IMPROVING STUDENT PARTICIPATION AND LISTENING ACHIEVEMENT TROUGH EDPUZZLE INTERACTIVE VIDEO

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THESIS

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ABSTRACT

Putra, Irfan Susiyana, 2023. *Improving Student Participation and Listening Achievement Trough Edpuzzle Interactive Video*. Thesis, English Education Department, Post Graduate Program. University of Islam Malang: Advisor (1) Dr. Imam Wahyudi Karimullah, S.S, M.A.

Keywords: *Participation*, *Listening*, *Achievement*, *Edpuzzle.*

This research is based on the problems that coming up at schools that are considered superior and also well accredited in the Probolinggo area. however, after several studies of the material and results, the teacher council at SMA 1 KRAKSAAN found that the listening aspect in English was the lowest aspect and was also the least interested in by the students. Based on previous data, it proves that the lowest aspect of distance learning in English is listening with an average success score of listening in English of 62 from the KKM which should be 78 and the student participation rate is less than 70%. This study aims to test and prove that there is an increase in participation and also student scores in the distance learning process in the listening aspect. The population of this research are 224 students in 7 class of XI SMA 1 KRAKSAAN. The instruments in this study used edpuzzle class transcripts and tests. This research is a Calasroom action Research (CAR) study.

Based on the results of this study, it states that the use of Edpuzzle interactive video media as a tool in distance learning is proven to increase student participation in participating in distance learning activities and can also increase student listening achievement. this can be proven by an increase in the research problem that has been described in the background study. student participation which increased to 94% from initially only around 45%, and also the average student listening score which was originally 63.6 changed to 88.33. which has met the requirements for achieving indicators of success from this study KKm 78

ABSTRAK

Putra, Irfan Susiyana, 2023. Meningkatkan Partisipasi Siswa dan Prestasi Mendengarkan Melalui Video Interaktif Edpuzzle. Tesis, Jurusan Pendidikan Bahasa Inggris, Program Pasca Sarjana. Universitas Islam Malang : Pembimbing (1) Dr. Imam Wahyudi Karimullah, S.S, M.A.

Kata Kunci: Partisipasi, Mendengarkan, Prestasi, Edpuzzle.

Penelitian ini dilatarbelakangi oleh permasalahan yang muncul pada sekolah-sekolah yang dianggap unggul dan juga terakreditasi baik di wilayah Probolinggo. Namun, setelah beberapa kali mempelajari materi dan hasilnya, dewan guru di SMA 1 KRAKSAAN menemukan bahwa aspek mendengarkan dalam bahasa Inggris merupakan aspek yang paling rendah dan juga paling tidak diminati oleh siswa. Berdasarkan data sebelumnya membuktikan bahwa aspek pembelajaran jarak jauh bahasa Inggris yang paling rendah adalah listening dengan rata-rata keberhasilan mendengarkan bahasa Inggris sebesar 62 dari KKM yang seharusnya 78 dan tingkat partisipasi siswa kurang dari 70%. Penelitian ini bertujuan untuk menguji dan membuktikan adanya peningkatan partisipasi dan juga skor siswa dalam proses pembelajaran jarak jauh pada aspek listening. Populasi penelitian ini adalah siswa kelas 7 XI SMA 1 KRAKSAAN yang berjumlah 224 siswa. Instrumen dalam penelitian ini menggunakan transkrip kelas edpuzzle dan tes. Penelitian ini merupakan penelitian Calasroom action Research (CAR).

Berdasarkan hasil penelitian menyatakan bahwa penggunaan media video interaktif Edpuzzle sebagai alat bantu dalam pembelajaran jarak jauh terbukti meningkatkan partisipasi siswa dalam mengikuti kegiatan pembelajaran jarak jauh dan juga dapat meningkatkan prestasi mendengarkan siswa. hal ini dapat dibuktikan dengan bertambahnya masalah penelitian yang telah diuraikan pada latar belakang penelitian. partisipasi siswa yang meningkat menjadi 94% dari awalnya hanya berkisar 45%, dan juga nilai rata-rata menyimak siswa yang semula 63,6 berubah menjadi 88,33. yang telah memenuhi syarat pencapaian indikator keberhasilan dari penelitian ini KKm 78

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Education has always been the focus of attention and not infrequently has become the target of dissatisfaction, because education concerns the interests of everyone. to prepare the individual for life in the future but also for the life of the individual himself at this time (Mikarsa, 2007). Education is not a simple endeavor, but a dynamic and challenging activity

According to UU No. 20 of 2003 Article 1 paragraph 1 what is meant by Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, the community, the nation and the State.

Student participation, both physical and psychological, must occur in learning activities because it can help students build their knowledge. When students actively learn they actively build understanding of the problems they face in the learning process (Carr et al. 2015). In addition, students who are actively involved in the learning process are more likely to participate actively in discussions or group work in order to hone higher-order thinking skills. This idea is also contained in the standard process of the Ministry of Education and Culture No. 22 of 2016 (Permendikud 2016) which stipulates that the "internal learning process" of an educational institution takes place in the same way, collaborative, inspiring, fun and challenging. motivating students to actively participate and creating space for them to develop independent creative initiatives according to their interests and physical and psychological development. Therefore, student participation is an important factor that must be created by the teacher in students to achieve the success of the learning process.

In English subject, students' Listening ability is important because listening is an important tool in academic and social life (DeVoss et al. 2017). In addition, students may perceive listening as a boring and uninteresting activity because it is often associated with listening activities (DeVoss et al. 2010; Zakiya 2020). This research is based on the problems that coming up at schools that are considered superior and also well accredited in the Probolinggo area. however, after several studies of the material and results, the teacher council at SMA 1 KRAKSAAN found that the listening aspect in English was the lowest aspect and was also the least interested in by the students. Especially in the last 3 years when the covid crisis hit where all teachers had to adjust to the development of students who were increasingly modernized by technology and the increasing number of students who were bored with learning methods that were increasingly boring, such as reading books changed to reading on mobile phones, listening to YouTube and podcasts.

Along with the development of this era, raises new challenges in the world of education. in Mawaddah's previous research, (2022) regarding the effect of edpuzzle interactive video in improving students' listening skills. the research was conducted in the classroom under guidance and direct interaction with the teacher.

However, in the world of education learning is not always fixated on interactions in the classroom. in examples of cases where there are several things that cause students to carry out Distance Learning (PJJ). For example, when there is a big event held by the school such as: Graduation, school events, teacher council meetings, or exams in class XII. For this reason, the teacher is still emphasized to continue teaching students by providing learning and material to students even though it is online.

Therefore, there is a problem where the level of student participation in Distance Learning (PJJ) is classified as a less enthusiastic and of student achievement is relatively low. This difficulty is also experienced by teachers and students of SMAN 1 KRAKSAAN when doing distance learning, so student achievement scores will decrease because the participation and interest of students in the listening aspect is greatly reduced because it is considered very boring. Based

on previous data, it proves that the lowest aspect of distance learning in English is listening with an average success score of listening in English of 62 from the KKM which should be 78 and the student participation rate is less than 70%. Therefore, participatory (student-centered) learning activities must be carried out to improve listening results which can be done by choosing new media from what was originally SMA 1 KRAKSAAN using media such as YouTube and also VoiceNote to using edpuzzle interactive video.

Indahwati (2020) states that teachers must continue to improve their learning models to overcome problems that arise in class. In addition, the edpuzzle interactive video also requires the use of technology as a learning medium so that it is assessed according to the characteristics of Generation Z students in the technological revolution era. The use of technology can attract students' attention and curiosity. The benefits of using edpuzzle interactive video to facilitate learning activities and improve student achievement have also been proven in research conducted by Zakiya (2020) Soltanpour and Valizadeh (2018) Afriyalsanti et al. (2016). Several studies have shown that Edpuzzle interactive video can activate students' prior knowledge to expand their knowledge and is more effective in improving students' English listening skills than traditional media which is often lacking (Julinar & Yusuf 2019; Yesika 2017). Leih continued, Rahmiati and Emaliana (2019) agreed that e-learning is an attractive learning resource because it offers convenience and flexibility to students.

This study aims to test and prove that there is an increase in participation and also student scores in the distance learning process in the listening aspect.

1.2.1 Research Problem

Based on the preliminary study and review of previous studies, the researcher decided to conduct Classroom action research (CAR), research. This study uses the Edpuzzle interactive video to increase the participation and also the grades of 11th grade students at SMAN 1 Kraksaan. The research problem of this research is

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1   Can Edpuzzle interactive videos increase student participation?

2   Can Edpuzzle interactive videos increase students' listening scores?

1.3 Objective of Study

The objective of this research are:

1. To find out whether the Edpuzzle interactive video media can increase the level of student participation in attending distance learning classes?

2. To investigate whether the Edpuzzle interactive video media can increase students' listening scores?

1.3 Scope and Limitation

The subject of this research is students of class XI 1 SMA 1 Kraksaan with the subject matter to be presented is asking and giving opinion. It is limited to class XI students who still use K13 as their teaching material and curriculum with the material of asking and giving opinion.

1.5 Definition of Keyterm

- *Participation is the action when people taking part of something to do*
- *Listening is one of process from receiving to responding something non spoken or nonverbal messages*
- *Achievement is everything that has been completed and has been achived through the proccess*
- *Edpuzzle is media base learning website and application that allowing someone to select and cusomize video for make their own quiz question directly to the video stream.*

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CHAPTER VI

CONCLUSION AND SUGGESTION

6.1 Conclution

Currently there are many interesting applications that can be used to make learning videos, one of which is Edpuzzle. (Fitri Dwi Hartati, NurIslami, M. Rahmad, 2023). They also found that learning activities with Edpuzzle have good potential in developing students' independent learning skills and in supporting meaningful learning. , which is common practice in the classroom.

Based on the results of this study, it states that the use of Edpuzzle interactive video in distance learning is proven to increase student participation in participating in distance learning activities and can also increase student listening achievement. this can be proven by an increase in the research problem that has been described in the background study. student participation which increased to 94% from initially only around 45%, and also the average student listening score which was originally 63.6 changed to 88.33. which has met the requirements for achieving indicators of success from this study KKm 78

6.2 Suggestion

1. For Teacher

It is hoped that teachers can better understand and master various kinds of media and are also always up to date with current developments. because along with the development of an increasingly modern era, learning styles and also student learning interests will continue to develop and also change.
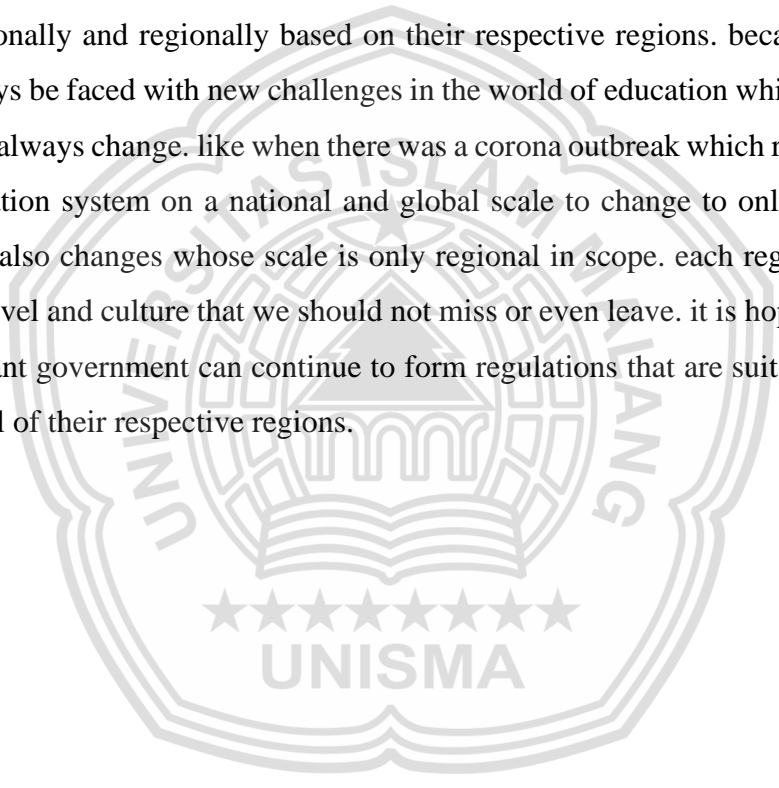
2. For next researcher

For future researchers, it is hoped that they will always update the material to be used because the material changes every year following the development of regulations provided by the "Dinas Pendidikan". If at the time this research

was carried out they were still using the K13 curriculum, then the researcher is expected to conduct research based on the latest curriculum that has been implemented by the government, the "Meredeka Curriculum".

3. For Goverment

For the goverment espesially Dinas Pendidikan, it is hoped that they can always adjust learning activities, learning materials, learning systems, as well as access to learning that is always up to date to the situation and conditions both nationally and regionally based on their respective regions. because we will always be faced with new challenges in the world of education which over time will always change. like when there was a corona outbreak which required the education system on a national and global scale to change to online. but there are also changes whose scale is only regional in scope. each region has its own level and culture that we should not miss or even leave. it is hoped that the relevant government can continue to form regulations that are suitable for each level of their respective regions.

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