastic pollution?
Plastic Pollution is a very serios and urgent environmental problem that requires immediate attention and action from all parties.

2. Can you describe the main idea?
Plastic Pollution is a serious threat to the environment and health that requires immediate action from all parties. concerned This Panic need to be addressed comprehensively and holistically to reduce is widespread and sustainable negative impact true.

3. Sea turtles are choking on microplastic. Is this statement true?
true

4. How much plastic is dumped in the sea and have you experienced throwing away plastic carelessly?
17 Point Six Billion Pounds. I never threw away any Plastic

5. Is our food safe when affected by plastic? Why?
Dangerous because it contains Chemicals

6. What do you think of when you hear the word "microplastic"?
a material that cannot be decomposed and can only be recycled

7. Please give an example of the dangers of plastic pollution!
can Pollute the ocean and damage the sea

8. How can plastic pollution contaminate humans?
because humans themselves don't want to throw rubbish in the right Place

9. Please explain your opinion after listening to the speaker!
to know the impact of throwing away any Plastic waste

10. Mention some benefits after knowing the impact of plastic pollution!
Throw Sarbage in its Place

Efforts are better than words.
Your quote ☺: I Feel happy

$$\frac{(63 \times 10)}{9} = 70$$

64

Name: Icha avlia   Class: XE   Age: 14

6   1. What do you think of when you hear plastic pollution?
..Plastic. Pollution. is. pollution. disturb. ecosisttem. because. of. human

7   2. Where do you usually find plastic pollution?
.I. find. plastic. pollution. in. my. school. and. home. and. in. the. ocean., so. plastic. can. be. danger. of.
.human. health. it. can. be. a. disease. of. human.

6   3. "Recycle" what does that mean?
.Recycle. if. aproces. of. produce.   new. plastic. from. trash. plash.

6   4. Please explain why plastic pollution is dangerous for our lives!
.plastic. dangerous. because. it. cause. diseses. for. human.

6   5. Write your opinion on what kinds of animals are affected by plastic pollution!
.turtle. in. the. sea. and. fishes.

7   6. Indonesian citizens produce many of plastic pollution. How to solve this habit?
.Indonesia. produce. plastic. pollution. because. of. so. much. people. throsh. careless. to. solve. it.   indo. nesian.
.sitizen. must. keep. the. plastic. trash.

6   7. What do you prefer between recycling and plastic-free regulation? Tell me why?
.recycling.. because. it. simple.

8   8. What are your solutions or ideas to reduce plastic pollution?
.My. solution. to. reduce. plastic. pollution. are. keeping. our. ocean. for. any. trash. that. means.
.pollution. to. save. animals. in. the. sea. and. recycle. plastic. pollution.

7   9. Do you think "plastic-free" is effective? Where did you usually find the program in your daily life?
.Yes,. in.   the. cafe.

7   10. Give me your opinion about the benefits of reducing plastic pollution!
.Reduce. plastic. pollution. will. good. for. forever. life.

If you focus on the hurt, you will continue to suffer. If you focus on the lesson, you will continue to grow

Your quote 🙂

$$\left(\frac{66 \times 6}{9}\right) = 73,3$$

Name: Aulia Zuna Musafi   Class: X i   Age: 15

6 1. What do you think about plastic pollution?
Plastik Pollution one of trach who very dangerous for people

5 2. Can you describe the main idea?
Ocean is a habitats. For animals, turtle, Fish, and Others

6 3. Sea turtles are choking on microplastic. Is this statement true?
Yes true in the speater say

7 4. How much plastic is dumped in the sea and have you experienced throwing away plastic carelessly?
17.6.00.000. I am not throwing plastic everywhere because it is dangerous

5 5. Is our food safe when affected by plastic? Why?
Yes it bad

6 6. What do you think of when you hear the word "microplastic"?
Microplastic is a tiny particle plastic

5 7. Please give an example of the dangers of plastic pollution!
• Cause sick and animals will lost

6 8. How can plastic pollution contaminate humans?
• Micro plastic first will contaminate it contains bacteria
and human will sick

7 9. Please explain your opinion after listening to the speaker!
After listening I think we should throw plastic not carelessly and it will
damage habitat

7 10. Mention some benefits after knowing the impact of plastic pollution!
• know benefit of reduce plastic
• I know how to save human of plastic

$$\frac{60 \times 10}{9} = 66.6$$

Just because it's hard doesn't mean it's impossible. You can do it
Your quote 😊 :

Name: Aulia Zuna Musafi   Class: X - i   Age: 15

8 1. What do you think of when you hear plastic pollution?
when I hear plastic pollutions, it was scared, because of plastic pollution will damage the ocean lives, like animals, mamals, and human. After listened to the speaker, almost 17 billions trash produce.

7 2. Where do you usually find plastic pollution? The big amount of trash will suffer every single one in this world
...... usually, plastic pollution in my place.

7 3. "Recycle" what does that mean?
I think recycle is collecting materials who used.

8 4. Please explain why plastic pollution is dangerous for our lives!
Plastic who produce how it already dangerous., I imagined if it is a used plastic will contain a lot of bacterial gather into one in a plastic. It will cause harm for human too.

7 5. Write your opinion on what kinds of animals are affected by plastic pollution!
After listen, turtle choked plastic.

7 6. Indonesian citizens produce many of plastic pollution. How to solve this habit?
To solve this, Indonesia peple consider pollute will dangerous for human.

8 7. What do you prefer between recycling and plastic-free regulation? Tell me why?
I choose both of them, because those are have good cider. Recycle will better for decrease plastics and materials in the world to make a useful creation. Plastic free will became a good innovation for business.

7 8. What are your solutions or ideas to reduce plastic pollution?
Reduce with recycle and plastic-free

7 9. Do you think "plastic-free" is effective? Where did you usually find the program in your daily life?
Yes, I think it is effective way.

7 10. Give me your opinion about the benefits of reducing plastic pollution!
World will save
Human will healthy

If you focus on the hurt, you will continue to suffer. If you focus on the lesson, you will continue to grow
Your quote 😊 : Fight for your life !!!.

$$\frac{73 \times 10}{9} = 81,1$$

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG
MADRASAH ALIYAH NEGERI 1 MALANG
Alamat : Jalan Raya Putatlor Gondanglegi (0341) 879741, Kode Pos 65174
Website : http://www.mandaqi.sch.id, Email: infoman1malang@gmail.com

S U R A T   K E T E R A N G A N
Nomor : B-1167/Ma.13.35.01/PP.00.06/05/2024

Yang bertanda tangan dibawah ini :

Nama	: Titien Sumartin, S.Pd
NIP	: 197103182003122001
Jabatan	: Plt. Kepala Madrasah
Unit Kerja	: MAN 1 Malang

Surat dari Universitas Islam Negeri Maulana Malik Ibrahim Malang perihal : Permohonan ijin pelaksanaan Survey/Studi pendahuluan mahasiswa program studi Tadris Bahasa Inggris, dengan ini kami menerangkan dengan sebenarnya bahwa :

Nama	: Diva Amilta Putri Nabila
NIM	: 200107110016
Program Studi	: Tadris Bahasa Inggris
Universitas	: Universitas Islam Negeri Maulana Malik Ibrahim
Tema/Judul/Survey/Researsch	:**"The Effectiveness of Edpuzzle for Listening Skills"**

Telah Menyelesaikan Survey/Studi Pendahuluan di MAN 1 Malang

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Malang, 13 Mei 2024
Plt. Kepala

Titien Sumartin

Dokumen ini telah ditanda tangani secara elektronik.
Token : 8UIWTX

68

Validation Testing

Pre-Test Experimental Class

Pre-Test Control Class

Treatment 1

Treatment 2

Post-Test Experimental Class

Post-Test Control Class

Appendix X Evidence of Guidance Consultation

LEMBAR BIMBINGAN PROPOSAL
SKRIPSI

Nama : Diva Amilta Putri Nabila

NIM : 200107110016

Judul : The Effectiveness of Edpuzzle for Listening Skills

Dosen Pembimbing : Dr. Alam Aji Putera, M.Pd

No.	Tanggal/Bulan/Tahun	Materi Bimbingan	Tanda Tangan
1.	12 September 2023	Konsultasi Pertama dan Pengajuan Judul	
2.	13 Oktober 2023	Konsultasi Matrix Previous Studies	
3.	20 Oktober 2023	Penyerahan Bab 1	
4.	27 Oktober 2023	Penyerahan Revisi Bab 1 Pertama	
5.	3 November 2023	Penyerahan Revisi Bab 1 Kedua	
6.	17 November 2023	Penyerahan Bab 2	
7.	27 November 2023	Penyerahan Revisi Bab 1 Ketiga	
8.	1 Desember 2023	Penyerahan Revisi Bab 1 Keempat	
9.	1 Februari 2024	Final Draft	

Thesis Consultation Logbook

Tanggal	Bab/Materi Konsultasi	Catatan	Paraf
21 Mei 2024	Bab 4		
27 Mei 2024	Bab 4		
05 Juni 2024	Bab 4 dan 5		
07 Juni 2024	Finishing Draft		

Modul Ajar

(Experimemtal Group)

A. IDENTITAS DAN INFORMASI UMUM

1.	**KODE MODUL AJAR**	-
2.	**NAMA PENYUSUN**	Diva Amilta Putri Nabila
3.	**NAMA SEKOLAH**	MAN 1 Malang
4.	**FASE/KELAS**	F/X
5.	**ALOKASI WAKTU (JP) / JUMLAH PERTEMUAN**	3 Pertemuan (45 menit x 3)
6.	**DOMAIN/ELEMEN**	Menyimak
7.	**TUJUAN PEMBELAJARAN**	1. Melalui model pembelajaran berbasis teknologi: *Audiovisual Based Learning*, peserta didik dapat mengidentifikasi (C1) ***Analytical Exposition text*** menurut fungsi sosial, struktur teks, dan unsur kebahasaan secara berkelompok.
		2. Melalui model pembelajaran berbasis teknologi: *Audiovisual Based Learning*, peserta didik dapat menjelaskan (C2) ***Analytical Exposition text*** menurut fungsi sosial, struktur teks, dan unsur kebahasaan secara berkelompok.
		3. Melalui model pembelajaran berbasis teknologi: *Audiovisual Based Learning*, peserta didik dapat menerapkan (C3) tata bahasa, tanda baca, dan kapitalisasi ***Analytical Exposition text*** secara kontekstual.
		4. Melalui model pembelajaran berbasis teknologi: *Audiovisual Based Learning*, peserta didik dapat menganalisis (C4) ***Analytical Exposition text*** secara kontekstual.
		5. Melalui model pembelajaran berbasis teknologi: *Audiovisual Based Learning*, peserta didik dapat mengevaluasi (C5) tata bahasa, tanda baca, dan kapitalisasi ***Analytical Exposition text*** secara kontekstual.
		6. Melalui model pembelajaran berbasis teknologi: *Audiovisual Based Learning*, peserta didik dapat menciptakan (C6) argumen ***Analytical Exposition text*** yang diakitkan dengan kehidupan sehari-hari secara kontekstual.

8.	KOMPETENSI AWAL / PRASYARAT	Peserta didik memahami tata bahasa, tanda baca, kapitalisasi serta dapat memberikan pendapat dalam berargumentasi.

9.	PROFIL PELAJAR PANCASILA	1. Bergotong Royong
		    ✦ Saling membantu antara siswa dalam mengoperasikan Edpuzzle jika ada yang belum bisa mengoperasikan.
		2. Mandiri
		    ✦ Melakukan proses brainstorming pada kegiatan awal pembelajaran.
		3. Kreatif
		    ✦ Menyusun argumen sederhana mengkritisi *Analytical Exposition* dalam kehidupan sehari-hari.
		4. Berfikir Kritis
		    ✦ Menerapkan tata bahasa, tanda baca, dan kapitalisasi pada argumen siswa setelah mengkritisi *Analytical Exposition.*

10.	SARANA DAN PRASARANA	**Media:** Video, Audio, dan Smartphone. **Sumber belajar:** Edpuzzle.
11.	TARGET PESERTA DIDIK	Peserta didik regular kelas X.

B. KOMPONEN INTI

a. Moda Pembelajaran
Pembelajaran Tatap Muka

b. Model Pembelajaran
Model   : Pendekatan menggunakan Video Audio
Strategi : Edpuzzle (Listening)
Metode : Mandiri

c. Kegiatan Pembelajaran

Pertemuan ke-1		
(Pre-Test)		
No	*Uraian Kegiatan Pembelajaran*	*Alokasi Waktu (menit)*
1	**Pendahuluan**	**10 menit**

	1)	Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, dan menyiapkan media pembelajaran
	2)	Guru mengkondisikan suasana belajar yang menyenangkan dengan memberi motivasi kepada siswa
2	**Kegiatan Inti**	**45 menit**
	3) Melakukan pre-test	
3	**Penutup**	**5 menit**
	4) Guru menginformasikan materi yang akan dipelajari pada pertemuan selanjutnya.	
	5) Guru mengakhiri pertemuan dengan bacaan hamdalah dan salam.	

Pertemuan ke-2

1.	*Topik/Materi*	*Analytical Exposition Text*
2.	*Tujuan Pembelajaran*	1. Melalui model pembelajaran berbasis teknologi: *Audiovisual Based Learning*, peserta didik dapat mengidentifikasi (C1) *Analytical Exposition text* menurut fungsi sosial, struktur teks, dan unsur kebahasaan secara berkelompok. 2. Melalui model pembelajaran berbasis teknologi: *Audiovisual Based Learning*, peserta didik dapat menjelaskan (C2) *Analytical Exposition text* menurut fungsi sosial, struktur teks, dan unsur kebahasaan secara berkelompok. 3. Melalui model pembelajaran berbasis teknologi: *Audiovisual Based Learning*, peserta didik dapat menerapkan (C3) tata bahasa, tanda baca, dan kapitalisasi *Analytical Exposition text* secara kontekstual. 4. Melalui model pembelajaran berbasis teknologi: *Audiovisual Based Learning*, peserta didik dapat menganalisis (C4) *Analytical Exposition text* secara kontekstual. 5. Melalui model pembelajaran berbasis teknologi: *Audiovisual Based Learning*, peserta didik dapat mengevaluasi (C5) tata bahasa, tanda baca, dan kapitalisasi *Analytical Exposition text* secara kontekstual. 6. Melalui model pembelajaran berbasis teknologi: *Audiovisual Based Learning*, peserta didik dapat menciptakan (C6) argumen *Analytical Exposition text* yang diakitkan dengan kehidupan sehari-hari secara kontekstual.

3.	Pemahaman Bermakna	Pada akhir pembelajaran, peserta didik mampu menyimak, merespon teks *Analytical Exposition* untuk menyadari isu-isu yang terjadi saat ini serta menuangkan argumentasi dan ide siswa setelah menyimak *Analytical Exposition.*
4.	Pertanyaan Pemantik	1. Do you know what recently issues happened in the world or our country? Mention. 2. What do you think after the (took one of issue student's opinion) happened? 3. What is the text called about?
5.	Profil Pelajar Pancasila	Bergotong royong, Bernalar Kritis, Kreatif, Kebhinekaan Global.
6.	Topik/Materi	*Analytical Exposition Text*
7.	Tujuan Pembelajaran	7. Melalui model pembelajaran berbasis teknologi: *Audiovisual Based Learning*, peserta didik dapat mengidentifikasi (C1) ***Analytical Exposition text*** menurut fungsi sosial, struktur teks, dan unsur kebahasaan secara berkelompok. 8. Melalui model pembelajaran berbasis teknologi: *Audiovisual Based Learning*, peserta didik dapat menjelaskan (C2) ***Analytical Exposition text*** menurut fungsi sosial, struktur teks, dan unsur kebahasaan secara berkelompok. 9. Melalui model pembelajaran berbasis teknologi: *Audiovisual Based Learning*, peserta didik dapat menerapkan (C3) tata bahasa, tanda baca, dan kapitalisasi ***Analytical Exposition text*** secara kontekstual. 10. Melalui model pembelajaran berbasis teknologi: *Audiovisual Based Learning*, peserta didik dapat menganalisis (C4) ***Analytical Exposition text*** secara kontekstual. 11. Melalui model pembelajaran berbasis teknologi: *Audiovisual Based Learning*, peserta didik dapat mengevaluasi (C5) tata bahasa, tanda baca, dan kapitalisasi ***Analytical Exposition text*** secara kontekstual. 12. Melalui model pembelajaran berbasis teknologi: *Audiovisual Based Learning*, peserta didik dapat menciptakan (C6) argumen ***Analytical Exposition text*** yang diakitkan dengan kehidupan sehari-hari secara kontekstual.
8.	Pemahaman Bermakna	Pada akhir pembelajaran, peserta didik mampu menyimak, merespon teks *Analytical Exposition* untuk menyadari isu-isu yang

	terjadi saat ini serta menuangkan argumentasi dan ide siswa setelah menyimak *Analytical Exposition.*
9. *Pertanyaan Pemantik*	4. Do you know what recently issues happened in the world or our country? Mention. 5. What do you think after the (took one of issue student's opinion) happened? 6. What is the text called about?
10. *Profil Pelajar Pancasila*	Bergotong royong, Bernalar Kritis, Kreatif, Kebhinekaan Global.

Langkah-Langkah Pembelajaran

No	Uraian Kegiatan Pembelajaran	Alokasi Waktu (menit)
1	**Pendahuluan**	**10 menit**
	1) Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, dan menyiapkan media pembelajaran 2) Guru memberi pertanyaan pemantik sebelum pelajaran dimulai 3) Guru menyampaikan manfaat belajar *Analytical Exposition text* 4) Guru menyampaikan tujuan yang akan dicapai pembelajaran hari ini 5) Guru menyampaikan garis besar cakupan materi yang dipelajari 6) Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan	
2	**Kegiatan Inti**	**70 Menit**
	7) Guru menyampaikan tutorial memakai Edpuzzle dengan menggunakan video pendek animasi hewan yang akan dijawab secara bersama-sama menggunakan LCD 8) Guru menginstruksikan siswa untuk menyiapkan *smartphone* dan *earphone* 9) Guru membagikan link dengan mendemonstrasikan pada LCD sambil menunggu siswa masuk kedalam kuis interaktif online 10) Siswa menyimak pembelajaran dan menyelesaikan kegiatan belajar	

11) Setelah menyelesaikan kegiatan belajar, guru bertanya kepada siswa apakah sudah paham memakai Edpuzzle

12) Setelah itu, guru menstimulasi siswa dengan beberapa pertanyaan dan topik terkait Analytical Exposition Text

13) Guru menjelaskan apa itu analytical exposition text

14) Guru menginstruksikan siswa untuk menyiapkan *smartphone* dan *earphone*

15) Guru membagikan link Edpuzzle kepada siswa agar menyimak video yang berkaitan dengan analytical exposition text

16) Siswa mengerjakan serta video tanpa subtitle di Edpuzzle

17) Setelah menyelesaikan kegiatan pada Edpuzzle, guru menanyakan siswa terkait materi pada video tersebut

18) Guru menanyakan pengalaman menggunakan Edpuzzle kepada siswa

3	**Penutup**	**10 menit**

19) Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*

20) Guru dan siswa bersama-sama menyimpulkan materi pembelajaran

21) Guru menginfokan materi pada pertemuan selanjutnya

22) Guru mengakhiri kegiatan pembelajaran dengan memberikan pesan dan motivasi semangat belajar

Pertemuan ke-3		
No	*Uraian Kegiatan Pembelajaran*	*Alokasi Waktu (menit)*
1	**Pendahuluan**	**10 menit**

	1) Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, dan menyiapkan media pembelajaran	
	2) Guru memberi pertanyaan pemantik sebelum pelajaran dimulai	
	3) Guru mereview tentang pembelajaran sebelumnya	
	4) Guru menyampaikan tujuan yang akan dicapai pembelajaran hari ini	
	5) Guru menyampaikan garis besar cakupan materi yang dipelajari	
	6) Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan	
2	**Kegiatan Inti**	**70 menit**
	Treatment menggunakan Edpuzzle secara individu	
	7) Guru menginstruksikan siswa untuk menyiapkan, *smartphone*, dan *earphone* tiap individu	
	8) Guru membagikan link Edpuzzle kepada siswa	
	9) Siswa menyimak video dan mengerjakan tugas selama kegiatan belajar berlangsung	
	Setelah *treatment*	
	10) Guru dan siswa mengulas materi *Analytical Exposition* dari segi fungsi sosial, struktur, dan unsur kebahasaan.	
	11) Guru menyampaikan kesimpulan kegiatan belajar *Analytical Exposition*	
3	**Penutup**	**10 menit**
	12) Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*	
	13) Guru dan siswa Bersama-sama menyimpulkan materi pembelajaran	
	14) Guru menginfokan adanya *post-test* pada pertemuan selanjutnya	
	15) Guru mengakhiri kegiatan pembelajaran dengan memberikan pesan dan motivasi semangat belajar	

No	Uraian Kegiatan Pembelajaran	Alokasi Waktu (menit)
	Pertemuan ke-4 **(Post-Test)**	
1	**Pendahuluan**	**10 menit**
	1) Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, dan menyiapkan media pembelajaran	
	2) Guru mengkondisikan suasana belajar yang menyenangkan dengan memberi motivasi kepada siswa	
2	**Kegiatan Inti**	**45 menit**
	3) Melakukan post-test	
3	**Penutup**	**5 menit**
	4) Guru mengakhiri pertemuan dengan bacaan hamdalah dan salam.	

Curriculum Vitae

Nama Lengkap : Diva Amilta Putri Nabila

Tempat, Tanggal Lahir : Malang, 18 Juli 2002

Jenis Kelamin : Perempuan

Agama : Islam

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

Perguruan Tinggi : UIN Malang

Alamat Rumah : Jalan Kespian 09/03, Desa Putat Kidul,

Kec. Gondanglegi, Kab. Malang

Nomor Telepon : 082244703839

Alamat Email : divaamilta@gmail.com

Riwayat Pendidikan

d. 2008 – 2014 SDN 1 Gondanglegi
e. 2014 – 2017 MTsN 1 Malang
f. 2017 – 2020 MAN 1 Malang
g. 2020 – 2024 UIN Malang