

**THE INFLUENCE OF USING EDPUZZLE APPLICATION
TOWARD STUDENT'S WRITING ABILITY IN
DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF
SMP PGRI 6 BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2023/ 2024**

A Thesis

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Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1445 H / 2023 M**

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OF 2023/ 2024**

A Thesis

**Submitted in Partial Fulfillment of the Requirements for S-1
Degree**

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LAMPUNG**

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ABSTRACT

Writing as one skills that should be mastered by the students, but the students still find their difficulties in writing. To overcome of the problem, the writer proposed media in writing, especially writing on descriptive text. The aim of this research is to know whether there is a significant influence of using Edpuzzle Application towards students writing ability in descriptive text.

This research used quasi experimental design. The population of this research was the eighth grade students of SMP PGRI 6 Bandar Lampung. The sample was taken from two classes, VIII B as experimental class, VIII A 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 analyzed it was found that the result of sig. (2-tailed) of the equal variance was 0.000 and ≤ 0.05 . H_a is accepted if sig. (P_{value}) $< \alpha = 0.05$ and H_o 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 Descriptive Text at the Eighth Grade Students of SMP PGRI 6 Bandar Lampung in the Academic Year of 2023/ 2024. So, this edpuzzle media can be used to improve students writing skills, could express the ideas, vocabulary and grammar in writing skills, especially in descriptive text.

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

DECLARATION

Hereby, I stated this thesis entitled “The Influence of Using Edpuzzle Application Toward Students Writing Ability in Descriptive Text at the Eighth Grade of SMP PGRI 6 Bandar Lampung in the Academic Year of 2023/2024” is completed my own work, I am fully aware that I have quoted some statement and theories from various sources accordance with ethical standards.

Bandar Lampung, December 2023

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APPLICATION TOWARD STUDENTS'S
WRITING ABILITY IN DESCRIPTIVE TEXT
AT THE EIGHTH GRADE OF SMP PGRI 6
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A research thesis entitled: **THE INFLUENCE OF USING EDPUZZLE APPLICATION TOWARD STUDENT'S WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMP PGRI 6 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2023/ 2024**, was tested and defended in the examination session held on: Thursday, January 4th 2024

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَمَا كُنْتَ تَتْلُوا مِنْ قَبْلِهِ مِنْ كِتَابٍ وَلَا تَخُطُّهُ بِيَمِينِكَ إِذْ لِأَرْتَابِ الْمُبْطِلُونَ

Meaning : And you did not recite before it any scripture, nor did you inscribe one with your right hand. Then (i.e., otherwise) the falsifiers would have had (cause for) doubt. (Qs. Al-Ankabut: 48)¹

¹ Markaaz Noor International,
https://quranenc.com/id/browse/english_saheeh/29/48, accessed on Monday
27 November 2023, 10.00 WIB

DEDICATION

I dedicate this thesis to the followings:

1. My beloved parents, Mr. Saman Hadi Suwito (alm) and Mrs. Sulastri, 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.
2. My beloved brothers Sutrisno and Suprayitno who always give me support for my success.
3. Almamater UIN Raden Intan Lampung

CURRICULUM VITAE

The name of the writer is Mega Astuti, or famously called by her friends, Mega. She was born on October 24nd 1999 in Padang Cermin. She is the last child of Mr. Saman Hadi Suwito (alm) and Mrs. Sulastri. She has two brothers.

She began her Study at SDN 2 Bunut and finished in 2012. Then, she continued her school at junior high school at SMPN 2 Padang Cermin and graduated in 2015. After that, she continued her study at SMKN 1 Padang Cermin and graduated in 2018. Then, in 2019 she was registrated a student of English Department of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.

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Firstly I would like to said alhamdulillah , praise to Allah SWT who has lent Ta'ala, who has lent me His mercy and blessing for the completion of my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salution to the Prophet Muhammad (peace be upon him), the best lover of the God Allah, who was sent to us to enlighten the path humanity and divine salvation.

Secondly, my study in Raden Intan State Islamic University of Lampung is not and individual journey. I have received invaluable help and support from various individuals, I can't mention them one by one I decided to give my recognition to a few of them who have helped me in specific ways. They are :

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Bandar Lampung, Desember 2023
Researcher,

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CHAPTER I

INTRODUCTION

A. Title Affirmation

The title given an overview to facilitate the process of making this thesis. So it is necessary to explain the terms related to the title of this thesis. This thesis entitled the influence of using edPuzzle application towards student writing ability in the descriptive text in the eighth Grade of SMP PGRI 6 Bandar Lampung in the academic year of 2023/2024 is to determine the effect of using edpuzzle media on students' writing skills in descriptive texts. The Edpuzzle application is a web-based application that allows teacher to choose videos for their students to watch and learn anywhere and anytime, according to their availability schedule. This application was selected because of the benefits and flexibility of using this web platform. The app works on Android, Ios, and web browsers.¹

The ability to write is the type of english skill students should master. Writing skills are expressing ideas, thoughts, opinions and feelings to other parties through written language. The accuracy of language use, vocabulary, grammar and spelling must support the accuracy of expressing ideas. The important thing is that students must be more careful in paying attention to the component when they want to write something. Descriptive text is one type of text we often encounter in various places, so we are familiar with explanatory text. Descriptive text is a type of text that describes a sure thing, object, or condition. Writing the description text must follow the components so that there is no misunderstanding of the reader about the text. The ability to write students in the descriptive text is that students can tell or explain something to inform or describe the audience or readers by They express ideas and describe them in detail

¹ Sara Abou Afach, Elias Kiwan, Charbel Semaan, “*How to enhance awareness on bullying for Special Need Students using “Edpuzzle” a web 2.0 tool*” Internasional Journal of Education Research Reviess. Vol (3) Issue 1, 2018

according to generic structures and language features. Thus, students' writing skills must be continuously trained to produce good writing by language rules.

This research find the influence of the Edpuzzle application in writing description text so that students can do assignments and can also check the questions given by the teacher in one application. Of course, this make it easier for students. In addition, using Edpuzzle, students find it easier to describe the material in the Edpuzzle application and feel more confident. They can write anything without feeling ashamed of their classmates. In addition, communication using Edpuzzle between teachers and students be more accessible, and learning is still going well.

B. Background of the problem

Writing is one of the most critical skills to acquire when learning English. Writing is necessary for students to develop their potential that is within them. In general, writing can be interpreted as expressing everything that happens in written form. Harmer said writing is a mechanism or method for creating language and showing one's opinions, thoughts, or judgments.² Writing means making the language used to convey information and messages and build communication with others. In addition, Raimes stated that writing is a skill in which we express ideas, feelings, and thoughts arranged in words, sentences and paragraphs using our eyes, brain and hands.³ This means that we can communicate used language through writing.

Writing has various purposes, including creating stories, expressing themselves, and providing information. Writing is applied as a practical tool for students to practice the language they have learned.⁴ When students learn grammar or vocabulary

² Jeremy Harmer, *How to Teach Writing*, (Longman :Pearson Education Limited,2004), p.31

³ Ann Raimes, *Technique in Teaching Writing*, (New York : Oxford University Press, 1983) p.2

⁴ *Ibid*

in English, they should be able to understand the material clearly. In writing, students can think and make words into sentences arranged into paragraphs. Writing fosters positivity in students, so it needs to be optimized. Writing is a good tool for expressing ideas in the head.

Writing has become the most difficult language skill to master because writers need special qualifications to adapt words into meaningful sentences. In addition, the written form should convey, be clear, and be reader-friendly or accessible for the reader to understand. Bachani stated that writing in English is more complex than speaking fluently. It is because the context of the writing is generated, and there is no direct relationship or interaction between the author and the reader.⁵ Many students still have difficulty practising it. Harmer states that learning to write has various problems because most students feel insecure, think that writing is not exciting, and don't have any words to say.⁶

Based on preliminary research conducted at SMP PGRI 6 Bandar Lampung by working interview sessions with teacher and students, the author found several problems, especially in writing descriptive texts. Student problems are (1) The students lack motivation in learning writing, (2) students still do not express their ideas for writing, (3) The students lack interest in conventional learning in the form of media pictures.

. For some of these problems, the right solution is needed to deal with them. In addition, the researcher also asked the teacher about the student's grades in writing descriptive texts, whose distribution can be seen in Table 1:

⁵ Mohini Bachani, Teaching Writing (Vallabh Vidyanagar: Waymade College of Education, No. years), p. 1

⁶ *Ibid*

Table 1
Writing skills score of eighth-grade students of SMP PGRI 6
Bandar Lampung in the Academic Year 2023/2024

| No. | Students Score | Clas | | | | Number of Students | Percentage |
|-------|----------------|--------|--------|--------|--------|--------------------|------------|
| | | VIII A | VIII B | VIII C | VIII D | | |
| 1 | <72 | 20 | 16 | 18 | 19 | 73 | 60,83% |
| 2 | >72 | 10 | 14 | 12 | 11 | 47 | 39.17% |
| Total | | 30 | 30 | 30 | 30 | 120 | 100% |

Source: Document of English Writing Score for the Eighth Grade of SMP PGRI 6 Bandar Lampung in the Academic Year of 2023/2024.

From the table above, the total number of eighth-grade students of SMP PGRI 6 Bandar Lampung is 120. The minimum completeness criteria (KKM) at the school is 72. It is known that 39.17%, or 47 students, meet the minimum completeness score criteria, and 60.83%, or 73 students, are still below the minimum completeness score. This shows that most students still have difficulty in writing. Based on preliminary research, students who get low scores still have problems in learning English, especially writing. Students are still confused about how to put the ideas they have in their minds on paper, and this is a problem that students often face.

Based on student data from the teacher, the researcher concluded that many eighth graders are still confused and have difficulty writing descriptive texts in English, such as difficulty expressing ideas in their minds. As a result, students become more and more chaotic because they cannot understand optimally. Teacher can use different media than before to maximize learning so as not to be boring in writing descriptive texts. The researcher asked teacher about media commonly used to teach descriptive texts. Teacher answer when teaching descriptive texts, using pictures as a medium or asking students to describe something or things in the classroom or the environment around the school. Students feel bored with learning material when teacher always uses the same media during learning. When using pictures media, there are several disadvantages, namely if

the pictures does not have uniqueness, students will not feel interested, pictures media cannot depict motion as well as living pictures, pictures media is also less effective because pictures are uneven and less effective in vision and define certain goals may be challenging to determine.⁷

In this era, learning activities are increasingly varied, especially for using media to support classroom learning activities, such as E-learning. E-learning is defined as learning through the Internet or other technologies. The goal is to be efficient, to make students more communicative, and to have more time to learn and activate their knowledge.⁸ Several examples of media can help the learning process, such as Edpuzzle, Google Classroom, Edmodo, Padlet and Kahoot. One that can be used is Edpuzzle. In this study, the author will use Edpuzzle media in the learning process to help students and teacher in learning more communicatively and effectively.

Responding to the explanation above, the researcher wished to incorporate the edpuzzle application into the learning process. Edpuzzle media as one of the more effective learning media to improve students' writing skills and make it easier to understand the material. Because in this edpuzzle application students can watch videos that have been provided by the teacher, and in the video, the teacher has inserted questions when the video is played so that this is very interesting for students during the learning process. Using this media allows students to get to know new media so that they do not feel bored while studying. Teacher and students can use this medium effectively to support the learning process in the classroom, and its use is not too complicated and flexible. The edpuzzle application is very effective to use for learning to write, especially on descriptive

⁷ Rosya Kurniati, *The Effectiveness of Using Picture on Students Writing of Recount Text*, (Tesis, UIN Syarif Hidayatullah Jakarta, 2015). P. 34.

⁸ Krista Galyen, Joi L. Moore, and Camille Dickson-Deane, "*Internet and Higher Education*", Elsevier Inc, No. 14 (October 15, 2010): 130

text because it contains learning videos related to the material and examples of descriptive text, as well as steps in writing descriptive text, in contrast to conventional learning which only focuses on image media edpuzzle provides an interesting learning experience through various video shows related to descriptive text material and the use of video is one of the efforts to increase desire Student learning.

In conclusion, this study used edpuzzle as an alternative medium for English language teaching, especially for teaching in writing descriptive texts. Finally, this study is entitled "The Influence of Using Edpuzzle Application Toward Student's Writing Ability In Descriptive Text At The Eighth Grade Of Smp PGRI 6 Bandar Lampung In The Academic Year Of 2023/ 2024".

C. Identification of the problem and limitation of the research

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

- a. The students lack motivation in learning writing.
- b. The students get difficulties expressing their idea in written form, especially in descriptive text.
- c. The students lack interest in conventional learning in the form of media pictures

In this study, the researcher limited research on the effect of using the Edpuzzle application on the ability to write descriptive personal texts of eighth grade SMP PGRI 6 Bandar Lampung In The Academic Year Of 2023/ 2024

D. Formulation of the Problem

Based on the identification of the problem and limitation of the situation above, the researcher formulates the problem as follows: is there any significant influence of using Edpuzzle application towards student writing ability in the descriptive text at the eighth grade of SMP PGRI 6 Bandar Lampung in the academic year of 2023/2024?.

E. The objective of the research

Based on the formulation of the problem, the objective of this research is to know whether there is a significant influence of using edpuzzle application on students writing ability in the descriptive text in the eighth grade of SMP PGRI 6 Bandar Lampung in the academic year of 2023/2024

F. Significance of the Research

The benefits of the study are as follows:

- a. Theoretical Contribution
To give readers an explanation of the influence of using the edpuzzle application towards student writing ability in descriptive text at the eighth grade of SMP PGRI 6 Bandar Lampung in the academic year of 2023/2024
- b. Practical Contribution
 - a. For the students
By using Edpuzzle, students are expected to become motivated in learning and more interested in improving their writing skills.
 - b. For the teacher
The researcher also hopes that this study's results can benefit English teachers. Teacher can use Edpuzzle as a valuable medium to improve students' writing skills.
 - c. For other researchers
The researcher hopes this research can inspire other researcher to develop this media.

G. Relevant Research

Several previous studies also support the researcher assumption; there is dome relevant research as follows:

- a. Amaliah described improving students' analytic thinking skills, especially in narrative texts by current times. The use of edpuzzle application affects students' thinking ability through systematic methods, and teachers are facilitators who help students learn. The result of this research is that

students can analyze ideas, identify arguments, and identify reasons and claims, so that this edpuzzle application can help students improve their analytical thinking skills.⁹

- b. Nurul Rahmah described the effectiveness of Edpuzzle in improving students writing skills in recount text at the first semester of the tenth-grade students of SMAN 1 Sragi. This research is about the efficacy of Edpuzzle in the learning process to deal with problems that exist in students, especially since the COVID-19 pandemic, some students need media that can help the distance learning process, and Edpuzzle is one of the effective solutions as an online learning media. Based on the results of the tests that have been carried out, it can be concluded that Edpuzzle is very helpful for students in improving writing skills in text recount.¹⁰
- c. Luki Emiliya Hidayat and Muhammad Dzulfiqar Praseno described increased student participation and writing achievement in Edpuzzle learning assisted by Flipped-Classroom. Writing is still considered boring, so innovation is needed to increase participation and achievement in student learning. Edpuzzle is a medium that provides content from well-known educator channels and can be used freely. Edpuzzle has succeeded in increasing student participation in learning activities (30.5%), and achievement in writing has increased (17%). Therefore, teachers are advised to apply and adapt Edpuzzle media in learning activities by considering students' competencies, needs, and characteristics.¹¹

⁹ Amaliah, implementation of edpuzzle to improve students analytical thinking skill in narrative text, accessed on Friday 27 January 2023

¹⁰ Nurul Rahmah, *The influence of using edpuzzle application toward students writing ability in recount text at the first semester of SMA Negeri 1 Sragi in the academic year of 2020/2021*, Faculty Tarbiyah and Teacher Training UIN Raden Intan Lampung, 2021

¹¹ Luki Emilia Hidayat and Muhammad Dzulfiqar Praseno, *Improving students writing participation and achievement in an edpuzzle- assisted flipped classroom. Edpuzzle.com*

The difference between the first research from Amaliah entitled Implementation of Edpuzzle to improve students' analytical thinking skill in narrative text with Nurul Rahmah's research allowed the effect of using edpuzzle media on students' writing in text recount at SMAN 1Sragi is in Amaliah's research which looks at the effectiveness of using edpuzzle media to improve students' thinking skills during learning, especially in narrative texts applied to SMPN 2 Sidoarjo students. At the same time, Nurul Rahmah saw how influential education was by using edpuzzle media to improve students' writing skills compared to image media. Meanwhile, the difference with research conducted by Luki Emilia and Muhammad Dzulfihar is to increase student participation and writing achievement in the flipped classroom.

The difference between Amaliah and the researcher is that Amaliah focuses her research on students' analytical thinking skills at SMPN 2 Sidoarjo, especially in narrative texts. In contrast, the author focuses her research on the influence of using Edpuzzle in learning descriptive texts. The difference between Nurul Rahmah's Research and the researcher lies in the final result, where Nurul Rahmah's Research looks at how influential edpuzzle is on students' writing ability on text recount compared to the use of image media. In contrast, the researcher seen the influence of using edpuzzle in students' writing skills, especially in writing descriptive texts. By using Edpuzzle media and using guided writing strategies in its application. The third difference from the Research of Luki Emilia Hidayat and Muhammad Dzulfihar Praseno in this study is that the author has succeeded in increasing participation in learning activities and writing achievement. In contrast, the researcher seen the influence of the use of edpuzzle media on writing text recount.

Used this media, students are also expected to reduce fear when writing something and foster motivation in writing learning activities. The researcher can analyze whether there is an influence of using edpuzzle on students' writing skills,

especially in writing descriptive texts.

H. Research Systematics.

Systematics, The research in this study, is arranged in the following form: The first part consists of a cover and a table of contents.

CHAPTER I

INTRODUCTION

This chapter contains the affirmation of the title, the background of the problem, the identification and limitations of the problem, the formulation of the problem, the purpose of the study, the significance of the research, and the relevant research.

CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

This chapter contains theories about writing, texts, descriptive texts, and the concept of student's ability to write explanatory texts.

CHAPTER III

RESEARCH METHOD

This chapter contains the time and place of research, research design, population, samples, data collection techniques, operational understanding of variables, research instruments, validity, readability and reliability of instruments, fulfilment of assumptions and testing of hypotheses.

CHAPTER IV**FINDINGS AND
DISCUSSION**

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

CHAPTER IV**CONCLUSION AND
SUGGESTION**

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

CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Theory

1. Concept of Writing

a. Definition of Writing

Writing is one of the skills that must be mastered in learning English; writing is one way of receiving information from the author to the reader. Writing is critical in training a person to express the ideas in the mind and pour them into a form of writing. Writing alone allows a person to say what is inside them without fear and is helpful as communication between writer and reader. Jordan defines writing as a method of human promiscuity through visible conventional signs.¹² Writing is a medium for nonverbally communicating one's feelings, thoughts, desires, and opinions.

The process of creating language to show or express one's thoughts, views, or persuasion is defined by Harmer as the definition of writing.¹³ This indicated that the process of communicating and producing the human mind in written form is called writing. Writing is almost the same as speaking, expressing something or ideas. Writer need to think about what they want to write in structured sentences. Thus, writing activities need to be carried out gradually to produce good writing, and the completion of writing is different at each stage. This contrasts with Raimes' view of writing as a qualification to express ideas, sentiments, and thoughts to arrange letters into words, sentences and

¹² R.R Jordan, *Academic Writing Course*, (London: Longman,2003), p.41

¹³ Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004)

paragraphs.¹⁴ It shows that a writer needs ideas in putting his mind into stringing words to become writing, and he needs to pay attention to grammar. Most people do not pay attention to grammar when writing and the word choice is often incorrect.

From the theories above, it can be concluded that writing is not easy because it takes the right way to write to produce good sentences by studying and understanding aspects of writing. In the report, it is also necessary to pay attention to the predictor of writing skills so that students can write texts properly and correctly. The steps of writing different stages are needed in each process. Teachers also need to pay attention to predictors that can improve students' writing skills and develop practical learning activities to support the learning process of students' writing skills according to student needs and abilities.

b. Types of Writing Style

There are four main types of writing: Expository, Descriptive, Persuasive, and narrative.¹⁵

1) Expository

This type of writing explains information to the general audience by providing evidence or results on a particular topic. This article is not intended to express an opinion but writing that contains facts about a topic.

Examples: Textbooks, How-to articles, Recipes, News stories (not editorials or Op-Eds), Business technical, or scientific writing.

2) Descriptive

This type of writing describes an object, object, or

¹⁴ Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p. 3

¹⁵ Robin Jeffrey, *About Writing: A Guide*, (Klamath Community College, 2016)

other that aims to give the reader an idea to connect with the writing by appealing to their senses. Descriptive essay engages the audience with literary techniques such as parables, metaphors, allegories, etc.

Examples: Poetry, fictional novel or plays, description of nature, diary writing.

3) Persuasive

The author uses this type of writing to convince the reader of the position's validity or argument of a particular situation. A persuasive essay includes the opinions of authors who provide justification and evidence to support their claims.

Examples: cover letters, reviews item, letters of complaint, advertisements, letters of recommendation.

4) Narrative

A type of writing that aims to share information in the context of a longer story that includes characters, conflicts, and settings.

Examples: Novels, Short stories, Anecdotes, etc.

By looking at the description, there are four main components in typewriting. Each type of writing has a different purpose for each reader and is used according to the reader's needs in conveying information to the general public.

c. **Components of writing**

Several components need attention. There are five components described by Heaton in writing:

1) Content

To get good writing, creative ability is needed in developing ideas so that readers can understand the meaning of the writing. Each paragraph has a unity component and only the main idea in it.

2) Organization

To get good writing, the author must compile a clear idea. Then it has to present the ideas in the mind and be in order from beginning to end. In another sense, this organization is the author's order in writing. The resulting paragraph should be neatly arranged.

3) Vocabulary

One of the linguistic aspects related to the learning process, especially writing, is vocabulary. The author can easily arrange words into a sentence by reading the vocabulary. Then the sentence can be arranged into a paragraph to help us develop a piece of writing.

4) Language Use

Creating writing requires a structure that corresponds to grammar. It focuses on specific nouns and verbs that give an idea of the description.

5) Mechanic

The ability to use writing mechanics is aligned with punctuation, capitalization, and proper spelling. It would help if you considered this aspect to understand and recognize what the author wants to convey. Good mechanics will produce a piece of writing that makes it easier for readers to understand the idea of conveying the message in writing.¹⁶

By looking at the description, there are five aspects that need to be considered in writing so that students can compile good and easy-to-understand writing.

d. Writing Process

To produce good writing, several procedures must be

¹⁶ J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), p. 135

followed in the writing process. Harmer divides four phases in doing his steps, namely:

1) Planning

This section is the first step before starting to write; before they write, it is necessary to think about, consider and determine what they want to convey.

2) Drafting

A draft is interpreted as the first writing. The first stage is drafting, editing, and then revision. The draft will be made to the final stage in the editing process.

3) Editing

After finishing the draft, the author will find out where the error lies in sentence structure. The author will correct mistakes in writing and make modifications to make them easier to understand by readers.

4) Final draft

The final draft is the final result after editing by the author. The author changes what should be changed to get the appropriate final result.¹⁷

Based on the explanation above, the researcher concluded that in making good writing, it goes through four stages: the first is planning, where an researcher must collect ideas on what the researcher wants to convey. The second is drafting; the researcher expresses the opinions to be shared. The third stage is editing; at this stage, the author will discover the errors in his writing. And the last stage is the final draft, which is the final result of a draft that has gone through an improvement process.

¹⁷ Jeremy Harmer, *How to Teach Writing* (Harlow: Pearson Education Limited, 2004), p. 4

2. Concept of Text

a. Definition of Text

The text has an orderly structure and grammar and follows grammar; the text is also referred to as a cohesive unity of a communication system.¹⁸ Siahaan and Shonida say that a text is a unit of language in a context with both spoken and written meaning.¹⁹ In other words, an author's writing form can be a text containing several paragraphs. Spoken text can be phrases, sentences, or discourses. Anderson defined text as words that combine and express an idea.²⁰ Thus the text itself means a set of words sorted into a sentence in written or oral form that aims to communicate a vision and provide information. Text is used as a form of communication by a writer using words arranged according to structure, grammatical terms, clauses, and sentences.

Anderson classifies text into two types which are listed below:

1) Literacy texts

This text is designed to develop the imagination in expressing the ideas in a piece of writing. Literacy tests have three types of: dramatic, narrative, and poetic.

2) Factual text

This text is used to convey the facts or ideas that the author wants to express and aims to convince the reader. Factual text, including explanations and information reports.

¹⁸ 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

¹⁹ Sanggam Siahaan and Kisno Shinoda, *Generic Structure Text* (Yogyakarta: Graha Imu, 2008), p.1

²⁰ Mark Anderson, Kathy Anderson, *Text type in English*, (South Yarra: Mackmillan Education Australia, 1997), p. 1

Based on the explanation, it can be concluded that a good text is a text that corresponds to the theme, uses the grammatical structure correctly, and can easily be understood by the reader.

b. Kinds of Text

According to Anderson, texts are divided into several types, namely: poetry, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure, and recount. The genre usually refers to this variety. Gerot and Wignell categorize genres into thirteen categories.²¹

Are listed below:

- 1) Spoof
Retelling a story funnily.
- 2) Recount
Retelling an event to entertain the audience.
- 3) Report
The report text describes the surrounding situation, which refers to nature and society in the environment.
- 4) Analytical Exposition
A text aimed at convincing the reader of something that is in it.
- 5) News Item
Text informing the reader of current events deemed important.
- 6) Anecdote
The text is conveyed to the reader about something unusual or funny.
- 7) Narrative
Types of texts aim to be entertaining and closely related to real or fictional stories.

²¹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (New South Wales: GerdStabler, 1995), p. 192

8) Procedure

The text describes how something is made or achieved according to the order.

9) Description

Text that describes an object, place, or person.

10) Hortatory Exposition

Text that convinces the reader of something that should or should not happen.

11) Explanation

Texts contain explanations of the processes of forming nature and social phenomena.

12) Discussion

One text that presents (at least two) views on a subject.

13) Reviews

Texts whose purpose is to criticize a work of art for a general audience.

From the explanation above, it can be concluded that many types of texts can be used in learning English. In this study, the researcher was focused on one of the descriptive texts.

3. Descriptive Text

a. Concept of Descriptive Text

The descriptive text contains a detailed explanation of an object or place to provide information to the reader. Anderson and Anderson define descriptive as detailing a particular individual, location, or item by describing its characteristics without including personal opinion.²² Thus, the description can be interpreted as explaining something, such as people, things, places, colors, etc. Suppose someone is trying to describe an animal; then they will

²² Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: Macmillan Education Australia Pty Ltd, 1998), p.26

mention everything on the object, such as color, shape, use, etc. This contradicts Kane's assertion that depictions are related to the senses, such as how something looks, sounds, or feels. The description generally refers to visual forms and different types of thinking.²³

A descriptive text is valid and explains a text in detail, including information about people, things, places, or others. Wishon and Burks say that descriptions can help readers see a location or person and understand a feeling or emotion through their imagination.²⁴ Hegarty defines descriptive as one type of text that explains the specifics of an object as clearly as possible to the reader. The descriptive text aims to show information by describing things in detail. To build the reader's imagination regarding the depiction of the object.

Based on this explanation, it can be concluded that the description text is a text that provides a detailed description or explains the characteristics of something, such as people, objects, places, and animals, to help readers develop their imagination about the text. By explaining in detail, the reader can easily understand the intent of the descriptive text. Descriptive texts provide information about everything and have general structure and linguistic features. The writing of explanatory texts must be made to avoid misunderstanding the meaning of the public imagination.

b. Structure of Descriptive Text

Gerot and Wignell divide the general structure of the descriptive text into two are.:

²³ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, 2000), p. 351

²⁴ George E. Wishon and Julia M. Burks, "*Let's Write English*", (New York: Litten Educational Publishing, 1980), p.128

1) Identification

The process of identifying existing phenomena, and determining what is being discussed. General identification begins with the opening paragraph to introduce the reader.

2) Description

The process describes the quality, features, and components. The author lays out in more detail to support identification.²⁵

c. Linguistic Features of Descriptive Text

The descriptive text has several linguistic characteristics. Busseemi mentioned that there are some additions to linguistic features.:

- 1) Using precise and concrete nouns
- 2) Use strong verbs
- 3) Inclusion of captions

d. The Example of Descriptive text**My Cat**

I have a stray cat as my pet. My cat is named Ciko. Very cute cat ciko. He is small with soft plumage that is black, the tail is also long. I'm very happy to play with Ciko. Ciko is very happy to run around the house.

Ciko is an obedient cat, but sometimes Ciko likes to scratch the sofa in the living room. Ciko also likes to eat fish bones and salted fish. My mother used to bathe Ciko with warm water so that Ciko's body would be clean. I love Ciko very much because she is my only pet in the house.

Analysis:

Identification : First Paragraph

Description : Second Paragraph

²⁵ *Ibid*

4. Concept of Student Ability in Writing Descriptive Text

As we know, there are four general English skills that students must master, namely: listening, reading, speaking and writing. Writing is also a communication medium that can help us in socializing, besides that we can express ideas and opinions through written language. Through writing activities, we can develop our thinking knowledge and our skills in English such as grammar and vocabulary.

According to Tribble, writing ability is one of the skills in English that must be mastered. On the other hand, writing is a language skill that is difficult to acquire. This means that writing is not easy to master, so writing skills must be trained gradually. Writing requires regular practice so that your skills become better trained. In this way, students' writing skills continue to develop.

The five main aspects for assessing writing ability are, content, organization, vocabulary, language, and mechanics.

- a) Content: the main subject and ideas or arguments in writing the text.
- b) Organization: expression and organization of paragraphs in a written text.
- c) Vocabulary: the use of word choices/idioms and the vocabulary itself in a written text.
- d) Language: structure, pronouns and prepositions in a written text.
- e) Mechanics: spelling, punctuation, use of capital letters and layout in a written text.

5. Concept of Media

a. Definition of Media

Media is overgrowing with the development of an increasingly sophisticated and diverse era. In the learning process, alternative media must support the learning activities. Media is indispensable, especially

in the learning process. Media makes the learning process more interesting because by using media, students get to know new things, and teacher must continue to be required to be creative in learning, with media being one of the most needed alternatives. Gerlach and Ely define media as any individual, thing, instrument, or experience that builds and empowers students to acquire information, talents, and attitudes.²⁶

This means that the media used can be anything to support human activities. Media helps teachers in conveying information to students during the learning process. Media also makes it easier for teachers to provide teaching and makes classroom activities more enjoyable. The media has a reasonably positive impact on students, which will also increase students' interest in knowing the media. Media is also one of the tools that can help students improve student knowledge and train students with growing learning media.

b. Classification of Media

Sanjaya classifies media into three categories, namely:

1) Audio Media

Types of media whose components are sound or can only be heard, such as music.

2) Visual Media

A type of media that has visual elements and can be seen. These media include books, newspapers, journals, magazines, etc.

3) Audio Visual Media

A type of media that has sound and visual elements. Covering television, film, etc.²⁷

²⁶ Gerlach, V.S., & Ely, D.P., "*Teaching and Media: A Systematic Approach* (2nd ed)", (Englewood Cliffs, NJ: Prentice-Hall Incorporated, 1980), p. 241

²⁷ Wina sanjaya, "*Perencanaan dan Design Pembelajaran*", (Jakarta: Kencana Prenada media Group, 2008), p. 211

Based on the explanation above, Edpuzzle is classified as a visual medium because it is interactive media such as the web.

6. EdPuzzle Application

a. Concept of EdPuzzle Application

Learning activities are increasing, and many learning methods can be found in the learning process. One of the learning methods that use e-learning, e-learning is an effective and more flexible learning method. However, e-learning is still often interpreted as distance learning, even though learning through e-learning can be done directly. E-learning is a learning process through the Internet or technology-based that aims to make students more communicative and not bored with the learning model as before. One of the e-learning media used is edpuzzle.

Edpuzzle learning media is an online learning media that uses video as a learning support. Teacher can add content already available on platforms such as youtube, Vimeo, ted talks, etc. Teacher can also add videos to specific learning objectives corresponding to the field studied. Learning videos will be fun, not boring, and students can observe clearly. Teachers can customize each video content by cutting, commenting, embedding voice recordings, and adding questions, notes, and additional references. Teacher can also know student activities in learning the material in the video and the time used in doing assignments, student grades, and promptly analyzing final results.²⁸

Swenson defined that this app is free and can be downloaded and used by teacher and students students easily²⁹. So that this can provide easy access

²⁸ Cherie Herring, “*Flipping the Elementary Music Class*” (FMEA, 2016), 2

²⁹ David Swenson, *Assessing Learning in A Flipped Classroom* (Michigan Association, 2016)

for students and teachers in using it. This contrasts with Van Horn defined that edpuzzle is an application that makes it easy for teachers to produce and upload their own videos, using other teachers videos, video, or select a video from YouTube, Khan Academy, LearnZillion, and more.³⁰ Thus teachers can provide different learning experiences through several existing videos. Teacher can also edit the length of the video, insert sound recordings into the resulting video to explain the method itself, and even insert quizzes into the video.

Thus, the researcher can conclude that EdPuzzle is one of the online learning media that is very effective to use and makes it easier for students and teacher during the learning process because students can learn from videos directly, and teachers can see student learning activities. Teacher can monitor student activities using edpuzzle so that it would be easier to evaluate each learning activity. Edpuzzle also provided a new experience to students and makes students more interactive.

b. How to Use EdPuzzle Application

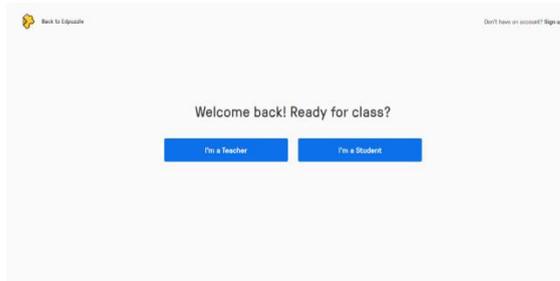
There are some uses of:

1. Open Edpuzzle.com, then click “sign up”

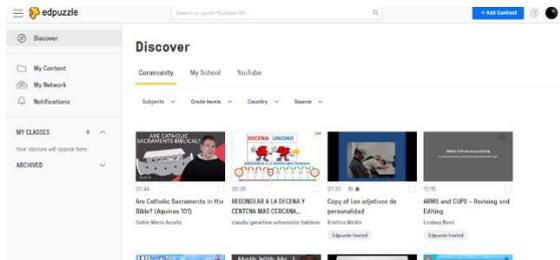


³⁰ Vanhorn, Shannon *Teaching Tips and Tools: EdPuzzle*. (2016).

- click "I'm a teacher"



- On the next screen, click "Start tour." This will show you to know what can be done with edpuzzle.



- Edpuzzle allows you to add videos from youtube or other platforms. Click the red tags and drag them towards each other to shorten, then click "next" at the top.
- Edpuzzle allows and to insert questions into the video. Enter an inquiry into the sample question box and click "continue."
- Edpuzzle also lets you see students' scores and check their progress in your video. See the details, then click "Create New Class."

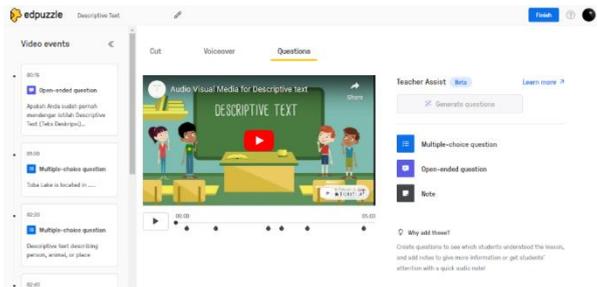
7. Now you will be asked to register. You can sign up through a Google account or with an email address.
8. Click "start" on the next screen.



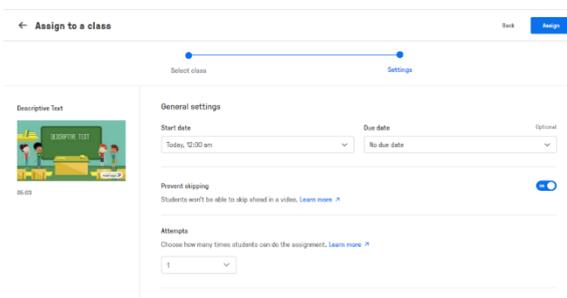
9. You will be asked to search for the video to be entered. Enter search and press enter (or return) on the keyboard.
10. Then you will be asked to select the video. You can see the video from "channels." When and click on one of the videos, your search term will appear. If there is no suitable one, the channel will tell you which one is suitable. Then select a track and click the blue "use it" button that appears.
11. You will be redirected to the editing. Click "fantastic" to start.
12. If you use edpuzzle for the first time, there will be one more comment. You can click "finish" and "okay" to exit the window.
13. If you want to shorten the video, you can use the

little red tab, and then after you select the desired section, click "Save " at the top.

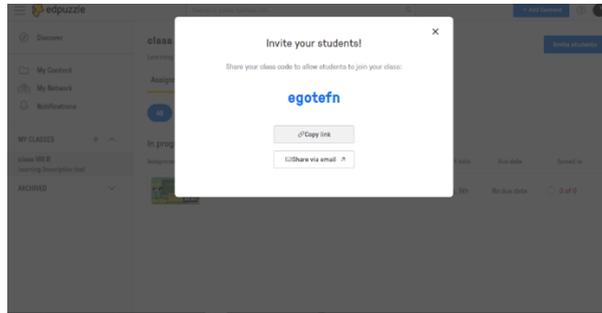
14. Scrolling down lets you add questions, such as multiple choice, using other tabs. When finished, you can save it by clicking "Save" and "Continue." If you want to add some questions, click "add" and save.



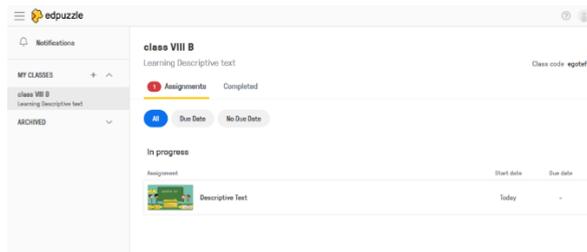
15. Click the "Finish" button and type the class you are going to teach, don't forget to check "Prevent skipping," which aims to make students answer questions after playing the video and checking the "due date" to set the deadline for work; after finishing, click "send."



16. The main screen display will show the class code at the top when finished. This code is then given to the student to join.



17. Then, if you want to embed your lesson, click "my classes, " then check the video you want to share.



18. Then a dialog box will appear, and click "assign | Share."

19. Click "share."

c. 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 paperbased 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.³¹

d. 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,

³¹ Mischel, L. J. (2019). Watch and learn? Using EDpuzzle to enhance the use of online videos. *Management Teaching Review*, 4(3), p. 5

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.
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.³²

7. Concept of Guided Writing Strategy

a. Definition of Guided Writing Strategy

In implementing a learning media, there needs to be a strategy used to achieve learning objectives. Lan, Hung, and Hsu defined that guided writing strategies can help students improve their writing performance, especially regarding motivation and enjoyment.³³ In another sense, guided writing can foster students' confidence and participation in writing.

³² *Ibid*

³³ Lan, Yu Feng, Hung, Chun Ling & Hsu, Hung Ju. *Effect of Guided Writing Strategies on Student's Writing Attitudes Based on Media Richness Theory*. TOJET : The Turkish Online Journal of Educational Technology 0/4 : 148-164

This contrasts Ockzus, who defined guided writing strategy as essential in applying a balanced curriculum, providing a supporting step in independent writing.³⁴ So the teacher acts as a facilitator in guiding and directing students in the learning process of writing clearly and systematically. Strategy-guided writing require the teacher to guide a small group of students to create written texts independently, respond to student performance results and develop ideas in their minds during the writing process.³⁵ Thus the teacher must be able to guide students so that they can produce good writing.

From the definition above, it can be concluded that the guided writing strategy is one of the strategies used in helping the writing learning process of individual students, assisted by the teacher in guiding and directing students during the writing process by spelling, generic structure, and applicable language rules. So that later, students will be able to express the ideas in their minds in the form of a written text.

b. Process of Guided Writing Strategy

There are several steps in guided writing, namely:

1) Model Paragraph

The teacher provides a model of the text that can be written on the board or worksheet, and students will understand the reading of the text first and then learn the generic structure in the text.

2) Comprehension Question

The teacher will give a series of questions about the information contained in the text.

³⁴ Ockzus, Lori, Z 2007. *Guided Writing Practical Ideas, Powerful Result*. Portsmouth: Heinemann.

³⁵ Titisari Dian. *Effectiveness of Guided Writing for Teaching Writing Recount Text*. Semarang state University 2015

- 3) Language-based exercises
The teacher will provide exercises that focus on vocabulary and sentence structure.
- 4) Oral composition
Students discuss what quiet advice on writing is, and the teacher creates an outline on the board. It is used as a basis for students to start writing.
- 5) Written Composition
Students follow the model that the teacher has given by involving several changes.³⁶

The teacher should demonstrate the steps in writing a text and guide students in expressing the ideas they have in mind. The teacher guided students in making a paragraph by the existing generic structure.

c. Procedure of Teaching Writing Descriptive Text through Guided Writing Strategy by Using Edpuzzle

Using the edpuzzle application in the learning process is one of the media that makes students feel less bored participating in learning activities and makes students confident to write. In this study, the researcher used the edpuzzle application as a learning medium in writing descriptive texts and apply guided writing strategy. The researcher guide students in the learning process as follows:

1. The teacher aske the students to prepare their respective mobile phones.
2. The teacher instruct the students to go to the website www.Edpuzzle.com.
3. Previously, grub must have registered as a teacher and created a class later. After creating a class,

³⁶ Reid, Joy M. 1993. *Teaching ESL Writing*. United States of America : Prentice Hall Regents.

- the teacher get a code to share with students.
4. Students must create an edpuzzle account with an email or Google account and enter the class code that the teacher has provided.
 5. The teacher instruct the students on using edpuzzle during the learning process.
 6. After the teacher shares a video about descriptive text with examples (descriptive text about animals, places and things), the teacher asks students to summarize the material in the video.
 7. The teacher re-explain the material about descriptive text and the generic structure in the descriptive text.
 8. The teacher asked about the information in the descriptive text
 9. The teacher given exercises to students regarding the vocabulary and structures in the descriptive text
 10. The teacher discussed the information in the descriptive text, and the students take notes and the students follow the examples given.
 11. Then the teacher asked students to make descriptive text according to the commands in the edpuzzle, and then students can write the answer in the comments column that has been provided.
 12. The teacher review the learning and evaluate the results of the student's work.

8. Concept of Realia

a. Definition of Realia

English learning can be easily done using objects around us. Especially the used of realia in the learning process make it easier for students to learn English. In language teaching, realia are actual objects brought into the classroom or objects around the classroom as examples or as aids in facilitating the

learning process. Using objects in the classroom also gives an interesting impression. Realia is a term for real things-concrete object that are used in the classroom to build background knowledge and vocabulary. Realia is used to provide experiences on which to build and to provide students opportunities to use all senses in learning. Realia allows the students to see, feel, hear, and even smell the object.³⁷ Realia or real items are useful for teaching and learning in the classroom. Objects that are intrinsically interesting can provide a good startingpoint for a variety of language work and communication activities. Realia also make learning process more enjoyable.³⁸

From the definition above, it can be concluded that realia are objects that are around the class that make it easier for students to observe and students can easily learn them, especially for learning English, realia can help increase student vocabulary.

b. Procedure of Realia

the use of realia media in the learning process is an efficient way because by using realia media students can identify an object that is around them in a real way so that it makes it easier for students to learn it. there were the steps :

1. the teacher prepared some objects or uses objects that are around the class
2. The teacher asked students to observe what objects are around the class
3. The teacher asked students what objects they see
4. then the teacher directs students to an object and asks students to describe it
5. then the teacher explain the topic to be studied

³⁷ Adrienne and Jordan, *Fifty Strategies for Teaching English Language Learner*, (New Jersey: Pearson Education, 2004), p. 24

³⁸ *Ibid*

6. Then the teacher asked students to describe other objects around them on paper
7. The teacher asked students to collect papers and then discuss

c. Advantages of Realia

1. Realia media can be used practically in teaching and learning process
2. Realia can stimulate the students ideas when see the object
3. Using realia media aids the students memorable in teaching English
4. Realia saves time
5. Realia to learn vocabulary or grammar.

d. Disadvantages of Realia

1. Effective learning is unpredictable through realia.
2. If left sitting around the classroom, realia can be a distraction.

e. Procedure of Teaching Writing Descriptive Text by Using Realia Media

Realia is one of the most efficient media used in learning because students will see real objects so that it will make it easier for students to understand learning material and students will feel more interested. This research will guide students in using realia media as follows:

1. The researcher asked students to observe objects around the class
2. The researcher then asked students to explain what objects they seen
3. After that the researcher asked the students about the material to be studied.
4. Next, the students answered the question from the researcher that would learn about descriptive text.

5. After that the researcher explain material about the generic structure and linguistic characteristics of descriptive text and giving more examples of descriptive text
6. Next, Researcher asked students to write their own descriptive texts based on objects around the classroom and also had to pay attention to generic structures.

B. Hypothesis

Based on the theories and explanation above, the hypothesis in this research will be:

H_a : Is there a significant influence of using Edpuzzle application toward students writing ability in the descriptive text in the eighth grade of SMP PGRI 6 Bandar Lampung in the academic year of 2023/2024?

H_o : There is no significant influence of using Edpuzzle application toward students writing ability in the descriptive text in the eighth grade of SMP PGRI 6 Bandar Lampung in the academic year of 2023/2024?

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