

STUDENTS' PERCEPTION OF USING EDPUZZLE IN LISTENING ASSESSMENT

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ABSTRACT

Edpuzzle is a useful website for teachers to find and edit online videos whether it is from YouTube, TED Talks, or Khan Academy, etc., to present it to their students in the classroom. In addition, Edpuzzle flourished to become one of the effective tools in listening assessment because student's progress is easily tracked by the teacher and assigned videos are graded by Edpuzzle. This is a survey study which proposed to get an empirical data about students' perceptions of using Edpuzzle in listening assessment. The result of this study showed that students' perceptions of using Edpuzzle in listening assessment are positive. Using video in Edpuzzle perceived as an up-to-date and interesting way to be used in listening assessment based on 90% of the respondents, and they agreed that the content of the video provided in Edpuzzle as the listening assessment media was authentic since it is related to their daily life conversation. The use of Edpuzzle in listening assessment is perceived and received positively by the students of SMK Diponegoro 1 Jakarta who have ever used Edpuzzle in their listening assessment.

Keywords: Edpuzzle, Listening Assessment, Student's Perception.

INTRODUCTION

EdPuzzle is a useful website in which teachers can find and edit online videos whether it is from YouTube, TED Talks, or Khan Academy, etc., to present it to their students in the classroom. With edpuzzle teachers can generate online classes and upload original videos or select online videos, add interactive materials, and assign those videos to students. EdPuzzle qualifies teachers to keep tracking how many students watched the video, what percentage of the video students

watched, and what questions in the video students answered right or wrong. Several teachers and educators have been using this kind of learning website in the classroom to engage students in the learning process since edpuzzle provides variety of videos from different sites. In addition, another researcher conducted a study related to the use of edpuzzle as a formative assessment specifically for listening skill through video. That was done by Melisa (2014) a professor at

University of Iowa; she argued that edpuzzle could be an effective tool for listening assessment instruction in the classroom.

However, Grabill (2016) argues that the key to produce high quality learning assessment comes from the growth of technology. The creative and considerate use of technology from teacher and student learning experiences can lead to a wider understanding of what students learn. Data can be used to increase low-level understanding and rise deep knowledge about what works and what doesn't and how teacher can help students have greater impact on their success. In line with Grabill's (2016) statement, Edpuzzle flourished to become one of the effective tools in listening assessment because student's progress is easily tracked by the teacher and given videos are arranged by EdPuzzle. Individual progress can also be monitored through the data provided on how each student answers the questions. After students have created their own EdPuzzle account, they can easily access any video assigned to them in their classroom or at home. (David: 2014)

Additionally, assessment is one of the most essential tools in teaching and learning activity. Teacher barely knows

what students learned and how well they learned unless using effective assessment (Mike, 2014). However, there are various online assessment tools that can assist teachers in assessing students' understanding of the material. One of them is edpuzzle which is related to listening skills since it is based on video learning. Currently, video was used as a medium for assessment and technological properties required for its implementation that must be considered (Swain, 1996 in David 2001). Somehow teachers should give different method in assessing listening to students However, the incorporation of technology would help teachers to catch students' interest and it can also be applied in listening assessment. This statement was supported by a study conducted by McCarthy (2015) in Othman (2017) which has proven that the students favored video evaluation because it reflects face to face interaction.

Some researchers have been focused on examining the context of listening assessment through some different media, such as audio, video or using the online websites. The first previous research was conducted by David Progoch (2001) which concerned with the opinion of test-takers on using

video as listening assessment tool. The study showed a result that using video in the listening assessment gives more encouragement for the students as the test-takers. Another previous study conducted by Vian (2015) focused on teachers' and students' perceptions towards the use of YouTube videos in an English classroom. He examined Hong Kong teachers' and students' perception on using YouTube video as an effective tool in the classroom.

Accordance to the previous research, this present study intended to bridge the gap in finding out the students' perception of using Edpuzzle in listening assessment. Since edpuzzle provide teachers to find and modify an online video with the embedded questions which might be useful for teacher to use it as an effective tool in listening test.

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assessment because student's progress is easily tracked by the teacher and given videos are arranged by EdPuzzle. Individual progress can also be monitored through the data provided on how each student answers the questions. After students have created their own EdPuzzle account, they can easily access any video assigned to them in their classroom or at home. (David, 2014)

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METHODS

The objective of this study is to identify students' perception of using edpuzzle in listening assessment. It was intended to investigate students' response about that useful learning site as a tool in listening assessment at SMK Diponegoro 1 Jakarta. To make it specific, the writer specified the perception into the perception toward the listening materials, listening activities, and the questions embedded on the website. Related to the objectives stated above, a survey design was used in this study.

The data of this study are the students' answer form questionnaire. The data sources are students of 12th grade at SMK Diponegoro 1 Jakarta who have ever used edpuzzle in their listening assessment. There are 10 students who have been randomly chosen from each class or program. This study was conducted from November up to December 2020 in SMK Diponegoro 1, Jakarta Timur.

Some questionnaire items were adopted and modified from previous study conducted by Othman, et al. (2017) and some others were developed based on the experts' theories in the literature review. Each

number of questionnaires was written in Bahasa Indonesia to avoid any misinterpretation. The questionnaire was distributed to 10 respondents of this study. The questionnaire is organised based on indicator and aspects. Below the description of each statement in the questionnaire:

Table 1. Questionnaire Forms

Part	Content
Part 1 General questions	Identity of respondent
Part 2 About listening test and the website (tool)	Listening test or assessment Authenticity Students' Capabilities Test Difficulty

This research applies quantitative data. The quantitative data were gained by distributing questionnaire to the sample of the study. The questionnaires were distributed directly to 10 students via Google form. To collect the data, the researcher did these following steps. Here are the data collection procedures for questionnaire:

1. Adopting and modifying questionnaires from the previous study conducted by Othman, et al. (2017).
2. Distributing the questionnaire to the participants.
3. Administering the fulfilled questionnaire.

To answer the questions of what students' perception of using Edpuzzle in Listening Assessment at SMK Diponegoro 1 Jakarta, the writer used the data collected from questionnaires. Then, the writer analysed those data statistically by using Google form and Microsoft Excel 2013. The steps in analysing the data were described below:

The questionnaire was analysed through the following steps:

1. Making the list of the answers in each part with Microsoft Excel 2013
2. Counting total answer from the whole respondents in each part by Google form.
3. Creating the table percentage of the answer.
4. Explaining the answer descriptively.

FINDINGS AND DISCUSSIONS

Findings

According to Sabria (2017), Edpuzzle gives students the opportunity to exactly do the assessment while watching the video on the website. It is accordance with the listening activities promoted by Wei (2007) which are showing a video with a different task each time and presenting video clips for arousing students' interest. The result of this study also proved the same

thing based on the result of the students' answer in the questionnaire. The following table is the results of students' answers.

Table 2. Details answer of each statement in the questionnaire

No	Question	Result
1.	<i>Soal listening yang menggunakan video membuat saya lebih memahami konteks yang diperdengarkan</i>	Ya: 100% Tidak: 0%
2.	<i>Soal listening dalam Edpuzzle membantu saya memahami materi yang telah dipelajari di kelas</i>	Ya: 90% Tidak: 10%
3.	<i>Item pertanyaan dalam listening test di Edpuzzle yang lebih saya pahami adalah</i>	True / False: 40% Multiple Choice: 30% Open-ended questions: 30%
4.	<i>Instruksi dan pertanyaan dalam listening test di Edpuzzle jelas dan mudah dipahami</i>	Ya: 100% Tidak: 0%
5.	<i>Tingkat kesulitan listening test di Edpuzzle sesuai dengan tingkat kemampuan berbahasa siswa</i>	Ya: 90% Tidak: 10%
6.	<i>Konten video dalam listening test di Edpuzzle berhubungan dengan kehidupan sehari-hari,</i>	Ya: 90% Tidak: 10%

	<i>pengetahuan umum, bidang / jurusan siswa</i>	
7.	<i>Konten video dalam listening test di Edpuzzle sudah up-to-date (terbaru) dan menarik</i>	Ya: 60% Tidak: 40%
8.	<i>Tingkat kesulitan listening test di Edpuzzle harus sesuai dengan tingkat kemahiran siswa</i>	Ya: 100% Tidak: 0%
9.	<i>Saya merasa lebih nyaman mengerjakan soal listening di Edpuzzle daripada test listening konvensional</i>	Ya: 90% Tidak: 10%

Discussion

In terms of listening materials which was shown in the result of question number one, all respondents agreed 100% that the use of video in the listening assessment makes them easier to interpret the meaning in the context. This result supported by Mirvan (2013) who argued that using conversational videos as their listening material assessment is considered as authentic and functional as it is a real-life situation. The study by Mirvan (2013) and Woottipong (2014) declared that the use of video in the classroom has driven the students to learn and participate more during the learning session due to the real-life situation

depicted in the video used which is considered as natural, authentic, and meaningful. Moreover, a report from UNESCO Bureau Report of Education (2013) stated that students perform better in their assessment and evaluation when they have truly understood the purpose and process of the assessment or evaluation (Muskin, 2015 in Othman, 2017). This is related to what was mentioned in the work of Bailey and Wolf (2012) in which they highlighted the alignment of language assessment.

The result shown in the next question (question number 2) is addressed to the issues in listening assessment promoted by Brown and Abeywickrama (2010) which is about the validity and washback in assessing listening. The result showed 90% of the respondents agreed that listening assessment in Edpuzzle assist them in understanding the materials they have learnt. In line with the validity issue in assessing listening, the listening assessment should consider the reflection of the learning objectives and listening task while the washback issue considered the potential of assessment to provide feedback. Edpuzzle provided the open-ended question type to give the exact feedback for the students after they answer the question. This

question type is appropriate and related to Brown and Abeywickrama's (2010) statement. Similarly, the next result of questionnaire on number three also referred to the use of Edpuzzle as listening assessment in terms of question type items. As stated by Iman (2017) edpuzzle allows teachers to embed assessment in videos to measure learners' learning process by adding multiple choice question or true/false question and opened-ended question. There are 40% of the respondents chose true/false question type items as the most comprehensible item rather than multiple choice and open-ended questions. This result is supported by Buck (2010) who promoted a discrete-point approach in assessing listening which makes the students easier to answer the question by using true/false question type item.

In terms of instruction, the result from question number 4 showed the respondents who agreed 100% that instruction and test questions are clear and easy to understand. It can be reflected here that in terms of the instruction given, students were able to comprehend the instruction stated on the video in edpuzzle. This result is supported by the previous study conducted by Othman (2017) on examining the students' perception on

using different listening assessment method. He found majority of the students agreed that the listening instruction by video media is more comprehensible than the use of audio only media in listening assessment. This finding is also parallel to the research completed by Hassan, Mokhtar and Abiddin (2014) which also showed that their partakers understood the instructions better in online method as compared to conventional method used as their listening assessment method.

While the result of questions number five showed the students' perception on the level of test difficulty which matches the level of students' language proficiency. There are 90% of the respondents agreed that the difficulty level of tests suit with their level of language proficiency. This result also supported by the previous study conducted by David (2001) who found that 60% of his respondents stated that the use of video in the listening assessment matches with the students' language proficiency. Thus, in line with the questions number eight 100% of the respondents agreed that the difficulty level of tests in edpuzzle should match students' level of proficiency.

Regarding authenticity, the result of this study showed that the test or

video content should relate to daily life, world knowledge, or students' program since they are vocational school students. 90% of the respondents agreed that the video used as listening assessment media in edpuzzle relates to those things in their life. It might be related to the feature provided by edpuzzle, as stated by Sabria (2015), the founder of the website said that edpuzzle allows teacher to find millions of videos from variety of channels such as TED-Talks or YouTube which contain authentic videos that can be used as the listening test media for students. In a similar way, the result of question number 7 showed the majority of 60% respondents agreed that the test or video contents provided in the edpuzzle as listening assessment media are up-to-date and interesting so that students can learn and assign the test in meaningful contexts. This result supported by the basic listening assessment issue promoted by Brown (2010) which include authenticity as the crucial point in assessing listening to make the task comprehensible and reflect the real-life speech.

The latest result on the preceding question number 9 is based on students' anxiety of doing the test. 90% of respondents agreed that they enjoy doing the listening test in

edpuzzle rather than doing it in a conventional or traditional way. This finding also supported by the previous study conducted by David (2010) who found that 91.9% of the respondents preferred video listening quizzes over audio-cassette quizzes.

CONCLUSIONS

Students' perceptions of using Edpuzzle in listening assessment are positive. Based on the findings, most of the respondents perceived Edpuzzle as an excellent tool for their listening assessment because it provides authentic, meaningful, and real-life situation contexts and videos. However, instructions on the video should be given to the students as they have less experience on the use of video for their listening assessment. In this case, Edpuzzle has been currently used as a useful and effective learning site for teachers to assign their students in listening skill using different way of assessment. It is proven to be a great tool in assessing listening since it provides natural, meaningful, and authentic contexts for the learners to learn better and it also provides some types of questions to be embedded on the video which make the students enjoy and interest on doing the test or assessment.

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