

# CHAPTER I

## INTRODUCTION

### 1.1. Background of The Research

Education is an important element in the development of a society (Ahmad, 2019) because its goal is to help people navigate life and contribute to society in the twenty-first century, education and technology are two things that cannot be separated. In the process of learning English, many students get bored easily, so teachers have the right role in choosing learning media because teachers need to teach students four language skills consisting of listening, speaking, reading, and writing. Currently, the development of technological progress is very rapid and cannot be avoided because it has a positive impact on education, so there is a need to integrate information and communication technology into the entire learning system (Aulia et al., 2023).

Students early bored and lazy learning English which results in students' English language skills not improving, this is caused by learning media that do not follow the students' current wishes or preferences (An-nisa & Suwartono, 2020). Students' involvement in learning English depends on the role of teachers and educators. There are three main categories of problems that can hinder students' progress in understanding English there are unpleasant teachers, learning media less interactive or passive, and teachers who lack creativity in teaching strategic English lessons (Tambunsaribu & Galingging, 2021). In addition to making learning enjoyable, media can also influence students' interest during English language lessons. It is crucial for educators to carefully select the appropriate media when delivering content to their students. The hope is that educators can utilize media effectively, preventing students from easily becoming bored during the presentation of instructional material (Suryanida & Suyatiningsih, 2022).

Teaching procedural texts in junior high schools is an important aspect of English education. Procedure texts provide students with reading and

comprehension skills, which are important for academic and practical purposes. However, innovative, and interactive learning media are needed so that they are effective in improving the learning experience and increasing mastery of procedural texts (Patmawati, P., 2020). Technology has a fairly large role in education where this technology can be a means to support the educational process. The development of this technology, requires everyone, both students and teachers, to be able to use technology as well as possible so that the benefits of technology have a positive impact on the development of education and can also make it easier for teachers and students to continue their education (Ambarwati et al., 2021).

Edpuzzle is a varied media that teachers can use to present material as well as prepare practice questions or quizzes which are presented in one video. Edpuzzle provides teachers with a variety of learning videos that teachers can use without having to prepare learning videos first. Teachers can carry out exercises or quizzes in video form which will be designed in the umpteenth minute from the existing video material (Qadriani et al., 2021). The teacher can also assess at the same time by providing answer key choices for the questions given in the video to be edited. Teachers can increase insight and skills in using varied media in learning. In this way, the learning carried out can be more varied, effective, efficient, and interesting so that learning objectives can be achieved completely (Aulia et al., 2023). This creates an opportunity to create a more meaningful and in-depth learning experience for students in mastering procedural texts. From a more extensive perspective, developing an interactive Edpuzzle video to teach procedure text at junior high school addresses the overarching issue of enhancing English language learning

Developing interactive videos Edpuzzle as an interesting and efficient learning media is very important in the field of education. The findings elucidate numerous rationales underlining the significance of compelling educational materials and elucidate methods for rendering them engaging (Haris, 2022) to foster active learning, facilitating students in acquiring the

capacity to analyze, amalgamate, and employ the provided content (University of Washington, 2012). Educational materials for learning and teaching, encompassing textbooks, multimedia resources, and supplementary aids, play a pivotal role in determining literacy outcomes and can amplify the overall learning experience of students (Bucholska, 2019). Consequently, it remains imperative for educators and students alike to endorse the adoption of fitting and enthralling learning materials (Shaw, 2019; UNESCO, 2023; B&C Educational, 2018) that can greatly impact students' comprehension and retention of subject matter.

Several clusters or focuses of research can be identified related to the research on developing interactive videos using Edpuzzle to teach procedural text material at the junior high school level. The researcher took several previous studies to compare with this research. The first cluster focuses on Edpuzzle as a Learning Media (Leu-Timmermann, 2023; Mawaddah et al., 2022; Asmahda et al., 2023; Qadriani et al., 2021; Mayang et al., 2021). The next cluster is the analysis and evaluation of Edpuzzle usage (Suryanida & Suyatiningsih, 2022; Hartati et al., 2023; Amaliah, 2020; Febrianti & Saputra, 2022). Next, there is Edpuzzle in training and professional development (Astutik et al., 2023; Octaria et al., 2023; Nengsih et al., 2023). The last cluster talks about the development of interactive learning videos with Edpuzzle (Ramdan, 2022; Supriusman et al., 2023; R. Aulia et al., 2023).

In previous research, researchers found that learning videos had a positive impact on the teaching process and the result of investigating the development of interactive learning videos with Edpuzzle shows valuable contributions in educational contexts. This research will develop interactive procedure text-learning videos through Edpuzzle. Making videos using technology has a crucial role in the context of learning media. This concept can be understood through five scopes of learning technology, as presented by experts such as Allen (2013), Sanjaya (2011), Ramli (2012), and AECT (2004). In assessment, videos can be used to understand student

understanding through formative and summative assessments (Wardhana, 2021). There are many learning video products for procedural text material, but none of them include interesting and interactive question-and-answer sessions in presenting the material, so students are not involved in the learning videos. This research will produce interactive learning videos for teaching procedural texts.

The absence of interactive question-and-answer sessions in procedural text learning videos is an important thing to criticize because this can hinder student involvement and potentially reduce learning effectiveness by causing passive content consumption (Carmichael et al., 2018). Not only does it impact engagement, but also the development of knowledge and critical thinking skills. The importance of interactive elements such as question-and-answer sessions has been proven to stimulate students' cognitive engagement, supporting deeper understanding (Means et al., 2009). Research also highlights the influence of interactive elements, including interactive videos, on the overall effectiveness of online learning. The existence of interactivity in multimedia, such as question and answer sessions, reinforces the need to improve this approach for better learning outcomes limiting student engagement, critical thinking, and overall effectiveness of learning materials. Incorporating interactive elements is critical to improving student learning outcomes and deepening their understanding of the content.

The development of Edpuzzle interactive learning videos for teaching procedure texts in junior high schools. Procedure texts play an important role in cultivating literacy and communication skills in students. This research emphasizes the importance of developing interactive video learning materials for teaching procedural texts in junior high schools to improve junior high school students' language proficiency and literacy it emphasizes the relevance of multimedia resources in education, especially in the digital era. This is especially relevant in the context of contemporary language education, digital learning, and the general goal of cultivating skilled



communicators and critical thinkers. The potential benefits and contributions of this project are not only significant but also fundamental in responding to the growing educational needs of the 21st century.

## **1.2. Identification of the Issues**

Education is an ever-evolving field that requires continuous adjustments to meet the changing demands of times (Buoronikos, 2023). With the rapid growth of information technology in education, it becomes imperative to create and update learning processes based on current needs. In the context of this study titled "Developing Interactive Edpuzzle Videos to Teach Procedure Text at Junior High Schools the following issues are identified concerning the background problems:

- 1.2.1. Students who are bored and lack interest in learning English because the learning materials are outdated or uninteresting.
- 1.2.2. Students' progress in mastering English is a challenge for teachers which is the impact of learning media that do not match students' preferences because teaching strategies are unpleasant and learning media are passive.
- 1.2.3. The integration of information and communication technology has a positive impact on the effectiveness of English language education. But educators have not integrated technology into teaching and learning activities. As a result, the learning media is not following the current wishes of students.
- 1.2.4. The importance of procedural texts in developing students' reading and understanding skills requires innovative and interactive learning media through Edpuzzle to teach procedural texts effectively

The study aims to address students' lack of interest in traditional teaching methods and explores how technology supports active and interactive learning in line with modern educational trends. Recognizing a shortage in such content, the study aims to fill this gap and acknowledges

the positive impact of educational videos on teaching. By addressing these issues, the research aims to develop interactive videos at the junior high school to enhance English language instruction by creating engaging videos for procedure texts using Edpuzzle.

### **1.3. Limitation and Focus of the Research**

This research focuses on developing interactive videos for learning procedure text material in junior high schools. Not learning methodology, lesson plans, or anything about the curriculum. Researcher use a platform called Edpuzzle as an interactive video media and Capcut as an application for creating learning videos. The researcher also used YouTube to search for background music and Corel Draw to create video elements. Video learning media contains procedural text material that discusses the meaning, objectives, structure, and rules of language accompanied by examples. Then the video is designed to be interactive with a question-and-answer session via video to attract students' interest in learning. The learning materials were adapted to the curriculum that applies to research participants who are in class IX of junior high school.

### **1.4. Research Questions**

Based on the identification of the research, the researcher arranged the questions of the research as follows:

- 1.4.1. What are the characteristics of interactive videos for teaching procedure text for ninth grade of junior high schools?
- 1.4.2. How is the interactive Edpuzzle video developed in teaching procedure text for ninth grade of junior high schools?

### **1.5. Aims of the Research**

The researcher arranges the aim of this research based on the research questions above, the researcher focuses on developing a learning video to teach procedure text. The aims are:

1.5.1. To find out the characteristics of interactive videos for teaching procedure text for nine grades of junior high schools.

1.5.2. To develop the interactive Edpuzzle video to support the teachers in teaching procedure text to nine grades of junior high school.

## **1.6. Significances of the Research**

### **1.6.1. Theoretically**

The theoretical significance of this research is expected to provide knowledge and information about the criteria for interesting interactive learning videos in procedural text material in junior high schools.

### **1.6.2. Practically**

The practical use of this research will provide information to readers, specifically:

#### **1.6.2.1. Developer**

For developers, it is a means of increasing knowledge and a means of applying the knowledge gained in lectures and implementing it in real problems faced in the world of education.

#### **1.6.2.2. Future researchers**

It is hoped that the research results can contribute positively and add to the study of the development of learning media, namely in the form of interactive learning videos. Apart from that, it is hoped that the results of this development can become a reference for similar research in the future so that it can take place well and in more depth.

#### **1.6.2.3. English Language Teaching Department**

Can contribute to the English language teaching department study program so that it becomes a study program that works in the world of education and is productive in producing useful learning products, especially for national education.

#### 1.6.2.4. English teacher

The results of this learning media can be a teaching aid for English subjects for teachers to create processes of fun learning and can inspire teachers to develop interactive learning media.

#### 1.6.2.5. Student

The results of this research product can be used by ninth-grade students in junior high schools as learning media to increase attention in the learning process so that students don't get bored quickly and provides a more meaningful learning experience.

### **1.7. Theoretical Foundation**

#### **1.7.1. Learning Media**

The first topic is learning media. Learning media refers to the various tools and resources used to facilitate the learning process including textbooks, lectures, presentations, videos, and interactive technology. Effective learning media can improve the quality of teaching and learning by providing interesting and effective content to students, increasing interest in learning, and helping them develop their skills and knowledge (Al Husaeni, et al., 2022). In the educational context, learning media can play an important role in improving the quality of teaching and learning by providing interesting and effective content for students to provide practical experience.



Developing effective learning media involves identifying student and lecturer needs, designing appropriate content and resources, and utilizing appropriate technology to improve the learning experience (Susanti et al., 2023). Learning media can be applied in various educational contexts, such as problem-based learning, where students use worksheets directly to solve real-world problems (Jatmiko et al., 2023). In music education, social media can be used to provide social and informational tools that support learning and teaching (Quan-Haase, 2020).

Learning media is characterized by various attributes that make it effective in facilitating the learning process. The main characteristics of learning media are:

#### 1.7.1.1. Interesting content

Learning media must be interesting, practical, fun and easy for students to understand (Mahartika et al., 2023). This helps maintain their interest and motivation to learn.

#### 1.7.1.2. Variety and Personalization

According to Nugroho et al., (2022) Learning media must be diverse and meet the learning styles, preferences, and needs of different students, adjusted to accommodate students' characteristics. This can involve customizing content and resources to suit individual needs including text, images, videos, and interactive elements.

#### 1.7.1.3. Effectiveness

Learning media must be designed to be effective in conveying information and facilitating learning (Wahidin et al., 2023). This can be achieved by various learning design principles and strategies.

#### 1.7.1.4. Accessibility and Adaptability

Learning media must be accessible to all students, regardless of background, ability, or location. They must be

adaptable and able to develop to meet the changing needs of students and educators (Susanti, et al., 2023). This can involve providing resources in a variety of languages, formats, and platforms that incorporate new knowledge, technology, and pedagogical approaches.

#### 1.7.1.5. Interactivity

Learning media must be interactive and encourage students to actively engage with the content (Quan-Haase, 2020). This can involve features such as quizzes, simulations, and discussion forums that encourage active learning.

#### 1.7.1.6. Integration

Learning media must be integrated into the learning process smoothly, combined with other teaching methods and tools. This can involve combining non-electronic and electronic learning media, as well as incorporating learning media into various educational contexts, such as problem-based learning.

Learning media includes various forms, both electronic and non-electronic formats. A recent study by Sengkey et al. (2021) revealed that there is a positive correlation between lecturers' performance on online learning media and student learning achievement, compared to media that only displays audio or text and images. Another research conducted by Mahartika et al. (2023), emphasizes the importance of considering student characteristics and exploring variations in non-electronic learning media. This highlights the importance of incorporating diverse and engaging non-electronic learning tools such as educational games, modules and worksheets to enhance the learning process.

Additionally, research by Thanyaphogphat and Panjaburee (2017) underscores the impact of aligning online learning with

students' learning styles and preferred types of digital media. Matching learning styles with the type of digital media of choice has been shown to increase positive perceptions in adaptive online learning systems. Apart from that, analysis and design of technopreneur ship learning media in the field of information technology as explored by Triyandari et al. (2022), prioritizes accommodating students' personal characteristics, especially their learning styles.

### **1.7.2. Interactive Videos**

Interactive video is digital video that allows user interaction, such as making choices that influence the narrative, clicking on objects for more information, or answering questions. It can be used in various fields, including education, video games, customer service, and documentaries (Petan et al., 2014). Like video banking, interactive video technology is used in customer-facing installations to provide real-time, two-way communication between customers and service representatives.

Using interactive video as an effective tool in the teaching-learning process can increase engagement and understanding (Afy, 2024). Enabling learners to integrate interactive videos increases the effectiveness of educational content delivery, making learning more enjoyable, accessible, and impactful.

Based on Petan et al., (2014), Gaudenzi, (2013), and Mujacic et al, (2012) there are characteristics of interactive videos which consist of:

#### **1.7.2.1. User interaction**

Interactive videos allow users to interact with content, such as making choices that influence the narrative, clicking on objects for more information, or answering questions. For example interactive videos from Netflix's Black Mirror: Bandersnatch (Meirson, 2020).

#### 1.7.2.2. Agency

Interactivity gives users agency and creates a series of relationships that form an ecosystem where all parts are interdependent and dynamically connected. For example in massively multiplayer online games (MMOs) like World of Warcraft (Strong, 2018).

#### 1.7.2.3. Non-linearity

Interactive videos are non-linear, allowing users to navigate content out of sequence (Miao et al, 2021). For example in the educational platform non-linear content is Edpuzzle.

#### 1.7.2.4. Personalization

Interactive videos can be personalized according to user preferences and needs, providing a more engaging and relevant experience. For example the fitness app Nike Training Club (Farrokhi et al., 2021).

#### 1.7.2.5. Educational potential

Interactive videos have educational potential because they can be used to determine students' personality traits based on their interaction patterns with video content (Pulukuri & Abrams, 2020). For example, Duolingo is a language learning application that uses a game-playing approach to language learning.

#### 1.7.2.6. Design

The interactive video presents unique design challenges, especially in the context of ultrahigh-definition panoramic video. One example of an interactive video presenting unique design challenges in the context of the ultrahigh-definition panoramic video is virtual reality (VR) experiences (Zhang et al., 2021).



Based on the research of Mujacic et al. (2012), Gaudenzi (2013), Miao et al. (2021), and Desai & Kulkarni (2022) there are different kinds of interactive videos as follows:

#### 1.7.2.7. Internet Interactive Videos

This refers to interactive video content that is delivered over the internet and allows users to interact with the content (Afify, 2020), such as making choices that affect the narrative, clicking on objects for more information, or answering questions.

#### 1.7.2.8. Educational Interactive Videos

This refers to interactive video content that is used in education to enhance the learning experience by promoting learner-content interactivity through the insertion of interactive elements (Desai & Kulkarni, 2022). It facilitates students' engagement and active learning.

#### 1.7.2.9. Interactive documentary

This refers to interactive video content that allows users to have agency and co-create the narrative by interacting with the content, leading to a dynamic relationship between the user and the documentary (Aston & Gaudenzi, 2012). Interactive documentaries are seen as living entities that forge relationships and transform the reality they portray.

#### 1.7.2.10. Hypervideo

This refers to interactive video content that allows users to navigate the content non-sequentially, providing a non-linear experience (Miao et al, 2021),. It is used in digital systems teaching and learning.

### 1.7.3. Edpuzzle

Edpuzzle is an interactive educational platform that allows teachers to create and share interactive video lessons. It enables

educators to select videos from a variety of sources, add their voice-overs, embed questions at specific points in the video, and track students' progress (Mattproadmin, 2014). This platform is designed to engage students and assess their understanding of the content through videos, making learning more interactive and personalized.

Edpuzzle brings great benefits to classroom learning by enriching the use of videos from a video-sharing tool that helps educators use web videos more effectively for learning. It helps teachers confirm that students have completed the class and that they understand its material (Mischel, 2018). Teachers can use the tools provided to enhance student engagement, quiz tools, and text boxes allow teachers to test student understanding and provide additional material interactively.

Edpuzzle is an interactive educational platform that offers various features to enhance the teaching and learning experience according to Bobbette (2023), Guardado (2023), and Murcia & Perez, (2022) there are the key features of Edpuzzle:

#### 1.7.3.1. Interactive Video Lessons

Edpuzzle allows teachers to create and share interactive video lessons by adding their voice-overs, questions at specific points in the video, and quizzes (Nabil, 2023).

#### 1.7.3.2. Content Library

The platform provides a content library where teachers can find various videos, images, and other resources to use in their lessons (Thanh, 2022).

#### 1.7.3.3. Student Progress Tracking

Edpuzzle enables teachers to track students' progress and provides tools for managing classes and assigning homework (Pulukuri & Abrams, 2020).

#### 1.7.3.4. Pricing

Edpuzzle offers a free version with basic features and paid versions for schools and districts that need more advanced features and functionalities .

#### 1.7.3.5. Device Compatibility

The platform is compatible with various devices, including smartphones, tablets, laptops, and desktops, allowing students to access the content on multiple platforms.

#### 1.7.3.6. Teacher-Created Content

Edpuzzle allows teachers to create their content, providing flexibility in customizing lessons to meet specific curriculum requirements (Guardado, 2023).

#### 1.7.3.7. Subjects Offered

Edpuzzle offers a wide range of subjects, including social studies, science, arts, math, and more, making it suitable for various educational needs (Bobbete, 2023).

Edpuzzle is an interactive platform that aids teachers in engaging students in the learning process. It allows teachers to create and share interactive video lessons, including voice-overs, questions, and quizzes. Edpuzzle supports various media types, including images, audio files, and documents, to enhance the learning experience and provide a personalized learning environment.

### 1.7.4. Teaching

Teaching is a multifaceted concept that involves various actions to facilitate learning, such as providing guidance, assistance, and knowledge (Brown, 2003, p. 7). The term “teaching” includes everything that material developers or teachers do to support learning (Tomlinson, 2011, p. 3). This is a conscious effort to create an optimal learning environment.

Teaching is not just conveying information; is a deliberate effort by educators to develop students' potential and encourage behavior change (Bakhrudin et al., 2021, p. 6). Interaction between educators and students is fundamental in teaching, involving events designed to support the internal process of learning (Sequeira, 2012, p. 3). Teachers play an important role in the teaching and learning process, requiring them to be trained professionals who create a conducive classroom environment (Kunandar, 2017, as quoted in Fanshuri, 2019, p. 1).

In the contemporary technological era, teachers need to adopt new and interesting classroom learning strategies. Animated videos, as a new teaching approach, can create interesting and motivating learning experiences (Fanshuri, 2019). New media technologies, such as interactive video, offer opportunities to increase learning productivity (Xiao, 2013, p. 287). Teachers can use a variety of teaching styles, including direct teaching, discussion, and delegation, adapting their approach to student needs (Thornton, 2013).

#### **1.7.5. Procedure Texts**

A procedural text is a text that explains how something is done through a series of processes or actions, according to Wardiman et al. (2008, p. 22). Sudarwati and Grace (2007, p. 88) agree with Wardiman et al. in saying that procedural text explains how something is done through the science of order or step. In essence, process texts are a part of our everyday lives. According to Anderson (2007), procedure text is a piece of text type to explain how something can be done. Meanwhile, Derewianka (2004) argues that procedure text is a kind of text designed to describe how something is achieved through a sequence of actions or steps. From the statements above, the research concludes that procedure text is a



kind of text that gives us instructions to do something through a sequence of actions or steps.

Procedure texts are clear and precise instructions for readers to carry out or develop a specific task. There are two types: 'How to' instructions for a specific task and 'How to' instructions for making something like food or crafts (Noviarti & Adnans, 2019). Procedure texts are structured with clear language, logical steps, and visual representations. They often use specialized terms and technical terms to clarify instructions. The structure includes headings, sections, and subheadings, with temporal connectives indicating the chronological order of actions (Cumins, 2021). The language features often include the second-person pronoun.

Characteristics can serve as a guide for creating an effective framework. First and foremost, procedure texts must have a clear purpose, aiming to provide readers with step-by-step instructions for completing a particular task or process (Nasir et al., 2022). The language used should be unambiguous, concise, and direct, employing imperative verbs to clearly instruct the reader on what actions to take. Structurally, procedure texts benefit from a logical organization (Corte et al., 2020), whether it be a step-by-step guide or a well-defined flowchart, facilitating easy comprehension for readers. Visual aids such as diagrams or flowcharts can be incorporated to enhance understanding of the process and steps involved.

#### **1.7.6. Reading Comprehension**

Reading is the process of negotiating meaning in texts so that they may be understood. In this situation, reading is a method or process for obtaining information from a text. Reading consists of two connected processes word recognition and comprehension. Word recognition is the process of understanding how written

symbols match one's spoken language. Comprehension is the process of understanding words, phrases, and relationships in a text (Wibowo, 2020).

Reading comprehension is the ability to process written text, understand its meaning, and integrate it with what the reader already knows. It involves various skills such as understanding terminology, detecting connections between words and concepts, organizing ideas, figuring out the author's intentions, making judgments, and evaluating the text (Resti, 2023).

Reading comprehension is a multifaceted process that relies on word reading and language comprehension, and it involves several fundamental skills like knowing word meanings, understanding discourse context, following passage organization, drawing inferences, and identifying main ideas (Syamsudin, 2014).

Reading comprehension is a reading skill. This type of talent allows the reader to grasp and learn about the content of reading materials (Handayani, 2020). Reading comprehension includes comprehending word meanings, structuring texts, making conclusions, and recognizing significant points. Summarizing, inferring, comparing, and problem-solving are some of the techniques used. However, word recognition problems can interfere with comprehension. There is a need for appropriate teaching to improve reading comprehension stated by Moore (2015) the following effective interventions to improve reading comprehension have specific characteristics:

- 1.7.6.1. Explicit Strategy: This means teaching students specific strategies for understanding what they read clearly and directly.
- 1.7.6.2. Text and Word Structure: This involves teaching students how text is structured and how words are structured (such as recognizing prefixes and suffixes).

1.7.6.3. Individualized: This means providing personalized help to each student based on their needs.

Thus, the characteristics of reading comprehension include teaching specific strategies clearly, helping students understand how text is structured and words are formed, and providing individualized assistance to each student based on their needs. Here are several types of reading comprehension stated by Burke & Roundy (2023); Alessa (2019); Ramadhanya (2024); and Barowski & McLaughlin (2023):

1.7.6.4. Literal Comprehension: Answering questions about specific details stated explicitly in the text, such as "Who is the girl who lost the glass slipper?" or "What happens at the beginning, middle, and end of the story?".

1.7.6.5. Inferential Understanding: Drawing conclusions based on evidence from the text, such as "Why do you think the character chose to keep his decision a secret?" or "What might motivate the protagonist to make such a risky decision?"

1.7.6.6. Evaluative Understanding: Critically analyzing a text, forming an opinion, and evaluating the author's point of view, such as "Do you agree or disagree with the text?" or "What is the best possible outcome for this problem based on the text?"

1.7.6.7. Interpretive Comprehension: Understanding the deeper meaning of a text, including figurative language, mood, and authorial intent, such as "How do you think the text will end?" or "What is the theme of the text?"

1.7.6.8. Applied Understanding: Relating text to real-life experiences or opinions, such as "What do you think based

on the text?" or "What do you think about the text in your personal opinion?".

1.7.6.9. Affective Comprehension: Understanding the emotional and social aspects of the text, including character motivation and plot development, such as "How did the students behave after the teacher read the text?" or "What emotions do students have after the teacher reads the text?"

1.7.6.10. Lexical Comprehension: Understanding key vocabulary in a text, such as "What does 'enchanted' mean?" or "What words most closely resemble 'enchanted'?"

1.7.6.11. Reflective Understanding: Reflecting on personal connections to the text and its themes, such as "How does the protagonist's journey reflect your experiences or challenges in life?" or "Did reading this text change your perspective on any aspect of life or human nature?"

1.7.6.12. Comparative Comprehension: Comparing different texts or ideas, such as "How does this text compare to other texts on the same topic?" or "What are the similarities and differences between the two characters?"

1.7.6.13. Critical Understanding: Critically analyzing a text, evaluating the author's argument, and identifying bias, such as "What are the strengths and weaknesses of the author's argument?" or "How does the author use evidence to support his claims?"

These types of insights help teachers develop questions for a deeper understanding of texts and improve their critical thinking and analytical skills.

### **1.7.7. Junior High Schools**



Junior high school is an academically focused learning environment for seventh, eighth, and occasionally ninth-grade learners (Western Governors University, 2022) of formal education unit that provides general education at the secondary education level as a continuation of learning outcomes that are recognized as equal or equivalent to elementary school or MI (Permendikbud, 2019). In other words, junior high school is general formal education as a continuation of elementary school education. Junior High School students are adolescent learners who have high learning potential if the teacher can attract their attention (Harmer, 2001). At the junior high school level, students are required to know English.

The characteristics of junior high school (Junior High School) students include various aspects, such as critical thinking skills, emotional control, and competence in using technology. The following are some research findings related to the characteristics of junior high school students:

#### 1.7.7.1. Critical Thinking Ability

Conducted in Labuapi, West Lombok Regency, examined increasing awareness and skills in developing mathematics problems with the characteristics of critical thinking abilities. Activities carried out include Focused FGD (Focus Group Discussion) to increase knowledge about critical thinking skills and workshops and assistance in developing mathematics questions with characteristics of critical thinking skills (Arjudin et al., 2022).

#### 1.7.7.2. Emotional Control

Research conducted in Malang City examined the characteristics of junior high school students in controlling emotions. The research results show that most students have emotional control in the high category. This is because

students enter the early teenage phase (Hastutiningtyas et al., 2021).

#### 1.7.7.3. Technological Competence

Research conducted in Tegal City examined distance learning management in the subjects of Islamic Religious Education and Character. This research found that educators involved Google Classroom, WhatsApp, Google Form, Google Meeting, and Zoom Cloud Meeting as Learning Management System applications (Kurniawati & B, 2021).

There are several terms used for the equivalent of Junior High School (SMP) in Indonesia ((Paul, 2023) namely:

1.7.7.4. Junior High School (SMP) this is the official term for junior secondary education in Indonesia.

1.7.7.5. State Junior High School (SMPN) and private Junior High School (SMPS) this term refers to junior high schools managed by the government (state) and the private sector.

1.7.7.6. Madrasah Tsanawiyah (MTs) this term that refers to Islamic based junior high schools

### 1.8. Previous Studies

There are four clusters from previous studies that are related to this research. Researchers took several previous studies to compare with this research. There are “Developing English Learning Media Using Edpuzzle for Understanding Language Expressions in Listening and Speaking Class” (Supriusman et al., 2023), “Developing of Inquiry-Based Interactive Edpuzzle Media to Improve Students Mathematics Learning Outcomes” (Ernawati et al., 2023), “Improving Students Listening Ability Using Edpuzzle Interactive Video” (Mawaddah et al., 2022), “The Effectiveness of Problem-Based Learning Assisted by EdPuzzle on Students’ Critical Thinking Skills” (Mayang et al., 2021), “Increasing English Teachers' Innovation Through Training on Teaching Modules Development with

Digital Technology Integration” (Astutik et al., 2023), “Needs Analysis of Learning Video Development Using Edpuzzle” (Hartati et al., 2023), and “Implementation of Edupuzzle to Improve Student's Analytical the Process of Using Edpuzzle in the Classroom” (Amaliah, 2020).

The first study was conducted by Supriusman et al. (2023) conducted research entitled “Developing English Learning Media Using Edpuzzle for Understanding Language Expressions in Listening and Speaking Class”. This research showed that the developed Edpuzzle learning media was suitable for use as a learning tool in listening and speaking classes. The research used the Research and Development (R&D) approach with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) and involved analyzing academic and learning needs, designing, and developing Edpuzzle learning media, implementing the media in listening and speaking classes, and evaluating the media's validity through expert validation and student feedback. The research found that the developed Edpuzzle learning media was valid and effective in improving students' understanding of language expressions in listening and speaking classes.

The second study conducted by Ernawati et al. (2023) conducted research entitled “Developing of Inquiry-Based Interactive Edpuzzle Media to Improve Students Mathematics Learning Outcomes”. This research method is research and development using a mixed approach (Mixed Method) which focuses on developing inquiry-based interactive Edpuzzle media products to improve mathematics learning outcomes for class VIII students. This research uses a mixed methods approach and follows the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model for product development. The conclusion of this research shows that the development of interactive media Edpuzzle based on mathematical inquiry on number pattern material can be a solution to improving mathematics learning outcomes at SMP Negeri 1 Padangratu. These findings indicate the need for more engaging and innovative teaching

approaches to overcome the challenges students face in learning mathematics. However, some things need to be criticized for not delving deeper into specific aspects of conventional teaching methods and the reasons behind the lack of interest in existing media.

The third study conducted by Mawaddah et al. (2022) conducted research entitled “Improving Students Listening Ability Using Edpuzzle Interactive Video” The study aimed to improve students' listening ability using Edpuzzle interactive video and to investigate how to use Edpuzzle to achieve this improvement. The research method used Classroom Action Research (CAR) was conducted in SMAN 1 Kraksaan with 25 students of class 11B in the 2021–2022 academic year, employed two instruments a listening test using Edpuzzle for quantitative data and an observation checklist for qualitative data. The study concluded that Edpuzzle interactive video is an effective tool to improve students' listening ability but the study was conducted in a specific school with a particular group of students. It would be valuable to assess the generalizability of the findings to a broader population or different educational settings.

The fourth study conducted by Mayang et al. (2021) conducted research entitled “The Effectiveness of Problem-Based Learning Assisted by EdPuzzle on Students' Critical Thinking Skills”. This research utilized a quantitative quasi-experimental design to assess the impact of problem-based learning assisted by Edpuzzle on students' critical thinking skills. The experimental class received the problem-based learning model assisted by Edpuzzle, while the control class received the expository learning model. The study suggests that incorporating problem-based learning and Edpuzzle in the educational process can lead to increased critical thinking skills in students, making it a valuable tool for enhancing students' learning experiences.

The fifth study conducted by Astutik et al. (2023) conducted research entitled “Increasing English Teachers' Innovation Through Training on Teaching Modules Development with Digital Technology Integration”. The



research method used in the study involved workshop activities, training, and mentoring. The success of the program was evaluated through a questionnaire filled out by the teachers. The questionnaire contained closed and open questions to explore the teachers' opinions and perceptions of using EdPuzzle in English learning. The research addressed the challenges faced by high school English teachers in developing teaching modules integrated with innovative learning media, particularly the lack of skills in creating relevant and interactive teaching materials and the limited use of technology-based English learning media. The research also highlighted the benefits of using EdPuzzle, such as improving students' concentration on key elements of videos and enhancing their problem-solving abilities.

The sixth study was conducted by Hartati et al. (2023) conducted research entitled "Needs Analysis of Learning Video Development Using Edpuzzle" The research method used in the study was a survey method. Data on the analysis of the needs of teachers and students, as well as data on student characteristics, were collected through the distribution of questionnaires with Problem-Based Learning to improve students' critical thinking skills in the subject of direct current circuit material. This research found that 81.3% of teachers and 70.1% of students stated that the development of learning videos using Edpuzzle based on PBL is needed to improve students' critical thinking skills in this subject with the needs analysis and student characteristics indicating the necessity of developing video.

The seventh study conducted by Amaliah (2020) conducted research entitled "Implementation of Edupuzzle to Improve Student's Analytical the process of using Edpuzzle in the classroom. The implementation follows the PISA method (Preliminary, Intensive learning, Self-study, and Assessment) and aims to enhance students' analytical thinking skills through interactive video lessons. The findings of the study indicate that the implementation of Edpuzzle in the classroom using the PISA method has led to a significant improvement in students' analytical thinking skills and

learning outcomes. The use of Edpuzzle has been shown to enhance students' understanding, analytical power, and ability to create digital products, preparing them for the challenges of the Industrial Revolution era 4.0. This suggests that incorporating interactive video lessons through platforms like Edpuzzle can positively impact students' learning and cognitive development.

Finally, the researcher found these studies within each cluster. In general, this research was created to develop interactive Edpuzzle videos for teaching procedure text. Students will lose interest if learning media is delivered in a mediocre manner. In this case, the researcher created an interesting interactive video to help teachers teach how to write procedure text and attract students' attention. Interactive video is a product of this research, which was produced for teaching procedure text. Previous research did not state what criteria make interactive videos interesting, this research will explain the criteria that must be present in interactive videos to be developed into learning media. This research will produce an interesting interactive video product with the subject of The State Junior High School 7 Cirebon City in Nine Grade Students which focuses on teaching procedural texts using Edpuzzle as supporting media.

### **1.9. Frame of Thought**

Regarding the background and research questions, this study frames several elements. The elements that frame this research include the development of learning videos to teach procedure text in junior high school as the main topic. To clarify how each element relates to each other, the framework in this study is illustrated in the diagram below.

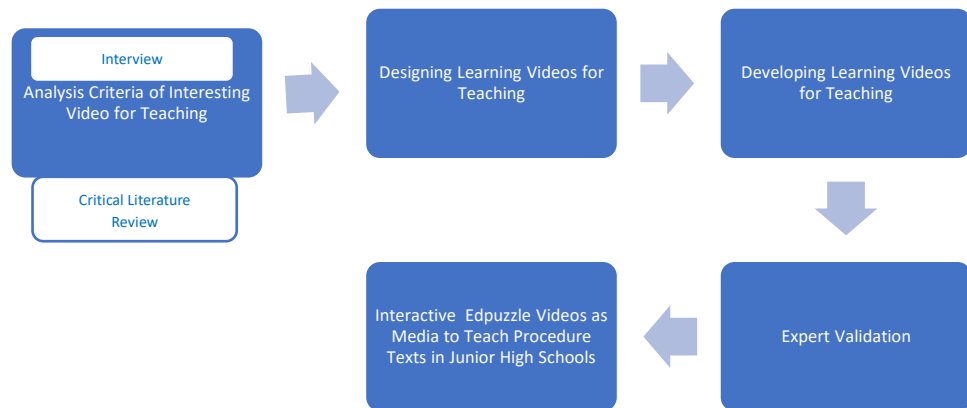


Figure 1. 1: Frame of Thought

## 1.10. Research Method

In this section, the researcher explains the research design and steps of the research, sources, and types of data, data collection techniques and instruments, and data analysis techniques, those were discussed below:

### 1.10.1. Research Design and Steps of the Research

This research uses a qualitative method because it does not focus on numbers or values in measuring its variables and does not use statistical methods that depend on numerical measurements (Rojabi, 2019). The research and development (R&D) approach was applied in this research. Qualitative research uses various methods to observe and interpret phenomena in their natural environment. Researchers seek to understand the meaning that people give to the things being researched by collecting data from case studies, personal experiences, interviews, and other sources. The process involves ongoing steps that help the scientific community better understand the phenomenon. This formulation is not only relevant for research but is also useful in teaching, communication between researchers, reducing the gap between research, and overcoming criticism of qualitative methods (Aspers & Corte, 2019). This qualitative method research and development

approach will focus on the development of learning videos for teaching procedure text. As a result, the type of qualitative research used to conduct the study is known as the research and development (R&D) approach.

The researcher used the research and development (R&D) approach based on the model developed by Gall, Gall, & Borg (2003). The purpose of this Research and Development design is that learning material development can provide a new environment for product improvement that will help students achieve learning objectives appropriately. This research and development model utilizes research findings to produce new products and methods or improve existing products that can be accounted for. These innovations undergo comprehensive field testing, evaluation, and refinement until meet certain criteria, such as profitability, quality, or other standards. Research and development (R&D) typically model consists of 10 steps adopted from Gall, Gall & Borg (2003). This model consists of ten main steps, there were as follows: 1) Research and information collecting which includes needs analysis, library/literature studies, small-scale research, and standard reports required. 2) planning, namely planning research which includes formulating research objectives, estimating funds, energy, and time. 3) Develop Preliminary Product 4) Preliminary Field Testing 5) Main product revision 6) Main field test 7) Operational Product Revision which will strengthen the product being developed. 8) Operational Field Test 9) Final product revision which will further refine the product being developed and have a reliable "generalization" value. 10) dissemination and implementation which includes activities to socialize the product development results to potential users and parties involved in the education sector (Meredith et al., 2003). The ten R&D steps can be reduced, and only the steps pertinent to this current study can be adopted.



However, due to the research duration, funding, and the researcher's skills, this research design and development project may involve several smaller projects. It was confined to just three stages, selected based on the project's time allocation, and aligned with the researchers' requirements. They are research and information collection, planning, and developing an early version of a product since this is sufficient to assess the validity and efficiency of a developed media.

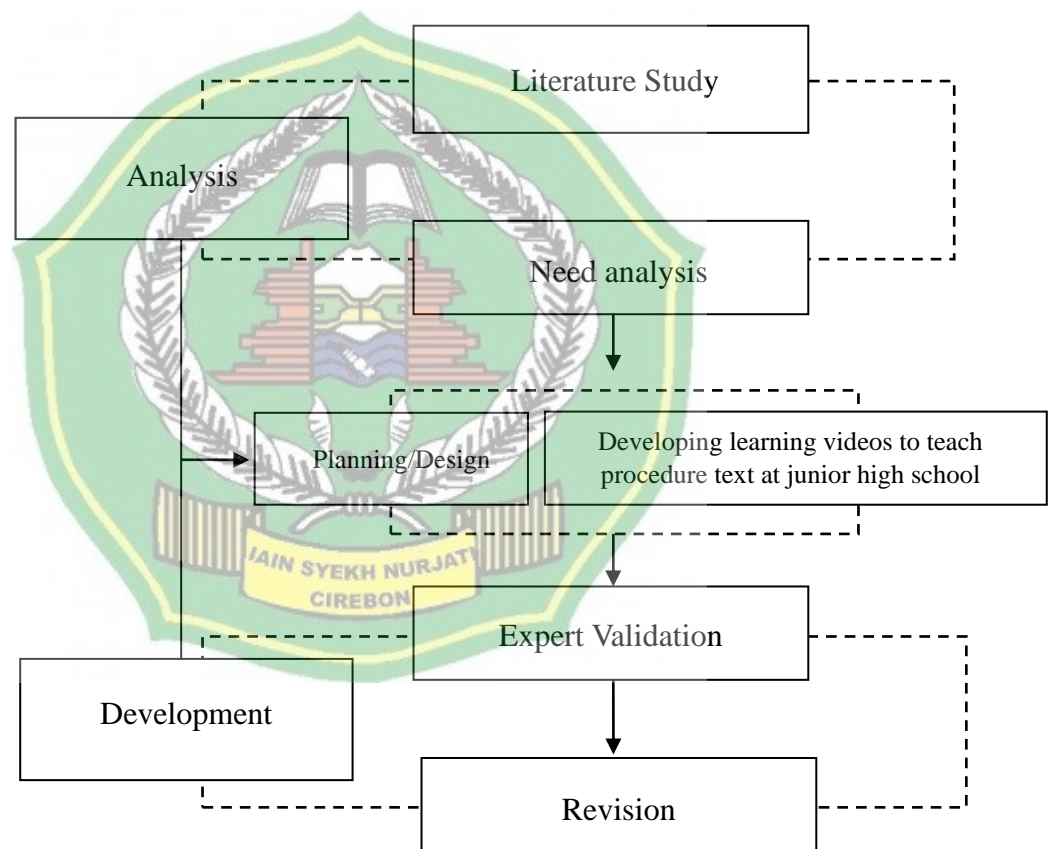


Figure 1. 2: Research Design

The procedure for research and development of learning video to teach procedure text design includes several stages as follows:

- 1.10.1.1. Analysis: This stage includes research and information collecting, including literature review, needs analysis, and establishing a framework. At this stage, an observation process is carried out to determine the learning situation by giving interviews to teachers and students. The aim is to collect detailed information and data related to the development of video learning procedures for teaching procedures. The resulting data needs to be analyzed and will be used in the next stage, namely the media design and product development stage
- 1.10.1.2. Planning: This stage involves developing skills and knowledge related to the research challenge, establishing goals for each stage, and outlining the research steps and feasibility studies required.
- 1.10.1.3. Development: The product produced in this research and development is in the form of a learning video. Capcut is software for designing and developing audio, visualization, text, and scenes. Through Edpuzzle, researchers created interactive videos and Coreldraw to create visual designs as interesting video elements. In this step, an initial educational product, often referred to as a 'test product', is created by producing and analyzing supporting components, instructions, and manuals. At this stage, the validation process for the media that has been created is also strengthened, whether the media is suitable or not.

## **1.10.2. Sources and Types of Data**

Data for qualitative research can be obtained from a variety of sources, including observations, interviews, documents, and audiovisual, and digital materials (Creswell & Creswell, 2018).

Sources of information in this research refer to the subjects and objects of research. Data sources are collections of information that can be accessed by researchers to meet their information needs to conduct research. Research subjects involve participants, namely students and teachers, while research objects include locations where the data collection process is carried out to achieve research objectives. This research focuses on the junior high school environment.

The two categories of data used in this research are primary data and secondary data. Primary data refers to information obtained through interviews with students and teachers, especially related to the development of instructional videos for learning procedure text. On the other hand, secondary data is information originating from documents or reading sources through existing data including sites, books, journal articles, and so on used to support research findings by complementing information obtained from primary sources, namely interviews.

### **1.10.3. Research Participants**

To obtain information for this thesis, the researcher interviews students and teachers about creating video learning processes for learning procedures. The researcher interviewed a teacher with extensive expertise teaching English in ninth-grade junior high schools. He taught in numerous classes designated by the institution as excellent classes. The researcher questioned two students based on gender representation from the most superior class who were actively learning English. Based on Sargeant (2012), the researcher's selection of research participants was appropriate because it used purposive sampling to provide in-depth and relevant information regarding the phenomenon under study.

#### **1.10.4. Data Collection Techniques and Instruments**

##### **1) Interview**

As part of the data collection process, researchers will conduct interviews. Oral questions are asked by the interviewer, and oral answers are given. The interviewer asks oral questions, and the subject responds with oral answers. Individual respondents are usually questioned, while group interviews are becoming more popular. Respondents often speak in their own words, and the interviewer records them (Gall et al., 2003).

##### **2) Literature Review**

Literature Review is a research technique that involves collecting and analyzing existing literature related to the research topic. This research uses the literature review method to be used to collect data. The purpose of the literature review is to recognize previous research, identify appropriate research problems, and develop a thorough understanding of the topic. This process involves the use of electronic databases, search engines, and specific descriptors or keywords to find relevant publications, such as books, journal articles, institutional reports, and other media (Gall et al., 2003). By reading bibliographic citations and abstracts, researchers can enhance their professional expertise and ensure their research is built on a solid foundation of existing knowledge.

#### **1.10.5. Data Analysis Techniques**

After the researcher obtained the data from the interview of teachers and literature review the researcher analyzed it carefully and in detail. Data analysis activities according to Creswell, J. W., & Creswell, J. D. (2018 p. 267–272) are collecting, organizing, reading, coding and identifying with computer programs for summarizing the data.



#### **1.10.5.1. Collecting and Organizing Data**

Transcribe the interviews and organize the data for analysis. This involves collecting open-ended data based on asking general questions and developing an analysis from the information supplied by participants.

#### **1.10.5.2. Reading and Coding the Data**

Read through the interview transcripts to obtain a general sense of the material. Then, engage in coding the data by dividing the text into segments of information and labeling them with codes that represent themes or concepts.

#### **1.10.5.3. Identifying Themes and Concepts**

Categorize the data into concepts and identify the main issues or themes that stood out in the interview. Connect the data around these themes and concepts, examining the relationships between them.

#### **1.10.5.4. Using Computer Programs**

Consider using computer programs to assist in the analysis process, especially for managing and coding large amounts of qualitative data.

#### **1.10.5.5. Summarizing Main Themes**

After coding and analyzing the data, summarize the main themes and their relationship to the research question rather than all the individual responses.

By following these steps and techniques, researchers can effectively analyze interview data to identify patterns, themes, and insights related to the research question.

### 1.11. Research Timeline

No.	Activities	Time Allocation
1.	Creating a literature review as the primary data source and looking for research references	1 week (1 <sup>st</sup> week of February)
2.	Making data collecting instruments (interview)	1 week (2 <sup>nd</sup> week of February)
3.	Collecting secondary data for participant selection (interview teacher)	2 weeks (3 <sup>rd</sup> and 4 <sup>th</sup> of February)
4.	Data sorting and analysis	1 week (1 <sup>st</sup> week of March)
5.	Making chapter 2	2 weeks (2 <sup>nd</sup> and 3 <sup>rd</sup> week of March)
6.	Making chapter 3	2 weeks (4 <sup>th</sup> of March and 1 <sup>st</sup> week of April)
7.	Developing a product	2 weeks (2 <sup>nd</sup> week and 3 <sup>rd</sup> week of April)
8.	Making chapter 4	2 weeks (4 <sup>th</sup> week of April and 1 <sup>st</sup> week of May)
9.	Validating the product	1 week (2 <sup>nd</sup> week of May)
10.	Making a Conclusion	1 week (3 <sup>rd</sup> week of May)
11.	Research Finalization	1 week (4 <sup>th</sup> of May)
Approximate		4 months

Table 1. 1: Research Timeline