FOSTERING STUDENTS' LISTENING SKILLS THROUGHYOUTUBE VIDEOS INTEGRATED WITH EDPUZZLE ONLINE PLATFORM

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Abstract: The aim of this study is to determine the goodness of using YouTube videos integrated with the EdPuzzle online platform on students' listening skills and students' perceptions on the use of the EdPuzzle online platform. The researcher applies a mixed-methods design, with the type of an embedded design. Regarding the quantitative paradigm, quasi-experimental one-group pre-test and post-test was employed. The subject of the research consisted of thirteen students sitting in the eleventh grade who were taken using a random sampling technique. The instruments to collect the data were tests and questionnaires. Data were collected by giving a pre-test followed by giving one treatment to thirteen vocational students after that the students were given a post-test and a questionnaire. The post-test which has a higher score than the pre-test proves the effectiveness of YouTube videos integrated with EdPuzzle as a medium to increase students' listening skills. It is obvious that the use of YouTube videos integrated with EdPuzzle in teaching listening has a significant and effective impact on increasing students' listening skills. The result showed that the hypothesis is accepted in that there is the significant difference found in students' listening skills prior to and after being taught through YouTube videos that are integrated with the EdPuzzle online platform. In conclusion, the result of data analysis indicated quite clearly that the use of YouTube videos integrated with the EdPuzzle online platform is effective in increasing students' listening skills.

Keywords: listening skills; EdPuzzle application; YouTube videos

INTRODUCTION

The increase of information and communication technologies in the industrial age 4.0 is very remarkable in the process of teaching and learning. It is easy for teachers to access the technology to facilitate the learning process. The existence of e-learning is quite helpful in the field of education. There are many learning media such as computer applications or smartphones that can

be used and become an option for delivering material. Of course, all material will be conveyed by teachers to students. As stated by Keengwe and Georgina (2012), cited in (Saragih et al., 2021), "technological development gives changes to the process of teaching and learning. Information technology is defined as a medium to commit to the education process including supporting the teaching and learning process, which also engages searching for references and information sources (Wecke & Ahmed, 2013, cited in (Saragih et al., 2021). Based on the theory of some of these experts, in this case, the researcher also utilizes technological sophistication to foster the effectiveness of the learning process in order to achieve a learning goal with good results. In accordance with the topic studied, namely learning that aims to improve students' listening attitudes towards the learning process of teaching materials provided by the teacher, the media platform used is the EdPuzzle application. This application is a medium that can be used in the learning process, by inserting videos and text or teaching materials to be delivered. To further improve students' listening skills, in this application, questions can also be inserted directly in each part of the teaching material being listened to. Thus, students will focus more on paying attention to the material presented in each material being studied.

Audiovisual media is also called video media. Video is a medium that is currently being favored by manypeople. According to Anderson Ronald (1994, as cited in Aula (2023, para. 4), a video medium is a series of electronic images accompanied by sound and image elements. The application is called Edpuzzle and YouTube as a source of teaching materials, which was presented to students. It is expected that by using this learning media, students will be able to increase their response and attentiveness to a learning material so that the objectives of a basic competency can be achieved properly. Theresults of this study are different from previous studies, some researchers use Edpuzzle as a single medium in conveying a lesson. In contrast to this research, theresearcher has combined Edpuzzle with Youtube as a source of learning videos thatare inserted so that they can attract students and nothing else to foster the listeningskills of the teaching materials provided.

Several studies have been conducted on related topic (Mawaddah et al., 2022; Egilistiani & Prayuana, 2021; Hamid, 2022; Lestari et al., 2023; Giyanto et al., 2020). Mawaddah et al. (2022) report the use of EdPuzzle that can improve listening skill in their classroom action research. Meanwhile, Egilistiani and Prayuana (2021), Hamid (2022), Lestari et al. (2023), through the questionairres adminitered to students in the listening subject, claim in their research that Edpuzzle is an application that helps teachers invite students to have fun and makes the student more engaged. Similarly, utilizing quantitative descriptive with the assistance of N-Gain, Giyanto et al. (2020) founnd that EdPuzzle is quite effective in improving students' listening skill. However, the study using mix method on related topic is still rare so that the present study is carried out to answer the following researrch questions:1) "Is there any significant difference in students' listening skills by using YouTube videos integrated with EdPuzzle online platform and those who are not?" and 2) "How do the students respond toward the use of YouTube videos integrated with EdPuzzle online platform during listening class?" To answer these questions, the researchers examined the effectiveness of one of the e-learning media in conveying a listening skill using applications that are more inclined to the audiovisual realm.

METHODOLOGY

The present study employed quantitative paradigm with the type of survey because this study involved a set of questionnaires and statistic data to be displayed (Cohen et al., 2013). Also, the present study was intended to find out the cause and effect of the phenomenon regarding the use of Ed Puzzle as a media for learning. Quantitative design, in particular, quasi-experimental one-group pre-test and post-test is used to find out the effectiveness of Ed Puzzle integrated by video YouTube as a media for learning. Questionnaires were employed to find out the goodness of Ed Puzzle integrated by video YouTube as a media for learning. Students of grade 11 are the population of this study is the grade 11 students of vocational high schoolin Kawali in the Academic Year of 2020/2021. The researcher used class XII OTKP which consists of 13 students as the

sample. The instruments employed in this research are a one-group pre-test and post-test, a lesson plan of listening to biography subjects treated to students for two meetings, and a questionnaire.

The data collected from the instrument consist of 10 items of questions for pre-test and post-test. then, 10 questionnaire items were taken to gather students'perceptions towards the practice of YouTube videos integrated with Ed puzzle's online platform in a biography subject. The quantitative data is proceeded by means of the SPSS 16version. The researcher obtains the result by the objective test was analyzed using descriptive analysis, normality test with Kolmogorov-Smirnov, and paired samplest-tests. Furthermore, the questionnaire is proceeded by the Likert scale.

FINDINGS

The present research is to examine the effectiveness of YouTube videos integrated with EdPuzzle online platform as an e-learning media in conveying a listening skill. In particular, this study is to answer the following research questions: 1) Is there any significant difference in students' listening skills by using YouTube videos integrated with EdPuzzle online platform and those who are not? and 2) How do the students respond toward the use of YouTube videos integrated with EdPuzzle online platform during listening class? The findings which are based on the statistical data and questionnaires is to be discussed in the following explanation:

The Result of Statistic

To find out whether or not there is any significant difference in students' listening skills by using YouTube videos integrated with EdPuzzle online platform and those who are not, the statistical formulation, mainly by means of SPPS 16 version, was utilized to measure the mean difference of pre-test and post-test. The researcher obtains the data that was analyzed using descriptive analysis, normality test with Kolmogorov-Smirnov, and paired samplest-tests. To begin with, statistical description of the pre-test and post-test result is given in Table 1.

Table 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	13	10	50	36.92	13.156
Posttest	13	60	100	87.69	10.127
Valid N (listwise)	13				

Table 1 indicates that the number of subjects who took part in this study consists of 13 students. The mean for the pre-test showed to be 36.92; meanwhile, the mean for the post-test indicates 87.69. The standard deviations show more variability over the scores of pre-tests rather than post-test scores. Consequently, the post-test score of the class was significantly different after having the treatment. Prior to practicing the t-test, the researcher had to conduct a normality test to search whether the data distribution is normally circulated or not, as described in Table 2.

Table 2 Tests of Normality Result

group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score of pretest	.225	13	.072	.865	13	.045
posttest	.359	13	.000	.756	13	.002

As can be seen in Table 2, the sigeificance value for the pretest in the Kolmogorov column is 0.072 and the resultant significance value for the posttest is 0.000. This implies that the data is not normally circulated because the significance value is <0.05. Therefore, the researcher conducted one more test, namely the Wilcoxon test. Table 3 is the results of the Wilcoxon ranked

test.

Table 3 Tests of Wilcoxon Ranks Result

		N	Mean Rank	Sum of Ranks
posttest - pretest	Negative Ranks	0[a]	.00	.00
	Positive Ranks	13[b]	7.00	91.00
	Ties	0[c]		
	Total	13		

a. posttest < pretest
b. posttest > pretest
c. posttest = pretest

Based on Table 3, it shows that the negative ranking or the difference between the value 0 as the results of students' listening skills for the pre-test and post-test, whether it is on the N value, Mean Rank, or Sum Rank. The 0 value shows that there is no reduction or decrease in the score of pre-test and post-test.There are 13 positive data of the positive ranks or the difference (positive) between the results of students' listening skills for the pre-test and post-test, which means that the 13 students passed through an improvement in the results of listening skills from the pretest score to the post-test value. The mean Ranks of the increase is 7.00, while the Sum of ranks is 91.00.

The last is Ties; Ties are the similarity of pretest and post-test scores. In the present research, the value of the Ties is 0. So, it can besaid that there is no equal value between pretest and post-test. After that, the researcher explained the Wilcoxon statistical test. Table 4 is the results of the Wilcoxon statistics test:

Table 4 Tests of Wilcoxon Statistics Result

	posttest - pretest
Z	-3.210[a]
Asymp. Sig. (2-tailed)	.001

a. Based on negative ranks.
b. Wilcoxon Signed Ranks Test

Table 4 showed that Asymp. sig. (2-tailed) is worth 0. 0001 since the value of 0.001 is smaller compared to <0.05. Thus, hypothesis is accepted. It means that differences in students' listening skills for pretest and posttest existed. So, the conclusion shows that there is an effect on the use of YouTube videos integrated with the EdPuzzle online platform during learning listening. The researcher elaborated on the data inferential analysis obtained in the study. It was proceeded by using Statistical Package for Social Science (SPSS) 16 version. Table 5 is the summary of the data inferential analysis in this current study.

Table 5 Paired Samples Test results

			Std. Deviationon	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	t	df	
air 1	pretest - postest	-50.769	11.875	3.294	-57.945	-43.593	-15.414	12	.000

From the analysis result of Paired Samples Test, as given in Table 5, sig. value 0.000 is lower than 0.05.Therefore, H₁ was accepted and H₀ was rejected. Obviously, there is a significant impact of the usage of YouTube videos integrated with the Edpuzzle online platform on students' listening skills. Furthermore, the observed t value was computed to be 15.414 (t= 15.414) which has the higher score than the t table (t= 2.110) and the degree of freedomwas 12 (df= 12). This score also underpinned the hypothesis that students' listening skills post-test were influenced by YouTube videos integrated with Edpuzzle onlineplatform.

Results of Questionnaire

The set of questionnaires is employed to answer the second research question, i.e. How do the students respond toward the use of YouTube videos integrated with EdPuzzle online platform during listening class? These questionnaires were administered tostudents after being given the treatment. The treatment was the use of YouTube videos integrated with EdPuzzle online platform during listening class to experimental group. Table 6describes the students' response towards the use of YouTube Videos Integrated with Edpuzzle Online Platform.

Table 6 The responses of respondents

No	Students perceive	SA	A	N	SD	D
1	Learning listening skills through YouTube videos integrated with EdPuzzle is a fun idea to foster listening skills.	23%	69%	8%	0%	0%
2	Learning listening skills through YouTube videos integrated with EdPuzzle is a positive idea	24%	76%	0%	0%	0%
3	EdPuzzle is easy to used	76%	24%	0%	0%	0%
4	Using EdPuzzle helped me easily	38%	62%	0%	0%	0%
5	The interaction in the EdPuzzle is very clear	23%	69%	8%	0%	0%
6	The interaction in the EdPuzzle is understandable	0%	92%	8%	0%	0%
7	It helps me to foster better in listening skills.	38%	54%	0%	0%	8%
8	Learning using EdPuzzle is easy for me.	61%	31%	8%	0%	0%
9	EdPuzzle is convenient for the purpose of academic involvement.	54%	38%	8%	0%	0%
10	EdPuzzle allows me to practice listening skills anytime and anywhere.	77%	15%	8%	0%	0%

The questionnaire given in Table 6 shows that most students enjoy learning biography through YouTube videos that are integrated with the Edpuzzle online platform to foster students' listening skills. As many as 92% of students (strongly agree 23% and agree 69%) agree that YouTube videos integrated with the online platform Edpuzzle is a fun idea to foster students' listening skills. Moreover, 100% of students (24% strongly agree and 76% agree) agree that YouTube videos integrated with Edpuzzle online platform are a positive idea to foster students' listening skills. Edpuzzle is easy to use as evidenced by the maximum percentage of 100% of students (76% strongly agree and 24% agree) agree with it. In addition,using Edpuzzle can make it easier for students to foster students listening skills, this is evidenced by 100% of students stating "strongly agree" 38% and "agree" 62%. In terms of interacting with Edpuzzle, it found that

Edpuzzle is very clear and easy to understand, most students choose to agree. Then, most of the students (38% strongly agree and 54% agree) find it easy to become skilled in fostering listening skills. In addition, students also agree that EdPuzzle is convenient for the purpose of academic involvement; this is evidenced by the percentage of students, namely 54% chose "strongly agree" and 38% of students chose "agree". Finally, almost all students agree that Edpuzzle helps them practice listening skills anytime and anywhere. This is evidenced by 77% of students who chose strongly agree and 15% chose to agree.

DISCUSSION

The results of this study uphold the hypothesis that there is a significant difference in students' listening skills before and after being taught through YouTubevideos that are integrated with the EdPuzzle online platform. This study showed that students'enthusiasm comes up when they directly focus on answering teachers' questions and by means of assignments. This links to Salmon and Edirisingha (2008,p. 44) who claim that the sign of good teaching is to keep students' focus. The post-test score which is higher than the pretest score proves the effectiveness of YouTube videos integrated with EdPuzzle as a medium to increase students' listening skills.

It is obvious that the use of YouTube videos integrated with EdPuzzle in teaching listening has a significant and effective impact on increasing students' listening skills. This is in line with Arono (2023, p. 65) in that the successful learning media is the one that can transfer the message and enable the students to understand. The results of this study are different from previous studies, some researchers use Edpuzzle as a single medium in conveying a lesson. In contrast to this research, the researcher has combined Edpuzzle with YouTube as a source of learning videos that are inserted so that they can attract students and nothing else to foster the listening skillsof the teaching materials provided.

Based on the research that has been done, this pattern of results is consistent with the previous literature (Aula, 2023), which argued that EdPuzzle has the advantage ofmaking students have more time to activate their concentration in learning. The reason is that the material is provided by students who are studied outside the classroom with theirrespective devices (PC, Laptop, Smartphone) so that they will be interested in the content of the material in EdPuzzle. A correlation was found between research conducted by the researcher and an earlier study that was both intended to improve students' listening skills and the effectiveness of a study using the EdPuzzle online platform. Furthermore, another research conducted by Tabassum (2020) concluded that EdPuzzle is effective to investigate the proficiency of practicing the flipped-classroom approach to teaching writing skills level four (B1) at The EnglishLanguage Center at NCT during semester two in 2019/2020.

The result of thisstudy is that the performance improves after the test and they show a good attitude toward the approach. A correlation to this research was the result of the students' learning process was found through the EdPuzzle application with a fulfilling achievement of each individual and successful interest in students' learning. In addition, this result is also similar to a study conducted by Aula (2020) entitled "Improving Students' Listening Skill Using EdPuzzle E-Learning as a Tool". The result of the study showed that the use of EdPuzzle was successful to develop students' listening skills of grade seven in SMP PGRI Ampel in the academic year 2019/2020. As with the previous research, this study has also shown that the use of the EdPuzzle online platform has improved the ability topay attention of the eleventh-grade students of SMK Muhammadiyah Kawali, as well as providing an atmosphere of fun in performing the learning process. As a result, students' response to the given learning materials becomes better. All previous studies showed good results which made students more interested in learning English and made it easier for them to understand the material. While the present research also have the same results and is supported by all previous studies.

CONCLUSION

In conclusion, fostering students' listening skills through YouTube videosintegrated with EdPuzzle can have a significant improvement impact. It was proven that after the pretest and posttest there was an increase in value, of course, this wasdue to fostering students' listening skills in the learning process using YouTube videosintegrated with the EdPuzzle online platform. These increased listening skills and createfeelings of pleasure for each student himself. Therefore, to find out how far the students like this platform, the researcher presents a questionnaire containing statement sentences about whether or not this platform online in learning is helpful. As a result, the use of YouTube videos that are integrated with the EdPuzzle online platform made it easier for them to grow their listening skills and motivated them to learn to listen to English. In addition, learning to listen using EdPuzzles was also considered fun and useful.

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