The Effect of Edpuzzle as Learning Media for Junior High School Students' Writing Skill

Dimas Ageng Kusnul Khuluq[1*], Zainul Aminin[2]

[1*]*English Education Department, Universitas Negeri Surabaya, Surabaya, Indonesia*
Email: dimasageng.20030@mhs.unesa.ac.id

[2]*English Education Department, Universitas Negeri Surabaya, Surabaya, Indonesia*
Email: zainulaminin@unesa.ac.id

ABSTRACT

These days, technology mostly contributes to education, particularly for students who wish to learn English writing. Edpuzzle is an innovative educational tool designed to teach English. This app is a video-content-based learning tool that may be developed for the benefit of the students. As thus, the key objective of the current research is to aid teachers in using Edpuzzle as a means of instruction for junior high school students with the objective to determine the effect it has on their abilities to write. The present research was conducted quantitatively and utilized a pre-experimental approach. According to the research's design, the researcher has given a writing assessment to 32 students as a sample over this research. Pretests and posttests, which are written assessments, were the research instruments utilized in this research. The research came across that Edpuzzle were having significant effects on the abilities to write of 8th junior high school students. The researcher admits as the current study may not have been finest; there were several barriers or weaknesses experienced throughout the procedure. As an outcome, it is uncertain that what was discovered of the present research can be generalized to wider populations or overseas.

Corresponding Author:

Dimas Ageng Kusnul Khuluq
Universitas Negeri Surabaya
Email: dimasageng.20030@mhs.unesa.ac.id

INTRODUCTION

Writing is an avenue of communication which enables people to express their ideas, emotions, and information. According to Hogue (1996), writing can employ visual symbols to convey words. Writing may be an effective method for interpersonal communication when people are unable to express themselves verbally. We may use written texts to express our ideas, opinions, and thoughts. Additionally, Brink (2020) stated that writing education is essential for multiple

reasons. First of all, due to the fact that writing is a tool to assess knowledge, morality, ideas, and societal contribution, it is a life skill rather than just a work need. Secondly, writing is an individual activity. Human identities are preserved via writing even after death. It lets users view their own objectives, skills, and planned projects. Individual memories and life experiences can be preserved via writing. Third, writing allows one to communicate with a much larger audience across time and in a range of settings. Put another way, writing not only inspires people to read but also aids in students' development of life skills. Nonetheless, writing is challenging since it requires careful attention to syntax, word choice, and grammar. While some students might be able to generate a text, very few are able to do so with appropriate components and structures. Therefore, in order to benefit from written communication, language learners must learn to write. Nonetheless, there are still certain issues with Indonesian junior high school English writing teaching. According to Amaliah et al. (2020), when teaching English writing, teachers confront seven difficulties. These difficulties include: (1) modest English grammar proficiency among students; (2) troubles for students to formulate and produce ideas for English writing; (3) inadequate vocabulary understanding; (4) lack of optimism for learning English writing; (5) inadequate management of time for teaching English writing; (6) lack of English writing resources; and (7) limited facilities for demonstrating English writing.

With these various difficulties, teachers must use creativity in applying their educational methodologies in light of the challenges that students have faced. The impact of the Fourth Industrial Revolution on education has resulted in modifications to the methods of learning and teaching. Technology improvements have an influence on teaching and learning methods and provide a range of techniques for teaching that could be modified according to each student's requirements and help them become self-sufficient learners, claim Putri and Sari (2020). Teachers can no longer teach and learn in the traditional manner because children are growing addicted to technology. Teachers need to provide relevant learning materials in addition to putting teaching methods into practice. Learning media may make learning easier overall and aid students in absorbing the material more quickly. Teachers can support students in their writing instruction by using a range of media. Using video is one of them. Dwifadjrin and Pamungkas (2020) assert that when material is delivered in video format, pupils are able to focus better since they can see the visuals, hear the speech, and read the facial expressions of the characters. Thus, it is believed that using videos as a teaching aid for writing will enhance students' understanding of the writing process.

Aminatun (2019) claims that the introduction of technology into the educational system has caused a shift in the way individuals teach, away from conventional approaches and toward more modern ones. These days, technology mostly contributes to education, particularly for students who wish to acquire English. Edpuzzle is an innovative educational tool designed to teach English. This

app is a video-content-based learning tool that may be developed for the benefit of the students. Alvarez (2021) states that educators can benefit from using Edpuzzle as a digital teaching tool for students in a number of ways. For instance, they can design and edit videos that are interactive for students. Teachers may track their students' progress and create movies based on the necessary information with ease thanks to user-friendly analytics. Educators may create engaging and dynamic video lectures using Edpuzzle by utilising information from websites such as YouTube, Khan Academy, and Crash Course.

Numerous studies on Edpuzzle utilization have been carried out in the last ten years. According to Rahayu and Bhaskoro (2022), Edpuzzle may be used to teach vocabulary since it makes studying more pleasurable, engaging, and exciting for students. It also makes it simpler for them to recall English vocabulary. Students become more acclimated to using technology-based learning resources the more they utilise Edpuzzle's interactive media to learn vocabulary. Edpuzzle can help students grasp terminology better and be more motivated to study English. The Edpuzzle-based video has been evaluated as an established English learning resource suitable for implementation in Indonesian listening and speaking classes, as stated by Supriusman et al. (2023). Edpuzzle is an app that can support education, particularly in the area of evaluation. Several studies use Edpuzzle in conjunction with the Flipped Classroom approach to learning. According to Zou & Xie (2018), assessment-centred technologies like Edpuzzle helped provide possibilities for peer education, sharing cultures, and scaffolded learning experiences for students in flipped classrooms. Based on prior research, Edpuzzle has been shown to enhance students' speaking and listening comprehension of the English language. Furthermore, it has been demonstrated that Edpuzzle raises students' motivation to study. It's not just that, students also have ultimately reached greater academic goals as a result of using EDpuzzle. As per Amaliah (2020), using Edpuzzle throughout the ninth grade of junior high school can improve students' capacity for analytical thought. Students' listening skills might be improved by watching the interactive movie on Edpuzzle (Mawaddah et al., 2022). Furthermore, Hidayat and Praseno (2021) found that students showed a favourable outcome regarding the utilisation of Edpuzzle and the flipped classroom strategy for writing education.

The goal of this study is to increase understanding of Edpuzzle's application as a teaching tool in the classroom, particularly as it relates to the English writing process. It is a novel as there hasn't been any study on Edpuzzle's potential to assist students become more proficient writers. With the use of live tests and online videos, Edpuzzle could potentially utilized to enhance writing abilities. Edpuzzle assists instructors in modifying videos from websites such as YouTube to use as teaching resources for writing lessons. Students' interest in learning writing skills can be heightened by including notes and quizzes in videos. Making it a worthwhile and engaging educational exercise. With the speed at which technology is evolving these

days, it is anticipated that Edpuzzle will become a recognized interactive teaching tool for English instructors.

RESEARCH METHOD

This research is a quantitative type of research. It is designed to ascertain how Edpuzzle as a learning medium influences the writing skills of students in learning the English language. To determine this, the writer has to perform a pretest and post-test. The one-group experimental design approach was employed, which would include testing one group twice to determine differences. The research subjects are Indonesian eighth-grade students. The amount of the sample of this study was 32 junior high school students which contain 22 female students and 10 male students. The three primary activities in the current study are the pretest, treatment, and followed by post-test.

Table 1. Research Design

Group	Pretest	Treatment	Post-test
Experimental Group	T1	X	T2

T1= Pretest for experimental group
X = Treatment using Edpuzzle
T2= Post-test for experimental group

During the pretest and post-test process, students were instructed to compose a brief recount text of at least two paragraphs. Students were given 45 minutes to finish their work both in pretest and post-test. In the treatment process is held for 3 meetings, containing activities to deliver material by using Edpuzzle on how to write correctly. Since the assignment required students to write an essay in which they had to create a recount text, Jacobs et al.'s (1981) scoring rubric was used to calculate the scores which focused on 5 important aspects of writing, namely: content, language use, organization, vocabulary, and mechanics.

Table 2. Indicators and Descriptions of Scoring Rubric

Criteria	Indicator	Description	Score
Content (C)	Excellent	Competent, substantial, well-developed thesis that is relevant to the particular subject.	30-27
	Good	A few of subject knowledge, an acceptable scope, a thesis that is	26-22

		only partially developed, and it is largely pointful to the subject but is unclear.	
	Fair	Insufficient topic development, minimal content, and little issue knowledge.	21-17
	Poor	Lacks topic knowledge, is insufficient to assess, is non-substantive, and is not relevant.	16-13
Organization (O)	Excellent	Smooth interaction, coherent concepts that are backed by logic, concise, orderly, and cohesive.	20-18
	Good	Fairly disorganized, poorly structured, with a strong emphasis on the main concepts; little evidence and a logical but poor flow of ideas.	17-14
	Fair	There's an absence of order and logical flow, and ideas become dispersed or disoriented.	13-10
	Poor	Fails to show up, is disorganized, or is insufficient to be evaluated.	9-7
Vocabulary (V)	Excellent	Versatile range, effective word and idiom use, word form awareness, and appropriate tone.	20-18
	Good	Minor mistakes in word or phrase choice, use, or form, but message remains clear.	17-14
	Fair	Narrow scope, common errors in word or phrase choice, use, and structure; unclear or confusing meaning.	13-10
	Poor	Translation essentially implies that one has little or no understanding of English vocabulary, idioms, or word structures.	9 - 7

Language Use (LU)	Excellent	Excellent, complex compositions with minimal alignment errors in the amount, past tenses, adjectives, and prepositions, as well as the sequence and purpose of the words.	25-22
	Good	The meaning is seldom confusing, despite a few small problems with the intricate design, the efficient yet straightforward structure, several alignment errors, past tense, quantity, phrase order/function, articles, adjectives, and prepositions.	21-18
	Fair	Considerable difficulty with both fundamental and sophisticated formulations; common faults with a negation, agreement, quantity, arrangement of words, also functions; run-ons; omissions; and imprecise or ambiguous interpretation.	17-11
	Poor	Very little awareness of sentence-building standards, characterized by errors, conveys either nothing at all or insufficiently to be judged.	10-5
Mechanics (M)	Excellent	Demonstrates command of conventions; minor mistakes on punctuation, capitalization, spelled words, and the use of paragraphs.	5
	Good	Even if there are occasionally mistakes in grammar, punctuation, capitalized words, and sentence structure, the meaning is always evident.	4
	Fair	Issues which obscure	3

		meaning: grammar, punctuation, spelling, the use of capitals the paragraphing, penmanship, etc.	
	Poor	Lack of mastery of norms, mostly manifested in misspellings, capitalization mistakes, paragraphing, and handwriting that is either unreadable or too small to be evaluated.	2

FINDINGS AND DISCUSSION

Findings

1. Data Description

The data was taken from the 8th grade students in one of the state junior high schools in Jombang, East Java. The data was contained in student-written recount texts. The type of research used is quantitative using experimental methods which refer to the pre-experiment study approach, specifically, a single group of a pretest-post-test approach. The population and sample amounted to 32 students, consisting of 10 male students and 22 female students. The first procedure to be carried out is to ask permission from principal of the state junior high school and continued with coordination with teachers. Based on the coordination of the school principal and grade 8 English subject teachers, research can be carried out in grade 8 H at that school.

Shukla (2018) states that a variable is every detail that may fluctuate whether it is in a person, item, animal, location, circumstance, or natural phenomenon. Independent variables as well as dependent variables are the two main categories of variables. A dependent variable represents a factor that is assessed to figure out the effect of an independent variable, while an independent variable is one which influences another variable through research investigations. In accordance with the statement made above, the variables of the present study are outlined as follows: a) Writing achievement acts as dependent variable (Y), since it serves as the variable that shall be examined and quantified in order to figure out how the independent variable. b) Learning media (Edpuzzle) acts as independent variable (X), because it gives the effect to dependent variable.

All the data will be scored using writing rubric then analysed using SPSS 27 To ascertain whether or not treatment has led to improvements. In the description data,

the information is given out as a mean score of pretest and post-test with maximum and minimum scores accompanied by a histogram to determine learning outcomes, improvement tests and hypothesis tests. In obtaining data, researchers carried out three stages in learning activities, namely: 1) Pre-test, 2) experiment (providing learning materials; 3) Post-test.

2. Pretest and Post-test Score

Chart 1. Students' Writing Score
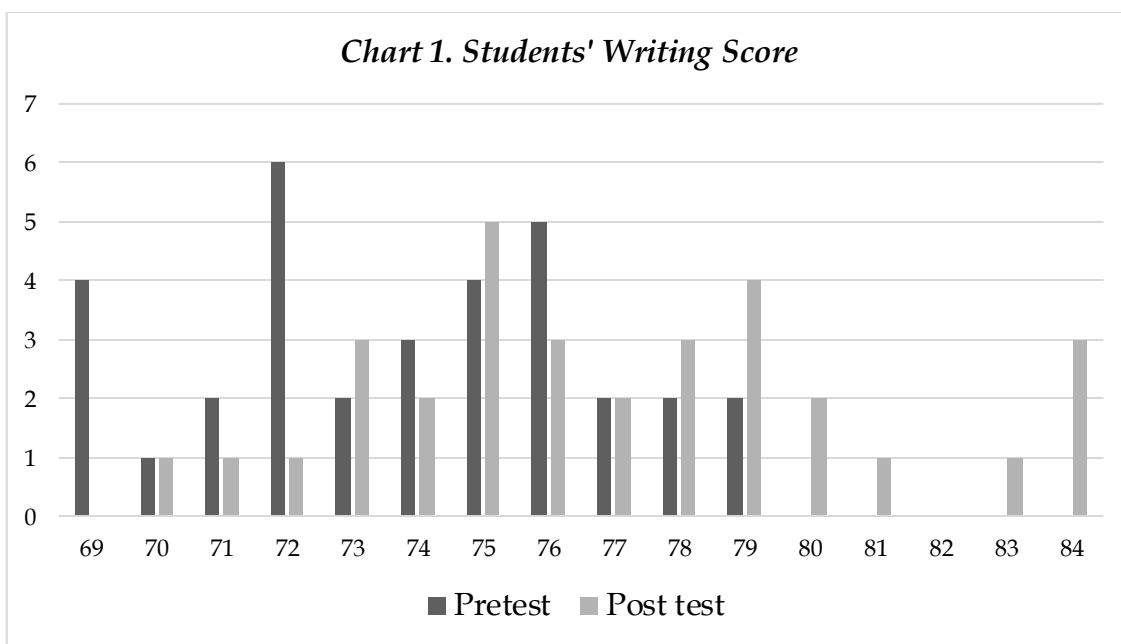
The pretest outcomes from the students appear within the research data in the chart above. According to the data, the scores from the pretest ranged from 69 to 79, with 79 being the highest score. Thus, the pretests had an overall score of 2361. The mean score of the pretest was 73.7813.

The post-test outcomes from the students appear within the research data in the chart above. According to the data, the scores from the post-test ranged from 70 to 84, with 84 being the highest result. The overall score of post-tests was 2463. The mean score of the post-test was 76.9688.

Table 3. Descriptive Statistics

	N	Minimum	Maximum	Mean	Mean Std. Deviation
Pretest	32	69	79	73.78	3.013
Posttest	32	70	84	76.97	3.746
Valid N	32				

3. Data Analysis

3.1 Normality Test

There are several main tests in the normality test, namely, Kolmogorov Smirnov, the Liliefors, and Shapiro-Wilk. In this study using the Shapiro-Wilk normality test because the sample size of this study was less than 50 samples. In interpreting the results of normality testing using how to see the value of significance (sig.) or probability (p-value) in the Test of Normality table, Shapiro Wilk's section is then compared with the level of signification alpha (α) 0.005.

Table 4. Basis for Normality Test Decision Making

Criteria	Decision
If the value of P-value > 0.05	The distribution of the data is normal.
If the value of P-value < 0.05	The distribution of the data is not normal.

The outcomes of the normality test could be observed in table 4. The Shapiro-Wilk method of normality testing is the one that is implemented. Table below displays the outcomes of the data processing for the normality test:

Table 5. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.129	32	.191	.951	32	.158
Posttest	.107	32	.200*	.965	32	.368

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Overall Sig. value in the experimental group at the test for normality consists of a pretest value of 0.158 and a post-test value of 0.368, as can be seen from Table of Normality Test. Consequently, the experimental class's value for significance is higher than 0.05. Considering the test's Sig. > 0.05, it could be said that it has been regularly distributed. It is apparent from the test findings above that the test outcome is deemed to be distributed normally because Sig. = 0.158 and 0.368 > 0.05.

3.2 Hypothesis Test

In accordance with the disparity within mean scores among the pretest and post-test in a single class, the T test was carried out to assess the significance and beneficial effect of Edpuzzle utilisation as a learning media and the outcomes of composing recount texts for the eighth-grade students. To analyse data on writing results by students is undertaken using statistical analysis Paired Sample T-Test. In this research, the significant distinction is to be evaluated by the T testing in pretest-post-test scores with the following test criteria:

By significance:

1. If significance or $\alpha > 0.05$, Ho is accepted.
2. If significance or $\alpha < 0.05$, Ho is rejected.

Decision making can be done by comparing the Asymp.Sig value or significant value (p) with an alpha value of 0.05.

Table 6. Basis for t-Test Decision Making

P-Value	Interpretation
If P-value > 0.05	• No visible differences between data groups • Ho accepted • Ha rejected
If P-value < 0.05	• Visible differences between data groups • Ho rejected • Ha accepted

These are the computation results for the Paired Sample T Test Hypothesis Test:

Table 7. Paired Sample Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	f	

Pair 1	Pretest - Posttest	3.187	2.132		.377	-3.956	-2.419	-8.458	1	.000

There is a significant gap within the mean score among the pre- and post-tests, totalling -3,187, as indicated by the findings of table 4.5 analysis. Also, the two-tailed significance value is.000. The Ha is accepted and the H0 is rejected since the significance value exceeded 0.05 (.000 > 0.05). The usage of Edpuzzle as a teaching tool had an impact on how well students can write, it was determined.

3.3 Effect Size

Important information regarding the extent to which the independent variable or variables predict the dependent variable are provided by the effect size. Because of their lack of connection to the dependent variable, independent variables with low effect sizes are poorly predictive. Strong effect size indicates excellent predictive power of the variables that are independent over the dependent variable. For various values, Cohen offered the following interpretations.

Table 8. Basis for effect size Decision Making

Cohen's D	Effect Size
0.2	Small
0.5	Medium
0.8	Large

The effect size may be determined using a formula. For the purpose to evaluate the effect size, this study employed Cohen's (1988) measurement of d to determine how much influence Edpuzzle as learning media had on student results in the pretest and post-test. The formula and results for calculating effect size are as follows:

$$d = \frac{(Mean\ 2 - Mean\ 1)}{Pooled\ SD}$$

$$Pooled\ SD = \sqrt{\frac{(SD_1{}^2 + SD_2{}^2)}{2}} = \sqrt{\frac{(3.01^2 + 3.74^2)}{2}} = \sqrt{11.52385} = 3.3946$$

$$d = \frac{(Mean_2 - Mean_1)}{Pooled\ SD} = \frac{(76.97 - 73.78)}{3.3946} = 0.9410$$

Based on calculations using Cohen's D formulation, the value of d is 0.9412. With these results, it may be said how much the students' writing skills improve from using Edpuzzle. By comparing the size of the influence of Cohen's table, with the value obtained, 0.9412 > 0.8. It can be seen that the effect size is large.

3.4 Writing Aspect Comparison

To assess learners' writing abilities, it can be done by assessing each aspect of writing. Based on the results of the data analysis above, it can be concluded that the use of Edpuzzle learning media can improve students' writing skills. However, these results have not been able to find which aspects of writing are most affected by the use of Edpuzzle. Therefore, the researcher will calculate the changes in students' writing scores in each aspect of writing before and after treatment. The five aspects are: content, organisation, vocabulary, language use, and mechanics. The assessment requires weighting to analyse the characteristics of each aspect to determine the level of difficulty compared to other aspects.

Before comparing the mean of writing scores in each aspect. Researchers will normalise sets of scores to the same scale by using the feature scaling formula or commonly called min-max scaling. The formula and results for scaling are as follows:

$$Xnorm = \frac{(X - min\ X)}{Max\ X - Min\ X}$$

Xnorm = Normalized value
X = Original value
min X = Minimum value
max X = Maximal value

Table 9. Normalized Mean Score

	C	O	V	Lu	M
Pretest	0.7854	0.7640	0.7562	0.6625	0.65
Post-test	0.8125	0.8	0.7796	0.69	0.75
Post-test - Pretest	0.0271	0.036	0.0234	0.0275	0.1

By comparing the mean scores of the pretest and post-test that have been scaled, it can be concluded which aspects of writing have the most significant improvement. The first is the mechanic aspect with an increase of 0.1. The second is organisation with an increase of 0.036. Followed by the third position is language use with an amount of 0.0275. The fourth is content with an amount of 0.0271. And the last is vocabulary with an amount of 0.0234. Based on the data above, the order from highest to lowest is M > O > Lu > C > V. In conclusion, the application of Edpuzzle can improve students' English writing skills with the mechanical aspects having the highest improvement.

Discussion

Edpuzzle is a straightforward solution that excels at only one task, yet it gives customers access to a plethora of options. Making interactive video classes may not be easier than using Edpuzzle. It's an online learning platform that lets users alter any YouTube video and add questions to it. Additionally, users may utilize Edpuzzle to make their own videos interactive. Multiple choice, open-ended, and short-answer questions may be employed to enhance the content of videos. Edpuzzle will automatically score multiple-choice questions. Teachers can alternatively assign videos without adding any questions so that they can keep track of which students watch the offered movies and how much of them they see. Because EDpuzzle is web-based, it just requires a device with video playback capabilities and an internet connection; other than that, it is quite easy to use. Nothing has to be installed, but finding and editing movies straight from YouTube is made much simpler with the help of the EDpuzzle browser extension. The Google Chrome store and Mozilla both provide the browser extension for free. Although it is not required, students are welcome to utilize the Edpuzzle app, which is compatible with both Apple and Android smartphones (Edpuzzle, 2024).

The purpose of the research aimed to find out how utilizing Edpuzzle as a learning tool could improve recount writing skills. Preliminary research methodology is being used. The research was conducted with only one group, or often referred to as an experimental group without a comparison or control group. This research can be used to determine the effect of a particular treatment. A single group pretest - post-test or as a preliminary experimental form is used in the current research, which is a research design that has a pretest before being given a treatment, then after being given treatment students will be given a post-test.

This research includes two distinct types of testing: a writing test before the treatments is implemented (pretest) and a writing test after the treatment is applied (post-test). The author of this research was the instructor who carried out this experimental investigation. In this study, three main activities were held, including pretest, treatment, and continued with post-test. It employs the pre-experimental

approach of a single group pretest post-test. The pretest is carried out by giving instructions to students to write a short recount text. Students were given 45 minutes to finish their work. Then, the student's text is assessed with writing rubric assessments. In the treatment process is held for 3 meetings, containing activities to deliver material on how to write correctly. The post-test is carried out like pretest, by giving instructions for writing simple text. And the teacher will give the final grade.

At the start of this study, students were given a pretest to determine their baseline writing proficiency in composition for recount texts. During the pretest and post-test process, students were instructed to compose a brief recount text of at least two paragraphs. The subjects might be based on personal experiences. Following the pretest at the first meeting, students were introduced to Edpuzzle in second meeting, which would help them understand recount text. The treatments were completed for three meetings. Meanwhile, the post-test was given after the treatments to evaluate their writing ability improvement. Five aspects of writing are evaluated in student writing evaluations: vocabulary, structure, mechanics, content, and language usage. The pretest and post-test data were utilized to compare the differences before and after the treatments for teaching English composition of recount texts to students using Edpuzzle.

Considering the outcomes of the research of both pre- and post-tests, it shows that students' recount writing skills are better by using Edpuzzle compared to pretest scores that are not accompanied by treatment. The mean score for the pretest was 73.78, whereas the mean score for the post-test was 76.96. This post-test's outcome differs substantially from the pretest did. Thus, Edpuzzle provides a beneficial effect to students' English writing skills. Meanwhile, the outcomes from the hypothesis test reveal a significant value (2-tailed) of 0.000, which falls below the 0.05 cutoff. So H0 is refused, whereas Ha is approved. This indicates that students who use Edpuzzle for learning have shown a notable increase in the achievement to write. Effect Size estimations yield good outcomes, with an increase after students get treatment. The increase may be characterized using Cohen's table. A d calculation larger than 0.8 implies that the increase in size was significant.

The present investigation was additionally intended to determine which aspects of writing showed the most improvement after using Edpuzzle. Based on computations of students' writing scores, the current research concludes that using Edpuzzle as a medium for providing writing instruction was successful at increasing students' writing skills in all five aspects. According to Jacobs et al.'s (1981) criteria for the five aspects of writing are: content, language usage, organization, vocabulary, and mechanics. After standardized the results from the five aspects, the researchers compared the improvement in scores from pre-test to post-test. and found that mechanical aspect improvement was the most significant, with a comparative value of 0.1. And the second highest improvement was in the organizational aspect of

writing with a comparison value of 0.036. The least improvement occurred in the vocabulary aspect, with a comparative value of 0.0234. Indeed, significant improvements were observed in the mechanical and organizational aspects of writing.

Results of the research which was previously done by researchers validate this conclusion. The usage of Edpuzzle might increase students' writing participation and writing achievement (Hidayat and Praseno, 2021). The usage of brief videos on Edpuzzle, particularly improving students' ability to maintain their attention, is one of the elements that influences the progression of writing skills. Some studies also indicate that using Edpuzzle to enhance skills in writing in several components. According to Rahayu and Bhaskoro (2022), Edpuzzle may be used to teach vocabulary since it makes the learning process more pleasurable, engaging, and fascinating for students. It also makes it less complicated for them to recall English vocabulary.

Despite getting positive results, students also experienced difficulties in writing. Writing involves a very complicated set of skills. Writing is a particularly challenging task for foreign language learner, according to Richards and Renandya (2002:186), because the activity required a complex skill that combines knowledge, concepts, and writing standards. Cole and Feng (2015: 4) assert that writing is a vital part of language. When students combined their thoughts, knowledge, and creative writing to produce original meaning. The complexity of writing means that students often experience difficulties. Sinta & Astutik (2019) claim that malapropisms happen because spoken and written English might occasionally differ from one another. In addition, there is a lot of meaning to one of the terms in English that may be. Word meanings vary depending on the text's context; thus, students should also be familiar with the text as it is used in conversation. Another challenge is using the inappropriate parts of speech. Before students compose a phrase or even a text, they need be aware of and understand the different parts of speech in the smallest units of a sentence. However, the manner of teaching parts of speech remains unclear, and students 11 continue to struggle to distinguish between each portion and understand how it affects the solution to the problem.

As a result, students find that writing is a more difficult ability to acquire than reading and listening, which makes learning a new language challenging for them. Furthermore, writing presents challenges for second language (L2) as well as learners of foreign language not just in formulating and structuring ideas but also in converting those ideas into legible written language. The challenge was not just coming up with and arranging ideas, but also turning them into legible writing.

To overcome difficulties experienced by students, teachers need to be aware of these five writing-related factors in order to evaluate their students' writing abilities. The five key elements of proficient writing include content, vocabulary, organization,

language usage, along with mechanics, according to Jacob (1981). The primary idea, or content, emphasizes how understandable and obvious the concept, argument, or thesis is. The second aspect of organization is how the text's content is arranged logically. Thirdly, vocabulary is the selection of terms appropriate for the given situation. Fourth, sentence grammatical structure is a component of language usage. Lastly, mechanics addresses capitalization, spelling, and punctuation.

Based on the results of data analysis by comparing the mean of each aspect in writing. Explaining that the most impactful aspect is the mechanic and organisation in writing. While the lowest aspects are vocabulary and content. Edpuzzle is an application that modifies YouTube videos to be more interactive. According to Tamina (2023), YouTube helped students to learn English vocabulary, made learning English very interesting, understood the content of YouTube videos in a very easy way, got relevant materials for learning English, acquired better English by writing down important points in a diary while watching videos. Rusinovci (2015) stated that as assistants, teachers assist students in writing more effectively by choosing the right genre, determining the goal, and using appropriate language. In their capacity as assessors, teachers provide feedback on students' strengths, shortcomings, and general performance in an effort to help them write more effectively in the future. In summary, teachers may use a variety of instructional techniques, particularly those that centre on the writing process, to help students develop their vocabulary and content-related writing abilities. Considering that this study did not use a specific teaching approach. In addition, teachers can also show more examples of videos on YouTube to further enhance students' understanding.

The researcher acknowledges limitations in the research process. Edpuzzle's effectiveness in improving students' writing abilities remains restricted, as seen by various assessment standards that have not significantly improved. This pre-experimental study lacks a comparison group, making it difficult to conclude that Edpuzzle is an effective learning tool. The study's weakness is that it only focused on one set of participants and did not include a comparison group. In addition, the total quantity of data available is quite modest, rendering it difficult to measure the success of the Edpuzzle within terms of its effects. Thus, extending the researcher's conclusions to a wider population or to other area is not feasible. The researcher expects to see more studies on the following topic, particularly at various educational levels, with a bigger sample size from an institution, and with the use of a comparison group.

CONCLUSION

The utilisation of Edpuzzle as learning media can improve students' writing achievement specifically for writing recount texts. Using Edpuzzle to teach writing can help students comprehend the content more easily because it's presented in video

format. Edpuzzle could be beneficial to students with the guidance of instructors by cutting and trimming crucial sections of the video and delivering quizzes while the video is playing. These factors can help students concentrate and become more enthusiastic in studying English content. Edpuzzle is also proven to improve students' writing skills in five aspects of writing. The least significant improvements were in the vocabulary and content aspects, while the most significant improvements were in the mechanic and structure aspects. Therefore, this study states that Edpuzzle offers a useful educational tool for teaching writing, especially for delivering recount texts. The final finding derived from the current research is that implementing Edpuzzle can enhance students' writing's mechanics and organization. Through videos, Edpuzzle helps students better comprehend the procedure and structure of effective writing.

This research provides new insights into the use of edpuzzles in learning English and also in English writing skills. Research upon the effect of the Edpuzzle applications on the ability of learners to write might have implications for instructors and further studies. If this study reveals that using the Edpuzzle platform raises students' writing final results, instructors might integrate it into the learning method they teach, and researchers may inquire into Edpuzzle to expand upon the present study's findings.

In light of this research's outcomes, below are several suggestions that need to be considered. 1) Students can learn English on the Edpuzzle website. There are many English materials available in Edpuzzle. Students can play it not only at school with teachers but also use it at home because it is easily accessible and free. 2) The English teacher could use Edpuzzle as a learning platform for providing writing instruction since the findings of this research have given the evidence that Edpuzzle could be effective to elevate writing achievement of recount text composed by students. 3) It is advised that future academics carry out and expand Edpuzzle's application by using innovative techniques for instructing writing to the students through online videos in order to make their writing better.

At last, the adoption of Edpuzzle has allowed this section to serve as the research's end. Furthermore, this chapter's conclusion sums up how strongly teachers ought to employ Edpuzzle as an instructional resource while teaching writing, and perhaps this research could serve as a helpful guide for future researchers that have an interest in pursuing related fields of study.

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