

**THE INFLUENCE OF USING EDPUZZLE APPLICATION
TOWARD STUDENTS WRITING ABILITY IN RECOUNT
TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE
STUDENTS OF SMA NEGERI 1 SRAGI IN THE ACADEMIC
YEAR OF 2021/2022**

**An Undergraduate Thesis
Submitted as a Partial Fulfillment of the Requirements
for S-1 Degree**

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ABSTRACT

The objective of this research is to know whether there is a significant influence of using Edpuzzle Application towards students writing ability in recount text. Writing as one skills that should be mastered by the students, but the students still find their difficulties in writing. Thus, the media was Edpuzzle Application it can be seen in preliminary research that there were 80 students that get score under 68 as the criteria of writing test .

This research used quasi experimental design. The population of this research was the tenth grade of SMA Negeri 1 Sragi that was consisted of 121 students. The sample was taken from two classes, X IPA 1 as experimental class, X IPA 2 as control class. In collecting the data, the writer used instruments pre test and post test. After giving the post test, the writer analyzed by using SPSS (*Statistical Package for Social Science*).

From the result it was found that the result of sig. (2-tailed) of the equal variance was 0.000 and $\alpha = 0.05$. H_a is accepted if sig. (P_{value}) $< \alpha = 0.05$ and H_0 is rejected. Based on the computation, it can be concluded that there was a significant influence of using Edpuzzle Application towards Students Writing Ability in Recount Text at the Tenth Grade Students of SMA Negeri 1 Sragi in the Academic Year of 2021/2022. So, this edpuzzle application can be used to improve students recount text writing skills and should conduct this media at different levels of students.

Keywords : *Edpuzzle Application, Quasi Experimental Design, Recount Text, Writing Ability,*

FREE PLAGIARISM LETTER

Hereby, I stated this thesis entitled “The Influence of Using Edpuzzle Application Toward Students Writing Ability in Recount Text at the First Semester of the Tenth Grade Students of SMA Negeri 1 Sragi in the Academic Year of 2021/2022” is completed my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the next.

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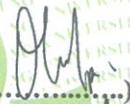
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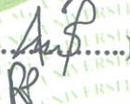
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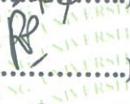
A thesis entitled: **“THE INFLUENCE OF USING EDPUZZLE APPLICATION TOWARD STUDENTS WRITING ABILITY IN RECOUNT TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE STUDENTS OF SMA NEGERI 1 SRAGI IN THE ACADEMIC YEAR OF 2021/2022”**, written by: **Nurul Rahmah, NPM: 1711040118, Study Program: English Education, has been successfully defended at the Thesis Defense of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on Monday, March 7th, 2022.**

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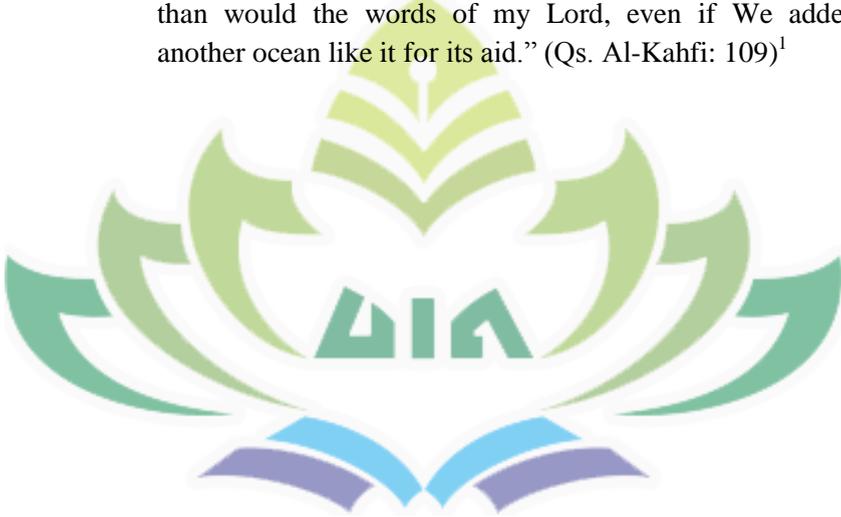
MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنْفَدَ كَلِمَاتُ رَبِّي

وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا ﴿١٠٩﴾

Meaning: Say: “If the ocean were ink (where with to write out) the words of my Lord, sooner would the ocean be exhausted than would the words of my Lord, even if We added another ocean like it for its aid.” (Qs. Al-Kahfi: 109)¹

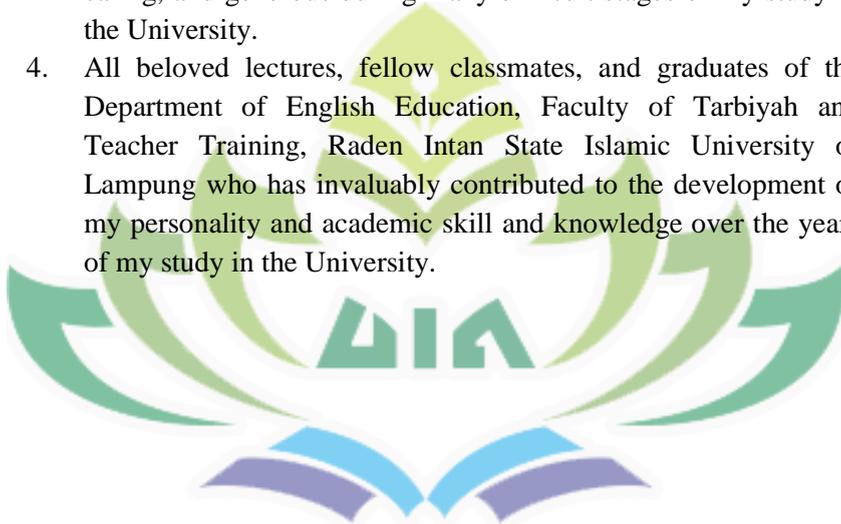


¹ Markaz Noor International,
https://quranenc.com/id/browse/english_saheeh/18/109, accessed on Tuesday 14
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DEDICATION

I dedicate this thesis to the followings:

1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents, Mr. Toefurrudin and Mrs. Tri Multini, who have provided me with unconditional loves and never-ending supports, not only for the completion of my study but also for my success of my life. I am thankful for having you by my side, and this thesis is absolutely also yours.
3. My beloved sister, Intan Nurjanah who has been very supportive, caring, and generous during many difficult stages of my study in the University.
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CURRICULUM VITAE

The writer of this thesis is Nurul Rahmah, or famously called by her friends, Rahmah. She was born on June 24nd 1999 in the city of Kalianda. She is the first child of Mr. Toefurrudin and Mrs. Tri Multini. She has one sister, her name is Intan Nurjanah.

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During her study, she followed some student organizations to expand the knowledge, creativity and self potentials. The organizations are, UKMF IBROH as the secretary of Student Development division (2019-2020), UKM BAPINDA as the coordinator of Student Female division (2020-2021) and UKMF IBROH as the faculty advisory board (2021-2022).

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Bandar Lampung, November 2021

Writer,



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CHAPTER I

INTRODUCTION

A. Title Confirmation

The title would provide an overview in order to facilitate the process of making this proposal. So it is necessary to explain the terms related to the title of this proposal. Thus, it is hoped that there would be no misunderstanding of the meaning of the title and some of the terms used. In addition, this step was a process of emphasizing the issues to be discussed. During a pandemic, all activities are carried out remotely, so it requires a communication tool that could support all activities to run properly. The teacher also participates in finding communication tools that could support student achievement in learning activities. One of the communication tools that can be used to support students writing skills is edpuzzle. Thus, the purpose of this proposal, titled the Influence of Using Edpuzzle Application on Students Writing Ability in Recount Text, was to determine the influence of using edpuzzle media on students writing ability in recount text at the first semester of tenth grade students at SMA Negeri 1 Sragi in the academic year 2021/2022.

EdPuzzle application is a web-based tool allowing teachers to pick a video for their students to watch and learn anywhere and anytime according to their schedule and availability. This application was chosen for different reasons, mainly for its educational benefits and flexibility of the platform of this web tool. It works on Androids, IOS and web browser.¹ The Edpuzzle help teachers providing number of videos divided into categories from different educational websites such as ted talk and khan academy. After choosing the video, teacher can choose to add audio to explain the video, comments, insights and notes. A quiz can be added on different section of the video to assess students

¹ Sara Abou Afach, Elias Kiwan, Charbel Semaan, "How to enhance awareness on bullying for Special Needs Students using "Edpuzzle" a web 2.0 tool" International Journal of Educational Research Review. Vol (3) Issue 1, 2018.

understanding and knowledge. Moreover, elaborated teachers need to follow the students needs in education, where learners love watching videos. Adding on, Edpuzzle allows embedding questions inside a video that makes it an amazing tool for students as they can interact with the video while watching.

Writing ability is one of the type of English skill that must be mastered by the students. Writing skills are the ability to express ideas, opinions, and feelings to other parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary, grammatical and spelling usage. The important things is the students must pay attention more to the component of writing when they want to write something, because if they do not pay attention to one of the components of writing, the reader would find it difficult to understand the meaning of the sentence.

Recount text is a text which lists and describes past experiences by retelling events in the order in which they happened in the chronological order. The purpose of a recount text is to retell events with the purpose of either informing or entertaining their audience (or both). Recount text is Recount text has several types of text that could be used for you to write. Various types of recount text can be seen from two aspects. First, in the personal recount. It is a recount text that serves to tell about the authors personal experience. The second can be seen in the factual recount. It is a recount text that serves to present reports of events that actually happened, such as science experiment reports or police reports. The last, it can be seen in an imaginative recount. It is a type of recount text that serves to present an imaginative story. The language features of a recount text include that the language is written in the simple past tense, and the frequent use is made of connectives that link events in time, such as next, later, when, then, after, before, first.

Students writing ability in recount text is that students are able to retell events with the aim of informing or entertaining their audience or readers (or both) by expressing their ideas in writing

according to generic structures and also language feature accurately. In addition, students should not forget the use of written components in their writing, such as the use of proper vocabulary so that readers can easily understand the meaning of sentences. Apart from that, the most important thing is not to forget to use the right punctuation in every sentence because if the punctuation is not correct, it will make it difficult for the reader to understand it.

This research would look into the influence of the edpuzzle application on writing recount text, so that students can complete assignments and verify the teacher's questions all in one app, which would, of course, make things easier for them. Furthermore, students would find it easier to discuss the information in the edpuzzle application and would feel more confident in writing whatever was on their minds without being embarrassed in front of their classmates if they used the edpuzzle application. Furthermore, with the edpuzzle, communication between teachers and students would be easier, and learning would continue to run well.

B. Background of the Problem

Writing is to be act of forming these symbols: making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences, although again we can be said to be 'writing' if we are merely making lists of words, as in inventories of items such as shopping lists.² It means that writing is symbol according to certain rules that form words and must be arranged into a sentence.

² Donn Byrne, *Teaching writing skills*, (London and New York: Longman, 1988), p.1

Difficulties of writing was the used of language aspect or ability in written likes punctuation, spelling, grammatical, vocabulary and so on. According to Jordan, writing is often confusing with the process of putting words down on paper in the same structure as an outline prepare with appropriate style and vocabulary the major ideas arrange in some often on the correction of mechanical and grammatical errors.³ Bryne divide the problems that make writing difficult into three categories. The first is Linguistic difficulty. Linguistics aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring. The second is physiology difficulty, which more focuses on the writers difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty more focuses on difficulty in develop written material or content of composition. The third is cognitive difficulty. Writing has to be thought through formal instruction like spelling, punctuation, capitalization and paragraphing.⁴

In the English syllabus for grade X of Senior High School, there are some texts that should be mastered. One of them is recount text. The students must be able to write a recount text related to their real life or experiences. In daily life, recount text is used to tells about their events or experiences in the past. It is like the standard of graduate competency stated in Kemendiknas No.23/2006, in the writing skill, the graduate of Senior High School must be able to write short written functional text and simple essays in the forms of descriptive, narrative, procedure, news item, report, analytical exposition, spoof, explanation, discussion and review in the daily life context.⁵ So that the teacher should try hard to encourage the students reach the purpose of English learning, especially in writing.

³ Jordan, R, R. 1977. English for Academic Purpose. Cambridge University Press, Retrieved from <https://ejournal.iainbengkulu.ac.id/index.php/linguists/article/viewFile/106/101>, accessed on Monday 19 April 2021, 22.00

⁴ *Ibid*

⁵ Departemen Pendidikan Nasional, *Kurikulum 2004: Standar Kompetensi*, (Jakarta: Balitbang Depsikans, 2003), p.17

Based on the preliminary research in SMAN 1 Sragi at the tenth grade, by interviewing the students and the teacher, the writer found out at some students and teacher problems in learning English, especially in writing recount text. The problems of the students are (1) the students still cannot develop and express their idea to write, (2) the students do mistakes due to lack of vocabularies and grammar. While the problems of the teacher are (1) the teacher felt difficult to teach students who have lack vocabulary and grammar, (2) the teacher felt difficult to apply the effective media in the learning process of writing recount text. In addition, the writer also asked the teacher about the students score in writing recount text the distribution can be seen in table 1.⁶

Table 1
Score of Writing Skill Students at the First Semester of the Tenth Grade of SMAN 1 Sragi in the Academic Year of 2021/2022

No	Students Score	Class				Number of Students	Percentage
		X IPA 1	X IPA 2	X IPS 1	X IPS 2		
1	≥ 68	13	11	9	8	41	33.89%
2	< 68	17	19	21	23	80	66.11%
Total		30	30	30	31	121	100%

Source :Document of English Writing Score at the Tenth Grade of SMAN Negeri 1 Sragi in the Academic Year of 2021/2022

From the table above, the total number of the tenth grade students in X SMA Negeri 1 Sragi was 121 students. The criteria of minimum mastery (Kriteria Ketuntasan Minimum/ KKM) at

⁶ Rina Ratmayanti, *Interview an English Teacher*, SMAN 1 Sragi, January 7th, 2021

the school was 68. It was found out that 33.89% or 41 students passed the criteria of minimum mastery score and 66.11% or 80 students still under criteria of minimum mastery. It indicated that most student still face difficulties in writing. Based on preliminary research, students who got below scores still experience difficulties in learning English, especially writing. Students who got below writing scores admit that they were still confused about how to write down the ideas that were in their mind on paper.

Based on teacher and students data, the writer concludes that many class X students who are still confused and have difficulty writing recount text in English such as, still lack good vocabulary and grammar. As a result, students cannot understand optimally and make them even more confused. Teachers can use different media from the previous media to reduce student boredom in learning and maximize students in learning to write recount text. The writer asked to the teacher about the media that she used to teach recount text or English subject in general. The teacher answered when she taught recount text and the other topic, she usually used picture as a media or just asked them to write anything related the topic (free writing). When the teacher never try to use new media in their learning, so it would make the students feel bored with the learning material.

Teaching and learning must take place online in this day and age. This is because of the worldwide covid-19 pandemic. As a result, learning activities are carried out online, in accordance with the regulations in the Minister of Education and Culture's circular number 4 of 2020 concerning the implementation of educational policies in the emergency period of the spread of the corona virus disease (covid-19), and many schools and universities are now using E-learning in their teaching and learning to help students learn more effectively, and the media that must be used must also in accordance with the regulations.⁷ Despite the fact that the term "e-learning" is frequently used, many people simply think of it as

⁷ Nadiem Anwar Makarim, https://covid19.hukumonline.com/wp-content/uploads/2020/04/surat_edaran_menteri_pendidikan_dan_kebudayaan_nomor_4_tahun_2020-2.pdf. accessed on Tuesday 6 April 2021, 23.00

"distance learning via the internet." E-learning is described as the process of learning using the internet or other forms of technology. Its goal was to increase efficiency, make students more communicative, and give them more time to learn and apply what they had learned. Edpuzzle, Google Classroom, Padlet, Kahoot, Edmodo, and Audioboom are just a few examples of media that can be used to aid the learning process. EdPuzzle was one of the media that may be using in e-learning. In this research, the writer used edpuzzle media to assist students and teachers in successfully and communicatively carrying out the learning process.

In light of the foregoing, the writer wishes to incorporate the edpuzzle application into the learning process, as it is one of the language learning media that is conducive to encouraging the development of students' writing skills, increasing student achievement in writing, and having a better effect than the old method of using conventional in improving students' writing ability, as well as ensuring that students understand and accept the material presented by the teacher. Students are not only introducing that learning writing may be simple to understand, but they are also improving their writing abilities without even recognizing it. Because every learning process may be made easier if all participants, including teachers and students, are at ease with the process. Another reason is that when edpuzzle was employed in the learning process, it could assist students in understanding more about the new style of learning; instead of using a book, pencil, or pen to write anything, they could now wrote and create anything in edpuzzle.

In conclusion, the research used Edpuzzle media as an alternative media for teaching English, especially for teaching writing ability in recount text. Finally, the research entitled this research "The Influence of Using Edpuzzle Application Toward Students Writing Ability in Recount Text at the First Semester of the Tenth Grade Students of SMA Negeri 1 Sragi in the Academic Year of 2021/2022."

C. Identification of problem and Limitation of the research

According to the background above of the problem, there were some problems:

1. The students got difficulties in expressing their idea in written form especially in recount text.
2. The students had lack of vocabulary and grammar.
3. The teacher felt difficult to teach students who had lack vocabulary and grammar.
4. The teacher felt difficult to apply the effective media in the learning process of writing recount text.

In this research, the writer limited the research on the influence of using edpuzzle application towards students writing ability in personal recount text at the tenth grade of SMA Negeri 1 Sragi in the academic year of 2021/2022.

D. Formulation of the Problem

In this research, the formulation of the problem was: “Is there any significant influence of using edpuzzle application towards students writing ability in the recount text in the tenth grade students of SMA Negeri 1 Sragi in the academic year of 2021/2022?”

E. Objective of the Research

The objective of the research was to know whether there was significant influence of using EdPuzzle media towards students ability in writing recount text of the tenth grade of SMA Negeri 1 Sragi in the academic year of 2021/2022.

F. Significance of the Research

The benefits of the research as follows:

1. Theoretical Contribution

To give information to the readers about the influence of using edpuzzle application towards students writing ability in the recount text in the tenth grade students of SMA Negeri 1 Sragi in the academic year of 2021/2022.

2. Practical Contribution

a. For the students

By using edpuzzle media, it is hoped that the students would be more interest and motivate in learning English, and would encourage them to improve their writing ability.

b. For the teacher

The writer also hopes that the result of this research to give benefit for the English teacher. The teacher could used Edpuzzle in teaching and learning to improve the students writing ability as a media.

c. For the Other writer

The writer expectantly that this research could be inspiration for the other writer to expand this media.

G. Relevance Studies

The writer assumptions are also supported by some previous researches. There were several relevance studies to this research as follows :

1. Yesyika Imanniar described the effectiveness of edpuzzle to improve students writing skill on recount text at SMPN 1 Mojoanyar. This study discusses the effectiveness of using EdPuzzle media on students' ability to write recount text. This study begins with the problems experienced by students to design and write good writing. Some students need a new way to create good writing that is according to the rules and based on their own ideas. Based on the Peired T-test and the

Independent Sample T-test, EdPuzzle media has a better effect than the old method using conventional media.⁸

2. Luki Emiliya Hidayat and Muhammad Dzulfihar Praseno described improving students writing participation and achievement in an edpuzzle-assisted flipped classroom. Writing is often considered a boring but challenging skill to learn. Therefore, learning innovations are needed in addition to conventional methods to increase student participation and achievement. Edpuzzle is a

learning media that provides content from well-known educational channels that can be customized and used freely by teachers. Edpuzzle has been proven to be successful in increasing students' participation in learning activities (30.5%) as well as their achievement in writing (17%). Therefore, teachers are advised to apply and adapt this practice in their classrooms by considering the competencies that must be mastered, as well as the needs and characteristics of students.⁹

3. Di Zou and Haoran Xie described Flipping an English writing class with edpuzzle technology enhanced just-in-time teaching and peer instruction. The edpuzzle application is one of the learning models that is very conducive to language learning to be used more widely in encouraging the development of students' writing skills, motivation, and critical thinking tendencies. The use of edpuzzles for interactive videos helps in creating a broad learning experience and culture of sharing.¹⁰

The differences between the first research from Imanniar Yesyika entitled *The Effectiveness of EdPuzzle to Improve Students' Writing Skill on Recount Text at SMPN 1 Mojoanyar*

⁸ Yesyika Imanniar, *The effectiveness of edpuzzle to improve students writing skill on recount text at smpn 1 mojoanyar*, Faculty of Tarbiyah and Teacher Training Sunan Ampel State Islamic University Surabaya, 2017

⁹ Luki Emilia Hidayat and Muhammad Dzulfihar Praseno, *Improving students writing participation and achievement in an edpuzzle-assisted flipped classroom*. Edpuzzle.com, accessed on Saturday 3 April 2021, 14.09

¹⁰ Di Zou & Haoran Xie, *Flipping an English writing class with edpuzzle technology enhanced just-in-time teaching and peer instruction*, Journal homepage: <http://www.tandfonline.com/loi/nile20>, accessed on Monday, 12 April, 2021

with the writer, namely in the Imanniar study, researchers would see the results of the effectiveness of using edpuzzle media compared to conventional learning. While the writer would see the results of the influence of using edpuzzle media compared to learning using picture media. The second difference is from the research of Luki Emiliya Hidayat and Muhammad Dzulfikar Praseno in this study, the researchers succeeded in increasing student participation in learning activities (30.5%) and their achievement in writing (17%) using edpuzzle media while the writer would be see the influence of using edpuzzle media on writing recount text. The third difference is from Di Zou and Haoran Xie's research in this study the results showed that edpuzzle media outperformed conventional media in encouraging the development of students' writing skills, motivation, and critical thinking tendencies and edpuzzle media was very conducive to learning. While the research that would be carried out by writer is to see the influence of using edpuzzle media which only focuses on the ability to write students' recount text.

By using this media is also expected to improve students' ability in learning to write. Because students cannot see each other's work, it would reduce students' fear when they want to write something. The writer could analyze and investigate whether there is an influence of using the edpuzzle application on students' writing skills.

H. Systematic Discussion

The systematic discussion that is steps in the research process as follows:

CHAPTER I

INTRODUCTION

This chapter contains a description of the title affirmation, background of the problem, identification of problem and limitation of the research, formulation of

the problem, objective of the research, significance of the research, relevance studies and systematic discussion.

CHAPTER II REVIEW OF LITERATURE

This chapter contains a literature review of several theories and references that form the basis for supporting studies in this research. The theory used in this study is the theory of writing, text, recount text, concept of the student ability in writing recount text, edpuzzle application, Picture media and hypothesis.

CHAPTER III RESEARCH METHODS

This chapter contains the time and the place of the research, research design, population, sample, and data collection technique, the operational definition of variable, the instrument of the research, the validity, readability and reliability of the instrument, the fulfilment of the assumption and hypothesis testing.

CHAPTER IV FINDINGS AND DISCUSSION

This chapter discusses the description of data and was obtained from research in detail.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter contains the conclusions of the research carried out and the recommendation given.

CHAPTER II

REVIEW OF LITERATURE

A. Frame of Theory

1. Writing

We know that writing is one of the language skills that must be mastered by the students. In addition, writing is one way to send messages and information from the writer to the reader. In the following, the writer would explain the concept of writing.

a. Concept of Writing

Writing is one of an important skill in language learning. By writing, the students can share information and ideas in the written text. According to Jordan, “Writing is method of human intercommunication by means of conventional visible marks”.¹ It means that writing is a media communicate one’s thought, feeling, wanted, and opinion by nonverbal means.

According it Harmer, they are focusing on the product of writing process and focusing on the writing process itself.² It means that writing process teaches students to express what students think and write which results in a written product. Thus, writing activities are completed which are completed in one time or several repetitions with different levels of resolution during each stage. This process is different depending on the person, cognitive level and the writer experience.

¹ 1R.R Jordan, *Academic Writing Course*, (London: Longman,2003), p.41

² Harmer, J. *How to Teach English*, (London: Pearson Limited Editions, 2001), p. 25.

From the theories above, the writer concludes that writing is difficult, and that we must learn how to write well and produced good sentences by studying and understanding all aspects of writing. Teachers must pay attention to indicators of writing skills, so that students are able to write good compositions. It can be said that writing skills are complex activities in producing quality written work. Complex activities consist of stages as steps in writing. In order to develop students writing skills, the teaching and the procedure learning of writing needs to be paid close attention to the input developed and effective activities. Therefore, teachers need to consider learning writing skills according to the needs, abilities and capacities of their students.

b. Purpose of Writing

In writing, the writer has purposes to convey messages to the reader. No matter what kind of writing the writer does, he/she should has a specific and clear purpose. It can be done by selecting right words and suitable sentences structure to convey the intended meaning. The purpose of a piece of writing will determine the rhetorical form chosen for it. There are three purposes of writing: to entertain, to inform and to persuade:

1) To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

2) To inform

Writing to inform has purpose to tell the reader about something. This kind of informative

writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

3) To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writers opinions and act upon it. In conclusion, the purpose of writing is not only to express the ideas, feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform and to persuade the readers.³

It can be concluded, based on the explanation above, that purpose writing could be beneficial to the reader. Students usually write to express themselves, inform, persuade, or create a literary work.

c. Components of Writing

Writing has several components that must be considered. There are two theories that explain the components in writing. There are five components in writing described by Tribble and Jacob. Tribble and Jacob states that there are five scoring criteria for scoring of writing, they are:

1. Content

The content of writing should be clear for the readers so that the readers can understand the message conveyed and gain information from it.

³ Kate Grenville. *Writing from Start to Finish: A Six Step Guides*. National Library of Australia: Allen and Unwin. 2001, p.2

In order to have a good contents writing, its contents should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing. Every good paragraph has uniunity, which means that in each paragraph; only one main idea is discussed. If you start to discuss a new idea, begin a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea. Do not include any information that does not directly support the topic sentences. Completeness means that the main idea must be explained and developed fully completeness as comments out that the controlling idea which is developed thoroughly by these of particular information. It is relative to know how complex or general the topic sentences. By having a complete writing, it is expected that the content of writing will be clear and understandable for the readers.

2. Organization

In organization of the writing, the writer focuses on how arrange and organize the ideas chronologically. They also should present their ideas based on the order which flow from the beginning to the end. There are many ways used to organized or arrange the writing. This organization is mainly recognized as order. Coherence means that sticking together and in coherent essay, all the ideas stick together. A coherent paragraph is paragraph that all of the ideas are put in right order and never confused. This makes the writer's thought is essay to follow sentences and paragraph.

3. Vocabulary

Vocabulary is one of the language aspects dealing with the process of writing study. In the process of writing, the writer always think about putting words into sentences and then putting sentences into paragraph until they can create a piece of writing. So, mastering word choice can help us to develop our writing.

4. Language use

Language use in writing involves correct usage of the rules of language or grammar. It focuses on verbs, noun, and agreement. Specific nouns and strong verbs give a reader a mental image of description. This specific noun can be characterized by using modifier of adjective, adverbs, and participle forms. A modifier can be phrase. There are many opportunities for errors in the use of verbs and mistake in arrangement are very common. Mistake in writing work and however, are much serious, and since we have an opportunity to re-read and to correct what we have written. We should avoid errors in verbal forms, subject- verb agreement, and pronoun antecedent agreement in a case of noun and pronoun.

5. Mechanics

Mechanics in writing deal with capitalization, punctuation and spelling appropriately. This aspect is very important since it leads reader to understand or recognized immediately what the writer means to express definitely. The use of favorable mechanics in writing will make readers

easy to understanding the conveying ideas other message stated in the writing.⁴

From the explanation above, it can be concluded that writing is not only pouring out express the ideas that are in our minds, but also must pay attention to every component of writing such as content, organization, vocabulary, language use and mechanics must follow the theme to be written. In addition, to make our writing neatly arranged, it also allows the reader to understand the meaning of our writing.

d. Assessing of Writing

Assessing of writing used to know the students understanding from the material in the class or to measure the students ability in writing. Hughes state that assessing writing involves the three aspect:

- a) Writing task should be set that are properly representative of the range of tasks we would expect students to be able to perform.
- b) The task should content writing that is truly representative of the range of the students writing ability.
- c) The sample of writing can be appropriately scored.⁵

Based on the statement above, the writer can infer that while evaluating writing, the teacher should identify the task and determine whether it is appropriate for the material, and the task also

⁴ Jacobs et al. 1981. Testing ESL composition, a practical approach. Massachuset: Newburg House.

⁵ Jack C. Richard. (2015) The Official Website Of Educator and Arts Patron Jack C. Richard, Assessing Writing Skills. Retrieved from <https://www.professorjackrichards.com/assessing-writing-skills/>, accessed on Monday 8 february 2021, 10.00

can be scored by looking from the aspect of writing or not.

2. Text

a. Concept of Text

Text have a structure, they are orderly grammatical of words, clauses, and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.⁶ Further language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.⁷ Text is a unit of meaning which is coherent and appropriate for its context.⁸ It means that text is used as communication by the writer with organized the structure or the text and grammatical of words, clauses, and sentences.

Siahaan and Shinoda said that a text is a meaningful linguistic unit in a context, it is both a spoken text and written text.⁹ Therefore, a text is a writing form or result of the writer write. That is usually text form contains that several paragraphs. A spoken text is meaning spoken text. It can be a word, phrase, sentence or discourse. Written text is any meaningful written text. The writer assumes that text is some sentences in written text and the readers can get information from the text.

⁶ Ken Hyland, *Teaching and Researching Writing*, Second Edition, (United Kingdom: Great Britain, 2009) p. 8

⁷ Peter Knapp and Megan Watkins, *Genre, Text, Grammar, Technologies For Teaching and Assessing Writing*, (Sydney: University of new south wales press ltd, 2005), p. 29

⁸ Rudi Hartono, *Genres Based Writing*. (Semarang: 2005), p. 4

⁹ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Imu, 2008), p.1

Based on the statement above, a good text is one that is relevant to the theme, has adequate grammatical and generic structure, and is well-written, and was understandable to the reader.

b. Kinds of Text

As we have learned before in school that there are many kinds of text that was learned. Gerot and Wignell classify the genre into thirteen types.¹⁰

They are :

1. Spoof

Spoof is a text that retell an event with a humorous twist.

2. Recount

Recount is a text to retell an event to provide or entertain information.

3. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

¹⁰ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (New south wales: GerdStabler, 1995), p. 192

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews is a text to critique an art work or event for a public audience.

According to the explanation above, there were many different In terms of the context and number of words spoken by someone in writing

or audibly to send a message, the writer determined that the text was a substantial linguistic entity.

In this research, the writer would focused on recount text. Students as the subjects of this research do not yet know the used of past tense. For this reason, writer chose a type of recount text that uses past experience to present writing ideas.

3. Recount Text

a. Concept of Recount Text

Recount Text is a type of text in English that retells events or experiences in the past. The purpose of Recount Text is to provide information as well as to entertain readers. Hyland said, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining.¹¹

The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

According to Anderson a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened.¹² Recount text means the form of the text telling about someone experience in the past that used in curriculum 2013, there for the experience of the readers themselves, such as their adventure and their

¹¹ Ken Hyland, *Second Language*, (The University of Michigan Press: Ann Arbor 2004), p. 20.

¹² Mark Anderson and Kathy Anderson. *Text Type in English 1-2*, (South Yara : MacMillan Education 2003), p.48

days activities. Recount text means telling about oneself adventures or the days activities.

According to the definition above recount is a text which retell or experiences in the past that was given information to other person. Then, recount is a text which retells or experiences in the past. Its purpose is either to inform or to intertain the audience. There is not complication among the participant and that differentiates from narrative. Narrative just tells about a tale and recount text can tell about events, experiences, biography, letter, diary, and anything that happen in the past.

b. Generic Structure of Recount Text

Additionally, the generic structure of recount text is described as follow:

- a. Orientation: Giving background information about who, what, where and when.
- b. Events: A record of events usually recounted in chronological order.
- c. Reorientation: which "rounds off" the sequences of events or retell about what happened in the end.¹³

c. Language Feature of Recount Text

- a. Introducing personal participant (I, my group, etc,)
- b. Using chronological connection (First, then, next, etc,)
- c. Using linking verb; (Was, were, saw, heard, etc,)

¹³ Wardiman, Artono et al, *English in Focus for Grade VIII Junior High School (SMP/MTs)*, (Jakarta: Pusat Perbukuan Departement Pendidikan Nasional, 2008), p.70

- d. Using action verb; (Walked, visited, swam, played, brought, bought etc.)
- e. Using simple past tense; (S + V2), saw, went, etc.¹⁴

4. Concept of Student Ability in Writing Recount Text

Writing is one skill in English that should be mastered by the students. According to Heaton writing is means of communications which is used the language to express his or her ideas, thought, and feeling.¹⁵ It means that writing is an activity to express idea, thought and feeling into written form. To produce good writing the writer should do the process of writing well, practice it more and rapidly. Besides that the writer also must be able to understand the aspects of writing including content, organization, vocabulary, language use, and mechanics.

Five major aspects to scoring writing ability are, content, organization, vocabulary, language, and mechanics.

- a) Content : The things that should be considered in this aspect are subjects and ideas or argument in writing text.
- b) Organization : The things that should be considered in this aspect are the expression and the organization of the paragraph in a writing text.
- c) Vocabulary : The things that should be considered in this aspect are the using of words/idiom choice and the vocabulary itself in a writing text.

¹⁴ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New South Wales: Gerd Stabler, 1994), p.154.

¹⁵ J.B Heaton, *Writing English Language Test* (New York: Longman, 1988),p.135.

- d) Language : The things that should be considered in this aspect are the structures, pronouns and prepositions in a writing text.
- e) Mechanic : The things that should be considered in this aspect are the spelling, punctuation, capitalization and layout in a writing text.¹⁶

According to Pardiyono recount text is retell events or experiences in the past, its purpose is either to inform or to entertain the reader.¹⁷ It means that recount text is English text used to retell the events or activities in the past time to give the information or entertain the readers. To write the recount text should have good ability in writing. Writing ability is the ability to create coherent and cohesive discourses following prescribed patterns for developing and organising discourse.¹⁸ It means that writing ability is the ability to create coherence and cohesion in a discourse or writing according to the pattern.

Based on those explanations, it can be concluded that recount text writing ability refers to a student's ability to express one's thoughts, feelings, and ideas in written form in order to retell past events or experiences in order to provide information or entertain by readers completing all aspects of writing, such as content, organization, vocabulary, language, and mechanics.

¹⁶ Dewi Kurniawati and Tiza Okta Kurniawan, <https://media.neliti.com/media/publications/178198-EN-using-highlighted-journal-strategy-in-te.pdf>. Accessed on Thursday 16 December 2021, 20.50

¹⁷ Pardiyono, *Pasti Bisa Teaching Genre-Based Writing* (Yogyakarta: Andi, 2007), p.3. <https://www.eajournals.org/wp-content/uploads/DEVELO1.pdf>. Accessed on Thursday 16 December 2021, 22.30

¹⁸ Jyi-yeon Y, *Defining Writing Ability for Classroom Writing Assessment in High Schools*, <https://files.eric.ed.gov/fulltext/EJ921024.pdf>. Accessed on Friday 17 December 2021, 07.30

5. EdPuzzle Application

a. Concept of EdPuzzle Application

Nowadays, many schools and universities are using E-learning in their teaching and learning activities. Although the word E-learning is found very often, sometimes people only emphasize E-learning as distance learning using the internet. E-learning is defined as the learning process via the internet or other technology. The goal is to be efficient, make students more communicative, and have more time to learn and activate their knowledge. One of the media that can be used in e-learning is EdPuzzle.

Edpuzzle learning media is an online resource that allows the use of video clips to support the learning process. In Edpuzzle, teachers can search and use content that has been provided on leading education channels such as YouTube, Khan Academy, TED Talks, National Geographic, and Vimeo. Teachers can also upload videos of their work, add video content to specific learning objectives that can be integrated into the teachers Learning Management System (LMS). Each video can be customized by cutting, embedding sound recordings, audio comments, multiple-choice questions, entries, notes, comments, written messages, and additional references. Besides, teachers can see students learning activities in listening to and working on video assignments, find out the time spent by the students in completing assignments, the percentage of assignment completion, students' scores, and the result of evaluation analysis, all in real-time.¹⁹

¹⁹ Luki Emilia Hidayat and Muhammad Dzulfiqar Praseno, Improving students writing participation and achievement in an edpuzzle-assisted flipped classroom. Edpuzzle.com, accessed on Saturday 3 April 2021, 14.09

The writer can conclude that edpuzzle is an online learning media that can make it easier for students and teachers in the learning process, because students would be able to see directly the learning video related to the material being studied, students would be able to write down the answers to their questions directly in the video in the column already available in it. While the teacher would be able to easily see student learning activities.

b. How to Use EdPuzzle Application

There are some uses of :

1. Go to edpuzzle.com and click “Teacher, start now.”
2. On the next screen, click “Start tour.” This will walk you through a quick tour of what you can do with EDpuzzle.
3. EDpuzzle allows you to clip videos from YouTube and other places. Click on the red tags and slide them toward each other to shorten the sample video, then click “continue” up at the top.
4. EDpuzzle also lets you insert quiz questions in videos. Put a question in the sample question box and click “Continue.”
5. EDpuzzle also gives you the opportunity to see your students’ scores to check on how they are doing on your videos. View the sample, then click “Create my first lesson.”
6. Now you’ll be prompted to sign up. You can do so with your Google account, with Edmodo, or with your email address.

7. Click “Get Started” on the next screen.
8. You’ll be prompted to search for a video. EDpuzzle searches a wide range of video hosting services. Enter your search terms and press Enter (or Return) on the keyboard.
9. You’ll be prompted to choose a video. You can look at videos from each of the “Channels” on the left side of the screen. When you click on one, the videos with your search terms will show up. If that channel doesn’t have any with your search terms, it will tell you which ones do. Choose a channel, then hover over your video and click the blue “Use it” button that pops up.
10. You’ll be taken to the editing screen. Click “Funtastic” to begin.
11. If this is your first time, EDpuzzle will give you one more comment. Telling you to click “Finish” when you are done. Just click “Okay” to exit that window.
12. Once again, use the little red tabs to shorten your video to whichever length you want. When you have just the piece you want, click the “Save” button at the top.

NOTE: On each editing screen, you will see a “Show me how” button. If you get stuck and don’t know what to do on any of these screens, click that button and EDpuzzle will show you a video of what to do.

13. If you hover over the buttons at the top, you will find a microphone and a megaphone. You can click on the blue one to record your own voice over the whole video segment, or you can click on the gold one to add an introduction in your own words before the video plays.

14. If you click on the grey question mark it will turn green (1) and open up the quiz question menu. Then you can click play (2) and pause when you get to the place you want to add your question or comment. Then you click on the question mark slider (3) and the default is an open-ended question (4). Once you put your question in the box, click “Save” (5) and then click the blue “Continue” button that comes up next.
15. You also have the options of adding a multiple choice question or your own comment with no response required, using the other tabs. Scroll down to add more possibilities under multiple choice. Multiple choice allows you to assign correct or incorrect to any answer, so this can work as true-false, classic multiplechoice, or multiple-correct. When you finish, click “Save” and then “Continue.” The video will resume and you can follow the same sequence at the next spot you think is good for a question or want to add a comment to.

You can also add multiple questions in the same spot of the video by clicking the “plus” (+) button after you write your question instead of clicking “Save.” Then just make your choice of open-ended, multiple-choice, or comment by clicking the tab and filling it out.

16. When you are finished, click the “Finish” button at the top. You’ll see a pop-up that will look like the one shown here. Type in a name for the class you’ll be teaching this to, and click the checkmark next to that name. Then check the box next to “prevent skipping,” which prevents your students from answering the questions without having played the video, and check the box next

to “due date” which allows you to set a due date for anywhere in the future, up to years ahead. Then click “Send.”

17. Now you’ll be taken to your EDpuzzle home screen, and the code for your class will pop up at the top. You will need to provide this code to your students in order for them to participate. You can email it or tweet it from this interface, or simply list it on your D2L.
18. From this homepage you can create a new class. Each class has its own unique code, so a student logging in will only see the videos assigned to that class. You can click on “My Content” and from there assign videos to classes, or edit videos. You can click on “My Classes” to view students’ progress, see how many students have completed the task, and so on. The red heart “Share” link allows you to send an invitation for other teachers to join EDpuzzle. If you are looking for a way to link or embed your lesson, click on “My Content” and then checking the check box under the video you want to share.
19. A dialogue box will come up – Click “Assign | Share.”
20. Now click “Share.”
21. You can now copy the link or the embed code. Keep in mind that if students do not log in, their answers will not be saved. You’ll want to prompt your students in your syllabus to create an account with EdPuzzle so they are prepared when you assign an activity using it.²⁰

²⁰ James Monroe. *How to Use Edpuzzle*. 2015. <https://www.sanpedrohs.org/ourpages/auto/2018/10/14/37753790/EdPuzzle.pdf>, accessed on Tuesday 15 December 2020, 23.58

c. Teaching Writing RecountText using Edpuzzle Application

It is important for a teacher before coming to class, the teacher must prepare good media. The right learning media is one way to create successful learning. Students will be interested in the lesson if they feel involved in the lesson. This would make them active in the teaching and learning process.

The use of the edpuzzle application in learning is a good media to make students feel involved in the learning process. Because using this media really helps students to be confident in writing down whatever is on their mind. In this research, writer would use edpuzzle as a learning media to write recount text. This research would guide students in writing through the following stages:

1. The teacher created a group class on WhatsApp to simplify the learning process on the edpuzzle and to explain how to use the edpuzzle.
2. The teacher would instruct the students in the WhatsApp group class to open edpuzzle.com.
3. The teacher would instruct the student to log in to the edpuzzle using their respective account.
4. Go to WWW.EdPuzzle.com.
5. Teacher should register as teacher and made a class (she/he would get class code), the code would spread out to the learners and the student logged in as the edpuzzle student.
6. The teacher would share the class code with students via the group WhatsApp.
7. The student would join using the class code that had been shared by the teacher.

8. Students had to make an account of EdPuzzle and inputted their class code in order to join their class.
9. The teacher would explain to students about the topic to be studied in the edpuzzle application.
10. After student join the edpuzzle class that the teacher had made, the learning process in edpuzzle could begin immediately.
11. The teacher would share learning video about the complete recount text of the edpuzzle application along with examples.
12. Students watched videos that had been distributed and observed the examples that had been given by the teacher.
13. The teacher would give assignments to the students to make resume the recount text of the information that had been obtained from the video.
14. The teacher would instruct the students to identify the generic structure in the recount text and the language features in it.
15. The teacher and students discussed the content of the example recount text.
16. The teacher asked to the students to make recount text and wrote it in the column provided.
17. The teacher and students reviewed the lesson on the recount text and the teacher evaluated the learning process and the students assignments and provided notes on the corrections in the chat column.

d. Advantages of EdPuzzle Application

The using of edpuzzle application also contain of advantage. There are some advantage using edpuzzle in teaching learning process in the classroom, they are:

1. Edpuzzle can enhance distance-learning experiences. Studies have indicated that longer videos are less likely to be watched to completion. With Edpuzzle, students can break up videos to shorter lengths and easily see where they need to repeat information. When questions are distributed throughout the video, it helps the viewer absorb smaller pieces at a time.
2. Edpuzzle reassures the instructor that learning has occurred. Since students can take quizzes throughout the video, instructors are able to gauge whether course concepts have been absorbed. After analyzing the student scores on quizzes from any particular video, the educator can easily see which topics were easily understood and which topics need more reinforcement. The instructor can then modify future lessons to ensure retention and understanding. The ability to add audio notes is a third important feature to consider when using the program. When adding an audio note, the video is frozen for a short period of time while the instructor inserts some audio to help focus the lesson. This technique is called signaling. Several experiments involving both computer-based lessons and paper-based lessons found that learners who engaged in lessons incorporating signals performed better on transfer tests than students who were engaged in lessons without signals.
3. Edpuzzle has created the ability to share videos with others. If there are multiple sections to a

course, one person can find appropriate videos, write and incorporate quizzes or audio guidance, and create a library to share with the other instructors. The ability to share videos and the content allows instructors to reduce preparation time and ensure similarity across sections. It also allows the instructors to pool their quiz results to look at student learning across several classes.²¹

e. Disadvantages of EdPuzzle Application

The using of edpuzzle application also contain of disadvantage. There are some disadvantage using edpuzzle in teaching learning process in the classroom, they are:

1. There is a slight learning curve to using the program. While it is menu-driven with easy-to-follow instructions throughout, it does take a little time to learn how to use it. Students may also have questions that may require extra time from the instructor.
2. Edpuzzle provides no way for other students to comment and/or interact live with each other or with the instructor on posted videos.
3. Editing videos on Edpuzzle is also limited. If an instructor wants to show only parts of a video, there currently is no way to cut and paste the videos together to create one resource. Instead of cutting and pasting, instructors either have to use their own video processing tools, or they must separate the pieces they want into different videos. Cropping can only be done at the beginning and end of the video, not in the middle.

²¹ Mischel, L. J. (2019). Watch and learn? Using EDpuzzle to enhance the use of online videos. *Management Teaching Review*, 4(3), p. 5

4. Edpuzzle does not allow voiceover for just part of the video. If instructors want to do voiceover, they must do so for the entire video. However, audio notes can be inserted throughout.²²

6. Picture Media

a. Concept of Picture Media

Picture is one of the media that can be used by the teacher in teaching writing skill. In this case, it focuses on teaching writing recount text for senior high school. Pictures are a type of media, which is very interesting to study especially the various pictures; and pictures that the students like are the colorful and amusing pictures.²³ According to Marianne and Sharon, pictures are kinds of visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to teach or reinforce language skills. Picture can be used in various configurations to enhance learning and practice.²⁴

Based on the theories above, picture media can be defined as an image related with the subject matter that serves to communicate a message from the teacher to the student. The used of pictures in language acquisition is beneficial because they can

²² *Ibid.*

²³ Mewa Ameliah, *Using Picture Media To Enhance Writing Ability In Procedure Text* in (Hornby, 1980), p. 629. retrieved from <https://journal.unismuh.ac.id/index.php/exposure/article/view/2072/pdf>, accessed on Friday 17 december 2021

²⁴ Marianne Celce and Sharon Hills, *Technique and Recourse in Teaching Grammar*, (New York: Oxford University Press, 1998), p.73. Retrieved from <http://repository.uinbanten.ac.id/236/1/SKRIPSI.pdf>, accessed on Friday 17 December 2021, 12.20

assist students in visualizing language from an abstract to a concrete level.

b. Procedure of Using Picture Media

Picture is one of the media that can be used in the learning process of writing skill. There are several functions of picture in the learning process, one of which is to make learning more fun and interesting and avoid boring classroom situations and avoid students from boredom.

At the time of this pandemic, all learning activities must be carried out online so that teachers must choose and used appropriate media in learning so that it is not boring. In this study, writer used picture as a media in the learning process. This helped students be more active in learning because students could see pictures to illustrate them. There were the steps:

1. The writer would ask the students to join in Whatsapp group class.
2. Then the writer would send a picture to Whatsapp group class.
3. The writer would explain the lesson using pictures.
4. Then the writer directed students attention to a picture is related with recount text.
5. Next, the writer would explain the topic that would be learned to the students.
6. After that the writer asked the students to send the written results of the paragraphs to the Whatsapp group and discuss together with the teacher.

c. Teaching Writing Recount Text Using Picture Media

Picture is one of the most important media for the learning process in the classroom. However, the picture used must be in accordance with the material to be studied. Appropriate learning media is one way to create successful learning. Students would be interested in the lesson if they felt involved in the lesson. This would make them active in the teaching and learning process. This study would guide students in using picture media as follows:

1. The writer would ask the students to join in Whatsapp group class.
2. The writer would send a picture, then would ask the students to explain about what they saw from the picture.
3. Then, the writer would ask the students to explain in Whatsapp comment in Whatsapp group class.
4. After that the writer would ask for the students related the material that will be learned.
5. Next, the students answered the question from the writer that would learn about recount text.
6. After that the writer would explain the material about the generic structure and language feature of recount text also giving more example of recount text with the picture.
7. Next, the writer would give new picture, then would ask the students to write their own recount text based on the picture and must pay attention to the generic structure also language feature and the components of writing.²⁵

²⁵ Rosya Kurniati, *The Effectiveness of Using Picture on Students Writing of Recount Text*, (Tesis, UIN Syarif Hidayatullah Jakarta, 2015). P. 34.

d. Advantages of Using Picture Media

There are several the advantages of using picture media, they are:

- 1) Can stimulate and motivate students to become more observant and express themselves.
- 2) Is inexpensive, may even be free, and fairly easy to locate.
- 3) Can be used by an individual or in groups.
- 4) Can be displayed for as long as necessary so students can work at
- 5) Their own rate.
- 6) Is up-to-date and can bring reality into the classroom.
- 7) Can be used to introduce, supplement, or summarize a unit.
- 8) Enriches reading and can help clarify misunderstanding.²⁶

e. Disadvantages of Using Picture Media

There are several the disadvantages of using picture media, they are:

- 1) Cannot depict motion as film does.
- 2) If not unique, can seem uninteresting to students.
- 3) Depicting a specific purpose might be difficult to locate.
- 4) Uneven use of the photo for children and less effective in sight.²⁷

B. Hypothesis

Based on the frame of theories above, the writer formulated the hypothesis as follows:

H_a : There is significant influence of using edpuzzle application towards students writing ability in the recount text at the tenth grade of SMA Negeri 1 Sragi in the academic year of 2021/2022.

H_o : There is no significant influence of using edpuzzle application towards students writing ability in the recount text at the tenth grade of SMA Negeri 1 Sragi in the academic year of 2021/2022.



²⁷ *Ibid*, p. 58.



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