Developing English Learning Media Using Edpuzzle for Understanding Language Expressions in a Listening and Speaking Class

Supriusman*, Afrianto Daud, Mahdum, Hadriana, Andri Kurniawan
Department of English Education, Universitas Riau, Indonesia

Abstract: This research aimed to develop an English learning medium using Edpuzzle to understand language expressions in listening and speaking classes. A Research and Development (R&D) design was employed in this study, using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) as the development model. Data were collected through an online questionnaire consisting of a set of written statements for respondents to answer. Descriptive analysis was utilized as the technique for data analysis, dealing with quantitative data. Four Edpuzzle-based videos, featuring explanations and quizzes, were developed and validated by media and language experts. The validation results revealed that the video 'Invitation' achieved an average score of 4.25 (valid), the video 'Apologizing, Expressing Anger and Resolving Conflict' scored an average of 4.30 (valid), the video 'Giving Compliments and Replying to Compliments' received an average score of 3.81 (quite valid), and the 'Expressing Opinions' video garnered an average score of 3.91 (quite valid). Overall, the average score was 4.10, categorized as valid. Therefore, the Edpuzzle-based video, as a developed English learning medium, was deemed suitable and appropriate for application in listening and speaking classes in Indonesia.

INTRODUCTION

Covid-19, first recognized in Wuhan, China in December 2019, has rapidly spread across the globe, significantly impacting all areas of human life, including the educational sector (Churiyah et al., 2020; Kim et al., 2021; Welfens, 2020). Teachers, students, and academics face direct consequences of Covid-19, such as financial, physical, and mental challenges (Onyema et al., 2020). Consequently, the Minister of Education and Culture issued a notification on March 24, 2020, aimed at reducing the number of Covid-19 infections and regulating the implementation of education during the virus's rapid spread. Provincial and local governments enacted policies to temporarily replace face-to-face learning with “learning at home” or online learning, implementing this measure across all educational institutions (Herliandry et al., 2020; Wajdi et al., 2020; Yuzulia, 2021).

Often referred to as E-learning, online learning involves using learning applications or social networks (Moore et al., 2011; Sari Famularsih, 2020). This mode of learning, which involves the exchange of knowledge through internet-supported video, audio, image, text communication, and software (Rudestam & Schoenholtz-Read, 2010.; Zhu & Liu, 2020), is seen as an effective way to prevent Covid-19 spread within schools.
and educational institutions (Ali, 2020; Rashid & Yadav, 2020).

However, effective online learning requires technological mastery, and educators must prepare to acquire such skills (Che Rose & Lawrence, 2008; Karam et al., 2021). Technological advancements have led to various new learning models, including those leveraging electronic devices such as CD-ROMs, as well as distance and online learning (Granić & Marangunić, 2019; Sudibjo et al., 2019). Several infrastructure tools, such as Google Classroom, Whatsapp, Zenius, Quipper, and Edpuzzle, support online learning due to their simplicity, accessibility, and smartphone compatibility (Abidah et al., 2020).

Edpuzzle is an innovative tool enabling lecturers and teachers to create engaging and interactive video lessons from various sources like YouTube, Khan Academy, and Crash Course (Alvarez et al., 2021). It allows educators to track student progress, pose analytical questions, and monitor student understanding (Amaliah, 2020). Video as a medium increases student comprehension and can be effectively applied across various topics (Busyaeri et al., 2016; Sri Utami et al., 2015).

Previous research indicates that Edpuzzle is a potent tool for enhancing online learning (Manipatruni & Nannapaneni, 2021; Mayang et al., 2021; Palma et al., 2018). It can facilitate effective instruction, increase student engagement, and enhance achievement in an asynchronous environment (Cesare et al., 2021; Ramasany et al., 2022). In the context of English teaching, it has been employed to teach writing skills (Amaliah, 2020; Emilia Hidayat & Dzulfikar Praseno, 2021), vocabulary learning (Rahayu & Bhaskoro, 2022), and for listening classes (Egilistiani & Prayuana, 2021).

However, while several studies have explored the use of Edpuzzle in the English learning context, its application in teaching English language expressions for listening and speaking classes remains unexplored. This study aims to fill this gap by developing a valid learning medium using Edpuzzle for teaching English expressions in pre-intermediate speaking and listening classes at a teacher education institution in Indonesia.

**METHOD**

This research was conducted within the English Study Program of a university in Indonesia. It employed a Research and Development (R&D) design, specifically utilizing the ADDIE model. This model comprises five phases: 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation (Qondias et al., 2016). However, in this particular study, product development was conducted only up to the third stage, i.e., Development.

![ADDIE Model](image-url)
Data for this research was gathered using an online questionnaire composed of written statements for the respondents to answer. This questionnaire was disseminated to all participants via WhatsApp. Following data collection, a descriptive quantitative method was employed for analysis. Furthermore, to ascertain the needs for this media, the average data score was calculated based on Table 1.

**Table 1. The Need of Media Level.**

<table>
<thead>
<tr>
<th>Average Score</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00 ≤ x &lt; 4.00</td>
<td>Highly Necessary</td>
</tr>
<tr>
<td>2.00 ≤ x &lt; 3.00</td>
<td>Necessary</td>
</tr>
<tr>
<td>1.00 ≤ x &lt; 2.00</td>
<td>Unnecessary</td>
</tr>
<tr>
<td>0 ≤ x &lt; 1.00</td>
<td>Highly Unnecessary</td>
</tr>
</tbody>
</table>

(Adopted from Riduwan, 2015)

To collect quantitative data, the validation sheet was designed using a Likert Scale. The scores assigned to each response are presented in Table 2.

**Table 2. Validity Score Criteria.**

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Criteria</th>
<th>Validity Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>Strongly Agree</td>
<td>Valid</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Not Sure</td>
<td>Invalid</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Disagree</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>Strongly Disagree</td>
<td>Invalid</td>
</tr>
</tbody>
</table>

(Adopted from Sugiyono, 2017)

**Table 3. Validity Level.**

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.1 – 5</td>
<td>Valid</td>
</tr>
<tr>
<td>2</td>
<td>3.6 – 4.0</td>
<td>Quite Valid</td>
</tr>
<tr>
<td>3</td>
<td>2.6 – 3.5</td>
<td>Quite Invalid</td>
</tr>
<tr>
<td>4</td>
<td>1.6 – 2.5</td>
<td>Invalid</td>
</tr>
<tr>
<td>5</td>
<td>1 – 1.5</td>
<td>Very Invalid</td>
</tr>
</tbody>
</table>

(Adapted from Ihsan, 2015)

Subsequently, to determine the category of validity, the average score from the validation was interpreted using Category Table 3. The validation sheets provided to the validator included columns for responses, criticisms, and suggestions for improvement. These additional columns aimed to enhance the developed product, ultimately transforming it into a more effective learning medium.

**RESULT AND DISCUSSION**

The developed Edpuzzle videos were validated by a validator, an English lecturer, who completed the provided validation instrument. This validation was performed to confirm the validity and appropriateness of the Edpuzzle videos as learning materials in the Pre-Intermediate Listening and Speaking course. The development process of the Edpuzzle videos, following the ADDIE stages.

**Analysis Stage**

This stage consists of two parts: an analysis of lecturers' needs and an analysis of students' needs. The lecturers' needs were analyzed by distributing a questionnaire via Google Forms. The questionnaire, designed on a 4-point Likert scale, contained 10 items and was given to five lecturers teaching the Pre-Intermediate Listening and Speaking course. The results of the lecturers' analysis are presented in Table 4.

Table 4 reveals that the mean score of the collected data is 3.44. Based on the level of need suggested by Riduwan (2015), this score is categorized as 'highly necessary.' This indicates that the English lecturers concurred on the significant need for online learning media in the form of videos for the Pre-Intermediate Listening and Speaking class.

To analyze the students' needs, the researchers also employed a questionnaire designed on a 4-point Likert scale, which was distributed via Google Forms. The questionnaire was administered to students from the 2021 batch of the English Study Program at the Universitas Riau. Seventy-five students participated as respondents in this study. The results of the students' needs analysis can be seen in Table 4.
Table 4. Results of Lecturers’ and Students’ Need.

<table>
<thead>
<tr>
<th>Item</th>
<th>Lecturers’ Mean</th>
<th>Students’ Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>2.60</td>
<td>Q1</td>
</tr>
<tr>
<td>Q2</td>
<td>3.20</td>
<td>Q2</td>
</tr>
<tr>
<td>Q3</td>
<td>3.60</td>
<td>Q3</td>
</tr>
<tr>
<td>Q4</td>
<td>3.40</td>
<td>Q4</td>
</tr>
<tr>
<td>Q5</td>
<td>3.80</td>
<td>Q5</td>
</tr>
<tr>
<td>Q6</td>
<td>3.60</td>
<td>Q6</td>
</tr>
<tr>
<td>Q7</td>
<td>3.60</td>
<td>Q7</td>
</tr>
<tr>
<td>Q8</td>
<td>3.60</td>
<td>Q8</td>
</tr>
<tr>
<td>Q9</td>
<td>3.40</td>
<td>Q9</td>
</tr>
<tr>
<td>Q10</td>
<td>3.60</td>
<td>Q10</td>
</tr>
<tr>
<td>Mean</td>
<td>3.44</td>
<td>Mean</td>
</tr>
</tbody>
</table>

Table 4 demonstrates that the total mean score of the collected data is 2.90, a figure that falls within the 'necessary' category. This emphasizes that the students enrolled in the English Study Program were in agreement on the pressing need for the introduction of online learning media, specifically in the form of videos, for their Pre-Intermediate Listening and Speaking course.

Drawing on these findings, it becomes explicitly clear that both lecturers and students of English believe that the requirement for video-based learning media is not just necessary, but indeed of paramount importance, in the context of the Pre-Intermediate Listening and Speaking course. This strong consensus underscores the urgency and compelling need for developing and implementing such media resources, and as a result, the researchers found it imperative to advance to the next stage of their investigation: the Design phase.

**Design Stage**

During the design stage, a critical decision-making process unfolded as the researchers needed to determine which topics would be incorporated into the videos. The Pre-Intermediate Listening and Speaking course covers a breadth of 12 diverse topics. However, after a meticulous evaluation of the course content and considering the relevancy and importance of each topic, the researchers pinpointed four essential language expression topics to feature in the videos. These included: *Invitation; Apologizing, Expressing Anger and Resolving Conflict; Giving Compliments and Replying to Compliments; and Expressing Opinions.*

With the focus topics selected, the researchers embarked on creating and designing the instructional videos using Edpuzzle. Edpuzzle, as an e-learning platform, empowers educators to craft engaging, interactive video lessons imbued with animations to enhance their visual appeal and captivate student interest. The instructional design of the videos was strategically planned to foster effective learning. Initially, each video would open with an introduction to familiarize students with the lesson topic. This would be followed by clear instructions provided to guide students as they progressed through the video. The main content segment would be composed of dialogues and questions designed to immerse students in the language expressions being studied.

Finally, each video would conclude with a comprehensive summary of the lesson, reinforcing the key points, and a list of sources for students who wished to explore the topic further. This pedagogically sound structure aimed to maximize the learning outcomes and support the student’s learning journey through each topic.
Development Stage

This development stage represents a critical phase where the research product that was created in the previous stage is evaluated and refined. This involves a qualitative and quantitative assessment of the created Edpuzzle videos, with the objective of identifying areas that need improvement and making necessary adjustments before the videos are ready for implementation. The research product, which is the Edpuzzle videos, encompasses integrated educational elements that have been carefully chosen to support the learning process. To provide a clearer picture of the developed product, these Edpuzzle videos are exhibited in the Figure 2.

![Developed Video Topic ‘Invitation’](image1)

![Developed Video Topic ‘Apologizing, Expressing Anger and Resolving Conflict’](image2)

![Developed Video Topic ‘Giving Compliments and Replying to Compliments’](image3)

![Developed Video Topic ‘Expressing Opinions’](image4)

**Figure 2.** Product Development.

After the creation of the videos, the next essential step was to carry out a comprehensive validation process. This was done to establish the suitability, effectiveness, and overall quality of the videos for their intended purpose as learning tools. The individual chosen to serve as the validator was a proficient English lecturer from the English Study Program at the Universitas Riau, who possesses the relevant expertise and knowledge to conduct this critical evaluation.

The validation procedure was structured around four key parameters: Acceptability, which gauges whether the learning materials are acceptable to the users in terms of their design, content, and overall presentation; Relevance, which assesses the applicability and connection of the materials to the subject matter and learning objectives; Usability, which evaluates the ease of use, efficiency, and convenience of the learning materials from the user's perspective; and Appropriateness, which determines the suitability of the materials to the level and abilities of the learners, and the extent to which the materials meet the objectives of the course. The outcomes of the
validation process, which provide a reliable measure of the quality and effectiveness of the developed videos, are illustrated in Figure 3.

![Figure 3. The Validation Results of the Videos.](image)

As depicted in Figure 3, the video on the topic of 'Invitation' attained an average validation score of 4.25, marking it as valid. The video titled 'Apologizing, Expressing Anger, and Resolving Conflict' obtained an average score of 4.3, also rendering it valid. The 'Giving Compliment and Replying to Compliments' video scored an average of 3.81, categorizing it as quite valid, while 'Expressing Opinions' video obtained a score of 3.91, again indicating its status as quite valid. The overall mean score of all the developed videos was 4.10, denoting an overarching validation of the materials. Consequently, it can be confirmed that all the Edpuzzle videos designed by the researchers are suitable and effective as instructional materials for teaching language expressions in a Pre-Intermediate Listening and Speaking course.

The empirical evidence uncovered in this study further substantiates and aligns with the findings of several preceding studies, such as Hayati (2020) and Arfa et al., (2022), which also embarked on the development of Edpuzzle-based videos as learning media and found encouraging and valid results in relation to their developed products. Distinct from Hayati (2020)'s research that honed in on utilizing Edpuzzle videos for children's artistic development and language learning, our study exploited Edpuzzle as a pedagogical tool for teaching language expressions in English-speaking and listening classes. The instructional videos developed through this study are anticipated to significantly enhance student engagement in learning language expressions, providing them with the autonomy to navigate through the topics independently. This proposition finds support in the work of Putra (2021), who asserted that Edpuzzle aims to stimulate student engagement and bolster their academic achievement through video-based learning. This is because it fosters a sense of collaboration and active participation among students, inciting them to become more engrossed in the learning process. Moreover, given the widespread ownership of mobile phones and ubiquitous internet access among...
students today, Edpuzzle presents itself as a promising platform, offering students the flexibility to learn at their own pace outside the conventional classroom environment (Gharehblagh & Nasri, 2020; Ipek & Ustunbas, 2021; Viberg et al., 2020). As such, Edpuzzle fosters an environment conducive to the cultivation and enhancement of students’ self-regulated and autonomous learning skills (Silverajah & Govindaraj, 2018).

For educators, Edpuzzle serves as a practical tool to design interactive and engaging video lessons, complete with assessment instruments incorporating various question formats, including open-ended and multiple-choice questions (Pulukuri & Abrams, 2020). Further, Edpuzzle provides the functionality for educators to track and monitor students’ learning progress, enabling them to offer timely and relevant feedback. As argued by Mischel (2019), Edpuzzle furnishes educators with comprehensive reports, revealing student understanding of the lessons, frequency of video views, and completion status of assigned tasks.

In the context of listening and speaking courses, Edpuzzle has demonstrated its efficacy as a tool for enhancing students' English listening proficiency (Aula, 2020; Mawaddah et al., 2022). As suggested by Akbari & Razavi (2015), the inclusion of authenticity is vital when learning a foreign language, particularly for honing listening and speaking skills, as it mirrors real-life speech and scenarios. Hence, authentic material serves as a critical component in refining the listening and speaking skills in English, as it presents the target language in its natural form (Ipek & Ustunbas, 2021). This is where Edpuzzle proves its worth, with its focus on video usage, renowned for its functionality, intrigue, and significance for language learning (Mirvan, 2013). Sulaiman et al., (2017) emphasized that English listening becomes more comprehensible for students when delivered through video media rather than merely relying on audio. This perspective is backed by Hamid (2022), who argued that using Edpuzzle videos is perceived as a modern and authentic approach to learning English listening, given that the videos encapsulate daily life conversations. Furthermore, Aula (2020) identified that the use of Edpuzzle videos sustains student motivation and attention longer during listening and speaking activities. This aligns with the theory advocated by Hew (2016), which stated that assigning tasks within a video format sustains student engagement and enthusiasm throughout the lesson.

Despite the promising results, this study is not without its limitations. First, the study only examined the effectiveness of Edpuzzle videos in the context of a Pre-Intermediate Listening and Speaking course, and the validation was done by a single English lecturer. Therefore, the findings might not be generalized to other language learning contexts or educational levels. Secondly, the study did not empirically test the effectiveness of the developed videos on students’ learning outcomes or their engagement levels. The validation process was purely based on expert judgement, which might not fully capture the students' perspectives on the usefulness, relevance, and appropriateness of these videos as learning media.

**CONCLUSION**

Drawing on the validation findings from an expert review, it's clear that the Edpuzzle-based videos have achieved a commendable average score, signifying their validity. This demonstrates that all aspects of the videos - acceptability, relevance, usability, and appropriateness - have met the necessary standards to serve as effective learning media. Therefore, they are deemed suitable and beneficial for teaching language expressions in a Pre-Intermediate Listening and Speaking
course. Given the established validity and eligibility of these Edpuzzle videos, English lecturers and teachers are encouraged to consider this digital platform as a viable alternative or supplement to traditional teaching methods in a Pre-Intermediate Listening and Speaking course. However, while the developed Edpuzzle videos have shown great potential, further empirical testing on their practicality and effectiveness within a real-world classroom context is recommended. Furthermore, this research could provide a valuable reference for future studies related to the use of Edpuzzle in Pre-Intermediate Listening and Speaking courses or other contexts. Future research might also explore comparative studies between Edpuzzle and other digital learning tools, investigate students' perceptions and experiences of learning with Edpuzzle, or assess the long-term impact of these videos on students' language skills development and engagement.

REFERENCES


Developing English Learning Media Using Edpuzzle Interactive Video

Supriusman, A. Daud, Mahdum, Hadriana, A. Kurniawan

134

Tadris: Jurnal Keguruan dan Ilmu Tarbiyah 8 (1) : 125-136 (2023)

https://doi.org/10.1371/journal.pone.0252963


Ramasany, V., Noor, N., & Zaid, N. M.


