

**THE DEVELOPMENT OF ENGLISH TEXT MATERIALS
BY USING EDPUZZLE**

A Thesis



Written By:

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P2A422018

**MASTER PROGRAM OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS JAMBI**

2024

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**Submitted as a Partial Fulfilment of the Requirements to Obtain
the Degree of Master in English Education Program**



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ABSTRACT

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Keywords: *Edpuzzle Application, Descriptive Text, Recount Text.*

Edpuzzle is a well-known educational platform that provides an important way to improve the teaching and learning environment, which is advantageous to teachers and students. This research aimed to describe the students' need of English materials and the process of developing English text materials by using Edpuzzle. In this research, the researcher developed the English text materials, i.e., Descriptive Text and Recount Text. The materials have been developed through the Five Stages of the ADDIE Model. The materials were validated by content and medium experts and evaluated through small, medium, and large group tryouts. It found that English text materials received positive feedback and high scores, indicating their effectiveness. The findings underscored the importance of integrating local content and contemporary educational theories in the design and development of such materials. The teacher and students respond positively to developing English text material by using Edpuzzle.

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Della Wilza Noviska

CHAPTER I

INTRODUCTION

1.1 Background of the Research

In the modern era, technology has embedded itself deeply into our daily lives and has a significant impact on many different parts of our activity. Technology significantly improves and streamlines our work, which encourages creativity. There are many different types of technological medium, including whiteboards, pictures, audio, movies, books, articles, and more. These include computer software programs created to carry out particular tasks either directly for end users or, in some situations, for other programs (Gillis, 2021). As a result, various applications-particularly in the area of education-have been developed, including Kahoot, Edmodo, Schoology, Google Classroom, Flipgrid, Padlet, and many others. Among these, Edpuzzle provides an important way to improve the teaching and learning environment, which is advantageous to both teachers and students.

Edpuzzle is an interactive video application created for teaching and learning, according to Auer and Tsiatsos (2018). It gives teachers the ability to design classes using content from video-based sites like YouTube, Khan Academy, National Geographic, and others. Additionally, teachers can use their own movies within the program and improve them with voice commentary, questions, notes, and other citations. Students are enthralled by Edpuzzle's interactive features, which promote fun teaching and learning. Students are also actively involved because the Edpuzzle website allows them to provide teachers feedback.

There are numerous different text materials to study when learning English, including Descriptive, Explanatory, Recount, Narrative, Report, News Item, Procedural, Review, Hortatory, Analytical, Spoof, And Narrative Text. Related to the curriculum, the text materials that was be chosen by the researcher for this research are Descriptive Text and Recount Text. Descriptive Text and Recount Text are important to learn in 8th grade Junior High School, because they are covered in the curriculum, and the students struggle to understand this text

materials and the students need the new materials to break up the monotonous environment of teaching and learning.

According to the researcher's preliminary observation, the eighth-grade Junior High School Adhyaksa 1 Jambi, Kurikulum Merdeka has been implemented there. English instruction in Junior High School is aligns with the curriculum and attempts to improve students' language abilities. Based on researcher observation's result, it has been uncommon to observe the utilization of medium for learning and teaching, lacking material presentation and interactivity, they remain underutilized, often presenting materials in a basic. Teachers predominantly rely on traditional tools like whiteboards and markers, the teacher claims that he searches through articles on the internet for English learning material before presenting it to the class on the whiteboard and having the students practice utilizing worksheets. Hence, there exists a necessity for innovative and diversified learning mediums to ensure effective and efficient achievement of learning objectives. According to the students, they require engaging learning to prevent boredom, such as a fresh reference that can aid them in the learning process, based on that, the researcher believes Edpuzzle can help solve these issues.

According to Rahayu and Bhaskoro (2022), entitled *Interactive Medium Edpuzzle and its Implementation in Teaching Vocabulary in the New Normal Era*, emphasized that using interactive medium like Edpuzzle to teach vocabulary led to higher levels of student engagement. Students felt a greater sense of interest, enthusiasm, and happiness as the classroom environment improved. Additionally, they discovered that Edpuzzle made it simpler for students to memorize English language while they were learning. Then, Amaliah (2020) also did research on the *Implementation of Edpuzzle to Improve Students' Analytical Thinking Skills in Narrative Text*, and the results showed that Edpuzzle improved students' analytical thinking abilities, particularly when used in the setting of narrative texts. The final study was carried out by Egilistiani and Prayuna (2021) entitled *Students' Responses through the Use of Edpuzzle as an Application in Achieving Listening Comprehension*. Their research showed that when using Edpuzzle, students showed enthusiasm in learning the English language, particularly in the area of hearing. It

increased their awareness and made learning and teaching English a really joyful experience for them.

In this research, the researcher developed the English text materials, i.e., Descriptive Text and Recount Text. This research is essential because the development by the researcher is one of the efforts to solve existing learning problems in 8th grade in Junior High School. It can be accessed from anywhere and at any time as long as there is an internet connection, this advancement was able to provide students with engaging learning circumstances, assist teachers in delivering the material, and make students love it. Based on the background of the problems stated early, the researcher is interested in performing research and development on "The Development of English Text Materials by Using Edpuzzle".

1.2 Limitation of the Research

This research is limited to develop materials for learning Descriptive Text and Recount Text by using Edpuzzle for Junior High School. The text materials are prepared for the 8th grade students because the researcher thinks that students need a unique way to learn about the text materials of text.

1.3 Specification of the Product

Edpuzzle is an interactive learning platform primarily designed for educators to create and share customized video lessons for their students. Edpuzzle consists of two kinds, a website for teachers and an application for students. The material consists of two text materials, namely Descriptive Text and Recount Text, that relate to the local content of Jambi Province. The learning material is made by interactive videos. The learning tasks in this application are arranged in the form of multiple choice.

Here are some key features and specifications of Edpuzzle:

1. Video Customization: Teachers can select videos from various sources (YouTube, Khan Academy, National Geographic, etc.) and customize them by adding voiceovers, audio notes, quizzes, and open-ended questions.
2. Question Types: Edpuzzle supports different question types, including multiple-choice questions, open-ended questions, and reflective pause questions, enabling teachers to assess students' understanding at various points within the video.

3. Analytics: Teacher can track students progress and engagement through detailed analytics, including viewing which students watched the videos, how many times they watched specific parts, and their responses to embedded questions.
4. Integration: Edpuzzle integrates with learning management systems (LMS) such as Google Classroom, Canvas, Schoology, and others, allowing for seamless sharing and assignment of video lessons within existing educational platforms.
5. Student Feedback: Students receive instant feedback on their responses to questions embedded within the video, facilitating self-assessment and providing opportunities for immediate clarification.
6. Accessibility: Edpuzzle strives to be accessible to diverse learners by providing closed captioning options, language support, and compatibility with screen readers and other assistive technologies.
7. Privacy and Security: Edpuzzle prioritizes the privacy and security of user data, complying with regulations such as the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA).
8. Collaboration: Teachers can collaborate with colleagues by sharing video lessons and collaborating on content creation within the platform.
9. Mobile Compatibility: Edpuzzle offers mobile apps for iOS and Android devices, allowing teachers and students to access video lessons and complete assignments on the go.
10. Feedback and Support: The platform provides resources such as tutorials, help articles, and customer support to assist educators in effectively utilizing its features for teaching and learning.

1.4 The Research Question

Based on the background of the problem and identification of the problem explained above, the researcher formulated the research question below:

“How are Descriptive Text and Recount Text Materials Developed by Using Edpuzzle?”

1.5 Objective of the Research

Based on the formulation of the question that provided above, the objective of the research is:

‘To describe the process of developing Descriptive Text and Recount Text Materials by using Edpuzzle.’

1.6 Significances of the Research

Hopefully, this research can give a new learning atmosphere for the eight-grade students. So, the students get interested in learning text materials. The learning material developed by the researcher is expected to be useful for learning English text material. Then, it is hoped this research becomes a piece of new information and a new reference for teachers to give the new medium for the learning process. And it is also hoped This research can be a consideration and reference for other researchers that have the same interest and want to develop similar product with different objects.

1.7 Definition of the Key Terms

1. Edpuzzle

Edpuzzle can be utilized to create interactive video lessons and materials from a variety of educational video sources, such as YouTube, Khan Academy, and Crash Course. In this research, the researcher was use Edpuzzle as a medium for develop material for English text material.

2. Descriptive Text

Descriptive Text is a text that describes a person, animal, thing, or place with a clear explanation to provide readers with information as well as comprehension about the objects described. In this research, Descriptive Text refers to describe a tourism place about local content in the Jambi Province.

3. Recount Text

A Recount Text is a text that reconstructs events, experiences, and achievements from the past in a logical sequence that followed by its structure. For this research, Recount Text refers to retell the writer’s experience of the events available in Jambi Province.

CHAPTER II

REVIEW OF LITERATURE

In this chapter deals with theories and previous researches that related to this research. It covers theory of English Language Teaching, Material Development, Edpuzzle, English Text Materials, and Previous Researches.

2.1 English Language Teaching

According to Stern (1983), teaching is the facilitation of language learning. According to Brown (1987), teaching a language entails any activity one person does with the goal of helping another person learn a language that is not their native tongue. Teaching, according to Watt and Watt (1986), comprises a variety of tactics, such as observing, questioning, and disseminating important information. Teaching a language involves more than just passing down linguistic skills; it also involves discussing the social setting and cultural nuances of the target tongue. Additionally, Richards (1987) offers a thorough viewpoint and claims that language education is a diverse field that includes social, linguistic, psycholinguistic, curricular, and instructional components. Teaching basically entails assisting, instructing, and giving students chances to learn while also exposing them to the socio-cultural and psycholinguistic facets of language use in the target setting.

According to Kolb (1984), learning is the main way that people adjust to their environment. Learning entails the conversion of experiences into knowledge. Similarly, Pritchard (2008) claims that learning is a process in which people build understanding by utilizing a variety of experiences. Thus, it may be said that learning includes the deliberate and conscious acquisition of knowledge and abilities, which results in behavioral modifications. Furthermore, learning is a fluid, dynamic process that entails taking risks, according to De Porter and Hernacki (2011). According to these concepts, learning entails receiving, understanding, and adapting behavior through individual experiences.

Cook (1991) asserts that there has been a considerable evolution in the theory of English language teaching and learning over time, with new techniques and theories arising in response to shifting social and educational circumstances. Swan (1985) also points out that ideas of language acquisition and instruction are

continually changing in response to fresh research findings and advancements in educational technology. Additionally, Ur (1991) stresses the significance of a thorough and balanced approach to language instruction that takes into account the various needs and objectives of language learners. Richards (2001) asserts that instructional resources serve as both language input for students and inspiration for teachers when preparing and delivering classes. Accordingly, we can draw the conclusion that English Language Teaching is acknowledge the significance of the always-changing nature of language teaching ideas and the necessity for a thorough and balanced approach that takes into account the various needs and aims of language learners. They also stress the significance of staying current with scientific and technical advances in order to create successful language teaching practices.

2.2 English Text Genres

2.2.1 Descriptive Text

Descriptive Text is a genre of text with a purpose to give information. This type of text is used to describe a particular object, animal, person, or other entity. It is a text that describes a scene, animal, person, or natural occurrence (Winch, 2005; Panjaitan and Elga, 2020). Text that is descriptive describes or tells the reader something (Fitriani et al., 2019; Jayanti et al., 2019). This type of text provides information about people, animals, objects, and locations. Text descriptive, according to Suminar and Putri (2018), is the text that describes a person, animal, thing, or place with a clear explanation to provide the reader with information and comprehension about the object described. Therefore, the reader can obtain information about the new object written about by the author in Descriptive Text, and the author was explicitly describe the object and paint a vivid picture of it. The purpose of the object's explanation is to facilitate comprehension of the text.

Descriptive Text is descriptive includes, among other things, descriptions of animals, people, objects, and locations (Ushchapovska, 2020). Urunami et al. (2017), who assert that Descriptive Text consists of information about a specific item, such as a written description of an object, support this claim. Abisamra (2001) adds, "Descriptive is the text that vividly depicts a person, place, or thing so that the reader can visualize the object being described." Then, according to Gerot and Wignell (1994), "Descriptive Text is a text type used when describing how

something appears, smells, feels, behaves, tastes, sounds, etc." It provides information about the subject, the facts, and their actions. A Descriptive Text provides a clear and detailed description of an object, such as a person, animal, item, or place. The reader is able to visualize the object described in the scenario.

1) Generic Structures and Descriptive Text

Hardy and Klarwein (1999) have an opinion regarding generic Descriptive Text structures. Definition and description comprise the generic structure of Descriptive Text. Description consists of a description of function, a description of characteristics and their functions, a description of physical characteristics, a description of people, a description of properties and interesting facts, and a description of the current evidence. In addition, Gerot and Wignell (1994) and Yusak (2004) offer their perspectives on the generic structures of Descriptive Text. According to them, there are two generic structures of expository text:

a. Identification

Identification is required in order to avoid generalizations. It implies that a writer must specify a specific object. In this instance, it identifies the phenomenon or topic that was to be described. The subject may be a person, object, or location. According to Masruri (2010), identification is a component of the paragraph that introduces or identifies the character. If a student can clearly read the identification section, he or she will have an easier time comprehending the development of ideas in the description section. It indicates that the sentence or paragraph can help the reader organize and comprehend the development of ideas.

b. Description

It describes in detail the elements, qualities, and characteristics of the phenomenon or subject being described. According to Masruri (2010), description is a part of the paragraph that describes the character. So that the author can comprehend how all the information described relates to the subject.

2) Types of Descriptive Text

Dalman (2014) classified Descriptive Texts into two categories:

1) Description of place

Place play a crucial role in every event. There are no occurrences, regardless of environment or location. All stories were always have a context, and the course of an event was be more intriguing if it is tied to the location where it occurred.

2) Description of person

There are several ways to describe a person, including: 1) Physical depiction, which aims to provide a clear image of a character's state; 2) Portrayal of a character's actions; 3) Descriptions of circumstances surrounding the character, such as clothing, residence, and vehicles; 4) Descriptions of characters' feelings and thoughts; and 5) Descriptions of one's own character. The preceding opinion describes two types of Descriptive Text, namely place and person. Place becomes one of the most important aspects of every event in a Descriptive Text, as no event can exist in isolation from its environment. Place becomes a concern when describing a character's behavior, their surroundings, and their emotions and thoughts.

3) **Language Features of Descriptive Text**

There are also some language features in Descriptive Texts. According to Sudarti and Grace (2007), they are:

1. Using the present simple. The simple present tense refers to daily occurrences and routine actions.
2. Use a linking verb.
3. Use of adjectives and compound adjectives.
4. Utilization of degree comparison.

2.2.2 Recount Text

Recount Text is one kind of genre that is taught by a teacher to students in Junior High School. A Recount Text can be said to be a text that tells some event from the past. According to Stubbs (2008), a Recount Text is a text that reconstructs events, experiences, and achievements from the past in a logical sequence, and she adds the Recount Text is guided by the following structures: orientation, introducing the participants, place, and time; events, describing the series of events that happened in the past; and reorientation, stating personal comments of the writer to the story. Prasetyaningsih (2006) states that Recount Text is designed to retell a past event. The purpose of the text is to retell past events to readers or listeners with

actual or imaginary experiences in different ways. It means recount, which is a text that tells the readers about an actual experience in the past and presents some of the events that aim to restore the event.

Recount Text tells about something that happened in the past. The details in a Recount Text can include what happened, who was involved, where it took place, when it happened, and why it happened. According to Anderson and Anderson (1997), a recount is a kind of text that retells past events about someone that usually happened in their life. So, we can conclude that Recount Text is a genre of text that retells an event or an activity that the person has done in the past through a sequence. The purpose of Recount Text is to retell events to inform and entertain readers and listeners.

1) Generic Structure of Recount Text

According to Sudwanti and Grace (2007), there are three generic structures of recall: orientation, sequences of events, and re-orientation. Orientation is a part that introduces what happened, where it happened, and when it happened. In orientation, the writer retells past events by introducing those involved in them. A sequence of events is a part where the writer tells the reader chronologically the events that happened. The re-orientation is a part where the writer re-states her or his story or experience. Recount begins by telling the reader who was involved, what happened, where it took place, and when it happened, which is called orientation.

2) Types of Recount Texts

According to Derewinka (1990), there are three types of Recount Text. They are personal recounts, factual recounts, and imaginative recounts.

- a. A personal recount is a recount that retelling of an activity that the writer or speaker has been personally involved in.
- b. A factual recount is a recount that records the particulars of an accident.
- c. An imaginative recount is a recount that takes on an imaginary role and gives details of events.

3) **Language Feature of Recount Text**

A number of experts have proposed their ideas to define the language features of Recount Text. There are some language features of Recount Text, as follows:

- a. Written in the past tense.
- b. Using chronological connections: then, first, after that, etc. words that show the order of events (then, next, first, afterward, just before that, at last, henceforth).
- c. The subject of a recount tends to focus on individual or group participants (I, my group, My friend, My Family, etc.).
- d. Personal recounts are common (first person: I was on my way to school. We got on the bus).
- e. Using action verbs and circumstances such as the adverb of place and the adverb of time to show the action and detail information about the events that occurred in the story.

2.3 **Material Development**

The development of materials is both a field of research and a practical endeavor. As a discipline of study, it investigates the principles and procedures of the design, implementation, and evaluation of language teaching materials (Tomlinson, 2001). In other words, the provision of language-related information and/or experience in a manner designed to facilitate language acquisition. Ideally, the "two aspects of material development" are interactive in the sense that theoretical studies inform and are informed by the development and use of classroom materials. (Tomlinson 2001). Materials development refers to all the processes utilized by practitioners who create and/or utilize materials for language acquisition, including evaluation, adaptation, design, production, exploitation, and research. Ideally, consideration should be given to all of these processes, and they should interact when creating language-learning materials. (Tomlinson, 2012).

Materials for language learning was be understood to refer to anything that can be used (by teachers or learners) to facilitate the learning of a language. This includes coursebooks, videos, graded readers, flashcards, games, websites, and mobile phone interactions; however, it is inevitable that the majority of the literature was concentrate on printed materials. (Tomlinson, 2012). On the basis of

Tomlinson's definition of materials, we might take this a step further and argue that the defining trait of materials is that the materials designer builds in a pedagogic goal. This would be based on Tomlinson's definition of materials. It is feasible to make a distinction between resources and materials on the basis of this information. Its resources are unlimited, and the possibility of transforming them into materials is constrained only by the educational creativity of those who use them. (Mishan and Timmis, 2015).

According to Mishan and Timmis (2015) there are various categories of materials, including electronic medium (emails, videos, DVDs), traditional paper-based materials (books, dictionaries, photocopied exercises), and realia (newspapers, photographs, food packages). The first three categories are all artifacts or products, but the fourth category, with the exception of tasks written on cards, includes processes (live lectures given by invited native speakers, instructions given by a teacher, and discussions among learners). Materials can be informative (in that they provide the learner with information about the target language), instructional (in that they guide the learner to practice the language), experiential (in that they provide the learner with experience of the language in use), eliciting (in that they encourage the learner to use the language), or exploratory (in that they assist the learner in making discoveries about the language). Language learning materials can be produced commercially by professionals, created by instructors, discovered by students, or even created by students themselves (for example, when a class at a higher level writes stories for a class at a lower level).

Any type of material can facilitate language learning. It depends entirely on the compatibility between the materials and the requirements, desires, and motivation of the students using them (Tomlinson and Masahara, 2018). Material's role in fact, materials are increasingly viewed as "an embodiment of the aims, values, and methods of the particular teaching-learning situation" (Hutchinson, 1987, cited in Rubby, 2003). Materials are potent stimuli for generating learning (Rubby, 2003). In conclusion, Material development entails the selection, adaptation, and creation of instructional materials (Nunan, 1991). The scope of material development encompasses the selection or evaluation of instructional

materials based on a set of criteria or principles, as well as the process of adapting instructional materials based on a set of criteria or principles.

2.4 Edpuzzle

Edpuzzle Learning Medium is an online resource that enables the incorporation of video snippets into the instructional process. Teachers can use Edpuzzle to search for and utilize content from prominent education channels such as YouTube, Khan Academy, TED Talks, National Geographic, and Vimeo. Teachers can also upload videos of their work and add video content to specific learning objectives that can be incorporated into the LMS. Each video can be modified by cutting and embedding voice recordings, audio comments, multiple-choice questions, entries, notes, comments, written messages, and supplementary references. In addition, teachers can view students' learning activities by listening to and completing video assignments, as well as the time students spent completing assignments, the percentage of assignments completed, students' scores, and the outcome of an evaluation analysis, all in real-time (Edpuzzle.com). This application allows instructors to create and publish video-based learning materials for their students.

The EdPuzzle application enables teachers to select videos and customize them based on class requirements by entering question categories such as multiple-choice questions, audio tracks, audio notes, and comments on videos whose purpose is centered on assessment (Prawati in Ipek and Ustunbas, 2021). Edpuzzle is a website that comprises instructional videos that are interactive. The video can be trimmed, and instructors' recordings, audio commentary, various types of questions, notes, and additional references can be embedded. On this website, teachers can use their own videos as the lesson. This website enables teachers to monitor the learning behavior of their students. Teachers can monitor the amount of time students spend watching videos, completing the lesson, completing the assessment, and taking the test (Hidayat and Praseno, 2021).

Moreover, Amaliah (2020) argued that Edpuzzle is a tool or medium that all instructors can use to create interactive video lessons and materials from a variety of educational video sources, such as YouTube, Khan Academy, and Crash Course. Edpuzzle allows teachers to easily create interactive learning videos that

track student comprehension. Any video can be transformed into a lesson by selecting it, attempting to pose analytical questions, and monitoring student accountability and completion. Teachers can also determine whether students have viewed the video. Edpuzzle has also been utilized to teach scientific concepts, such as problem-solving in polymeric materials (Heliawaty and Rubini, 2020) and in biochemistry laboratories (Shelby and Fralish, 2022). Accordingly, Hidayat and Praseno (2021) discovered that Edpuzzle Learning Medium is a website resource that permits the use of video segments to support learning. Edpuzzle enables teachers to locate and utilize content already accessible on leading education channels such as YouTube, Khan Academy, TED Talks, National Geographic, and Vimeo. This website is the best option for creating interactive videos because students can interact and provide feedback, thereby making the learning process enjoyable and arousing their interest and motivation to learn.

There are benefits for instructors in using Edpuzzle as a digital learning resource for students. The ability to create and edit interactive videos for students is one of them. The video can be created based on the required content, and the student's progress can be monitored with minimal effort. The benefits of interactive medium like EdPuzzle (www.edpuzzle.com) are that it can enhance the distance learning experience and convince instructors that learning is occurring because students can take quizzes throughout the video, instructors can measure coursework, add audio notes, and students can share videos (Afach, Kiwan, and Semaan, 2018). According to a study conducted by Julinar and Yusuf (2019), there are numerous reasons why Edpuzzle is so popular among students. In this study, students who are taught using Edpuzzle can study anywhere, repeat material at any time, and most importantly, they can get initial information about the material to be studied in order to increase their confidence and motivation, which sparks their curiosity and encourages them to actively participate in brainstorming sessions.

The initial stages of creating an e-puzzle are straightforward. Teachers need only register an account on the website before they can search for videos and modify them as necessary for publication to students. They may select open-ended or multiple-choice questions for students to use when incorporating interactive activities. Students can replay the video if they have difficulty comprehending a

portion of the questions. Teachers must also set time limits based on students' discipline-specific time management responses. The teachers can also create a container for the school, to which other teachers from the same institution can contribute.

To upload own video as a teacher in Edpuzzle, follow these steps:

1. Log In: Visit the Edpuzzle website (<https://edpuzzle.com/>) and log in to your teacher account using your email and password.
2. Dashboard: Once logged in, you'll be directed to your dashboard.
3. Create a New Video Lesson: Click on the "Create" button located at the top right corner of the dashboard. Then select "Upload Video."
4. Upload Your Video: You'll have the option to choose a video from various sources like YouTube, Vimeo, Google Drive, or to upload your own video. Click on the "Upload" button and select the video file from your computer.
5. Video Settings: After uploading the video, you can customize various settings such as the title, description, and privacy settings.
6. Edit Your Video: Once the video is uploaded, you'll be taken to the video editor. Here you can add voiceovers, audio notes, and interactive elements such as quizzes, open-ended questions, and comments.
7. Save Your Changes: After you've finished editing your video and adding interactive elements, click on the "Save" button.
8. Assign to Your Class: You can now assign the video lesson to one or more of your classes. Click on the "Assign" button, select the class(es) you want to assign the lesson to, set a due date if necessary, and click "Assign."
9. Monitor Student Progress: You can track student progress and engagement with the video lesson by accessing the analytics provided by Edpuzzle.

To add questions in Edpuzzle, follow these steps:

1. Log In: Visit the Edpuzzle website (<https://edpuzzle.com/>) and log in to your teacher account.
2. Select Video: From your dashboard, select the video to which you want to add questions or create a new video lesson by uploading your own video.
3. Edit Video: Once you've selected the video, you'll enter the video editor. Here, you can add various interactive elements, including questions.

4. Navigate to the Timeline: Below the video player, you'll see the timeline of the video. This timeline represents the duration of the video and allows you to add questions or notes at specific points.
5. Add Question: To add a question at a particular point in the video, move the playhead to the desired time in the timeline where you want to insert the question.
6. Question Types: Click on the "+" icon at the desired time in the timeline, and a menu will appear with different question types you can add, such as multiple choice, open-ended, or reflective pause. Select the type of question you want to add.
7. Create Question: After selecting the question type, a window will appear where you can create the question and provide answer choices (for multiple-choice questions) or prompts (for open-ended questions). Fill in the necessary details for your question
8. Save Question: Once you've created the question, click on the "Save" button to add it to the video.
9. Repeat: Continue adding questions at different points in the video by following steps 5-8.
10. Preview: After adding all the questions you want, you can preview the video with the questions embedded to ensure everything looks as expected.
11. Save Changes: Once you're satisfied with the questions and the video, click on the "Save" button to save your changes.
12. Assign to Class: Finally, you can assign the video lesson with questions to one or more of your classes by clicking on the "Assign" button and selecting the class(es) you want to assign it to.

To assign a video lesson with questions to the students in Edpuzzle, follow these steps:

1. Log In: Sign in to your Edpuzzle teacher account on the Edpuzzle website (<https://edpuzzle.com/>).
2. Select Video: Choose the video lesson you want to assign to your students from your dashboard. You can either select a video you've previously uploaded or create a new video lesson.

3. Edit Video (if necessary): If you need to make any edits to the video or add questions, do so before assigning it to your students. Follow the steps outlined earlier to add questions if needed.
4. Assign Video: Once you're satisfied with the video and any added questions, click on the "Assign" button. It's usually located at the top-right corner of the screen.
5. Select Class: A window will appear where you can select the class(es) you want to assign the video to. If you haven't created classes yet, you can do so by clicking on the "Create New Class" button.
6. Set Due Date (Optional): You can set a due date for the assignment if desired. This helps students know when the assignment needs to be completed.
7. Additional Settings (Optional): Depending on your preferences, you may have additional options such as allowing students to rewatch the video, adjusting the video playback speed, or enabling students to skip questions. Adjust these settings as needed.
8. Assign: Once you've selected the class(es) and adjusted any settings, click on the "Assign" button to assign the video lesson to your students.
9. Monitor Student Progress: After assigning the video, you can monitor your students' progress and view their responses to the questions through the analytics provided by Edpuzzle.

To create a class for the students in Edpuzzle, follow these steps:

1. Log In: Sign in to your Edpuzzle teacher account on the Edpuzzle website (<https://edpuzzle.com/>).
2. Dashboard: Once logged in, you'll be directed to your dashboard.
3. Create a New Class: Click on the "Classes" tab or option in your dashboard. If you haven't created any classes yet, you'll likely see an option to create a new class.
4. Add Class Details: Click on the "Create New Class" button or similar option. You'll be prompted to provide details for the new class, such as the class name, subject, and grade level.
5. Save Class: After entering the necessary information, click on the "Save" button or similar option to create the class.

6. Add Students (Optional): Once the class is created, you can add students to it. There are a few ways to do this:
 - Invite via Email: You can invite students to join the class by entering their email addresses. Edpuzzle will send them an invitation to join the class.
 - Class Code: Alternatively, you can provide students with a unique class code generated by Edpuzzle. Students can enter this code when prompted to join a class on their Edpuzzle accounts.
 - Import from Google Classroom: If you use Google Classroom, you can import your Google Classroom roster into Edpuzzle to automatically add students to your class.
7. Assign Content: After creating the class and adding students (if desired), you can start assigning content such as video lessons or assignments to the class. You can do this by selecting the class from your dashboard and clicking on the "Assign" button for the desired content.
8. Monitor Class Progress: Once content is assigned, you can monitor your students' progress and view their responses through the analytics provided by Edpuzzle.

To see the students' progress on Edpuzzle, follow these steps:

1. Log In: Sign in to your Edpuzzle teacher account on the Edpuzzle website (<https://edpuzzle.com/>).
2. Dashboard: Once logged in, you'll be directed to your dashboard.
3. Select Class: From your dashboard, select the class for which you want to view student progress. You can do this by clicking on the class name or navigating to the "Classes" tab and selecting the class from the list.
4. View Class Overview: Once you've selected the class, you'll see an overview of the class. Here, you'll see various tabs or sections, including "Assignments," "Students," and "Analytics."
5. Analytics Tab: Click on the "Analytics" tab or option to view detailed analytics for the selected class.
6. Select Assignment: If you want to view analytics for a specific assignment or video lesson, select the assignment from the list of assigned content.

7. **View Student Progress:** In the analytics section, you'll see information such as:
 - **Completion Status:** See which students have completed the assignment and which ones are still in progress.
 - **Time Spent:** View how much time each student has spent watching the video or completing the assignment.
 - **Answers to Questions:** If you included questions in the assignment, you can see each student's responses and whether they answered correctly or not.
 - **Engagement Metrics:** Get insights into how engaged students were with the video, such as how many times they watched certain parts or whether they skipped ahead.
 - **Overall Performance:** See an overview of the class's performance on the assignment, including average score, completion rate, and more.
8. **Export Data (Optional):** If you need to share or analyze the data further, you can export the analytics data to a spreadsheet format by clicking on the "Export Data" button or similar option.
9. **Repeat for Other Classes or Assignments:** If you want to view progress for other classes or assignments, repeat the above steps for each class or assignment as needed.

To assess the students' tasks on Edpuzzle:

1. **Log In:** Sign in to your Edpuzzle teacher account on the Edpuzzle website (<https://edpuzzle.com/>).
2. **Dashboard:** Once logged in, you'll be directed to your dashboard.
3. **Select Class:** Choose the class for which you want to assess students' tasks. You can do this by clicking on the class name or navigating to the "Classes" tab and selecting the class from the list.
4. **View Assignments:** In the selected class, go to the "Assignments" tab or section to see a list of assigned video lessons and tasks.
5. **Select Assignment:** Choose the specific assignment or video lesson you want to assess. Click on the assignment to view details and student responses.

6. **Review Responses:** Within the assignment details, you'll see a breakdown of student responses to questions embedded within the video. Review each student's answers and assess their understanding based on their responses.
7. **Analyze Engagement:** In addition to reviewing responses, analyze students' engagement with the assigned content. Look at metrics such as time spent watching the video, number of views, and interactions with interactive elements (e.g., pausing, rewinding, skipping).
8. **Provide Feedback:** If students provided open-ended responses or comments, consider providing feedback to reinforce correct understanding, address misconceptions, or encourage further reflection.
9. **Monitor Progress:** Keep track of students' overall progress and performance over time. Use the analytics provided by Edpuzzle to identify trends, assess learning outcomes, and adjust instruction as needed.
10. **Communicate with Students:** Communicate with students to provide feedback on their performance, clarify any misunderstandings, and offer support or guidance for improvement.
11. **Repeat for Other Assignments:** Repeat the above steps for other assignments or video lessons as needed to assess students' tasks across various topics or units.

To Give feedback to students on Edpuzzle:

1. **Log In:** Sign in to your Edpuzzle teacher account on the Edpuzzle website (<https://edpuzzle.com/>)
2. **Dashboard:** Once logged in, you'll be directed to your dashboard.
3. **Select Class:** Choose the class for which you want to give feedback. You can do this by clicking on the class name or navigating to the "Classes" tab and selecting the class from the list.
4. **View Assignments:** In the selected class, go to the "Assignments" tab or section to see a list of assigned video lessons and tasks.
5. **Select Assignment:** Choose the specific assignment or video lesson for which you want to give feedback. Click on the assignment to view details and student responses.

6. **Review Responses:** Within the assignment details, review each student's responses to questions embedded within the video. Pay attention to both correct and incorrect answers.
7. **Provide Written Feedback:** For open-ended questions or comments, you can provide written feedback directly within Edpuzzle. Click on the student's response to open it, then type your feedback in the provided text box
8. **Add Voice Comments (Optional):** In addition to written feedback, you can also provide voice comments to give more personalized feedback. Click on the microphone icon next to the student's response to record a voice comment.
9. **Save Feedback:** After providing feedback, make sure to save your comments by clicking on the "Save" or "Submit" button.
10. **Monitor Communication:** Encourage students to review the feedback you've provided and address any questions or concerns they may have. You can communicate with students through the messaging feature within Edpuzzle or via other communication channels such as email or in-person discussions.
11. **Repeat for Other Assignments:** Repeat the above steps for other assignments or video lessons as needed to give feedback on students' performance across various topics or units.

Students can join a class on Edpuzzle in a few different ways:

1. **Class Code:** As a teacher, you can provide students with a unique class code generated by Edpuzzle. Students can then enter this code when prompted to join a class on their Edpuzzle accounts. Here's how students can join a class using a class code:
 - Log in to their Edpuzzle student account.
 - Click on the "Join Class" button.
 - Enter the class code provided by the teacher.
 - Click on the "Join" button.
2. **Invitation Email:** Teachers can invite students to join a class via email. Students will receive an email invitation with a link to join the class. Here's how students can join a class via email invitation:
 - Open the invitation email sent by the teacher.
 - Click on the link provided in the email to join the class.

- Follow the prompts to create or log in to their Edpuzzle student account and join the class.
3. Google Classroom Integration: If the teacher has integrated their Edpuzzle class with Google Classroom, students can join the class directly from Google Classroom. Here's how students can join a class through Google Classroom:
 - Log in to Google Classroom.
 - Access the class where the teacher has posted the Edpuzzle assignment.
 - Click on the Edpuzzle assignment link.
 - Follow the prompts to join the class on Edpuzzle.

The student can watch videos and answer the teacher's questions on Edpuzzle by following these steps:

1. Log In: Sign in to your Edpuzzle student account on the Edpuzzle website (<https://edpuzzle.com/>). If you don't have an account yet, you may need to sign up using your email address or by joining a class with a class code provided by your teacher.
2. Join a Class (if necessary): If you haven't already joined the class where your teacher has assigned videos and questions, you'll need to join the class using one of the methods provided by your teacher (class code, invitation email, Google Classroom integration).
3. Access Assigned Videos: Once you're logged in and have joined the class, you'll see a list of assigned videos on your dashboard. Click on the video you want to watch.
4. Watch the Video: The video will play within the Edpuzzle interface. Watch the video carefully, paying attention to any pauses or interactive elements added by your teacher.
5. Answer Questions: As you watch the video, you'll encounter questions or prompts added by your teacher at specific points. Pause the video when prompted to answer the questions. Click on the answer choices or provide your response in the text box provided, depending on the question type.
6. Submit Responses: After answering each question, click on the "Submit" or "Next" button to proceed to the next question or continue watching the video.

7. **Review Feedback (if provided):** If your teacher has provided feedback on your responses, you can review it by clicking on the "Review" or "Feedback" button after completing the assignment.
8. **Complete the Video:** Continue watching the video until the end, making sure to answer all the questions and interact with any other interactive elements added by your teacher.
9. **View Progress:** After completing the video assignment, you can view your progress and see your responses to the questions. Your teacher may also be able to view your progress and responses through the Edpuzzle analytics
10. **Repeat for Other Assignments:** If you have additional video assignments from your teacher, repeat the above steps for each assignment as needed.

The advantages and disadvantages of using Edpuzzle:

Advantages of Edpuzzle:

1. **Interactive Learning Experience:** Edpuzzle allows teachers to create interactive video lessons by embedding questions, quizzes, and comments directly into educational videos. This enhances student engagement and promotes active learning.
2. **Personalized Learning:** With Edpuzzle, teachers can tailor video content to meet the individual needs of students by adding custom audio notes, clarifications, or additional explanations. This personalized approach helps students grasp complex concepts more effectively.
3. **Feedback and Assessment:** Edpuzzle provides teachers with insights into students' progress and understanding through detailed analytics. Teachers can review students' responses to questions, track their viewing behavior, and provide targeted feedback to support learning outcomes.
4. **Flexibility and Accessibility:** Edpuzzle is accessible on various devices, including computers, tablets, and smartphones, making it convenient for students to access learning materials anytime, anywhere. Additionally, Edpuzzle integrates with learning management systems (LMS) like Google Classroom, facilitating seamless assignment distribution and grading.
5. **Engagement and Motivation:** By incorporating interactive elements into video lessons, Edpuzzle makes learning more engaging and enjoyable for

students. The ability to interact with the content in real-time encourages active participation and boosts student motivation.

6. **Differentiated Instruction:** Edpuzzle enables teachers to differentiate instruction by creating customized video lessons tailored to diverse learning styles and abilities. Teachers can scaffold instruction, provide additional support, or challenge students based on their individual needs.
7. **Time-saving for Teachers:** Edpuzzle streamlines lesson planning and grading processes for teachers. Preparing video lessons with embedded questions and automated grading features allows teachers to focus more on facilitating meaningful discussions and providing targeted interventions.

Disadvantages of Edpuzzle:

1. **Technical Challenges:** Like any technology-based platform, Edpuzzle may encounter technical issues such as connectivity problems, video playback errors, or compatibility issues with certain devices or browsers. These challenges can disrupt the learning experience and require troubleshooting.
2. **Learning Curve:** While Edpuzzle offers user-friendly tools for creating and assigning video lessons, some teachers may require time to familiarize themselves with the platform's features and functionalities. This initial learning curve may hinder adoption and implementation.
3. **Content Limitations:** Edpuzzle relies on external video sources (e.g., YouTube, Vimeo) for content, which may pose limitations in terms of available educational videos or access to copyrighted materials. Teachers must ensure that the selected videos align with curriculum standards and meet instructional objectives.
4. **Potential Distraction:** While interactivity enhances engagement, excessive use of interactive elements within video lessons may lead to distraction or cognitive overload for students. Teachers should strike a balance between interactive components and uninterrupted video viewing to maintain focus and comprehension.
5. **Dependence on Technology:** Edpuzzle operates as a cloud-based platform, requiring reliable internet access and functioning devices for seamless usage.

Dependence on technology may pose challenges in environments with limited digital infrastructure or connectivity issues.

6. **Privacy Concerns:** As with any online platform, Edpuzzle collects and stores user data to provide personalized learning experiences and analytics. While Edpuzzle adheres to privacy regulations and implements security measures, there may be concerns regarding data privacy and protection, particularly for sensitive student information.
7. **Assessment Limitations:** While Edpuzzle offers assessment features such as embedded questions and automated grading, some assessment types (e.g., long-form written responses, complex problem-solving tasks) may be more challenging to implement effectively within the platform's constraints.

2.5 Previous Researches

First, the study by Hartati, Islami, and Rahmad (2023) titled *Needs Analysis of Learning Video Development Using Edpuzzle-Based Problem-Based Learning to Enhance High School Students' Critical Thinking Skills*. The purpose of this study is to determine the extent to which problem-based learning and Edpuzzle learning videos are required. In the Riau Province education office, data on needs analysis was collected from 28 instructors and 79 students, while student characteristics were collected from 93 students. According to the results of the needs analysis, specifically from the subject, object, process, and learning medium perspectives, 81.3% of teachers in the very high category and 70.1% of students in the high category believe that it is necessary to develop learning videos using Edpuzzle-based Problem-Based Learning in order to enhance students' critical thinking skills on direct current circuit material. On the other hand, based on the results of the analysis of student characteristics, 64.6% of students rated the need for developing learning videos using Edpuzzle-based Problem-Based Learning to improve students' critical thinking skills as high, allowing for the development of learning videos using Edpuzzle-based Problem-Based Learning to improve students' critical thinking skills in direct current circuit material.

Second, Mawaddah, Mustofa, and Putra (2022) conducted a study titled *Improving Students' Listening Ability Using Edpuzzle Interactive Video*. This study identifies the problems encountered by students in this listening class as

difficulty recalling memories and maintaining concentration while listening. As a result, this Edpuzzle interactive video serves as a solution, as teachers can easily incorporate questions, notes, and voice recordings into the video. This study concluded that Edpuzzle interactive video can enhance students' listening skills and that Edpuzzle interactive video can be effectively implemented in a suitable teaching scenario.

Third, the study titled *Improving Students' Writing Participation and Achievement in an Edpuzzle-Assisted Flipped Classroom* by Hidayat and Praseno (2021). This research focuses on Flipped Classroom, a reverse teaching strategy to solve writing that is combined with Edpuzzle. The combination of Flipped Classroom and Edpuzzle has proven effective in increasing students' participation in learning activities (30.5%) and writing achievement (17%). The analysis of data revealed that students' writing performance has improved. This is reflected in the scores of the students, which increased following the implementation of the Edpuzzle-assisted Flipped Classroom strategy compared to the scores they obtained through the traditional learning process. In conclusion, it is evident that implementing the Flipped Classroom strategy with Edpuzzle can increase student participation and writing achievement.

Fourth, the *Effect of Interactive Learning Video Medium Assisted by Edpuzzle on Student Learning*, by Vivianingsih, Nurus Suhliyatin, Mahmudah, and Ayubi (2023) is the fourth study. This study examines the impact of Edpuzzle-assisted interactive video learning medium on student learning outcomes. This study employs quasi-experiments and a quantitative methodology. The method of data collection utilized interviews, documentation, and evaluations. This investigation uses a random sampling technique for its sampling. The results of the hypothesis test demonstrated that the use of Edpuzzle medium influences the learning outcomes of students. The contribution of this study is that interactive learning video medium supported by Edpuzzle can serve as an alternative means of acquiring mathematical knowledge.

Fifth, the study titled *Students' Perception of Using Edpuzzle in Listening Assessment* by Hamid (2022). His research demonstrates that Edpuzzle is an advantageous website for teachers. Edpuzzle has flourished to become one of the

most effective listening assessment tools because teachers can readily monitor student progress and Edpuzzle grades assigned videos. The purpose of this survey study is to collect empirical data regarding students' perceptions of using Edpuzzle for listening assessment. This study revealed that students view the use of Edpuzzle in listening assessments in a positive light. 90% of respondents viewed the use of video in Edpuzzle as a contemporary and interesting method for listening assessment, and they agreed that the video content used in Edpuzzle as the listening assessment medium was authentic because it related to their daily conversations. Students at SMK Diponegoro 1 Jakarta who have ever used Edpuzzle for their listening assessment have a favorable perception and reception of its application.

However, the specific problems addressed vary. The first relevant research is discussed about enhancing high school students' critical thinking skills in direct current circuit material. This research specifically targets critical thinking skills in the context of direct current circuit material. Second, enhancing students' listening skills. Which focuses on listening ability, not critical thinking or specific subject matter. Third, enhancing writing participation and achievement using Edpuzzle-assisted flipped classroom. Focuses on writing skills and flipped classroom approach. Fourth, investigating the impact of Edpuzzle-assisted interactive video learning medium on student learning outcomes. This study is focuses on the broader impact on student learning outcomes. Fifth, understanding students' perception of using Edpuzzle for listening assessment. Where the focus of this research is on the students' perception of assessment, not a specific skill enhancement. Each study's problem is unique in its focus and scope.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

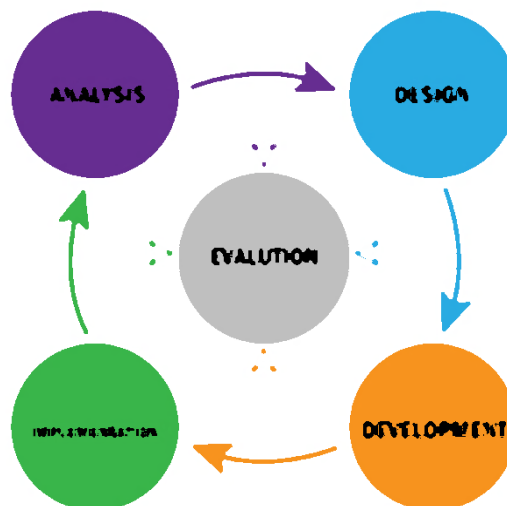
The research design employed in this study adheres to the principles of research and development, also known as R&D. R&D is an accountable process or series of steps involving the creation of a new or existing product (Sujadi, 2003). According to the perspectives of Sugiono (2010) and Brog and Gall (1983), research and development (R&D) can be seen as a method used to create and assess the effectiveness of a particular product, specifically in the context of educational products. In other words, R&D serves as a technique for both developing and validating educational materials to ensure they meet the desired objectives and standards. By employing R&D in this way, researchers and teachers can work towards producing high-quality educational products that are well-researched, tested, and proven to be effective. In conclusion, Research and Development, or R&D, is the systematic process of creating new products or enhancing existing ones through innovation and development as necessary. This involves identifying areas for enhancement and implementing new ideas in order to increase the quality, functionality, or efficiency of a product.

3.2 Research Procedure

The research procedure entails all actions required to attain the research objectives. The ASSURE model (Smaldino, Lowther, and Russell, 2008), the 4D model (Thiagarajan, Semmel, and Semmel, 1974), the Dick and Carey models (Dick, Carey, and Carey, 2009), and the ADDIE model can all be used to develop research material. After comparing these models, the Addie model was be used to conduct this research because it is flexible in structure, flexible in accomplishing research objectives, and suitable for educational research and development. It is also in line with Branch (2009) suggests that, conducting a research using the ADDIE model (analysis stage, design stage, development stage, implementation stage and evaluation stage). Because the ADDIE concept is extensively used for constructing performance-

based learning and also it is still regarded as an effective tool for product development today.

3.1 ADDIE Models *Modify* (Branch, 2009)



1) Analysis

During this stage, the researcher analyzes the students' problems, needs, and instructional requirements. The need analysis is conducted by doing preliminary observation and interview the English teacher in Junior High School Adhyaksa 1 Jambi at eight-grade. About the learning and teaching is conducted in the class. Then, the researcher joined the process of teaching and learning in the class during observed the activity in the class. The findings indicated that both students and teachers require effective, innovative, and efficient medium to enhance the teaching and learning process. Subsequently, a glance view of the materials was conducted, leading the researchers to identify the English text material for the first semester of the Eighth Grade, namely Descriptive Text and Recount Text.

a. Curriculum Analysis

Kurikulum Merdeka is implemented in Junior High School Adhyaksa 1 Jambi. It is designed to encourage students to master various useful knowledge and skills in the world of work. The curriculum is more independent, Students can choose subjects according to their interests, talents, and aspirations. The curriculum is also intended to promote values such as nationalism, unity, and social justice. To

successfully implement Kurikulum Merdeka, the curriculum users, particularly teachers, have to gain solid understanding of the curriculum.

The implementation of the Kurikulum Merdeka for learning recovery is carried out based on certain policies regulated by the government, such as Permendikbudristek No. 56 of 2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery (Kurikulum Merdeka) and Decree Number 022 of 2023 concerning Educational Units Implementing Kurikulum Merdeka. The Kurikulum Merdeka gives teachers the freedom to choose or modify teaching modules provided by the government according to student characteristics and learning objectives

The Kurikulum Merdeka is an educational initiative that leads to the transformation of education in Indonesia. Several policies and regulations related to the Kurikulum Merdeka are as follows:

1). Development of Learning Modules

Based on the Kurikulum Merdeka, teachers are required to create learning modules. Learning modules are one of the tools that enable more independent learning. Teachers must design modules that suit students' need and facilitate their understanding of the subject matter. This module can contain learning materials, assignments, exercises, and other supporting resources.

2). Utilization of ICT (Information and Communication Technology)

Based on the Kurikulum Merdeka, teachers are required to teach by utilizing information and communication technology (ICT). This includes the use of technological devices such as computers, educational software, internet, and other digital resources in the teaching process. The use of ICT is expected to increase learning effectiveness and improve students' digital skills.

b. School Analysis

School analysis is an assessment procedure used to identify the needs, circumstances, and learning barriers that students and teachers encounter. There are some aspects of school analysis that can be carried out:

1). Principal Performance Analysis

This analysis was carried out to find out whether the principal's performance can influence teacher performance and the motivation provided by the principal. The aim is to improve teacher performance and motivation in learning.

2). School Work Program Analysis

This analysis is carried out to ensure that the school work program is in accordance with the vision, mission, and National Education Standards. The aim is to ensure that schools have work programs that are appropriate and effective in achieving learning goals.

3). Diagnostic Assessment Analysis

This analysis is carried out to determine students' weaknesses in mastering learning material. The aim is to assist teachers in designing learning that is appropriate to the level of students' abilities.

When conducting a school analysis, it is important to involve all related parties, such as students, teachers, principals and parents. This can help in obtaining accurate and comprehensive information regarding the school's conditions and needs. The other factors that can support this research conducted in a school include adequate facilities, such as: laboratory, library, classroom, and technology.

While Adhyaksa 1 has invested in technology resources, there is room for improvement in library and laboratory facilities, and also the school also allows the students operating their phone for certain condition. The product can supplement these resources, making it easier for students to access a wider range of information and learning materials. It can enhance the overall learning experience by providing additional digital resources. So based on the analysis, the product is well-suited for Junior High School Adhyaksa 1 because it aligns with the Kurikulum Merdeka, complements teacher preparedness, supports ICT integration, emphasizes character development, encourages stakeholder involvement, and can enhance the school's existing resources. It offers a valuable addition to the school's educational toolkit, furthering the goals of the curriculum and providing an enriched learning experience for students in Junior High School Adhyaksa 1 Jambi. Students and teachers can more easily carry out research and develop tools needed in the learning

process. This can help improve the quality of learning and achieve the desired learning goals.

c. Teacher Analysis

The Merdeka Curriculum is designed to encourage students to master various useful knowledge and skills in the world of work and promote values such as nationalism, unity, and social justice. So based on that, the teachers have the freedom to choose various teaching tools so that learning can be adapted to the learning needs and interests of students. Teachers need to understand the characteristics of students in developing teaching modules and be able to modify teaching modules properly according to the school's goals, needs, and characteristics.

Adhyaksa 1 Junior High School aligns with the Merdeka Curriculum, focusing on student competencies, character development, and relevant knowledge and skills. This study aids teachers by providing tools and resources that match the curriculum's objectives. Additionally, the Merdeka Curriculum allows teachers the flexibility to choose various teaching tools, adapting learning to students' need. The research offers a diverse set of tools and resources, empowering teachers to design lessons that align with the curriculum's flexible and student-centered approach. Teachers are also required to adjust teaching modules based on the school's objectives, needs, and characteristics within the Merdeka Curriculum. This research equips teachers with information and tools for effective modifications, ensuring alignment with the curriculum's values and the promotion of desired competencies.

d. Students Analysis

Student needs analysis plays a significant role in curriculum development that focuses on student learning. By conducting careful analysis, teachers can identify areas where students need further help or additional challenges. In this way, the curriculum can be structured in a way that addresses the unique needs and requirements of each student. Additionally, student needs analysis also helps in avoiding a “one size fits all approach” in education. Each student has different abilities, levels of mastery, and interests. By understanding these differences, teachers can adapt their teaching methods to ensure students feel encouraged to reach their full potential.

Identifying student learning needs is an essential foundation for creating effective learning experiences for each student. When we understand students' individual needs, we can develop relevant and inspiring learning strategies, ensuring that each student can reach their maximum potential. Teacher recognizing that each student is unique is a crucial first step to creating an inclusive and empowering learning environment. By understanding their learning needs, we can provide appropriate and engaging support to those who need it, thereby increasing motivation and engagement in the learning process.

e. Technological Analysis

Researcher chooses application based on effective instructional design principles. Edpuzzle, aligned with constructivist learning theory, focuses on interactive video-based learning. However, other apps may be suitable depending on the teacher's style, resources, and student preferences. Edpuzzle is preferred for its capacity to create highly interactive learning experiences. For Descriptive and Recount Text learning, active student engagement is crucial. Edpuzzle allows teachers to embed various questions, tasks, and challenges directly into videos, promoting active understanding and response.

Edpuzzle also enables tracking student progress, essential for subjects like Descriptive and Recount Text. It helps ensure students grasp concepts and apply them. Moreover, Edpuzzle is versatile, supporting mobile devices and computers. In the era of distance learning, easy access is crucial. Edpuzzle allows students to access materials on different devices, facilitating their learning. While other applications may be suitable, Edpuzzle, in my analysis, best meets the needs for creating an effective and interactive learning experience in Descriptive and Recount Text learning. Besides that, the Edpuzzle application in developing learning for Descriptive Text and Recount Text material must be considered carefully based on learning objectives and needs. Below is the explanation why must Edpuzzle be a good choice for this problem:

1). Material Customization

Edpuzzle allows teachers to edit existing videos or create custom videos that suit their course material. This allows teachers to create content that is highly

tailored to students' learning needs. In this case, teachers can better integrate Descriptive Text and Recount Text material in learning videos.

2). Interactive and Engaging

Edpuzzle allows teachers to add questions, tasks, and challenges directly into videos. This makes learning more interactive and challenges students to actively participate in the learning process. For materials such as Descriptive Text and Recount Text, this interactivity can help students understand and apply concepts better.

3). Student Progress Tracking

Edpuzzle provides the ability to track student progress as they complete tasks within the video. This allows teachers to monitor student progress and provide appropriate feedback.

4). Multiple Platform Support

Edpuzzle works on multiple platforms, including mobile devices and computers. This allows easy access for students, especially in distance learning or in situations where multiple devices are used.

f. Pedagogy analysis

The pedagogical aspect is the ability or skill that the teacher must have in looking at students' characteristics from various aspects of life, be it moral, emotional or intellectual. The teacher must be able to develop the potential of students so that they can actualize the various kinds of potential they have. In developing learning using the Edpuzzle application, the teacher must consider these pedagogical aspects so that learning can run effectively and efficiently. The Edpuzzle application can help teachers organize quality and educational learning activities by adding questions and multiple choices to learning videos. Thus, using the Edpuzzle application in learning development can help improve the quality of learning and achieve the desired learning goals.

The pedagogy covers a very important part of the discipline of education and educational development, and an emphasis on this aspect helps teachers and teachers to be more effective in delivering learning and supporting students' development of your learning to clarify your choices. Understanding the reasons why Recount Text and Descriptive Text material is considered a difficult subject

and requires further development can be based on analysis of pedagogical aspects, curriculum structure, and details of the syllabus used in teaching. Here are some reasons why the material may be considered difficult:

1). Typical Text Structure and Format

Recount Text and Descriptive Text have a typical structure and format. For example, Recount Text usually tells about events that happened in the past, while Descriptive Text focuses on describing certain objects or events. Students may need to understand how to structure sentences and paragraphs in appropriate formats.

2). Vocabulary and Complex Language

Recount Text and Descriptive Text material often requires mastery of extensive vocabulary and a correct understanding of grammar. Students need to master a variety of nouns, adjectives, verbs, and expressions used in both types of text.

3). Textual Analysis and Comprehension Skills

Understanding texts produced by other people (reading comprehension) is also an important part of learning this type of text. Students need to analyze the given text and understand the author's intent and purpose.

4). Ability to Construct a Coherent Narrative or Description

Students need to develop the skill of constructing a coherent and cohesive narrative or description. They must be able to organize events or ideas logically so that readers or listeners can follow the story line or description well.

Developing materials for Recount Text and Descriptive Text lessons may be needed to overcome the difficulties mentioned above. This can include the development of modules, the use of interactive learning medium, teaching approaches that focus on speaking and writing practice, and providing effective feedback to students. In addition, developing material that is more contextual and relevant for students can help increase their understanding and interest in the material. In addition, it is also important to ensure that the syllabus describes the concrete steps and resources used in learning, as well as providing flexibility for teachers to adapt the material according to students' need and ability levels.

2) Design

The design stage includes learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson preparation, and medium selection. This step should be precise and methodical. The researcher begins to design the material based on the students' analysis. The researcher intends to design instructional materials using the local content of the Province of Jambi for the Descriptive Text lesson and the Recount Text lesson that students learn. The instructional materials were presented in an engaging visual format in the form of interactive videos for testing students' comprehension of the material. The given material consists of questions, true-false, multiple-choice questions, and essays, all of which were in an appropriate language.

Below is the design of Descriptive Text and Recount Text material:

a. Descriptive Text

Excerpts from several videos of tourism in Jambi Province were shown. Then students were asked a little about the video learning by filling in the questions that were given.

Do you recognize those places?
Where are those places?

In this video we learn about:

DESCRIPTIVE TEXT

It consists of:

- ✓ Definition of Descriptive Text
- ✓ Generic structure of Descriptive Text
- ✓ Types of Descriptive Text
- ✓ Language feature of Descriptive Text
- ✓ Example of Descriptive Text

1). Definition of Descriptive Text

Descriptive Text is a kind of text with the purpose to describe detailed information about something, such as people, animals, things, and places to help

the readers to describe detailed information so the reader is able to visualize an object which is described and understand the object described.



2). Generic structure of Descriptive Text

There are two generic structures of Descriptive Text:

a) Identification

It identifies or introduces a phenomenon or a subject or the character of the subject that was be described such as a person, thing, or place.

For example, Claudia is my best friend. I love how she's always spontaneous and full of life. She's young, energetic, and slim, always on the go.

b) Description

It describes specifically parts, qualities, and characteristics of a phenomenon or a subject detail that is being described.

For example, Claudia loves wearing colorful clothes, and in the picture, she's wearing a green shirt and her favorite jeans. What I admire most about Claudia is her creative mind. She sees the world with so much passion and inspires her students with her unique way of thinking. She's just amazing!

3). Types of Descriptive Text

There are two types of Descriptive Text (Dalman, 2014).

a) Description of Place

That describes about a place.

b) Description of person

That describes about a person.

4). Language feature of Descriptive Text

a) Using simple present tense

Simple Present Tense describes actions that happen regularly in daily life or habitual activities. The formula of the simple present tense; S+V1+s/es+C or S+ to be (is, am, are)+C

Example:

He works as a teacher at the local school.

They are my friends.

b) Use linking verb

Linking verbs are verbs that connect the subject of a sentence to a subject complement. Such as; is, am, are, etc. **Example:** She **is** happy.

c) Use adjective and compound adjectives

These are words used to describe or modify nouns. They provide more information about the noun they are describing. Adjectives and compound adjectives add details and characteristics to the nouns they modify.

Examples:

The **cute** puppy played in the park. (Adjective: cute).

The **old** man had a **long** beard. (Adjective: old, Compound Adjective: long).

d) Use of degree comparison.

Degree comparison is used to compare the intensity or quality of adjectives.

Examples: Mary is **taller than** John.

5). Example of Descriptive Text

Title: The Amazing Gentala Arasy Pedestrian Bridge

Identification:

The Gentala Arasy Pedestrian Bridge, also known as the Gentala Arasy Bridge, is a special bridge in Jambi, Indonesia. It connects two places on opposite sides of the Batanghari River. The bridge was opened in March 2015 and is 503 meters long and 4.5 meters wide.

Description:

The Gentala Arasy Bridge is unique because it looks like the letter 'S', unlike regular bridges. Many photographers love taking pictures here, especially during sunrise and sunset, when the sky turns golden and the river looks peaceful.

From the bridge, you can see lots of activities on the river, like fishing boats and big ships carrying coal. The view from the bridge is fantastic, and that's why many tourists visit it. Besides being a tourist spot, the bridge also helps people get from one part of Jambi to another. It's only for pedestrians, so it's safe and relaxing to walk across.

The Gentala Arasy Bridge is located between central Jambi and Jambi Seberang, making it easy to reach for visitors. Many people come here, especially on holidays, to enjoy the beautiful scenery and unique design of the bridge. It's something the people of Jambi are proud of, and it's a must-visit place for anyone exploring Jambi's beauty.

b. Recount Text

Excerpts from several videos of tourism in Jambi Province was be shown. Then students were be asked a little about the video learning by filling in the questions that was be given.

Did you recognize those videos?

What did they do?

In this video we learn about:

RECOUNT TEXT

It consists of:

- ✓ Definition of Recount Text
- ✓ Generic structure of Recount Text
- ✓ Types of Recount Text
- ✓ Language feature of Recount Text
- ✓ Example of Recount Text

1). Definition of Recount Text

Recount Text is one genre of texts which retell a past event to readers or listeners with actual or imaginary experiences that happened in their life.



2). Generic structure of Recount Text

There are three generic structures of Recount Text, those are orientation, sequences of events, and re-orientation.

Orientation is a part that introduces what the event happened, where the event happened, and when the event happened. In orientation, the writer retells past events by introducing who was involved in the event.

A sequence of events is a part where the writer tells the reader chronologically the events that happened.

The re-orientation is a part where the writer re-states her/his story/experience. Recount begins by telling the reader who was involved, what happened, where he took place, and when it happened which is called orientation.

3). Types of Recount Text

There are three types of Recount Text. They are personal recount, factual recount, and imaginative recount.

- a) Personal recount is a recount that retelling of an activity that the writer or speaker has been personally involved in.
- b) Factual recount is a recount that records the particulars of an accident.
- c) Imaginative recount is a recount that takes on an imaginary role and gives details of events.

4). Language feature of Recount Text

A number of experts have proposed their ideas to define language features of Recount Text. There are some language features of Recount Text, as follows:

- a) Written in the past tense. Simple past tense is used to describe the action that happened in the past. The formula of simple past tense: S+V2+C or /S+to be (was/were)+C.
- b) Using chronological connections: then, first, after that, etc. words that show the order of events (then, next, first, afterward, just before that, at last, henceforth).
- c) The subject of a recount tends to focus on individual or group participants (I, my group, My friend, My Family, etc).
- d) Personal recounts are common (first person: I was on my way to school... We got on the bus).
- e) Using action verbs and circumstances such as the adverb of place and adverb of time to show the action and detail information about the events that occurred in the story.

5) Example of Recount Text

Title: An Unforgettable Adventure to Muara Jambi Temple

Orientation

Hello, I'm Yandes, a 8th grader from Muaro Jambi Regency. Last holiday, my family and I decided to visit the ancient Muara Jambi temple in Jambi. We were filled with excitement as we set off after our morning prayers and a delicious breakfast. I dressed in light brown jeans, a light beige collared t-shirt, and a matching brown cap, ready for the day's adventures.

Events

Our journey took us across the impressive Aurduri-2 bridge, which spans the beautiful Batanghari River, the longest river on Sumatera Island. The scenery was breathtaking, and we couldn't wait to explore the temple. After around 50 minutes, we arrived at the entrance of Muara Jambi temple, where we were warmly welcomed. The surroundings were lively, with vendors on both sides of the road selling colorful accessories and fun toys.

Once we got our entrance tickets, we headed straight to the Muara Jambi Temple Museum. It was fascinating to see relics dating back to the 6th-7th centuries, including giant cooking utensils, pieces of statues, gold-mixed soil, and dioramas, each telling a unique story from the past.

The adventure continued as we explored the main temples - the tall temple, the intriguing Gumpung temple, the elegant Kedaton temple, and the harmonious twin temples of Batu I and II. The sight of around 80 Menapo, the ancient temple ruins, added an air of mystery to the place.

After a fulfilling morning, we returned home briefly and then made our way to Jambi city. We spent the afternoon swimming and having a blast at the new city swimming pool until 5pm. As the sun started to set, we stopped at the Jambi mayor's roundabout to savor the local culinary delights. The flavors were delicious, and we couldn't resist trying various dishes

Reorientation

Finally, we made our way back home just after the Azan Maghrib, feeling grateful for the incredible journey we had. The visit to Muara Jambi temple was a perfect blend of historical exploration and fun-filled adventures, making it an unforgettable holiday experience for all of us

In this step, researcher also determine the expert validation. opinions and suggestions from the experts ask through the expert's judgments questionnaire used to find the appropriateness of the design materials. The second questionnaire was be addressed to the experts to get their judgments. The research instrument used a questionnaire that was be given to material experts, medium experts, and students as the users.

3) Development

The Researcher creates the content based on data associated with analysis and design. The development stage involves the creation and assembly of the content assets designed in the design stage. The development of an initial version of an educational product is the next step in the research and development process. The product is transformed into learning medium using Edpuzzle in this step, which is a highly advanced stage of the product design process, depending on the results of the product design phase. During the product development process, a number of tasks are completed, including integrating the medium design into Edpuzzle, which involves creating illustrative images, supporting images, tables, and layouts, incorporating audio and presentations, creating dynamic systems within the medium, compiling questions, and developing evaluation tests that are integrated

into the medium. The researcher develops instructional materials for descriptive and Recount Texts. Topics, examples, and assessments are among the factors of learning that are covered. Then, subject matter experts and medium specialists tested the medium to see if it was appropriate and effective.

At this stage, the results of the material's development must be reviewed and validated by specialists. The expert team consists of two specialists: material specialists and medium specialists. The subject matter expert has prior experience with English language acquisition. Second, the medium are professionals with experience in language instruction and knowledge of the criteria for quality medium in language teaching and learning. The source that facilitates revision for the researcher.

4) Implementation

Upon acquiring data through the processes of analysis, design, and development, the researcher arrives at this particular stage. The implementation of the product is limited to specific groups for the purpose of testing. The study comprises a sample of eighth-grade students selected from Junior High School 1 Adhyaksa located in Jambi City. At this point, medium trials are conducted to assess the quality of based on the results of tests conducted by material experts and medium experts utilizing questionnaires for material and medium validation. Then after performing small group trials this implementation is carried out. Field implementation is done to evaluate the resulting good's quality.

5) Evaluation

Evaluate the efficacy of the products and processes both prior to and subsequent to their implementation. The evaluation findings are derived from field trials conducted to assess the impact of the product under development.

3.3 Instruments of Data Collection

The data of this research gathered in quantitative and qualitative research. In quantitative research the researcher used questionnair as the demands of the students' need analysis, expert judgement and product trials. There were 3 questionnaires distributed. First, the Need Analysis Questionnaire. The students were asked to respond to several inquiries regarding their characteristics and needs for learning English by selecting one or more of the available options. The

information gathered through questionnaire that adapted from Indraswari, (2015) in order to gather information about the students' need and interests in relation to the materials to be create. The researcher made modifications to the adapted questionnaire, modifications were made to almost all numbers except numbers 12 and 13 because these numbers were considered by the researcher to be unrelated to the target research question, the researcher made modifications and adjustments to numbers 1 to 11 and continued with numbers 14 to 20, modifications are made according to the needs and objects of existing research. Below are the instruments organization for students' need analysis

Table 3.2: The Organization of the Need Analysis Questionnaire

No.	Aspect	The Item	The purpose	References
1.	Student Personal	Part A	To find out personal information about the students.	Graves (2000)
2.	Goal	Part B 1,2	To find the information about the students' opinion and interest of learning activities in the classroom.	Nunan (2004) Graves (2000)
3.	Wants	4,15,16	To find out the students' desire if learning English, especially reading.	Hutchinson and Waters (1987) Graves (2000)
4.	Input	5,12,13	To find the information about kinds of input that the students need.	Nunan (2004)
5.	Topic	6	To find the information about the students' preference for the topic of the materials.	Nunan (2004)
6.	Materials	7,8,9,1 7	To find out the appropriateness of the materials.	Heinich, et.al (2002)
7.	Necessities	3,10,11	To find out the students' need.	Hutchinson and Waters (1987) Graves (2000)
8.	Lacks	14	To find out the students' difficulties.	Graves (2000)
9.	The involvement of technology	18	To find the necessity of the technology on learning materials.	Beatty (2003) Smaldino, Lowther, and Russel (2012)
10.	Students' role	19,20	To find the students' role of the teaching and learning process.	Nunan (2004)

For the second questionnaire, to get the product validation the researcher distributed it to the experts. The experts are solicited using a questionnaire to determine the suitability of the materials design. The questionnaire was given to the material experts and the medium experts. Below are the instruments for expert validation:

Table 3.3: The Organization of the Expert Judgement Questionnaire

No.	Aspects	The Item	The Purpose	References
1.	Content	1,2,3,4,5,6,7,8	To evaluate the appropriateness of the first draft's materials.	Hutchinson and Waters (1987)
2.	Presentation	9,10,11,12,13,14	To evaluate the appropriateness of the first draft's materials are presented.	Hutchinson and Waters (1987)
3.	Language	15,16,17,18	To evaluate the appropriateness of the first draft's language.	Hutchinson and Waters (1987)
4.	Media	19,20,21,22,23,24,25	To evaluate the appropriateness of the first draft's graphics and media.	Smaldino, Lowther and Russel (2012)

The third questionnaire was the user questionnaire, the user of the product was the students and the teacher, the questionnaire distributed to students after they used the product. Also, to get the students and teacher opinion after trying out the product the researcher did the interview to know their deeper opinion of the product. There was three group trial for students, small group, medium group, and large group. The trial group is carried out on 19th until 26th Desember 2023 in class 8 at Junior High School Adhyaksa 1 that consists of 25 students. In order to know the reliability of the product the researcher divided the students became 3 group trial. There were 3 students in small group, 6 students in medium group, and 16 students in large group. Below are the organization of students' user instruments:

Table 3.4: The Organization of the Students' User Questionnaire

No.	Aspects	Statements	Item Numbers	References
1.	Materials	The input of the materials is related to the students' characteristics.	1	Geisert and Futrell (1995)

2.		The materials are up-to date.	2,5	Newby at all (2000)
3.		The input materials are interesting.	6	Heinich in Newby (2000)
4.		The effectiveness of the language use in explaining the materials.	4,8	Arsyad (2002)
5.		Quality of pictures in explaining the materials.	3	Geisert and Futrell (1995)
6.		The balance between the materials and the evaluation items.	7	Geisert and Futrell (1995)
7.	Instruction	Quality of the instruction.	9,10,11	Geisert and Futrell (1995)
8.		Quality of the evaluation items.	12,13,14	Geisert and Futrell (1995)
9.	Media	The appropriateness of the picture choice.	15	Arsyad (2002)
10.		The effectiveness of the pictures.	16	Heinich, et al (1996)
11.		The appropriateness of the font.	17	Heinich, et al (1996)
12.		The effectiveness of the colors.	18	Heinich, et al (1996)
13.		The text efficiency and effectiveness.	19	Heinich, et al (1996)
14.		The involvement of technology is interesting.	20	Smaldino, Lowther and Russel (2012)

Next, for qualitative data, besides knowing the answers from the students, the researcher also intended to know from the other side by the teacher. Hence, the researcher interviewed an English teacher, Mr. Jhono, S.Pd on November 2023 in Adhyaksa 1 Jambi to gain a deeper understanding of the students' needs and interests concerning the materials to be created and to be used for him later in the learning activity. Furthermore, the researcher also collected the opinions and suggestions of the product from the experts. Two experts assessed the product, namely an expert in content materials and an expert of the medium. Below is the instrument for conducting the interview:

Table 3.5 : The Organization of the Teacher's Interview Guideline

No.	Aspects	The purpose of the Questions	References
1.	Goal	To find out the teachers' opinions and interest in learning activities in the classroom.	Graves (2000)
2.	Wants	To find out what the teacher wants to be included in the materials.	Graves (2000)

3.	Input	To find out the information about the kinds of input that the teacher uses.	Nation (2008) and Nunan (2004)
4.	Materials	To find out the appropriateness of the content and presentation in the materials.	Nation (2008)
5.	Lacks	To find out the problems that occurred in the teaching and learning process.	Hutchinson and Waters (1987)
6.	Necessities	To find out the teachers' needs.	Graves (2000)

3.4 Data Analysis Techniques

In data analysis technique, this research used the quantitative descriptive analysis data obtained from questionnaires which can be quantified using a four-point Likert scale. The strength of the four-point scale model is that it has better responses and more variability than the other scale models. The other strength of the four-point model is forces. The inclination of the respondents to agree or disagree because there is no neutral option in this model. The analysis involves calculating the percentage of item scores for each question in the questionnaire for each given answer. Which aims to describe the data collected from criticism and suggestions to describe the viewpoints, recommendations, and reactions of all validators. The four-point scale can describe as follows:

Table 3.6 Category of Likert Scale

Category	Percentage
strongly agree (SA)	4
agree (A)	3
disagree (D)	2
strongly disagree (SD)	1

To analyze the percentage, the researcher uses the following formula:

$$P = \frac{f}{N} 100(\%)$$

Where:

P = Percentage

f = Score Obtain

N = Maximum Score

After getting the percentage, then the data was be converted into qualitative data. There are four categories of percentage, where the fourth criterion from this

category will be the basis for the validity of the product that has been made. The interpretation criteria of the Likert Scale are as follows:

Table 3.7 Category of Percentage

Percentage	Criteria
80-100	Very good, no revision needed
60-79	good, no revision needed
40-59	Enough, needs revision
<40	Poor, needs all revisions

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

In this section, the researcher highlighted the findings and provided the explanations. This research aimed to know how Descriptive Text and Recount Text materials developed by using Edpuzzle. The materials have been developed through **Five Stages** of ADDIE Models, namely the analysis stage, the design stage, the development stage, the implementation stage, and the evaluation stage. The overview result of the development process can be seen as follows:

Stage 1: Analysis

In analysis step, the researcher analyzed the students' need through the students' Need Analysis Questionnaire in appendix VIII. The need analysis covered the syllabus, curriculum and students' need. First, syllabus analysis of Junior High School students should learn materials about Descriptive and Recount Text. In standard of competence and basic of competence, the students were expected to be able to comprehend the meaning of the text and the social function are measured by the indicators. Second, in the curriculum Merdeka teacher should integrate the technology in the medium of process learning and teaching. Third, the students' need was analyzed by identifying the students' need, interest, and performance of the students.

The objective of this stage was to identify the students' need for the application. To collect the required needed, the researcher distributed the questionnaire which consists of 20 questions to 25 students. The questionnaire was distributed to the students in November 2023. The results of the students' need analysis then determined the learning materials needed by students. Thus, the developed learning materials presented variations involving the needs of the students. Based on the interview with an English teacher of Junior High School Adhyaksa 1 Jambi in the preliminary research in November 2023 and the students' need via questionnaires, the researcher found the data regarding the learning gap in the learning process, the supporting facilities, students' need for the tense material, and their preferences for learning and presenting the medium.

The following shows the results of the students' need analysis based on 9 aspects regarding to need analysis instrument; first, the researcher provided the result of interview with the teacher. Second, the researcher explained the result of questionnaires.

Goal

Based on the result of interview with teacher, *for learning Descriptive Text and Recount Text material, this is related to what we often call literacy learning or the ability to understand and read texts as well, because for literacy learning the level of students' ability is very low, it requires time and intention. This is related to the aims of the curriculum as well, namely that students will be involved in their daily lives, students will be able to describe a person, object, or place, for example, students will be able to retell an event, students will be involved in creating texts, reading or writing, activities which can be in the form of past problems so that later Students can briefly retell experiences that have happened to them. So students need to learn.* (Question Number 1).

The importance of learning descriptive and Recount Text materials in the classroom, as well as the techniques used in teaching text comprehension, is the main focus. This is because the low level of text comprehension skills is not only evident in elementary, middle, and high schools but also at the university level. Text comprehension skills encompass reading, which requires time and intention to develop. Teaching descriptive and Recount Text is directed towards achieving curriculum goals, which involve engaging students in everyday life by describing people, objects, or places. The techniques used in this learning process involve students in text creation, reading, or writing. Text comprehension skills are considered crucial, especially in the context of the independent curriculum, which is the main target and requires an active role from independent teachers in enhancing students' reading interest.

That is also in line with, the questions no 1 and 2 were to find the information about students' opinion and interest of learning activities in the classroom especially in Descriptive and Recount Text. Based on the result of the questionnaire in question number 1, 48% or 12 students assume that learning activity about Descriptive and Recount Text in the classroom was not interesting,

and 28% or 7 students assume that was very uninteresting. It was because in teaching learning process, they only used materials that taken by the teacher in the article on internet and learnt by using traditional method. So, English text materials which was not interesting for them. In question number 2, There were 60% or 15 students and 40% or 10 students said that learning Descriptive and Recount Text was very important in English. It means the students need Descriptive and Recount Text materials to improve their reading comprehension.

Wants

Then the questionnaire aimed to find the students' want in learning English text materials, especially in Descriptive and Recount Text. In questions number 4 it stated that the students prefer to learn story about experiences and places. There were 64% or 16 students and 68% or 17 students said that. In questions number 15, it was clearly shown that the students expected by the English text material they can understand the entire content of the story and can answer questions correctly, there are 80% agree with that. Question number 16, showed most of them expected to do the exercise task in individual. There were 56% votes for that choice.

Input

In the interview the teacher said *the explanation given is that before entering the material, stimuli are given, such as pictures, to produce a response from students. In addition, pictures related to professions or animals are provided to aid learning, sometimes brought by students from home. These images are taken from the internet, then printed, and shown to students, or students can bring their own images. Then, regarding Descriptive Text exercises which are carried out in writing.* (Question Number 3).

The media used in class by the teacher and the exercises applied in the learning process. The explanation provided is that before diving into the material, stimuli are given, such as pictures, to generate responses from students. Additionally, pictures related to professions or animals are provided to aid learning, sometimes brought in by students from home. These pictures are taken from the internet, then printed and shown to students, or students can bring their own pictures. Then, concerning Descriptive Text exercises done in writing, the teaching approach involves asking students to complete sentences with relevant information.

This approach provides students with an opportunity to practice and improve their English language skills in a specific text context.

On the questionnaire number 5, 12, and 13 were aimed to know the students' information about kinds of input that the students need of the material. In question number 5, 44% of the students said that they understand texts in English by read per paragraph then look up difficult words with an English dictionary, and 24% of them read the vocabulary one by one and then translate to Bahasa Indonesia. In question number 12, there are 48% of them commented that current materials about Descriptive Text and Recount Text were less useful. In question number 13, 44% of the students said that current materials used in learning were less good and less related to Jambi Local Content.

Topic

According to the teacher's response, *whether the material is interesting or not really depends on the approach taken. For example, personal stories can be developed in the form of demonstrations or Recount Text presentations, where students are invited to share their personal experiences, such as going somewhere or attending a certain event. The topics chosen should be relevant to students' daily lives so that they can understand the material more quickly. For example, discussions about their daily activities or environment, such as conditions in Jambi, are considered more effective in increasing students' absorption of learning material.* (Question Number 5).

The views on the use of instructional media in Recount Text and Descriptive Text materials, as well as interesting topics that can be addressed. According to the teacher's observation, whether the material is interesting or not depends heavily on the approach taken. For example, personal stories can be developed in the form of demonstrations or presentations of Recount Text, where students are encouraged to share their personal experiences, such as going to a place or attending a specific event. Students are given the freedom to present in front of the class and narrate their experiences while paying attention to the text structure, such as orientation, events, and reorientation. The key point in this learning process is not only the introduction of text structures but also the development of storytelling skills for students.

Additionally, it is emphasized that answers to questions can be found within the text, and students are guided to formulate these questions based on the generic structure they have learned. In this discussion, it is highlighted that the selected topics should be relevant to students' daily lives to enable them to quickly grasp the learning materials. For instance, discussing their daily activities or environment, such as the conditions in Jambi, is considered more effective in enhancing students' absorption of the learning materials. The purpose of this question was to find the information about the students' preference for the topic of materials. Based on the table above, there was 80% students choose topics related to tourist attractions and families. It was present in the English text materials, because the material was designed by the researcher related to tourist attractions and family activities.

Materials

Based on the interview, the teacher said *materially, teacher adapted the material to school conditions. For example, in Recount Text learning, you can use texts that are appropriate to the local context or students' personal experiences, making them relevant and easier to understand.* (Question Number 2).

The purpose of these questions was to find out the appropriateness of the material especially in English text materials. In number 7, 8 and 9, the researcher repeats the question about how was teaching English text materials in the classroom and how far the learning materials improve their understanding and comprehending towards the English texts. Accordance to number 7, 8 and 9, the students not interesting and does not improve material proficiency with teaching materials in the classroom. To make the students interested and easier to understand the material, the researcher combined the material in English materials with adorable pictures. It can see in number 17, that 52% and 48% of the students assumed that picture was very important and important in learning English text materials, it can make students motivated and interested in learning.

Necessities

The questions number 3, 10, and 11 were aimed to know the students' need of the material. In question number 3, 80% of the students said that they expect to understand the text well, and can answer all questions correctly according to the text material in learning English. Then, it also stated in question number 10, 65%

of students said that is very important. While in questions 11, It showed that they need additional material in learning English text, 44% of students said that additional material is very needed and 52% of the students said that additional material is needed.

Lacks

Regarding to the interview with the teacher it mentioned that *difficulties in learning context and Descriptive Text material in class, namely the application of differentiated learning allows each student to learn independently according to their abilities. This approach is tailored to student interests, either through visuals, discussion, question and answer, or other methods.* (Question Number 2).

The challenges in teaching context and Descriptive Text materials in the classroom, there are certainly challenges, especially in the context of the independent curriculum. The implementation of differentiated learning allows each student to learn independently according to their abilities. This approach is not confined to a single method but can be tailored to students' interests, whether through visuals, discussions, question and answer sessions, or other methods. In the early stages of the independent curriculum, inclusive students were encountered who might have limitations in English. However, an inclusive approach to teaching was still applied to ensure the participation of all students. In terms of content, adjustments can be made to suit the school's conditions. For example, in teaching recontextualization texts, one can use texts that are relevant to the local context or the personal experiences of students, making them more relevant and easier to understand. Then, based on the result of the questionnaire showed 72% of students have difficulty understanding story content and questions in Descriptive and Recount Text materials.

The involvement of technology

Based on the interview, it mentioned that *using media is really helpful for students. It gives them cool pictures and practical examples that make their schoolwork easier. Media, like pictures, videos, and presentations, makes learning more interesting and colorful. These visuals help students understand difficult ideas better. When information is shown in a fun and easy way, using media, students get more involved in learning.* (Question Number 4).

The utilization of media in the process of descriptive learning has a significantly positive impact on students' progress in mastering the material. Through the use of media, students are not only guided to understand concepts theoretically but are also allowed to explore inspiration and gain a concrete understanding that aids them in performing tasks more effectively. The presence of media adds a visual and practical dimension to learning, providing a more vibrant and profound learning experience. Students can draw inspiration from images, videos, or multimedia presentations that support descriptive material, enriching their understanding of abstract concepts. By presenting information in a more engaging and concrete form, media helps students actively engage in the learning process. They are not merely listening or reading but also seeing and visualizing information, creating stronger connections with the learning material.

Furthermore, media positively serves as a tool for assistance and convenience for students in overcoming potential difficulties in understanding and mastering descriptive material. Interactive features in media can provide additional challenges and exercises, increasing students' engagement levels in learning. With visual support, students can recognize patterns and characteristics in Descriptive Texts more clearly, aiding them in achieving a deeper understanding. The aim of this question was to know the utilization of technology in learning English text materials. Based on the questionnaire, 72% students answered they ever used technology in classroom learning although not all the time.

Students' role

The teacher explained, *Infrastructure and devices play a supportive role for students, including the permission to use handphone. Handphone are mainly used for English language materials, and students often go outside the classroom to places like the library or literacy room. When it comes to internet access at school and school rules about handphone use for learning, students can use handphones in class, especially if they need to search for information on Google. However, there are time limits to ensure control, and teachers supervise and manage handphone use. This is to ensure that learning stays effective and aligned with the intended learning goals.*

Infrastructures and available devices support students in utilizing technology, such as mobile phones, particularly for online activities. Additionally,

mobile phones are predominantly used for English language materials, and students are frequently taken outside the classroom to environments like libraries or literacy spaces. The significance of mobile phone usage arises due to the prevalence of online learning, with an acknowledgment that the focus is often directed towards the surrounding environment. This encompasses taking students outside the classroom for literacy or library visits. Examples are provided where students are tasked with finding something related to the taught material, creating a more interactive and contextual learning experience.

Moving on to the school's network access and school regulations regarding students' use of mobile phones for classroom-related activities, students are permitted to use mobile phones during lessons, especially when they need to search for information through Googling. However, it is emphasized that there is a time limit imposed to keep mobile phone usage under control, with supervision and guidance from teachers. This is implemented to ensure that the learning process remains effective and aligns with the intended learning objectives. The purpose of these questions was to find out the students' role of the teaching and learning process. In number 19 and 20, there were 56% and 64% of the students said it is very motivating and very interested if there is additional material and technology that support the learning process.

So, in the end, based on the results of teacher interviews and student questionnaires, it can be known that there are still learning needs of students that have not been adequately addressed, and based on these results and considerations, it can be concluded that students require the other materials to support learning to become better and more tailored to their needs.

Stage 2: Design

After analysis stage, the next important step is to design the concept of materials that focus on Descriptive Text and Recount Text material that refers to local content from Jambi Province. This design begins with an interesting opening video that weaves a narrative of local content from Jambi Province. This video acts as a gateway, drawing learners' attention to the intricacies of Descriptive Text and Recount Text. To stimulate engagement and critical thinking, two open-ended question triggers are strategically inserted. These questions encourage students to

reflect on the interesting aspects of the local content of Jambi Province and consider the profound implications of a deeper understanding of tourism and their individual activity experiences.

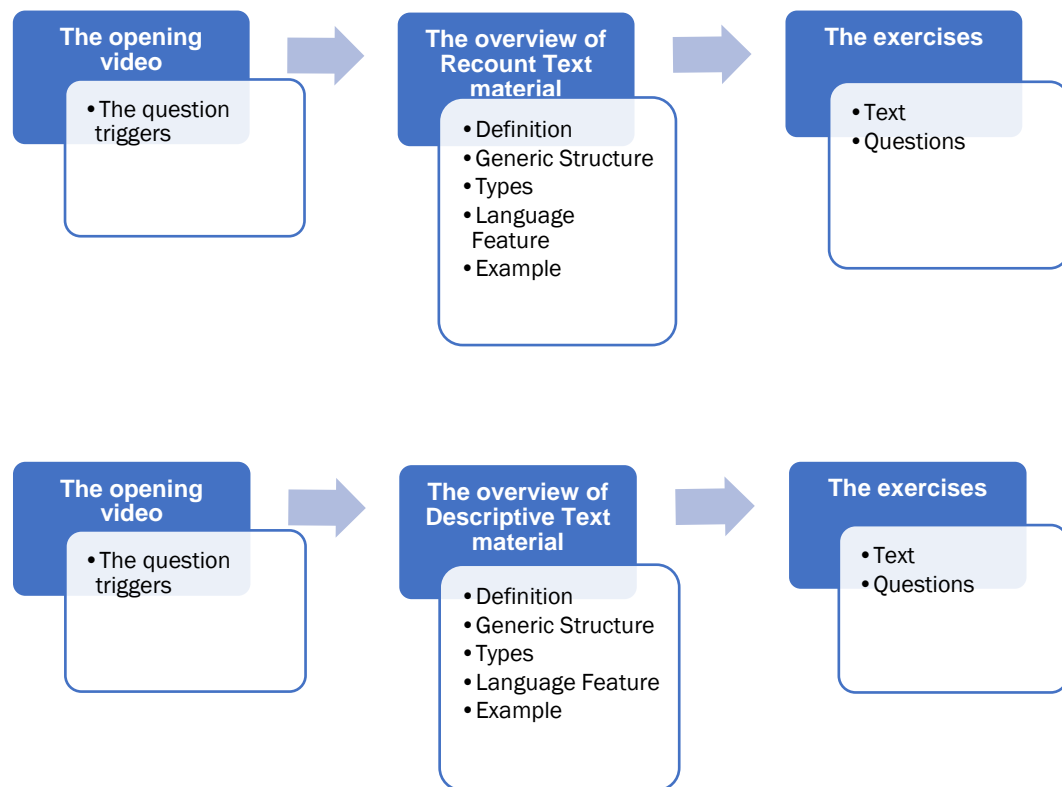
After the question triggers, the narrative moves seamlessly into an overview of the Descriptive text and Recount Text material. This section serves as a compass, guiding learners through the purpose and relevance of the instructional content. It lays the foundation for a comprehensive exploration of Descriptive text and Recount Text. The core of the English text materials is revealed through detailed video explanations of the Descriptive and Recount Text materials. This includes a thorough exploration of the definition, general structure, types, language features, and examples of Materials and Recount Text. Learners are guided through the intricacies of the material, ensuring a thorough understanding of its various aspects.

- 1) Definition: This video explains the concept of Materials and explains the purpose of how this text is used. Learners gain a clear understanding of the nature of materials, building a strong foundation for further learning.
- 2) Generic Structure: The following is a detailed breakdown of the Materials generic structure, which was guide students through the key elements that make up an effective text or story outline.
- 3) Types: This video takes an in-depth look at the different types of Descriptive Text and Recount Text. From vivid descriptions to detailed character portrayals, students was get exposure to Materials.
- 4) Language Features: An exploration of the language features used in Materials is detailed, giving learners a nuanced understanding of the linguistic choices that enhance the quality of a narrative.
- 5) Example: This English text material concludes with the presentation of sample materials. Learners are guided through real-world examples.

The design stage concludes with a series of engaging exercises. These exercises, designed to reinforce understanding, are presented in a multiple-choice format. Each exercise challenges learners to apply their newfound knowledge, providing a dynamic and interactive element to the learning experience. Furthermore, in terms of layout, the researcher uses a flat design. The look of the

flat design is clean and minimalist. Further, the application created has a framework design display, here is the flowchart which can give a brief overview:

4.1 English text materials Flowchart



Stage 3: Development

The next stage was the development stage, the product realization stage from the design stage that has been carried out. Before the English text materials was implemented to the students, it was validated by two experts; material expert and medium expert. The material expert was validated by lecturers of English Education Program of Universitas Jambi. They assessed, suggested and gave comments towards the product. The material expert assessed, suggested and gave comments towards the content of the English text materials, the presentation and the language. Meanwhile, the medium expert assessed, suggested and gave comments on picture, color, font size, and animation displayed in the English text materials.

Data validation from a material expert, medium expert, and the students of Junior High School Adiyakhsa 1 as users were explained as follows:

1) Material Expert Validation

Materials validation was done by Failasofah, S.S., M.Pd., Ph.D. the lecturer of English Education Study Program of Jambi University whose expertise is in linguistic aspects. The validator was given the product along with the validation sheet that needed to be filled in. The validation sheet for content had three aspects: the eligibility of the content, the eligibility of the presentation, and the eligibility of language. The data from material experts was collected by using a closed-ended questionnaire. The questionnaire for material experts consisted of 18 items. Here are the results of the validation from the material expert:

Table 4.2 Result of Content Eligibility Validator

No.	Statements of Content Eligibility	Score Obtained	Maximum Score
1.	The material is organized in accordance with the competency standards for grade VIII Junior High School (Competency Standard 4.11: Descriptive Text and Competency Standard 4.14: Recount Text).	4	4
2.	The material is organized in accordance with the Local Content of Jambi Province.	3	4
3.	The material (text and images) is relevant to the topics discussed.	4	4
4.	The material is organized according to the needs analysis for eighth-grade students.	4	4
5.	The material includes text materials that are suitable for students' learning needs.	4	4
6.	The material guides students to understand the content of the discussed text.	3	4
7.	The material guides students to understand the composition of texts in everyday life.	4	4
8.	The discussed material is organized to guide students in understanding social functions and grammar.	4	4
ΣScore		30	32
Percentage		93,75%	100%
Criteria		Very Good	

Table 4.3 Result of Presentation Eligibility Validator

No.	Statements of Presentation Eligibility	Score Obtained	Maximum Score
9.	Learning activities are organized systematically, progressing from the material to exercises.	4	4
10.	The organized learning activities maintain a balance between material and exercises.	3	4
11.	The organized learning activities guide students to think creatively and imaginatively.	4	4
12.	The organized learning activities encourage students to learn independently.	4	4
13.	There is an introduction, core material, and conclusion in the organized content.	4	4
14.	The organized material is supplemented with vocabulary appropriate to the discussed content.	4	4
ΣScore		23	24
Percentage		95,83%	100%
Criteria		Very Good	

Table 4.4 Result of Language Eligibility Validator

No.	Statements of Language Eligibility	Score Obtained	Maximum Score
15.	The English language used adheres to correct grammatical rules.	3	4
16.	The English language used follows correct spelling principles.	3	4
17.	The English language used demonstrates precision in word choice.	4	4
18.	The presented language is related to the local content of Jambi Province.	4	4
ΣScore		14	16
Percentage		87,5%	100%
Criteria		Very Good	

Based on the questionnaire that has been filled by the expert, there are comments and suggestions from material expert: “The medium is attractive and easy for the target level of user (grade 8). It should be easier to access and should be flexible for the students or schools to use the medium. It should be piloted to a certain number of students”. Based on table (4.2) on page 59, it can be seen that the content validity was categorized as Very Good. The validator also stated in the

validation sheet that the product was valid without revision and could be implemented for students.

Moreover, the material expert indicates positive comments and suggestions. The expert's observation that the medium is attractive and suitable for the target level (Grade 8) indicates a qualitative acknowledgment of the material's appropriateness. This suggests that the content is engaging and aligns well with the cognitive and developmental levels of the intended users. The emphasis on accessibility implies a recognition of the importance of user-friendly materials for effective learning. Then the recommendation for increased accessibility and flexibility implies a qualitative understanding of the diverse needs of both students and schools. The acknowledgment that the medium should cater to varying learning environments and preferences emphasizes a commitment to adaptability, recognizing the diverse educational contexts in which the material might be utilized.

The suggestion to pilot the material with a certain number of students reflects a qualitative commitment to ensuring practical viability. Piloting not only serves as a validation step but also underscores a meticulous approach to refining the material based on real-world testing. This demonstrates a qualitative focus on the practical implementation and efficacy of the educational resource. The categorization of content validity as "Very Good" in the table is a qualitative assessment affirming the relevance and appropriateness of the material. This indicates that the content aligns closely with the intended learning outcomes and objectives, contributing positively to the overall quality of the product.

The validation sheet's statement that the product is valid without revision and can be implemented directly to students is a qualitative endorsement of the material's readiness for deployment. This suggests a high level of confidence in the effectiveness and appropriateness of the content, reflecting positively on the overall design and development process. The feedback from material experts not only validates the content but also provides valuable insights for potential enhancements. As the material progresses towards implementation, considerations for user-friendly access, adaptability, and the practical application of the suggested revisions during the piloting phase become pivotal. The qualitative endorsement of content

validity and the confidence in implementation without revision speak to the potential positive impact of the material on the targeted students.

2) Medium Expert Validation

Medium validation was done by Dedy Kurniawan, S.S, M.A. the lecturer of English Education Study Program of Jambi University whose education and linguistic aspects. The data from medium expert was collected by using questionnaire. The validator was given the product then asked to fill the validation sheet. The questionnaire for medium expert consisted of 7 items. Here the results of the validation from medium expert:

Table 4.5 Result of Medium Eligibility Validator

No.	Statement	Score Obtained	Maximum Score
Medium Eligibility			
19.	The use of fonts in presenting material is not excessive.	3	4
20.	Font size selection in presenting material is neither too large nor too small.	3	4
21.	The choice of colors in presenting material does not disrupt the delivery of content.	3	4
22.	The use of music/sound volume is appropriate.	4	4
23.	The voice/vocal presentation of material is clear.	4	4
24.	The selection of effects/animations is good.	3	4
25.	The presentation of images is aesthetic and functional.	3	4
ΣScore		23	28
Percentage		82,14%	100%
Criteria		Very Good	

The feedback provided by the expert regarding the medium's content and the subsequent validation categorization as "Very Good" offer valuable insights into the strengths and areas for improvement. The expert's recommendation that not all oral presentations should be in text but rather visual implies a nuanced understanding of the learning medium. This suggests a qualitative appreciation for the importance of a multimodal approach, where visual elements complement and

enhance the oral content. The emphasis on showing key points visually aligns with effective instructional design principles, aiming to engage learners through a balanced mix of text and visual aids.

The suggestion to reduce motion/animation in the text indicates a qualitative awareness of potential distractions or overwhelming elements. This implies a focus on creating a visually comfortable and learner-friendly environment. By advocating for moderation in motion/animation, the expert underscores the importance of a balanced multimedia approach that supports, rather than detracts from, the learning experience. The categorization of the medium's validity as "Very Good" in the table is a qualitative endorsement of the overall quality of the learning material. This suggests that, despite the specific recommendations for improvement, the expert recognizes the fundamental soundness and effectiveness of the medium in achieving its educational objectives.

The expert's statement on the validation sheet that the product is valid without revision and can be implemented directly to students reflects a high level of confidence in the medium's readiness for deployment. This qualitative endorsement signifies that, despite the suggested improvements, the medium is considered suitable for use in an educational setting without the need for major adjustments. The expert feedback provides valuable guidance for refining the medium to optimize its effectiveness. Balancing oral presentations with visual elements, strategically using motion/animation, and maintaining a focus on key points visually are aspects that could enhance the overall learning experience. The "Very Good" validity categorization, coupled with the endorsement for implementation without revision, suggests that the medium is well-positioned for use in educational settings, with the potential for continuous improvement based on ongoing feedback and evaluation.

Stage 4: Implementation

At this stage, the learning materials that have been developed, namely the English text materials by using Edpuzzle, was implemented to students. The implementation stage is one of the most important stages in ADDIE's research (Branch, 2009). The implementation was carried out on small group, medium group and large group. The students involved in the implementation activities were

students of class VIII with a total of 25 students. In this implementation the researcher used 5 students as the small group tryout, 6 students as the medium group tryout, and 16 students as the large group.

The implementation stage began with the researcher introducing the English text materials by using Edpuzzle to students, the researcher showed the product to the students in order to explain the process of using the product. The English text materials was implemented in students. The product and questionnaire were given to the students. The product was the English text materials and the questionnaire consisted of 20 statements that have to fill by the students. This implementation activity aimed to test the product on students in a real learning environment.

The researcher presented briefly about the benefits and how to use the application. The link to Edpuzzle was shared via WhatsApp to students. Next, the researcher invited students to open the link and log in with their Gmail account to meet the class. The students used the application to study English text materials about Descriptive and Recount Text and do related exercises. The implementation phase ended by distributing student response forms to find out students' opinions about the development that has been carried out.

Stage 5: Evaluation stage

The last stage of development was the evaluation stage. Evaluation was carried out at each stage of the ADDIE models. The evaluation stage in this research was focused on the results of content expert validation, medium expert validation, and students' user questionnaires. At the expert validation stage, there were two data obtained from the validation results, namely quantitative in the form of scores used to calculate the feasibility of the medium, and qualitative data in the form of suggestions used to improve the medium being developed. The validation result in terms of material is very good, but it still has notes to the perfection of the product.

The expert notes, "The medium is attractive and easy for the target level of user (grade 8). It should be easier to access and should be flexible for the students or schools to use the medium. It should be piloted to a certain number of students". Based on the data, scores obtained were 93,75% of 100% for content eligibility, 95,83% of 100% for presentation eligibility, and 87,5% of 100% for language

eligibility. The product is in the “Very Good” category. The validation results in terms of medium based on data was 82,14%, where is the maximum score is 100%. The product is in the “Very Good” category.

After the material and medium expert commented that the product can be used for the students, then the product is already to be piloted to the students as users. First, small group try out was conducted to investigate the users’ respond of the product. There were 3 students as the users. Data from the small group try out was collected by using a close-ended questionnaire. There are 20 questions stated. Based on the data, score obtained is 218. Whereas the maximum score is 240, then the percentage is 90,83%, the product is in the “Very Good” category. Next, medium group, there were 6 students as the users. Based on the data, the score obtained is 434. Whereas the maximum score is 480, then the percentage is 90,41%, the product is in the “Very Good” category. Last, large group, there were 16 students as the users. Based on the data, score obtained is 1180. Whereas the maximum score is 1280, then the percentage is 92,18%, the product is in the “Very Good” category.

Then, apart from trying out the product with students, researchers also tried the Edpuzzle product with teachers. The researchers asked several interview questions to the teachers, inquiring about their experience when using Edpuzzle.

How was your experience using this Edpuzzle product?

My experience using Edpuzzle has been very positive. Seeing the material presented using Edpuzzle can enrich the learning experience in my future classroom, and I found that it is very easy to use and effective in personalizing learning for my students.

Are there any special features of this product that stand out in your usage experience?

Yes, some specific features of Edpuzzle appeal to me. One of them is the ability to embed questions and discussions directly into the learning video, which allows me to test students' understanding directly.

Do you feel that this product makes it easier for you to evaluate students' learning progress?

Edpuzzle makes it very easy for me to evaluate students' learning progress. With the analysis features provided, I can track students' progress and identify areas where they may need additional help.

Are there any aspects of this product that need to be improved or enhanced?

While I like Edpuzzle, I think there are some aspects that could be improved. For example, I wish there was a larger selection of video content available, or perhaps integration with other learning platforms for a more unified experience.

How does this product compare to previous learning and evaluation methods you have used?

I have used various learning and evaluation methods before, and I think Edpuzzle is a significant step forward. Compared to previous methods, Edpuzzle provides more student interaction and engagement in learning, as well as providing better analysis tools to assess their progress.

Do you see any added value from using this product in your learning?

Yes, I see a lot of added value from using Edpuzzle in my learning. Besides increasing student engagement, the platform also allows me to give immediate feedback and provide the support needed by students in a faster time.

Furthermore, after the students were given a questionnaire as users of the product, they were also asked to provide their opinions more qualitatively through a Forum Group Discussion. The results are presented below.

1. What do you think about the experience of using this Edpuzzle product?
2. Do you feel that this product helps you understand the subject matter?
3. Are there any features in this product that you find interesting?
4. Did you find any particular difficulties in using this product?
5. Are there any suggestions or feedback that you would like to give for this product?

Small group answers:

1. My experience using Edpuzzle was quite enjoyable.
2. Yes, I think Edpuzzle helps me in understanding the subject matter. With the questions directly on the video, I can focus and understand the concepts more easily.

3. An interesting feature in Edpuzzle for me is being able to see the quiz results directly after answering the questions.

4. Just a little bit.

5. Just the variety of features, maybe we can add more.

Medium group answers:

1. For me, learning by using Edpuzzle is very fun and easy.

2. Help. It's easier to understand.

3. The video can't be skipped haha, so I had to watch it all, but it makes me understand.

4. No, it's easy to use sis.

5. It's good, I hope it's available for other subject matter as well.

Large group answers:

1. I think it's comfortable and easier to learn.

2. It's easier to understand, because there is material and also exercises.

3. Question feature that appears in the middle of the video.

4. No, sis.

5. Hopefully for other English texts also use Edpuzzle.

4.2 Discussions

After presenting the data of the research findings, the researcher would like to discuss the research. The purpose of this research is to describe the process of developing English text materials by using Edpuzzle. In presenting the research discussion, the researcher discusses the findings and correlates them with the related theories or previous studies. The discussion was discussed according to the stage in the ADDIE development model.

Stage 1: Analysis

From the data presented in appendix 1, from the results of students' need analysis questionnaire and English teacher interview, it indicates that class VIII Adhyaksa 1 Jambi had a low understanding of English text materials. This gap was found in the process of learning English at Junior High School Adhyaksa 1 Jambi, with this gap, researchers are interested in developing a learning material for

learning English text. Learning medium is a tool needed to support learning can increase learning stimulation and increase student understanding (Arsyad, 2015).

One of the learning media that can be used to develop English text materials are Edpuzzle. According to Auer and Tsiatsos (2018), Edpuzzle is an interactive video application created for teaching and learning, that allows teachers to design learning material by using their video or by discovering videos from video-based sites, and teachers can give questions, notes, and other citations. Edpuzzle was helpful for teachers to develop the material and exercise for the students and also a good learning medium for the students. It is also in line with Amaliah (2020), based on her research 81.3% of teachers in the very high category and 70.1% of students in the high category believe that it is necessary to develop learning videos using Edpuzzle-based Problem-Based Learning and based on the results of the analysis of student characteristics, 64.6% of students rated the need for developing learning videos using Edpuzzle-based Problem-Based Learning to improve students' critical thinking skills.

Related to the curriculum, and the students' need, the materials chosen to be the content of the materials content being developed are Descriptive Text and Recount Text. Descriptive Text and Recount Text are crucial to learn in 8th grade Junior High School, because they are covered in the curriculum, and the students struggle to understand these text materials, other than that, the students need the new materials to break up the monotonous environment of teaching and learning.

Stage 2: Design

The second stage is designing the materials that are being developed. In the findings, it was found that we focused on developing English text materials customized for Descriptive and Recount Text in Jambi Province. The researcher strategically employed an engaging opening video and thought-provoking open-ended questions. Analyzing these outcomes reveals connections to contemporary educational theories. The integration of the engaging video aligns seamlessly with the principles of Active Learning Spaces (ALS) (Dewey, 2022), emphasizing the creation of interactive and immersive learning experiences to heighten learner engagement. This approach is in line with the evolving landscape of multimediu

learning to expose Descriptive and Recount Text materials, along with an exploration of language features.

Furthermore, incorporating open-ended questions resonates with a constructivist approach, where learners actively construct their understanding. This is complemented by recent research in Connectivism (Siemens, 2014), highlighting the significance of fostering connections and collaborative knowledge-building in a digital age. Transitioning to the design stage, our narrative structure and overview align with contemporary Cognitive Load Theory. By adopting principles from Cognitive Load Measurement (Leppink et al., 2017), the researcher aimed to ensure an efficient information flow, reducing cognitive load for the learners and considering individual cognitive capacities.

Delving into the core content findings, the design of the definition video adheres to Mayer's Cognitive Theory of Multimedial Learning (2001). This theory continues to evolve, incorporating principles from Adaptive Learning (Van Merriënboer, 2020), emphasizing personalized multimedial content for optimized learning experiences. The integration of examples and multiple-choice exercises in the design stage showcases the application of theories, adopting principles from Gamification (Deterding et al., 2011). This approach focuses on enhancing learner motivation through game-like elements and feedback, a departure from traditional behaviorism.

Transitioning to the design stage, our narrative structure and overview demonstrated alignment with Cognitive Load Theory. The seamless transition between the opening video and the overview ensures an efficient information flow, reducing cognitive load for the learners. This approach is substantiated by the works of Sweller, Van Merriënboer, and Paas (1998). Examining the layout and design aspects, the use of flat design and minimalism is in line with User Experience (UX) Theory, enhancing the usability of the learning materials, as supported by previous studies on user-centric design (Norman, 2013).

Stage 3: Development

The application that has been developed is assessed for its validity. At this stage, the results focus on the validation value of the expert. The level of validity or feasibility of materials content gets a percentage score of 93,75% and can be

categorized as "very good" or "very valid". Based on the results of the validator medium assessment, the percentage obtained was 82,14% and it is included in the "very good" category. The appropriate category has met the assessment indicators according to Arsyad (2015), namely good technical quality, good interface design, good content quality, good instructional quality, and appropriate content relevance.

Stage 4: Implementation

The implementation stage in this study is the stage for implementing the materials that have been developed. After it is implemented in the form of learning activities, an initial evaluation is then carried out to provide feedback on the implementation of the development of subsequent teaching materials. The purpose of the implementation phase according to Branch (2009) is to apply teaching medium to the actual learning environment where students can construct the new language and skills required to close the learning gap.

Stage 5: Evaluation

The utilization of the ADDIE model in the development of an English text materials application reflects a systematic and thorough instructional design process, with the evaluation stage playing a pivotal role in ensuring the validity, practicality, and feasibility of the final product. The commitment to evaluation at every stage is evident, starting from the analysis phase where the need analysis questionnaire was carefully crafted, building upon the work of Indraswari (2015) and modified to better suit the collection of data related to students' need for English text materials. Furthermore, during the design stage, the layout and appearance of the application were evaluated by the researcher.

Moving into the design stage, the researcher's evaluation of the layout and appearance of the application underlines the importance of not only functional content but also the visual elements that contribute to a holistic and engaging user experience. This emphasis on design considerations aligns with contemporary educational technology principles, recognizing the role of aesthetics in enhancing user satisfaction and comprehension. The implementation stage introduces a comprehensive evaluation of the application's effectiveness through small, medium, and large group tryouts. The consistently high scores in each group, categorizing the product as "Very Good," reflect the success of the application in meeting user

expectations. This iterative testing approach acknowledges the diversity of user experiences and ensures that the application performs well across different user.

Based on the implementation, on the small group tryout was conducted to investigate the users' response to the product. There were 3 students as the users, scores obtained were 218. Whereas the maximum score is 240, then the percentage is 90,83%, the product is in the "Very Good" category. Then, in the medium group, there were 6 students as the users, the score obtained was 434. Whereas the maximum score is 480, then the percentage is 90,41%, the product is in the "Very Good" category. Last, in the large group, there were 16 students as the users, score obtained was 1180. Whereas the maximum score is 1280, then the percentage is 92,18%, the product is in the "Very Good" category.

Based on the overall results obtained from the student response questionnaire were classified as very good criteria. With the percentage obtained, the medium developed received a very positive response from students and can be used Edpuzzle as English text materials. This is in line with the results of research from Rahayu and Bhaskoro (2022), which found that using interactive mediums like Edpuzzle students felt a greater sense of interest, enthusiasm, and happiness as the classroom environment improved. Additionally, they discovered that Edpuzzle made it simpler for students to use while they were learning.

Then, based on the researcher's interview with the teacher, the interviewee expressed their positive experience with using the Edpuzzle product, highlighting its effectiveness in enhancing the learning experience in their future classroom. They found it easy to use and appreciated its ability to personalize learning for students. Specifically, they noted the feature of embedding questions and discussions directly into the learning videos as advantageous for testing student understanding.

Regarding evaluating students' learning progress, the interviewee found Edpuzzle to be very helpful, citing its analysis features for tracking progress and identifying areas requiring additional support. However, they mentioned some areas for improvement, such as a desire for a larger selection of video content or integration with other learning platforms for a more cohesive experience. Also, comparing Edpuzzle to previous learning and evaluation methods, the interviewee

considered it a significant advancement due to its increased student interaction and engagement, as well as better analysis tools for assessing progress. They also highlighted added value in terms of immediate feedback and faster support for students. The teacher sees Edpuzzle as a valuable tool for enhancing learning outcomes and supporting student progress in their learning.

The researcher also processed the result of interviewing the teacher and student after trying out the product to see their opinion and experiences in using the Edpuzzle. Inquired about their experience with Edpuzzle, the participants shared their thoughts on its utility and features. One member expressed enjoyment and found it fun to learn with Edpuzzle, highlighting its engaging nature. Another acknowledged its assistance in understanding subject matter, emphasizing the convenience of having questions integrated directly into the video, aiding comprehension. Additionally, they appreciated the immediate access to quiz results, considering it an interesting feature. When asked about difficulties encountered, the consensus was minimal, with one member mentioning minor issues. In terms of feedback, participants suggested adding more features for variety, while others expressed contentment with the current functionalities.

The participants shared their perspectives on using Edpuzzle, noting its enjoyable and easy-to-use nature, which they found both fun and engaging. They expressed appreciation for its assistance in understanding subject matter, highlighting its helpfulness and facilitation of comprehension. The integrated feature of direct questions within the video was mentioned as particularly interesting, albeit with the caveat of being unable to skip through the video, which was seen as beneficial for understanding despite some initial resistance. When asked about difficulties faced, responses were generally minimal, with slight mentions of account creation being a bit cumbersome. In terms of feedback, participants expressed hope for continued learning opportunities with Edpuzzle, suggested broader subject availability, and minor adjustments in text length were proposed for improved usability. Overall, the group conveyed satisfaction with the product's functionality and its role in facilitating learning.

The consensus among the participants regarding their experience with Edpuzzle was overwhelmingly positive, with mentions of its ease of use, comfort,

and enhanced focus during learning sessions. They appreciated its role in aiding comprehension of subject matter, attributing its effectiveness to the integration of direct questions within the video content. Participants found various features of Edpuzzle interesting, such as the ability to view scores directly, receive corrections from teachers, and the in-video question feature. They also expressed a desire for broader subject coverage within the platform and suggested incorporating Edpuzzle into other English texts. In terms of difficulties encountered, responses were uniformly minimal, with participants finding the platform straightforward to navigate and utilize. Feedback for improvement was scarce, with most participants expressing satisfaction with the current functionalities and hoping for expansion into other subject areas. Overall, the large group echoed a sentiment of appreciation and contentment with the Edpuzzle product.

Across the various group sizes surveyed about their experience with Edpuzzle, a consistent theme emerged regarding the platform's positive impact on learning. Participants from all groups expressed satisfaction with Edpuzzle's usability and effectiveness in aiding comprehension. They highlighted the platform's engaging nature, ease of use, and the convenience of having questions integrated directly into the video content. In terms of specific features, participants appreciated the immediate access to quiz results, the ability to receive corrections from teachers, and the in-video question feature. They also expressed a desire for broader subject coverage within the platform, suggesting its incorporation into other texts beyond English.

Difficulties encountered while using Edpuzzle were minimal across all groups, with participants generally finding the platform straightforward to navigate and utilize. Feedback for improvement was limited, with suggestions mainly revolving around adding more features for variety and expanding subject availability. So, regardless of group size, participants conveyed satisfaction with Edpuzzle's functionality and its positive impact on learning experiences. They recognized its role in enhancing comprehension, fostering engagement, and facilitating effective learning practices.

Finally, it discusses the advantages and disadvantages of the English text materials by using Edpuzzle application that was created. The implementation is

the first advantage of the Edpuzzle application. The students showed enthusiasm in learning the English language. It increased their awareness and made learning and teaching English a really joyful experience for them (Eglistiani and Praywana (2021). The next advantage is that this application is available in the PlayStore, making it easier for students to download. The Edpuzzle application is available for free. This application is available to students at all times. The Edpuzzle application is also tiny, so it was not take-up any space on a student's smartphone. Finally, the presentation of interesting and contextual material in the hope that students was be able to add to their knowledge of English text materials more easily through the Edpuzzle application. However, acknowledging the strengths also prompts an honest exploration of limitations. The online dependency of Edpuzzle, requiring internet access for use, could pose challenges in certain contexts where connectivity is limited. Additionally, the 1 GB limitation for teacher uploads and constraints in placing questions or cutting videos at desired times are notable constraints that may impact the application's versatility and flexibility.

BAB V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

English text materials are material development that is made by using the Edpuzzle Website available on the internet. These materials can be developed easily by making, uploading, and adding questions to the available features on the website. The process of developing these materials follows the five stages of the ADDIE model namely, Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). The use of this model makes the development more flexible and systematically structured. The development of English text materials by using Edpuzzle is very valid.

The materials were designed to address students' need for more interactive and visually appealing learning resources. The use of technology and local content from Jambi Province was emphasized in the materials, aligning with contemporary educational theories. The findings indicated that the use of media and technology, particularly through Edpuzzle, was beneficial in enhancing students' understanding and engagement with the English text materials. The materials were validated by experts and tested with students, receiving positive feedback and high scores, indicating their effectiveness. However, the study also highlighted the limitations of using Edpuzzle, such as online dependency and upload constraints. The study demonstrated the effectiveness of using technology, specifically Edpuzzle, in developing and implementing English text materials that cater to students' need for interactive and engaging learning resources. The findings underscored the importance of integrating local content and contemporary educational theories in the design and development of such materials.

Based on the the validation results in term of content and medium the product is in the "Very Good" category. The students respond positively to the development of English text materials by using Edpuzzle. English text materials that made by using Edpuzzle helps the students understand the two text materials (Descriptive Text and Recount Text). The materials consist in Edpuzzle

application is easy to understand by 90,83%, students in the small group, 90,41% students in medium group, 92,18% students in the large group. The students find this application interesting and enjoyable especially in learning the English text materials.

5.2 Suggestions

The result of development was in the form of English text materials by using Edpuzzle. These English text materials accommodate only two English texts (Descriptive Text and Recount Text) while the students need also to understand the other English texts', such as Narrative text, Report text, Procedure text, etc. Therefore, it is suggested that further developmental research can accommodate more English texts. Further, English text materials by using Edpuzzle is intended to be used for Junior High School students and some examples used may not be relevant to other Junior High School students outside of Jambi City because this research highlights the local content of Jambi Province. Therefore, it is suggested that some modifications should be made to make it relevant for use. The Edpuzzle application can only be used if the user is connected to the internet, so it is recommended that in the future development can develop applications that can be accessed even if the user is offline.

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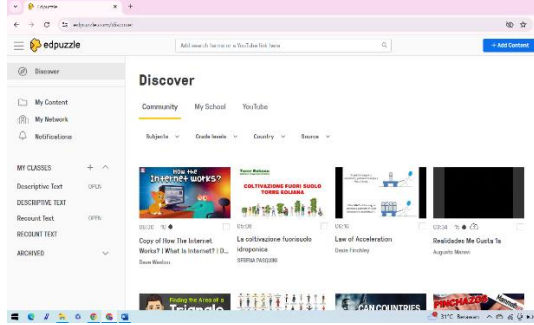
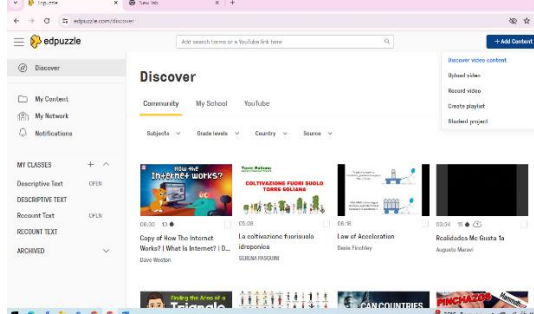
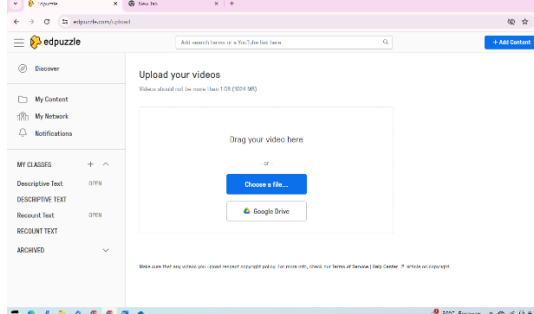
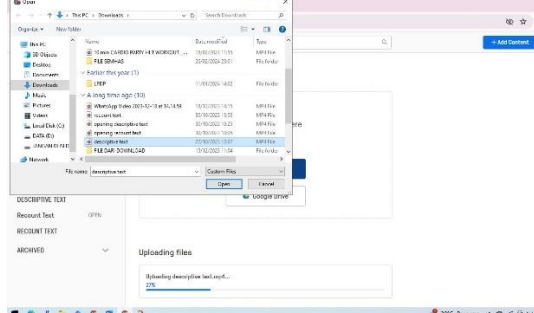
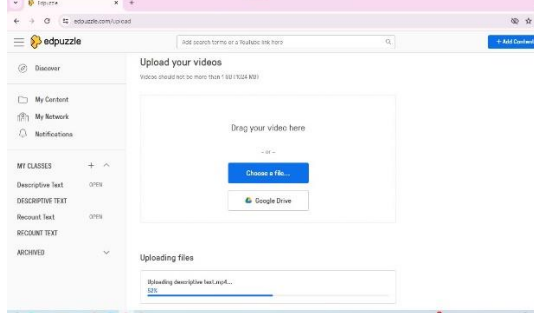
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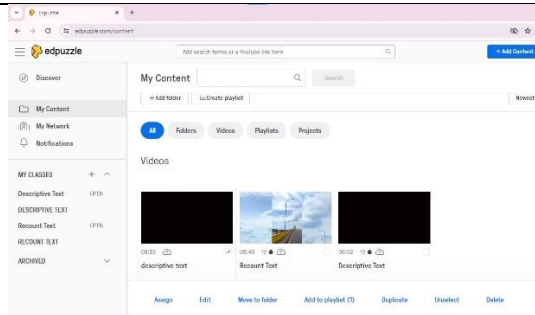
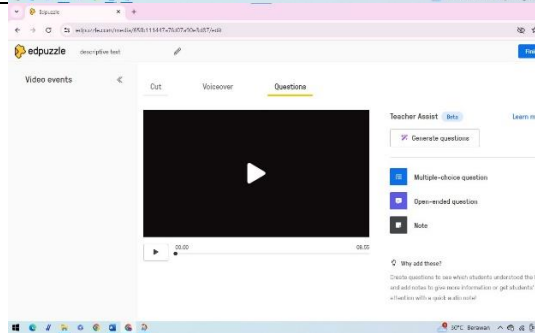
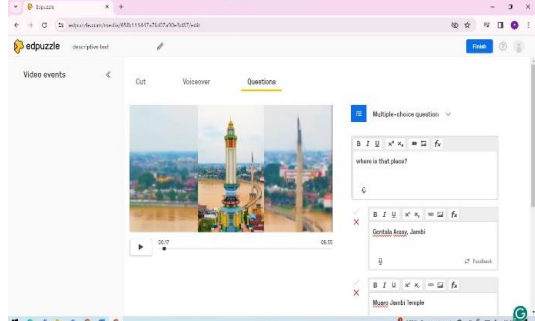
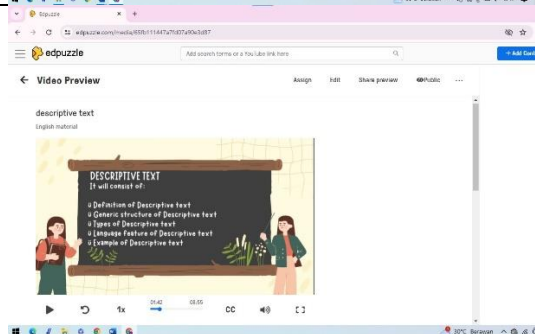
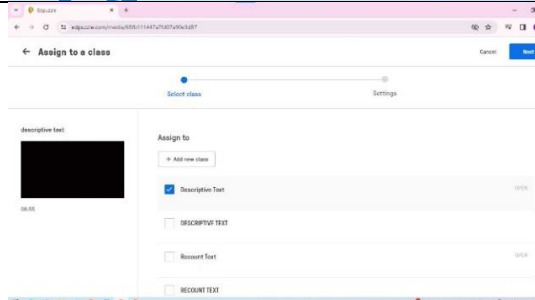
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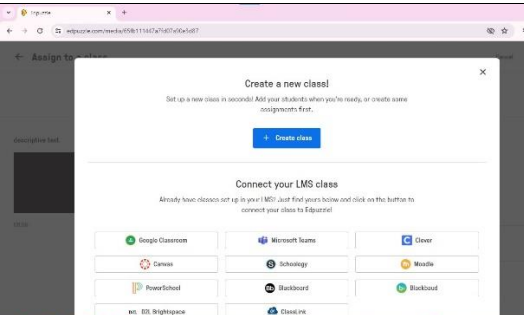
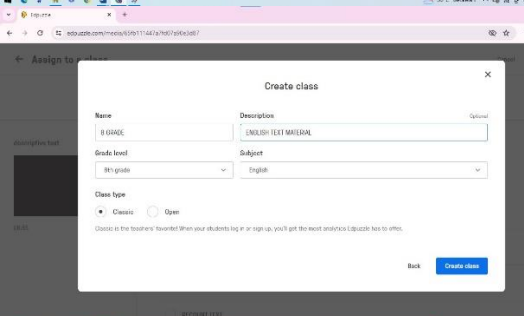
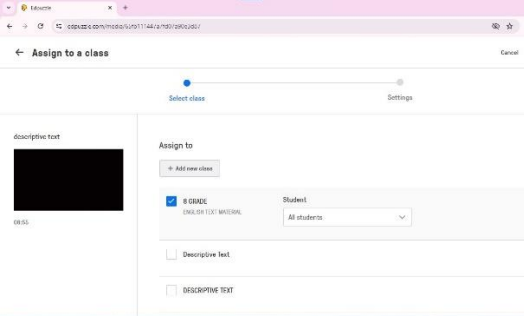
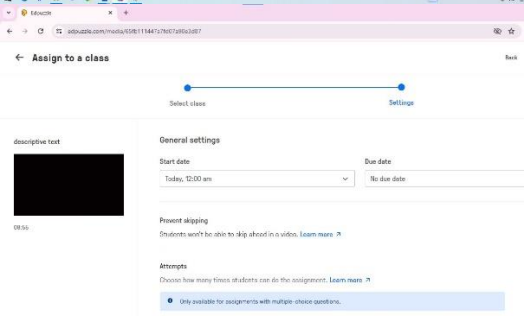
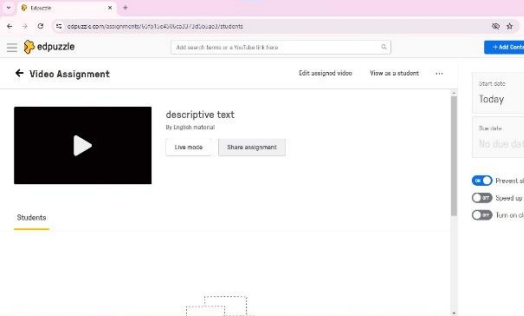
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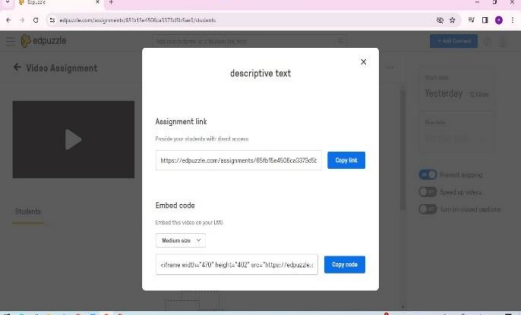
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Appendix I: The Storyboard of The Product

No	Display	Explanation
1		<p>At the beginning of the learning application in Edpuzzle, the "Discover" dashboard menu appeared, which display main menus such as My Content, My Network, Notifications, My Classes, and other instructional videos that can be learned by students.</p>
2		<p>The next step is to click on the "Add content" menu at the top right, several options appeared, but choose "Upload Video" to upload instructional videos that the teacher has prepared.</p>
3		<p>After that, a display like in the picture appeared, then click "Choose a file."</p>
4		<p>After that, files appeared on our laptop device, then select the instructional video that will be uploaded and click "Open."</p>
5		<p>Next, the video will be automatically uploaded, wait until the process is completed to 100%.</p>

6		<p>After that, we will be taken to the "My content" menu where the video we uploaded earlier appeared in this menu, next to edit or add questions, click "Edit."</p>
7		<p>Then it appeared as in the picture, we can edit the video and add questions, and select "Multiple-choice question" to add this type of question.</p>
8		<p>Next, the video we entered earlier appear, enter the question and answer choices and mark the correct answer by clicking the checkmark on the correct answer choice, then if finished, click "Finish."</p>
9		<p>Next, we will be directed to the Preview video menu to check and finish the instructional video. After fixing, click "Assign."</p>
10		<p>After that, the "Assign to a class" display appeared, then click on the class you want to submit, such as choosing from several available classes or previously created ones.</p>

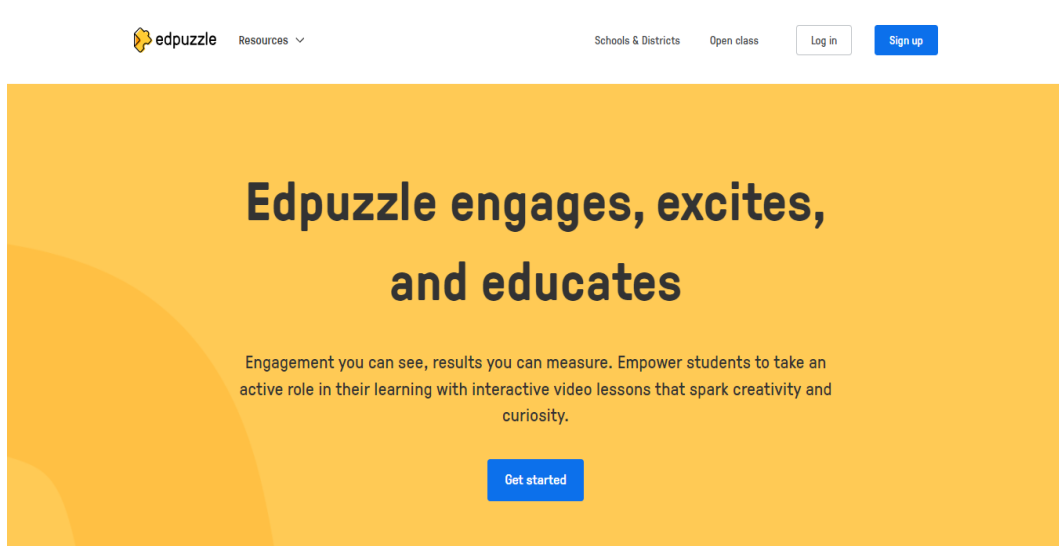
11		<p>However, if you haven't created a class, you can create a class by clicking "Create class."</p>
12		<p>Fill in the name of the class you want to create, and fill in the class description, class, and subject, after finishing click "Create."</p>
13		<p>Then the "Assign to a class" menu appeared as in Step 10, choose the desired class.</p>
14		<p>Automatically, it appeared as in the picture, in this process, we can set deadlines and video requirements.</p>
15		<p>Then the "Video assignment" display appear, and click "Share assignment" to display the link given to the students.</p>

16	 A screenshot of a web browser displaying the EdQuizze interface. A modal dialog box titled "descriptive text" is open in the center. It contains two sections: "Assignment link" with a text input field containing a URL and a "Copy link" button, and "Embed code" with a text input field containing an embed code and a "Copy code" button. The background shows a video player and a sidebar with navigation options.	<p>The final step is to display "Link assignment" and "Class code" to be shared with students so they can access the instructional video that has been created, by clicking "Copy link" or "Copy code".</p>
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Appendix II: The Instruction for Using Edpuzzle

Edpuzzle was co-founded by Quim Sabrià and Santi Herrero. They founded Edpuzzle in 2013 intending to create a platform to make it easier for teachers to engage students through interactive video lessons. Quim Sabrià serves as the CEO of Edpuzzle, while Santi Herrero has contributed to the development of the platform as the CTO (Chief Technology Officer). Together, they have played instrumental roles in shaping Edpuzzle into a widely used educational technology tool for enhancing teaching and learning experiences.

The Overview of The Product:



Barcode and link of the products:

Descriptive Text



<https://edpuzzle.com/join/ugitdeu>

Recount Text



<https://edpuzzle.com/join/nurewlo>

To create an account on Edpuzzle, follow these steps:

For Teachers:

1. Go to the Edpuzzle website (<https://edpuzzle.com/>).

2. Click on the "Sign Up" button located at the top right corner of the homepage.
3. Select the option "I'm a Teacher."
4. You can sign up using Google, Microsoft, or Apple, or you can create an account with your email address.
5. If you choose to sign up with your email, fill in the required information such as your name, email address, and password
6. After filling in the information, click on the "Sign Up" button
7. Follow the on-screen prompts to set up your teacher account, including selecting your school or entering your school's name if it's not listed.
8. Once your account is created, you can start creating classes and adding content to engage your students.

For Students:

1. Go to the Edpuzzle website (<https://edpuzzle.com/>).
2. Click on the "Sign Up" button located at the top right corner of the homepage.
3. Select the option "I'm a Student."
4. Enter the class code provided by your teacher.
5. Fill in your information, such as your name, email address, and create a password.
6. Click on the "Sign Up" button.
7. Once you've signed up, you'll be able to access the content assigned by your teacher and participate in interactive lessons.

To log in to Edpuzzle for both teachers and students, follow these steps:

For Teachers:

1. Go to the Edpuzzle website (<https://edpuzzle.com/>).
2. Click on the "Log In" button located at the top right corner of the homepage.
3. Enter your email address and password associated with your Edpuzzle teacher account.
4. Click on the "Log In" button.
5. If you signed up with Google, Microsoft, or Apple, you can also log in using those options by clicking on the respective buttons and following the authentication process.

For Students:

1. Go to the Edpuzzle website (<https://edpuzzle.com/>).
2. Click on the "Log In" button located at the top right corner of the homepage.
3. Select the option "I'm a Student."
4. Enter your email address and password that you used to sign up for Edpuzzle as a student.
5. Click on the "Log In" button.
6. Alternatively, if your teacher provided you with a class code, you can click on the "Join Class" button on the homepage and enter the class code. This will prompt you to log in or sign up if you haven't already done so.

Appendix III: Teacher-Student Interview After Trying Out the Product

Teacher's interview after trying out the product:

1. Bagaimana pengalaman bapak menggunakan produk Edpuzzle ini?
2. Apakah ada fitur khusus dari produk ini yang menonjol dalam pengalaman penggunaan bapak?
3. Apakah bapak merasa bahwa produk ini memudahkan bapak dalam mengevaluasi kemajuan belajar siswa?
4. Apakah ada aspek dari produk ini yang menurut bapak perlu ditingkatkan atau diperbaiki?
5. Bagaimana produk ini dengan membandingkan dengan metode belajar dan evaluasi yang sudah bapak gunakan sebelumnya?
6. Apakah bapak melihat nilai tambah dari penggunaan produk ini dalam pembelajaran Anda?

R	Bagaimana pengalaman bapak menggunakan produk Edpuzzle ini?
I	Pengalaman saya menggunakan Edpuzzle sangat positif. Melihat materi yang disajikan menggunakan Edpuzzle ini dapat untuk memperkaya pengalaman pembelajaran di kelas saya nanti, dan saya menemukan bahwa itu sangat mudah digunakan dan efektif dalam mempersonalisasi pembelajaran untuk siswa-siswa saya.
R	Apakah ada fitur khusus dari produk ini yang menonjol dalam pengalaman penggunaan bapak?
I	Ya, ada beberapa fitur khusus dari Edpuzzle yang benar-benar menarik bagi saya. Salah satunya adalah kemampuan untuk menambahkan pertanyaan dan diskusi langsung ke dalam video pembelajaran, yang memungkinkan saya untuk menguji pemahaman siswa secara langsung.
R	Apakah bapak merasa bahwa produk ini memudahkan bapak dalam mengevaluasi kemajuan belajar siswa?
I	Saya benar-benar merasa bahwa Edpuzzle sangat memudahkan saya dalam mengevaluasi kemajuan belajar siswa. Dengan fitur analisis yang disediakan, saya dapat melacak perkembangan individual siswa dan mengidentifikasi bagian-bagian di mana mereka mungkin memerlukan bantuan tambahan.
R	Apakah ada aspek dari produk ini yang menurut bapak perlu ditingkatkan atau diperbaiki?
I	Meskipun saya sangat menyukai Edpuzzle, saya pikir ada beberapa aspek yang bisa ditingkatkan. Misalnya, saya berharap ada lebih banyak pilihan konten video yang tersedia untuk dipilih, atau mungkin integrasi dengan platform pembelajaran lainnya untuk pengalaman yang lebih terpadu.
R	Bagaimana produk ini dengan membandingkan dengan metode belajar dan evaluasi yang sudah bapak gunakan sebelumnya?
I	Saya telah menggunakan berbagai metode belajar dan evaluasi sebelumnya, dan menurut saya Edpuzzle merupakan langkah maju yang signifikan. Dibandingkan dengan metode sebelumnya, Edpuzzle memberikan lebih

	banyak interaksi dan keterlibatan siswa dalam pembelajaran, serta memberikan alat analisis yang lebih baik untuk menilai kemajuan mereka.
R	Apakah bapak melihat nilai tambah dari penggunaan produk ini dalam pembelajaran Anda?
I	Ya, saya melihat banyak nilai tambah dari penggunaan Edpuzzle dalam pembelajaran saya. Selain meningkatkan keterlibatan siswa, platform ini juga memungkinkan saya untuk memberikan umpan balik secara langsung dan memberikan dukungan yang dibutuhkan oleh siswa dalam waktu yang lebih cepat.

Students's Focus Group Discussion (FGD) After Trying Out the Product:

1. Bagaimana pendapat adik-adik tentang pengalaman menggunakan produk Edpuzzle ini?
2. Apakah adik-adik merasa produk ini membantu adik-adik dalam memahami materi pelajaran?
3. Apakah ada fitur dalam produk ini yang adik-adik temukan menarik bagi adik-adik?
4. Apakah adik-adik menemukan kesulitan tertentu dalam menggunakan produk ini?
5. Apakah ada saran atau masukan yang ingin adik-adik berikan untuk produk ini?

Small Group

1.	Bagaimana pendapat adik-adik tentang pengalaman menggunakan produk Edpuzzle ini?
FDL	Pengalaman saya menggunakan Edpuzzle cukup menyenangkan.
ISA	Sangat menyenangkan kak, saya suka belajar dengan Edpuzzle.
AC	Seru dan asyik kak, karna bagus tampilannya kak.
2.	Apakah adik-adik merasa produk ini membantu adik-adik dalam memahami materi pelajaran?
FDL	Ya, menurut saya, Edpuzzle membantu saya dalam memahami materi pelajaran. Dengan adanya pertanyaan langsung di video, saya jadi bisa fokus dan lebih mudah memahami konsep-konsep yang diajarkan.
ISA	Iya kak, jadi lebih mudah memahami materi.
AC	Sangat membantu kak, jadi gak bosan juga.
3.	Apakah ada fitur dalam produk ini yang adik-adik temukan menarik bagi adik-adik?
FDL	Fitur yang menarik di Edpuzzle bagi saya adalah dapat melihat hasil kuis langsung setelah menjawab pertanyaan.
ISA	Bagian pertanyaan langsung muncul setelah materi kak.
AC	Bisa tau nilai kita langsung kak.
4.	Apakah adik-adik menemukan kesulitan tertentu dalam menggunakan produk ini?
FDL	Tidak ada kak.
ISA	Nggak ada.

AC	Sedikit aja kak, karna belum paham aja cara pakemnya.
5.	Apakah ada saran atau masukan yang ingin adik-adik berikan untuk produk ini?
FDL	Variasi fiturnya aja kak, mungkin bisa ditambah lagi.
ISA	Udah bagus kak, hehe.
AC	Hmm nggak ada kak.

Medium Group

1.	Bagaimana pendapat adik-adik tentang pengalaman menggunakan produk Edpuzzle ini?
B	Bagi saya belajar dengan menggunakan Edpuzzle sangat menyenangkan dan mudah kak
DCR	Iya kak
Y	*mengangguk
DAL	*senyum dan mengiyakan
NA	Iya kak benar, seru aja gitu gak bikin bosan
R	-
2.	Apakah adik-adik merasa produk ini membantu adik-adik dalam memahami materi pelajaran?
B	Sangat membantu
DCR	Iya membantu kak
Y	-
DAL	Membantu
NA	Lebih mudah paham malah kak
R	Mudah dan seru intinya kak
3.	Apakah ada fitur dalam produk ini yang adik-adik temukan menarik bagi adik-adik?
B	Hmm apa ya, video kak trus ada pertanyaan langsung
DCR	Itu kak videonya gak bisa di skip haha, jadi terpaksa liat semua, tapi bikin paham sih
Y	He em
DAL	*mengangguk
NA	Benar kak
R	*seperti menyetujui
4.	Apakah adik-adik menemukan kesulitan tertentu dalam menggunakan produk ini?
B	Aku gak sih kak
DCR	Sama, gak juga
Y	Engga sih, mudah digunakan kak
DAL	Nggak terlalu, mungkin pas bikin akun aja dikit kak
NA	Gak ada kesulitan kak
R	-
5.	Apakah ada saran atau masukan yang ingin adik-adik berikan untuk produk ini?

B	Semoga bisa belajar pake edpuzzle trus kedepannya kak
DCR	Udah bagus, semoga ada untuk materi pelajaran lainnya juga
Y	Aman, gada sih kak
DAL	Bagus kak, tapi mungkin textnya bisa agak dipendekin kak
NA	-
R	Mantap-mantap kak

Large Group

1.	Bagaimana pendapat adik-adik tentang pengalaman menggunakan produk Edpuzzle ini?
WM	Saya suka kak, mudah juga
RA	Iya the best kak haha
CF	Menurut saya nyaman dan lebih gampang jadinya pelajaran
SP	Bener kak
FSW	-
PA	-
IA	*mengganggu
BRL	-
MI	*mengganggu
CFA	Lebih seru juga
MAP	Mudah di gunakan
DFA	Keren kak, jadi menarik
AMN	-
NF	-
VBP	Saya suka, membuat saya lebih fokus juga kak
RSM	*mengganggu
2.	Apakah adik-adik merasa produk ini membantu adik-adik dalam memahami materi pelajaran?
WM	Iya kak, sangat membantu
RA	Pelajaran jadi mudah dipahami juga karna setelah videonya ada pertanyaan langsung
CF	-
SP	*mengganggu
FSW	Iya kak sangat membantu saya jadi terbantu lebih gampang mempelajari teks
PA	-
IA	-
BRL	-
MI	Lebih mudah dipahami, karna ada materi dan juga latihan
CFA	-
MAP	*mengganggu
DFA	Membantu kak, jadi senang belajar
AMN	-

NF	Sangat membantu karna materi dijelaskan detail dengan tampilan yang menarik
VBP	*mengganggu
RSM	-
3.	Apakah ada fitur dalam produk ini yang adik-adik temukan menarik bagi adik-adik?
WM	Ada kak, bisa liat nilai langsung
RA	Bisa dapat koreksi dari guru kak
CF	Fitur pertanyaan yang muncul ditengah video kak
SP	-
FSW	-
PA	-
IA	Iya kak, sama kayak mereka
BRL	*mengganggu
MI	-
CFA	Bisa mempelajari Pelajaran yang lainya juga kak di Edpuzzle
MAP	Bisa upload tugas berupa video juga kak
DFA	-
AMN	-
NF	-
VBP	Fitur yang video gak bisa di skip ka
RSM	-
4.	Apakah adik-adik menemukan kesulitan tertentu dalam menggunakan produk ini?
WM	Tidak ada kak
RA	-
CF	*menggelengkan kepala
SP	Gak sih kak
FSW	-
PA	-
IA	-
BRL	-
MI	-
CFA	Gak ada
MAP	Gampang sih kak
DFA	Gak ribet makenya kak
AMN	-
NF	-
VBP	Tidak kak
RSM	Nggak ada kak
5.	Apakah ada saran atau masukan yang ingin adik-adik berikan untuk produk ini?
WM	Semoga untuk teks Bahasa Inggris yang lain juga pake Edpuzzle kak hehe
RA	Bener kak, seru kak sumpah

CF	Nggak ada kayaknya kak
SP	-
FSW	-
PA	*mengganggu
IA	Menurut saya udah bagus kak
BRL	Iya kak setuju
MI	Udah bagus banget kak
CFA	-
MAP	-
DFA	Kayaknya gada saran yang gimana-gimana kak
AMN	Gada kak
NF	-
VBP	Bagus kak, semoga untuk teks lainnya juga ada kak
RSM	-

Appendix IV: The Result of Need Analysis Questionnaire

Here I attached the questionnaire that have been filled by the students:

<https://docs.google.com/forms/d/1Bm18vFgcPRShMPdDBWF5CINOXFeB-guXqQmBSjKU2mc/edit#responses>

No.	Questions	Items	N	Percentages
1.	In your opinion, how is English learning, especially Descriptive Text and Recount Text material in class?	a. Very interesting b. Interesting c. Not interesting d. Very uninteresting	a. 2 b. 4 c. 12 d. 7	a. 8% b. 16% c. 48% d. 28%
2.	In your opinion, how important is it to have the ability to understand Descriptive Text and Recount Text material in learning English?	a. Very important b. Important c. Not important d. Very unimportant	a. 15 b. 10 c. 0 d. 0	a. 60% b. 40% c. 0% d. 0%
3.	What skills improvement do you expect from learning English, especially Descriptive Text and Recount Text material? *(may choose more than one)	a. Increase vocabulary b. Use the language in daily life c. Understand the text material well and correctly d. Understand the text well, and can answer all questions correctly according to the text	a. 6 b. 9 c. 7 d. 20	a. 24% b. 36% c. 28% d. 80%
4.	What factors make it difficult for you to learn Descriptive Text and Recount Text? *(may choose more than one)	a. Understand the grammar b. Understand vocabulary c. Understand the question d. Understand story content and questions	a. 5 b. 6 c. 5 d. 18	a. 20% b. 24% c. 20% d. 72%
5.	What learning materials for Descriptive Text and Recount Text do you most want in English learning? *(may choose more than one)	a. Short story b. Short-stories and pictures c. Stories about experiences d. Stories about a place	a. 3 b. 6 c. 16 d. 17	a. 12% b. 24% c. 64% d. 68%

6.	How do you understand texts in English?	<p>a. Read the entire text by consulting an English dictionary for difficult words</p> <p>b. Read per paragraph then look up difficult words with an English dictionary</p> <p>c. Read the vocabulary one by one and then translate into Bahasa Indonesia</p> <p>d. Read in its entirety and guess difficult vocabulary by linking the sentences</p>	<p>a. 3</p> <p>b. 6</p> <p>c. 11</p> <p>d. 5</p>	<p>a. 12%</p> <p>b. 24%</p> <p>c. 44%</p> <p>d. 20%</p>
7.	Are the materials currently used in class on Descriptive Text and Recount Text useful in your reading comprehension?	<p>a. Very useful</p> <p>b. Useful</p> <p>c. Less useful</p> <p>d. Not useful</p>	<p>a. 2</p> <p>b. 10</p> <p>c. 12</p> <p>d. 1</p>	<p>a. 8%</p> <p>b. 40%</p> <p>c. 48%</p> <p>d. 4%</p>
8.	Are the text materials currently used in learning good and related to Jambi Local Content?	<p>a. Very good and related</p> <p>b. Good and related</p> <p>c. Less good and less related</p> <p>d. Not good and not related</p>	<p>a. 2</p> <p>b. 6</p> <p>c. 11</p> <p>d. 6</p>	<p>a. 8%</p> <p>b. 24%</p> <p>c. 44%</p> <p>d. 24%</p>
9.	According to you, what topics do you like in learning Descriptive Text and Recount Text? *(may choose more than one)	<p>a. Topics related to Society</p> <p>b. Topics related to Health</p> <p>c. Topics related to tourist attractions and families</p> <p>d. Topics related to Economic and socio-cultural</p>	<p>a. 4</p> <p>b. 5</p> <p>c. 20</p> <p>d. 3</p>	<p>a. 16%</p> <p>b. 20%</p> <p>c. 80%</p> <p>d. 12%</p>
10.	Are the materials/media currently used in learning Descriptive Text and Recount Text in the classroom interesting enough?	<p>a. Very interesting</p> <p>b. Interesting</p> <p>c. Not interesting</p> <p>d. Very uninteresting</p>	<p>a. 0</p> <p>b. 2</p> <p>c. 19</p> <p>d. 4</p>	<p>a. 0%</p> <p>b. 8%</p> <p>c. 76%</p> <p>d. 16%</p>

11.	Has the material currently used in learning Descriptive Text and Recount Text in class improved your material skills?	a. Greatly improved material proficiency b. Moderately improve material proficiency c. Does not improve material proficiency d. Strongly does not improve material skills	a. 0 b. 4 c. 16 d. 5	a. 0% b. 16% c. 64% d. 20%
12.	The materials currently used in English lessons, especially Descriptive Text and Recount Text, have they helped you understand the material?	a. Very helpful b. Helpful c. Not helpful d. Not very helpful	a. 1 b. 0 c. 17 d. 7	a. 4% b. 0% c. 68% d. 28%
13.	What activities do you want in learning Descriptive Text and Recount Text material?	a. Can understand the picture and a glimpse of the story b. Can understand the whole story c. Can understand the entire content of the story and can answer questions correctly d. Can increase vocabulary	a. 6 b. 6 c. 20 d. 6	a. 24% b. 24% c. 80% d. 24%
14.	How important do you think it is to be able to understand text well and correctly?	a. Very important b. Important c. Not important d. Very unimportant	a. 14 b. 10 c. 1 d. 0	a. 566% b. 40^ c. 4% d. 0%
15.	According to you, do you still need other materials to support your understanding skills?	a. Additional material is needed to support the ability of the material b. Additional material is needed to support material skills c. No additional materials are	a. 11 b. 13 c. 1 d. 0	a. 44% b. 52% c. 4% d. 0%

		needed to support material skills d. Absolutely no additional material is needed to support material proficiency		
16.	How do you expect to do the text exercise task?	a. Individual b. Pair c. Group d. Involving all	a. 14 b. 4 c. 6 d. 1	a. 56% b. 16% c. 24% d. 4%
17.	In your opinion, how important is the function of images (display) in learning Descriptive Text and Recount Text material?	a. Very important b. Important c. Not important d. Very unimportant	a. 13 b. 12 c. 0 d. 0	a. 52% b. 48% c. 0% d. 0%
18.	How is the utilization of technology such as laptops, mobile phones in learning English, especially Descriptive Text and Recount Text material in class?	a. Always use technology in classroom learning b. Occasionally use technology in classroom learning c. Ever used technology in classroom learning d. Never use technology in classroom learning	a. 1 b. 6 c. 18 d. 0	a. 4% b. 24% c. 72% d. 0%
19.	If in working on Descriptive Text and Recount Text material questions using technology such as laptops, phones, will it motivate you more?	a. Very motivating b. Motivating c. Not motivating d. Not very motivating	a. 14 b. 11 c. 0 d. 0	a. 56% b. 44% c. 0% d. 0%
20.	If there is a learning media about Descriptive Text and Recount Text that is associated with the use of technology, will it attract you to learn the material?	a. Very interested b. Interested c. Not interested d. Very uninterested	a. 16 b. 9 c. 0 d. 0	a. 64% b. 36% c. 0% d. 0%

Appendix V: The Result of Try Out Product

Try Out of Small group

No.	Statements	Score Obtained				Total Score	Maximum Score
		4	3	2	1		
1.	The material taught in Edpuzzle is clear and easily understandable.	1	2	-	-	10	12
2.	The material presented in Edpuzzle is comprehensive and detailed.	2	1	-	-	11	12
3.	The use of images helps you understand the material.	2	1	-	-	11	12
4.	The taught material is engaging, and explanations are easily understood.	3	-	-	-	12	12
5.	The material taught aligns with the Local Content of Jambi Province.	1	2	-	-	10	12
6.	The examples used to facilitate understanding of the material.	3	-	-	-	12	12
7.	The material and questions in Edpuzzle are balanced.	1	2	-	-	10	12
8.	The instructions used in questions are very clear, enabling you to understand the commands.	2	1	-	-	11	12
9.	The exercise questions in Edpuzzle are obvious, you know what they should work on.	2	1	-	-	11	12
10.	The language used is easily understandable.	2	1	-	-	11	12
11.	The given questions assist you in learning the material.	2	1	-	-	11	12
12.	The given questions are arranged with varying levels of difficulty.	2	1	-	-	11	12
13.	The given questions are interesting and challenging.	2	1	-	-	11	12
14.	The puzzle's exercise questions make it easier for younger siblings to learn Descriptive and Recount Text materials.	2	1	-	-	11	12
15.	The images in Edpuzzle are fascinating.	1	2	-	-	10	12
16.	Animations or videos in it make the material even more interesting.	2	1	-	-	11	12

17.	The types of fonts used in Edpuzzle are not excessive.	2	1	-	-	11	12
18.	The use of color variations in Edpuzzle attracts your attention.	3		-	-	12	12
19.	The text used in Edpuzzle greatly supports younger siblings' knowledge needs regarding understanding Descriptive and Recount Text materials.	1	2	-	-	10	12
20.	Technology or media supports the delivery of material and exercise questions, making it very interesting.	2	1	-	-	11	12
ΣScore						218	240
Percentage						90,83%	100%
Criteria						Very Good	

Try Out of Medium Group

No.	Statement	Score Obtained				Total Score	Maximum Score
		4	3	2	1		
1.	The material taught in Edpuzzle is clear and easily understandable.	3	3	-	-	21	24
2.	The material presented in Edpuzzle is comprehensive and detailed.	3	3	-	-	18	24
3.	The use of images helps you understand the material.	4	2	-	-	22	24
4.	The taught material is engaging, and explanations are easily understood.	4	2	-	-	22	24
5.	The material taught aligns with the Local Content of Jambi Province.	4	2	-	-	22	24
6.	The examples used to facilitate understanding of the material.	5	1	-	-	23	24
7.	The material and questions in Edpuzzle are balanced.	4	2	-	-	22	24
8.	The instructions used in questions are very clear, enabling you to understand the commands.	4	2	-	-	22	24
9.	The exercise questions in Edpuzzle are obvious, you know what they should work on.	3	3	-	-	21	24
10.	The language used is easily understandable.	4	2	-	-	22	24

11.	The given questions assist you in learning the material.	3	3	-	-	21	24
12.	The given questions are arranged with varying levels of difficulty.	5	1	-	-	23	24
13.	The given questions are interesting and challenging.	3	3	-	-	21	24
14.	The puzzle's exercise questions make it easier for younger siblings to learn Descriptive and Recount Text materials.	3	3	-	-	21	24
15.	The images in Edpuzzle are fascinating.	5	1	-	-	23	24
16.	Animations or videos in it make the material even more interesting.	3	3	-	-	21	24
17.	The types of fonts used in Edpuzzle are not excessive.	4	2	-	-	22	24
18.	The use of color variations in Edpuzzle attracts your attention.	4	2	-	-	22	24
19.	The text used in Edpuzzle greatly supports younger siblings' knowledge needs regarding understanding Descriptive and Recount Text materials.	4	2	-	-	22	24
20.	Technology or media supports the delivery of material and exercise questions, making it very interesting.	5	1	-	-	23	24
ΣScore						434	480
Percentage						90,41%	100%
Criteria						Very Good	

Try Out of Large Group

No.	Statement	Score Obtained				Total Score	Maximum Score
		4	3	2	1		
1.	The material taught in Edpuzzle is clear and easily understandable.	14	2	-	-	62	64
2.	The material presented in Edpuzzle is comprehensive and detailed.	14	2	-	-	62	64
3.	The use of images helps you understand the material.	10	6	-	-	58	64
4.	The taught material is engaging, and explanations are easily understood.	12	4	-	-	60	64

5.	The material taught aligns with the Local Content of Jambi Province.	13	3	-	-	61	64
6.	The examples used to facilitate understanding of the material.	11	5	-	-	59	64
7.	The material and questions in Edpuzzle are balanced.	10	6	-	-	58	64
8.	The instructions used in questions are very clear, enabling you to understand the commands.	11	5	-	-	59	64
9.	The exercise questions in Edpuzzle are obvious, you know what they should work on.	12	4	-	-	60	64
10.	The language used is easily understandable.	10	5	1	-	57	64
11.	The given questions assist you in learning the material.	11	4	1	-	58	64
12.	The given questions are arranged with varying levels of difficulty.	11	5	-	-	59	64
13.	The given questions are interesting and challenging.	11	4	1	-	58	64
14.	The puzzle's exercise questions make it easier for younger siblings to learn Descriptive and Recount Text materials.	9	7	-	-	57	64
15.	The images in Edpuzzle are fascinating.	10	4	2	-	54	64
16.	Animations or videos in it make the material even more interesting.	11	4	1	-	58	64
17.	The types of fonts used in Edpuzzle are not excessive.	14	1	1	-	61	64
18.	The use of color variations in Edpuzzle attracts your attention.	11	4	1	-	58	64
19.	The text used in Edpuzzle greatly supports younger siblings' knowledge needs regarding understanding Descriptive and Recount Text materials.	12	4	-	-	60	64
20.	Technology or media supports the delivery of material and exercise questions, making it very interesting.	13	3	-	-	61	64
ΣScore						1180	1280
Percentage						92,18%	100%
Criteria						Very Good	

Appendix VI: Edpuzzle Exercises

Direction: In this section you will read several passages. Each is followed by several questions about it. You must choose the one best answer, (A), (B), (C), or (D), for each question. Answer all questions after a passage based on what is stated or implied in the passage.

Descriptive Text

The Amazing Gentala Arasy Pedestrian Bridge

The Gentala Arasy Pedestrian Bridge, also known as the Gentala Arasy Bridge, is a special bridge in Jambi, Indonesia. It connects two places on opposite sides of the Batanghari River. The bridge was opened in March 2015 and is 503 meters long, 4.5 meters wide and 80 meters high.

The Gentala Arasy Bridge is unique because it looks like the letter 'S', unlike regular bridges. Many photographers love taking pictures here, especially during sunrise and sunset, when the sky turns golden and the river looks peaceful.

1. What is another name for the Gentala Arasy Pedestrian Bridge?
 - a. The Jambi Bridge
 - b. The Batanghari Bridge
 - c. The Gentala Arasy Bridge
 - d. The S-Shaped Bridge
2. How long is the Gentala Arasy Pedestrian Bridge?
 - a. 400 meters
 - b. 450 meters
 - c. 503 meters
 - d. 600 meters
3. What shape does the Gentala Arasy Pedestrian Bridge resemble?
 - a. A circle
 - b. A square
 - c. The letter S
 - d. A triangle

4. When was the Gentala Arasy Pedestrian Bridge opened?
 - a. January 2015
 - b. March 2015
 - c. May 2015
 - d. July 2015
5. What river does the bridge cross over?
 - a. Sungai Penuh River
 - b. Batanghari River
 - c. Batang Meragin River
 - d. Batang Tembesi River
6. Why do photographers enjoy taking pictures of the bridge?
 - a. It has colorful lights
 - b. It has unique shape
 - c. Beautiful scenery during sunrise/sunset
 - d. Modern architecture style
7. How wide is the Gentala Arasy Pedestrian Bridge?
 - a. 3 meters
 - b. 3.5 meters
 - c. 4 meters
 - d. 4.5 meters

From the bridge, you can see many activities on the river, like fishing boats and big ships carrying coal. The view from the bridge is fantastic, and that's why many tourists visit it. Besides being a tourist spot, the bridge helps people get from one part of Jambi to another. It's only for pedestrians, so it's safe and relaxing to walk across.

The Gentala Arasy Bridge is between central Jambi and Jambi Seberang, making it easy to reach for visitors. Many people come here, especially on holidays, to enjoy the beautiful scenery and unique design of the bridge. It's something the people of Jambi are proud of, and it's a must-visit place for anyone exploring Jambi's beauty.

8. What can you see from the bridge?
 - a. Mountain views
 - b. Ocean views
 - c. River activities
 - d. City skyline
9. Who can use the Gentala Arasy Pedestrian Bridge?
 - a. Cars and motorbikes
 - b. Trucks and buses
 - c. Pedestrians only
 - d. All vehicles
10. Why do tourists visit the bridge?
 - a. To go fishing
 - b. To take a boat tour
 - c. To enjoy the views
 - d. To go shopping

Recount Text

An Unforgettable Adventure to Muara Jambi Temple

Last holiday, my family and I decided to visit the ancient Muara Jambi temple in Jambi. We were filled with excitement as we set off after our morning prayers and a delicious breakfast. I dressed in light brown jeans, a light beige collared t-shirt, and a matching brown cap, ready for the day's adventures.

Our journey took us across the impressive Aurduri-2 bridge, which spans the beautiful Batanghari River, the longest river on Sumatera Island. The scenery was breathtaking, and we couldn't wait to explore the temple. After around 50 minutes, we arrived at the entrance of Muara Jambi temple, where we were warmly welcomed. The surroundings were lively, with vendors on both sides of the road selling colorful accessories and fun toys.

1. Where did the family go on holiday?
 - a. Jambi city
 - b. Muara Jambi temple

- c. Aurduri-2 bridge
 - d. Batanghari river
2. Approximately how long was their journey to the temple?
- a. 30 minutes
 - b. 40 minutes
 - c. 50 minutes
 - d. 60 minutes

Once we got our entrance tickets, we headed straight to the Muara Jambi Temple Museum. It was fascinating to see relics dating back to the 6th-7th centuries, including giant cooking utensils, pieces of statues, gold-mixed soil, and dioramas, each telling a unique story from the past. The adventure continued as we explored the main temples - the tall temple, the intriguing Gumpung temple, the elegant Kedaton temple, and the harmonious twin temples of Batu I and II. The sight of around 80 Menapo, the ancient temple ruins, added an air of mystery to the place.

3. What did they see at the temple museum?
- a. Modern artifacts
 - b. Ancient relics
 - c. Traditional clothes
 - d. Agricultural tools
4. How many main temples did they explore?
- a. 3
 - b. 4
 - c. 5
 - d. 6
5. What are the 'Menapo'?
- a. Local residents
 - b. Ancient ruins
 - c. Exotic animals
 - d. Sacred texts

After a fulfilling morning, we returned home briefly and then made our way to Jambi City. We spent the afternoon swimming and having a blast at the new city swimming pool until 5 p.m. As the sun started to set, we stopped at the Jambi mayor's roundabout to savor the local culinary delights. The flavors were delicious, and we couldn't resist trying various dishes. Finally, we made our way back home just after the Azan Maghrib, feeling grateful for the incredible journey we had. The visit to Muara Jambi temple was a perfect blend of historical exploration and fun-filled adventures, making it an unforgettable holiday experience for all of us.

6. What did they do at the mayor's roundabout?

- a. Met the mayor
- b. Ate local food
- c. Watched a show
- d. Went shopping

7. What did they do after visiting the temple?

- a. Went shopping
- b. Slept at home
- c. Swam at the city pool
- d. Had breakfast

8. When did they return home?

- a. Morning
- b. Afternoon
- c. Evening
- d. Night

9. How did the student feel about the holiday?

- a. Bored
- b. Disappointed
- c. Excited
- d. Grateful

10. What made the holiday unforgettable?

- a. The food

- b. The company
- c. The activities
- d. The location

The key answers of the Descriptive Text exercise

- 1. c
- 2. c
- 3. c
- 4. b
- 5. b
- 6. c
- 7. d
- 8. c
- 9. c
- 10. c

The Key answers of the Recount Text exercise

- 1. b
- 2. c
- 3. b
- 4. b
- 5. b
- 6. b
- 7. c
- 8. c
- 9. d
- 10. c

Appendix VII: Interview Script

Researcher (R) : Assalamu'alaikum warahmatullahi wabarakatuh. Perkenalkan nama saya Della Wilza Noviska Magister Pendidikan Bahasa Inggris. Saya ingin meminta izin untuk mewawancarai bapak untuk mengambil data untuk penelitian saya. Apakah bapak bersedia sebelumnya untuk diwawancarai? dan dengan bapak siapa saya bicara?

Researcher (R): Assalamu'alaikum warahmatullahi wabarakatuh. Allow me to introduce myself, my name is Della Wilza Noviska, a Master's student in English Language Education. I would like to request permission to interview you for my research. Are you willing to be Interviewed? And may I know your name, please?

Interviewee (I) : Wa'alaikumussalam warahmatullahi wabarakatuh. Saya Mr. Jhono, S,Pd guru SMP Adhyaksa 1 Jambi memandu pembelajaran Bahasa Inggris, dan hari ini saya bersedia untuk diwawancarai. Silakan.

Interviewee (I): Wa'alaikumussalam warahmatullahi wabarakatuh. I am Mr. Jhono, S.Pd, an English language teacher at SMP Adhyaksa 1 Jambi, and today I am willing to be Interviewed. Please proceed.

R: Oke, terima kasih sebelumnya pak, kalau begitu kita mulai saja untuk pertanyaan pertama? Seberapa pentingkah pembelajaran materi Descriptive Text dan Recount Text di kelas? Bagaimana pembelajaran Descriptive Text dan Recount Text di kelas dan teknik seperti apa yang efektif dalam pembelajaran materi tersebut?

R: Okay, thank you beforehand, sir. Let's start with the first question then. How important is the learning of Descriptive Text and Recount Text in the classroom? How is the teaching of Descriptive Text and Recount Text in the classroom, and what effective techniques are used in teaching this material?

I: Untuk pembelajaran materi deskriptif teks dan Recount Text ini berkaitan dengan apa yang sering kita sebut pembelajaran literasi Karena untuk pembelajaran literasi ini sangat rendah bukan hanya untuk tiket SD, SMP, SMA, tapi kayaknya sampai perguruan tinggi karena membaca itu hal yang memerlukan waktu dan niat. Nah kembali ke pembelajaran materi deskriptif dan Recount Text ini berkaitan dengan tujuan kurikulum yaitu bahwa siswa nanti terlibat dalam kehidupan sehari-harinya. Misalnya salah satu tentang deskriptif teks dimana di sini deskriptif teks itu tujuan teksnya adalah siswa mampu nanti mendeskriptifkan seseorang benda atau tempat. Dalam hal ini, pembelajarannya memang memerlukan beberapa pembelajaran, bisa secara presentasi, bisa menjelaskan profesi seseorang dan seterusnya yang berkaitan dengan kehidupan kita sehari-hari. Misalnya siswa mampu menceritakan ulang suatu peristiwa dengan konteksnya yaitu fokusnya pada penulis, kemudian untuk pembelajaran yang efektif yaitu siswa terlibat dalam pembuatan teks, reading, atau menulis kegiatannya yang bisa berbentuk masalah lampau sehingga

nanti siswa bisa bercerita ulang pengalaman-pengalaman yang pernah terjadi pada dirinya demikian secara singkat.

I: The learning of Descriptive Text and Recount Text is related to what we commonly refer to as literacy education. Literacy education is crucial not only for elementary, junior high, and high school levels but also for higher education because reading requires time and intention. Returning to the learning of descriptive and Recount Text, it is connected to the curriculum's goal, which is to engage students in their daily lives. For example, in Descriptive Text, the goal is for students to be able to describe a person, object, or place. In this case, the learning process involves various methods, such as presentations or explaining someone's profession, related to our daily lives. For effective learning, students need to be involved in creating texts, reading, or writing activities that may involve past events, allowing them to retell their own experiences briefly.

R: Oke Pak, untuk pertanyaan pertama jadi kalau saya tanya lagi seberapa pentingkah berarti sangat penting ya pak karena berhubungan sama kurikulum tapi daya kemampuan siswa masih rendah karena ini berkaitan dengan reading pak?

R: Okay, so if I ask again, how important is it, it means it is very important because it is related to the curriculum, but students' reading abilities are still low due to reading-related issues?

I: Iya, karena reading ini terkait dengan masalah literasi karena literasi itu kan bisa banyak Sekarang lagi apalagi jaman sekarang sudah teknologi IT yang tinggi siswa tidak bisa pergi ke perpustakaan bisa juga melalui literasi digital bisa didata dari situ juga jadi sebenarnya banyak sekali untuk bisa meningkatkan minat baca siswa karena dengan membacakan siswa aktif untuk berpikir menganalisa sebuah persoalan sehingga bisa nanti bisa merumuskan sesuatu Sesuai dengan apa yang mereka pelajari.

I: Yes, because reading is linked to literacy issues. Literacy education is crucial, especially in today's high-tech era, where students may not visit libraries, but can access digital literacy. There are numerous ways to enhance students' reading interest because through reading, students actively engage in thinking and analyzing problems, enabling them to formulate something in line with what they have learned.

R: Baik pak, pertanyaan pertama sudah terjawab. Kita masuk ke pertanyaan kedua Pak. Kesulitan apa yang terjadi dalam pembelajaran material Recount Text dan Descriptive Text di kelas pak?

R: Alright, the first question has been answered. Let's move on to the second question. What difficulties arise in teaching Recount Text and Descriptive Text materials in the classroom?

I: Kesulitan selalu ada sebenarnya, tapi itu tidak menjadi persoalan karena khususnya untuk kurikulum merdeka kita ada pembelajaran berdifferensiasi. Di mana setiap siswa mempunyai kesempatan untuk belajar secara mandiri sesuai dengan kemampuan siswa itu tidak harus satu pembelajaran itu fokus pada satu hal ada siswa yang sukanya belajar melalui visual ada yang melalui diskusi ada melalui tanya-jawab sehingga bisa terfokus memang memerlukan waktu tapi di differential kita bisa memberikan materi sesuai dengan minat siswa sesuai dengan minat siswa maksudnya adalah apakah adalah betul visual, diskusi, kelompok dan seterusnya

I: Difficulties always exist, but it is not a problem, particularly in the independent curriculum where we implement differentiated learning. Each student has the opportunity to learn independently according to their abilities. Learning is focused on various learning styles, such as visual learning, discussions, or question-and-answer sessions, allowing us to cater to students' interests through differentiation in teaching methods.

R: Kalau kondisi lapangannya pak di dalam kelas contoh kesulitan apa yang pernah bapak hadapi pak saat mengajar materi Recount Text dan deskriptif teks di kelas?

R: In the classroom context, what difficulties have you faced when teaching Recount Text and Descriptive Text materials?

I: Yang sangat sulit itu berdifferensiasi ini tidak sangat sulit karena di awal kurikulum merdeka Itu siswa yang boleh dibawa standar normal atau standar biasanya itu ada siswa yang disebut Siswa inklusif Siswa inklusif ini termasuk ada siswa yang sama sekali dia tidak mampu berbahasa Inggris tapi dia bisa mampu mengucapkan saja hapal dia semuanya Jadi kalau siswa yang sudah yang normal mungkin kita tidak menjadi masalah benar bisa kita hadapi itu saja.

I: The most challenging aspect is differentiation, but it is not very difficult because in the initial independent curriculum, students who meet the normal standards can be taken, and there are inclusive students. Inclusive students include those who may not be able to speak English at all but can memorize and express themselves. Dealing with students who are already normal might not be a problem; we can handle that.

R: Oke, selain differensiasi, kalau secara materi apa pak kesulitan siswa?

R: Okay, aside from differentiation, how about in terms of material, what difficulties do students face?

I: Secara materi sebenarnya tidak masalah sebenarnya kita sesuaikan saja dengan kondisi yang ada di sekolah kalau kita memberikan teks recount jangan kita memberikan teks yang berbetul teks, yang kita berikan teks dari luar atau dari mana saja bisa kita buat dalam konteks lokal atau pengalaman pribadi siswa itu bisa kita angkat sebagai teks recount.

I: In terms of material, it is not a problem; we adapt it to the school's conditions. If we provide Recount Text, we shouldn't give texts that are too complicated. We can create texts in a local context or based on students' personal experiences, which can be used as Recount Text.

R: Oke, baik pak pertanyaan ketiga ini pak, media apa yang bapak gunakan di dalam kelas dan apakah bapak membuatnya sendiri atau tidak dan latihan apa saja yang digunakan dalam pembelajaran tersebut?

R: Okay, great. Now, the third question, what media do you use in the classroom, and do you create them yourself? What exercises are used in these lessons?

I: Untuk pembelajaran itu kan nanti kalau sebelum masuk ke sebuah materi biasa ada kata pemberian pemantik ya. Ada pemantik itu bisa memancing siswa untuk berucap atau merespon apa yang kita berikan pada siswa misalnya kita memberi materi deskriptif teks mungkin gambar yang saya kasih, mungkin gambar Ronaldo. Misalnya, nah Ronaldo, who knows this man? misalnya mungkin merespon He is Ronaldo. Sekarang kalau kita memberikan teks berbentuk deskriptif kemudian untuk pembelajaran deskriptif text saya kadang-kadang juga menyuruh siswa membawa gambar di rumah bisa berbentuk gambar profesi seseorang, bisa berbentuk gambar hewan dan lain-lainnya. Nanti gambar itu dibawa ke sekolah Itu diberikanlah pembelajaran deskriptif teks berarti kita kasih pemantik tadi yang seperti saya sebutkan tadi What is that? That is doll misalnya. Siapa suka, do you like doll? Mungkin ada yang ngomong saya suka, I like, lebih ke segi praktisnya gitu.

I: In teaching, before delving into a topic, there is usually a trigger word given. This trigger encourages students to speak or respond to what we present to them. For example, if we are teaching Descriptive Text, I may show a picture, perhaps of Ronaldo. Then I might ask, "Who knows this man?" and students might respond, "He is Ronaldo." Now, if we present text in descriptive form, for Descriptive Text learning, I sometimes ask students to bring pictures from home, which could be pictures of someone's profession, animals, and so on. These pictures are brought to school, and then we use them to facilitate Descriptive Text learning. We provide a trigger word, as I mentioned earlier, such as "What is that? That is a doll," for instance. "Who likes it? Do you like dolls?" Someone might say, "I like it, I like dolls," more on the practical side.

R: Jadi bapak ambil gambar dari internet terus diprint, ditunjukkan kepada siswa terus siswa juga bisa membawa gambarnya sendiri. Tapi itu segi materi, bagaimana dari segi latihan deskriptif teks?

R: So, you take pictures from the internet, print them, show them to the students, and students can also bring their pictures. In terms of written exercises for Descriptive Text, how do you approach them?

I: Saya kira secara tertulis mungkin disebutkan seperti ini, saya punya cara sendiri untuk mengajar bahasa Inggris mungkin trick ini saya pakai sejak lama termasuk jadul tapi nggak tahulah kalau bisa diikuti sekarang saya biasa memberikan kata kunci kata kuncinya misalnya kata-kata have, I have a friend, his name is Tommy. This is identification, setelah itu mereka lah siapa, dia sampai habis apakah fisiknya, apapanya misalnya he is tall, he is handsome dan seterusnya melengkapi kalimat.

I: In written exercises, I have my own method of teaching English, a trick I've been using for a long time, perhaps it's a bit old-fashioned, but I'm not sure if it's still applicable today. I usually give keywords; for example, the keywords could be "have." I give them a sentence like, "I have a friend; his name is Tommy." This involves identification. Then they continue, "He is tall, he is handsome," and so on, completing the sentences.

R: Pertanyaan selanjutnya, menurut pendapat bapak apakah penggunaan media dalam pembelajaran deskriptif dan recount dapat membantu dan mempermudah siswa dalam meningkatnya kemampuan penguasaan materi?

R: The next question, in your opinion, does the use of media in teaching descriptive and Recount Texts help and facilitate students in improving their mastery of the material?

I: Tentu saja mempermudah, karena dengan melihat gambar ada timbul inspirasi atau dalam gambar mereka apa yang mereka harus kerjakan.

I: Of course, it makes it easier because looking at pictures inspires creativity, and students can better understand the information presented.

R: Oke selanjutnya, bagaimana menurut bapak mengenai media pembelajaran materi, Recount Text dan deskriptif text? topik apa yang menurut bapak menarik untuk diangkat?

R: Okay, moving on. In your opinion, how about instructional media for Recount Text and Descriptive Text materials? What topics do you find interesting to cover?

I: Dalam kita membuat materi Recount Text dan deskriptif text materi yang menurut bapak menarik untuk diangkat, atau kita buat sebuah cerita adalah hal-hal yang berkaitan sama sekitar kita atau lokal konteks. Tergantung kita lah sebenarnya, misalnya salah satu yang bisa kita kembangkan dalam bentuk ini bisa dalam bentuk demontasi atau presentasi tentang re-context siswa bisa tampil ke depan sambil bercerita di depan siswa. Saya punya pengalaman apa, misalnya yesterday I went to Jamtos blah blah blah at Jamtos I blah blah blah dan seterusnya Jadi mereka bisa bercerita dari orientasi dan ke eventnya, Di situ sudah kita arahkan struktur textnya kita arahkan juga di generik strukturnya agar nanti orientasi itu kegiatannya pembuka kan ada penulis ini kegiatannya apa orientasi, dalam orientasi ada empat atau tiga pertanyaannya who, when, how, and where. Semuanya menarik, tapi akan

lebih baik seperti apa bilang yang dekat sama siswa supaya siswa cepat mudah mengerti kegiatannya apa misalnya.

I: When creating Recount Text and Descriptive Text materials, interesting topics are those related to our surroundings or local contexts. It depends on us; for example, one thing that can be developed is a demonstration or presentation about re-contextualization. Students can come forward, tell a story, and present it to the class. They can talk about their experiences, like, "Yesterday, I went to Jamtos, blah, blah, blah," and so on. They can narrate from the orientation to the event. We guide them on the text's structure, keeping it generic. The orientation involves activities like opening questions—Who, When, How, and Where. Everything is interesting, but it would be better to choose topics closer to students so that they quickly understand the activities, for example.

R: Oke pak. Selanjutnya pak, ini dua pertanyaan terakhir. Bagaimana menurut bapak mengenai perasarana dan perangkat yang ada, apakah mendukung siswa dalam menggunakan teknologi berupa hp misalnya pak?

R: Okay, now two final questions. In your opinion, how do the facilities and devices available support students in using technology, such as smartphones?

I: Ya, hp saya gunakan juga, tapi hp itu nanti lebih banyak saat ini saya gunakan untuk kalau ada daring-daring. Kalau saya untuk yang bahasa Inggris khususnya kita lebih banyak nanti di lingkungan. Jadi apapun materi yang saya kasih biasa saya bawa ke lingkungan. Terutama lingkungan kelas, kadang saya bawa keluar kelas atau ke pustaka Kunjungan misalnya ada kunjungan ke Pustaka. Di situ saya suruh mereka mencari sesuatu yang berkaitan dengan materi yang kita ajarkan.

I: Yes, I also use smartphones, but mostly for online activities. For English classes, especially for the language environment, I often take materials to the environment. This includes taking them outside the classroom or to the library, for instance. During visits, like a library visit, I ask them to find something related to the material we are studying.

R: Pertanyaan terakhir ini pak. Bagaimana menurut bapak mengenai akses jaringan di sekolah dan akses aturan sekolah apakah siswa diperbolehkan menggunakan hp, untuk hal yang berkaitan dengan pembelajaran di kelas?

R: The last question, how do you view the school's network access and school rules regarding students' use of smartphones for classroom-related activities?

I: Siswa kalau untuk saya, saya bebaskan saat Pelajaran. Karena harus googling misalnya mencari sesuatu saya izinkan tapi dalam waktu tentu saya batasi juga karena kan kita juga kadang-kadang anak sekarang agak susah diatur karena moralnya. Diperbolehkan untuk konteks pembelajaran dengan kontrol sama guru.

I: I allow students to use smartphones during lessons if necessary. For example, if they need to search for something online, I permit it but within a limited time. Controlling students can be challenging because nowadays, they are somewhat difficult to manage due to their morals. It is allowed for learning purposes under the teacher's supervision.

R: Baik pak, saya kira sudah sangat menjawab pertanyaan-pertanyaan. Saya tutup saja pak wawancara kali ini, sebelumnya saya ucapkan terima kasih banyak atas ketersediaan waktunya bapak. Assalamu'alaikum warahmatullahi wabarakatuh.

R: Alright, sir. I believe you have answered the questions comprehensively. I will conclude the interview now. Thank you very much for your time, sir. Assalamu'alaikum warahmatullahi wabarakatuh.

I: Waalaikumussalam. Terima kasih sebelumnya saya juga minta maaf kalau ada kurang dalam beberapa penjelasan mungkin ada yang sedikit, apa namanya itu tidak menyinggung kepada sasarannya saya minta maaf kurang dan lebihnya.

I: Waalaikumussalam. Thank you beforehand. I apologize if there were any shortcomings in my explanations. If something was unclear or lacking, I apologize for that.

Appendix VIII: Students' Need Analysis Questionnaire

1. Menurut adik-adik, bagaimana pembelajaran Bahasa Inggris, khususnya materi Descriptive Text dan Recount Text di kelas?
Pembelajaran bahasa Inggris materi Descriptive Text dan Recount Text sudah sangat menarik
Pembelajaran bahasa Inggris materi Descriptive Text dan Recount Text sudah menarik
Pembelajaran bahasa Inggris materi Descriptive Text dan Recount Text tidak menarik
Pembelajaran bahasa Inggris materi Descriptive Text dan Recount Text sangat tidak menarik
2. Menurut adik-adik, seberapa pentingkah memiliki kemampuan memahami materi Descriptive Text dan Recount Text dalam pembelajaran Bahasa Inggris?
Sangat penting
Penting
Tidak penting
Sangat tidak penting
3. Peningkatan kemampuan apa yang adik-adik harapkan dari pembelajaran bahasa Inggris, khususnya materi Descriptive Text dan Recount Text) *(boleh memilih lebih dari satu)
Dapat meningkatkan kosa kata (vocabulary)
Dapat menggunakan bahasa yang digunakan dalam teks dalam kehidupan sehari-hari
Dapat memahami materi teks dengan baik dan benar
Dapat memahami teks dengan baik, dan dapat menjawab semua pertanyaan sesuai teks dengan benar
4. Bahan pembelajaran materi Descriptive Text dan Recount Text apakah yang paling adik-adik inginkan dalam pembelajaran Bahasa Inggris? *(boleh memilih lebih dari satu)
Cerita pendek
Cerita pendek dan gambar
Cerita tentang pengalaman
Cerita tentang suatu tempat
5. Bagaimana adik – adik memahami text dalam Bahasa Inggris? *(boleh memilih lebih dari satu)
Membaca keseluruhan text dengan melihat kamus Bahasa Inggris untuk kata yang sulit

Membaca per paragraf kemudian mencari kata sulit dengan kamus Bahasa Inggris
Membaca kosa kata satu per satu lalu menerjemahkan ke dalam Bahasa Indonesia
Membaca secara keseluruhan dan menerka kosa kata yang sulit dengan cara mengaitkatkan kalimatnya

6. Menurut adik-adik, topik apakah yang adik-adik sukai dalam pembelajaran materi Descriptive Text dan Recount Text *(boleh memilih lebih dari satu)
Topik yang berhubungan dengan Masyarakat
Topik yang berhubungan dengan Kesehatan
Topik yang berhubungan dengan tempat wisata dan keluarga
Topik yang berhubungan dengan ekonomi dan sosial budaya
7. Apakah materi/media yang saat ini digunakan dalam belajar Descriptive Text dan Recount Text di dalam kelas sudah cukup menarik?
Sangat menarik
Menarik
Tidak menarik
Sangat tidak menarik
8. Apakah materi yang saat ini digunakan dalam belajar Descriptive Text dan Recount Text di dalam kelas sudah meningkatkan kemampuan materi adik-adik?
Sangat meningkatkan kemampuan materi
Cukup meningkatkan kemampuan materi
Tidak meningkatkan kemampuan materi
Sangat tidak meningkatkan kemampuan materia
9. Materi yang sekarang digunakan dalam pelajaran Bahasa Inggris khususnya materi Descriptive Text dan Recount Text, apakah sudah membantu adik-adik dalam memahami materi?
Sangat membantu
Membantu
Tidak membantu
Sangat tidak membantu
10. Menurut adik-adik seberapa pentingkah kemampuan memahami teks dengan baik dan benar?
Sangat penting
Penting
Tidak penting
Sangat tidak penting

11. Menurut adik-adik, apakah masih diperlukan materi lain untuk menunjang kemampuan pemahaman adik-adik?
 Sangat diperlukan materi tambahan untuk menunjang kemampuan materi
 Diperlukan materi tambahan untuk menunjang kemampuan materi
 Tidak diperlukan materi tambahan untuk menunjang kemampuan materi
 Sangat tidak diperlukan materi tambahan untuk menunjang kemampuan materi
12. Apakah materi yang saat ini digunakan di dalam kelas pada materi Descriptive Text dan Recount Text berguna dalam pemahaman membaca adik adik?
 Sangat berguna dalam meningkatkan pemahaman bacaan
 Cukup berguna dalam meningkatkan pemahaman bacaan
 Kurang berguna dalam meningkatkan pemahaman bacaan
 Tidak berguna dalam meningkatkan pemahaman bacaan
13. Apakah materi teks yang saat ini digunakan dalam pembelajaran sudah bagus dan berkaitan dengan Local Content Jambi?
 Sangat bagus dan berkaitan
 Bagus dan berkaitan
 Kurang bagus dan kurang berkaitan
 Tidak bagus dan tidak berkaitan
14. Faktor apa saja yang menyulitkan adik – adik dalam pelajaran materi Descriptive Text dan Recount Text? *(boleh memilih dari satu)
 Memahami tata Bahasa
 Memahami kosakata
 Memahami pertanyaan
 Memahami isi cerita dan pertanyaan
15. Kegiatan apa yang adik – adik inginkan dalam pembelajaran materi Descriptive Text dan Recount Text? *(boleh memilih lebih dari satu)
 Dapat memahami gambar dan sekilas cerita
 Dapat memahami seluruh isi cerita
 Dapat memahami seluruh isi cerita dan mampu menjawab pertanyaan dengan benar
 Dapat menambah kosa kata
16. Bagaimana harapan adik-adik dalam mengerjakan tugas latihan text? *
 Individu
 Berpasangan
 Berkelompok
 Melibatkan semua
17. Menurut adik-adik, seberapa pentingkah fungsi gambar (tampilan) dalam pembelajaran materi Descriptive Text dan Recount Text?

Sangat penting
Penting
Tidak penting
Sangat tidak penting

18. Bagaimana pemanfaatan teknologi seperti laptop, handphone dalam pembelajaran Bahasa Inggris, khususnya materi Descriptive Text dan Recount Text di kelas?

Selalu menggunakan teknologi dalam pembelajaran di kelas
Kadang-kadang menggunakan teknologi dalam pembelajaran di kelas
Pernah menggunakan teknologi dalam pembelajaran di kelas
Tidak pernah menggunakan teknologi dalam pembelajaran di kelas

19. Apabila di dalam mengerjakan soal-soal materi Descriptive Text dan Recount Text menggunakan teknologi seperti laptop, handphone, apakah akan lebih memotivasi adik adik?

Sangat memotivasi
Memotivasi
Tidak memotivasi
Sangat tidak memotivasi

20. Apabila terdapat media pembelajaran tentang Descriptive Text dan Recount Text yang dikaitkan dengan penggunaan teknologi, apakah akan menarik adik adik untuk belajar materi tersebut?

Sangat tertarik
Tertarik
Tidak tertarik
Sangat tidak tertarik

Appendix IX: Students User Questionnaire

ANGKET UNTUK SISWA (STUDENTS'S USER)

A. DATA SISWA

Isilah data di bawah ini sesuai dengan identitas adik-adik. Nama :

Umur :

Jenis Kelamin :

B. POTENSI SISWA

Di bagian ini, adik-adik akan diberikan beberapa pertanyaan yang berhubungan dengan pembelajaran bahasa Inggris yang telah adik-adik kerjakan. Adik-adik diminta untuk memilih salah satu jawaban pada setiap pertanyaan yang diberikan sesuai dengan apa yang adik-adik rasakan dengan cara memberikan **tanda silang (x)** pada huruf a, b, c, atau d, kecuali pada nomor tertentu (Adik-adik **tidak** diperbolehkan untuk memilih lebih dari satu)

1. Materi yang diajarkan dalam Edpuzzle jelas dan sesuai dengan kebutuhan adik -adik.

- | | |
|------------------|------------------------|
| a. Sangat Setuju | c. Tidak Setuju |
| b. Setuju | d. Sangat Tidak Setuju |

2. Materi yang diajarkan dalam Edpuzzle lengkap dan menarik.

- | | |
|------------------|------------------------|
| a. Sangat Setuju | c. Tidak Setuju |
| b. Setuju | d. Sangat Tidak Setuju |

3. Penggunaan gambar membantu adik – adik memahami materi.

- | | |
|------------------|------------------------|
| a. Sangat Setuju | c. Tidak Setuju |
| b. Setuju | d. Sangat Tidak Setuju |

4. Materi yang diajarkan menarik dan sesuai dengan kebutuhan adik - adik.

- | | |
|------------------|------------------------|
| a. Sangat Setuju | c. Tidak Setuju |
| b. Setuju | d. Sangat Tidak Setuju |

5. Materi yang diajarkan sesuai dengan local content Provinsi Jambi.

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

6. Contoh yang digunakan mempermudah memahami materi.

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

7. Materi dan soal – soal yang terdapat dalam Edpuzzle seimbang.

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

8. Petunjuk yang digunakan dalam soal sangat jelas sehingga adik – adik dapat memahami perintah.

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

9. Soal – soal latihan di dalam Edpuzzle sangat jelas, sehingga adik – adik mengetahui apa yang seharusnya adik – adik kerjakan.

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

10. Bahasa yang digunakan dalam perintah mudah dipahami.

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

11. Soal – soal yang diberikan membantu adik – adik dalam belajar materi.

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

12. Soal – soal yang diberikan berurutan dari paling mudah ke paling sulit.

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

13. Soal – soal yang diberikan menarik dan menantang.

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

14. Latihan soal di dalam Edpuzzle mempermudah adik – adik dalam belajar

materi Descriptive Text dan Recount Text .

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

15. Gambar – gambar yang terdapat di dalam Edpuzzle sangat menarik.

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

16. Gambar – gambar yang terdapat di dalam Edpuzzle membantu adik – adikdalam memahami teks.

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

17. Jenis – jenis huruf (font) yang digunakan dalam Edpuzzle tidak berlebihan.

- a. Sangat Setuju
- c. Tidak Setuju

Appendix X: Expert Validation Result

No.	Statement	Score Obtained	Maximum Score
Content Eligibility			
1.	The material is organized in accordance with the competency standards for grade VIII Junior High School (Competency Standard 4.11: Descriptive Text and Competency Standard 4.14: Recount Text).	4	4
2.	The material is organized in accordance with the Local Content of Jambi Province.	3	4
3.	The material (text and images) is relevant to the topics discussed.	4	4
4.	The material is organized according to the needs analysis for eighth-grade students.	4	4
5.	The material includes text types that are suitable for students' learning needs.	4	4
6.	The material guides students to understand the content of the discussed text.	3	4
7.	The material guides students to understand the composition of texts in everyday life.	4	4
8.	The discussed material is organized to guide students in understanding social functions and grammar.	4	4
∑Score		30	32
Percentage		93,75%	100%
Criteria		Very Good	

No.	Statement	Score Obtained	Maximum Score
Presentation Eligibility			
9.	Learning activities are organized systematically, progressing from the material to exercises.	4	4
10.	The organized learning activities maintain a balance between material and exercises.	3	4
11.	The organized learning activities guide students to think creatively and imaginatively.	4	4
12.	The organized learning activities encourage students to learn independently.	4	4
13.	There is an introduction, core material, and conclusion in the organized content.	4	4
14.	The organized material is supplemented with vocabulary appropriate to the discussed content.	4	4
ΣScore		23	24
Percentage		95,83%	100%
Criteria		Very Good	

No.	Statement	Score Obtained	Maximum Score
Language Eligibility			
15.	The English language used adheres to correct grammatical rules.	3	4
16.	The English language used follows correct spelling principles.	3	4
17.	The English language used demonstrates precision in word choice.	4	4
18.	The presented language is related to the local content of Jambi Province.	4	4
ΣScore		14	16
Percentage		87,5%	100%
Criteria		Very Good	

1. What is your general feedback, sir/ma'am, on the Descriptive Text and Recount Text materials that I have developed?

The media is attractive and easy for the target level of user (grade 8).

The materials are appropriate for them.

2. In your opinion, sir/ma'am, what are the shortcomings of the Descriptive Text and Recount Text materials that I have developed?

It should be easier to access and should be flexible for the students or schools to use the media.

3. According to you, sir/ma'am, what suggestions do you have for the Descriptive Text and Recount Text materials?

It should be piloted to a certain number of students

No.	Statement	Score Obtained	Maximum Score
Media Eligibility			
19.	The use of fonts in presenting material is not excessive.	3	4
20.	Font size selection in presenting material is neither too large nor too small.	3	4
21.	The choice of colors in presenting material does not disrupt the delivery of content.	3	4
22.	The use of music/sound volume is appropriate.	4	4
23.	The voice/vocal presentation of material is clear.	4	4
24.	The selection of effects/animations is good.	3	4
25.	The presentation of images is aesthetic and functional.	3	4
∑Score		23	28
Percentage		82,14%	100%
Criteria		Very Good	

Others:

Not all oral presentation should be in the text (visual). The visual only needs to show key points Reduce the motion/animation of the text.

1. In your opinion, sir/ma'am, what are the shortcomings of the Descriptive Text and Recount Text materials that I have developed?

Too much animation and redundant text elements.

2. According to you, sir/ma'am, what suggestions do you have for the Descriptive Text and Recount Text materials?

Reduce the unnecessary elements in the media.
