



THE EFFECT OF EDPUZZLE APPLICATION ON STUDENTS' SPEAKING FLUENCY AT SEVENTH GRADE STUDENTS OF SMPS IT MUTIARA

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ARTICLE INFO

ABSTRACT

Keywords:

Speaking, Edpuzzle Application

The Objectives of this research are to find out the The Effect of Edpuzzle Application on Students' Speaking Fluency at Seventh Grade Students of SMPS IT Mutiara in academic year 2019/2020. The researcher used pre-experimental research design with quantitative approach. The population of the research was the students at the seventh grade of SMPS IT Mutiara which has 4 class that divided by boy's class and girl's class, each class consisted 30 students but the researcher only choose 1 class by using cluster sampling method, the sample consisted 30 students but only 15 students are able to present at the research learning. Technique of collecting data are by using speaking test. The mean score of the pre-test was 57.40 and the mean score of the post-test was 75.06. It can be concluded that there were differences in the average of the students' speaking fluency at the time of pre-test and post-test. It mean there was significant difference on students' speaking fluency by using Edpuzzle Application.

Introduction

Speaking is one of four English skills that people usually want to learn because they want to be able to communicate in English. Speaking is the basic language which is developed in early stages or in childhood. Tarigan (1990) defines that speaking is a language skill that is developed in child life, is preceded by listening skill, and at that period speaking skill is learned. This statement is supported by Brown (2000) who stated that from communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined which especially apply to conversation.

Since English becomes an international language, more people want to be able to communicate in English. As a result, more people are interested in learning English

either in formal or informal institution in order to improve their English communication skill. Some people might be good at written English but lack at oral English. For those who are not good at oral English communication, they usually hesitate to express their ideas to others because they feel unconfident. This unconfident feeling is not merely caused by the lack of vocabulary of the speakers but it might be caused by other aspects such as, grammatical accuracy or pronunciation.

Therefore, teachers must be able to create tools for their students to enable them practice their speaking ability anytime and anywhere without having direct interaction with other speakers. Speaking seems literally to be the most important ability to master. The new curriculum nowadays gives more chances for the students to explore their ability in learning language by providing materials which can enhance their language competence. The students will feel free to express the language spontaneously. As stated on the explanation above, teaching English based on the 2013 curriculum is integrated. There is no ability classification as being arranged in the previous curriculum. However, as stated in the fourth core and basic competence, speaking ability is required as the final product of teaching and learning English (Kemdikbud. 2013).

Some students nowadays still find difficulties when they have speaking activities whether in classroom or in daily activities. Some factors are fear of making grammatical mistakes, fear for the bad pronunciation, fear for being laughed or mock by their friend, having less confidence in their own ability or they do not have any idea if they are asked to practice their speaking, those factors make them keep silent during the activities in the classroom.

The cause of this problems were not fully identified until recently, whereas the Education Department has been trying to solve the problem through English workshops, meetings, or even seminars. To overcome the problems stated above, many kinds of strategies, methods and approaches could be applied in teaching speaking.

One of the learning method that can be applied is through the use of media technology-based is a blended learning method. According to Driscoll (2002) Blended learning is learning that combines various web-based technologies, to achieve educational goals. Thorne (2013) define blended learning as a mixture of E-learning and multimedia technologies, such as video streaming, virtual classes, online text animation which is combined with traditional forms of classroom training. Meanwhile, Graham (2005) states that blended learning is simpler as learning that combines online learning with face to face learning. According to Garner&Oke (2015) Blended learning is a learning environment designed to incorporate face-to-face learning with online learning that aims to improve student learning outcomes.

From several opinions of experts it can be concluded that Blended Learning method has three important components, which are 1) online learning, 2) face-to-face learning, 3) independent learning. Through Blended Learning can create a positive learning environment for the occurrence of interaction between fellow students, and students with educators without being limited with time and space. Blended learning

could be used in various applications, which are Google classroom, Edmodo, Edpuzzle, Quipper, or Brainly.

Based on the assumption that have been explained above, the researcher decided to use the Edpuzzle application as a media to help students speaking fluency. The Edpuzzle application is refers to students with an audio-visual learning method. Through the Edpuzzle application, students could learn through streaming videos about speaking and they have the opportunity to use their own language to practice their speaking skills. In this case, the researcher is interested in researching and analyzing “The Effect of Edpuzzle Application in Students Speaking Fluency at Seventh Grade of SMPS IT Mutiara”.

There are many definitions of speaking that have been proposed by some experts. Speaking is a productive language skill (Siahaan, 2008:95). It means that speaking is a person’s skills to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication. Furthermore, speaking is the use of language to communicate with other (Fulcher, 2003:23). It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

According to (Bailey, 2000:25), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. From those theories, it can be concluded that speaking skill is related to communication. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Bygate (1987: 5-6) points out that traditionally the focus in speaking was on motor perceptive skills. Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audio-linguicism. Eventually, in terms of teaching speaking, the bottom-up approach suggests that we should start with teaching the smallest units- sounds and move through mastery of words and sentences to discourse (Cornbleet & Carter, 2001: 18).

Eckard & Kearny (1981), Florez (1999) and Howarth (2001) define speaking as a two-way process involving a true communication of ideas, information or feelings. This top-down view considers the spoken texts the product of cooperation between two or more interact ants in shared time, and a shared physical context. Thus, proponents of this view suggest that, rather than teaching learners to make well-formed sentences and

then -putting these to use in discourse we should encourage learners to take part in spoken discourse from the beginning and then they will acquire the smaller units (Nunan, 1989, 32).

Attempting to elaborate more on the interactive nature of speaking, Burns & Joyce (1997) and Luoma (2004: 2) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, open ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified.

Speaking is the action of conveying information or expressing someone's thoughts and feelings in spoken language. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns&Joyce, 1997). Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot' while Quianthy (1990:7) defines speaking as the process of transmitting ideas and information orally in variety of situations. According to David Nunan in *Language Teaching Methodology*: "Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language". (1991:39)

Nunan (in Kayi, 2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. (Chaney, 1998:13). Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given (Basturkmen, 2002: 26). According to Hornby (1995:826) speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech. Therefore, the researcher infers that speaking uses the word and produces the sound to express ourselves either ideas, feeling, thought and needs orally in an ordinary voice. Furthermore, success in communication is often dependent as much on the listener as on the speaker.

There are three components to make fluent in producing speech, namely vocabulary, pronunciation, and grammar. According to Walter (1973:11) speaking is one way of learning about one self. In speaking, someone must face problems that have history and relatively to other people, groups, and the predictions we have formed for living together. While Tarigan (1990:3) stated speaking that i s gotten by the children preceded by listening skill. After getting the language input the students are able to master speaking skill. So that, speaking is the way to express our idea and feeling to one

another. Therefore, the researcher concludes that speaking is the ability to produce the language and share their ideas.

a. *The Component of Speaking*

In speaking, there are some aspects that must be fulfilled by the learners. It can be used as a measurement whether our speech is good or not. Those are fluency, comprehension, grammar, vocabulary and pronunciation. The description is as follows according to Brown (2001: 406-407):

- a. Fluency
- b. Comprehension
- c. Grammar
- d. Vocabulary
- e. Pronunciation

Fluency in a language means speaking easily, reasonably, quickly, and without having to stop and pause a lot. Louma (2004) states that speaking cover some categories such as fluency, accuracy, interactions and coherence. Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008:16).

b. *The Types of Speaking*

Brown (200: 271) describes six categories of speaking. Those six categories are as follows: Imitative, Intensive, Responsive, Transactional (dialogue), Interpersonal (dialogue), dan Extensive (monologue)

c. *Assessment of Speaking*

Assessment on speaking can be a very judgmental issue, in which people tend to relate on native/non-native speakers on the basis of pronunciation (Louma, 2004). Additionally, Nunan (1999) viewed that speaking requires someone to be linguistically competence in term of well articulating the sound, having sufficient vocabulary, and mastering structural or grammatical components. This theory then developed as the criteria of speaking test assessment. However, the design of speaking assessment may vary; depend on the types of speaking assessed. Then, what should to be tested? (Nunan, 1999); Grammar, Vocabulary, Comprehension, Fluency, Pronunciation, and Task

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) states six classroom speaking activities. They are acting from script,

communication games, discussion, prepared talks, questionnaires, simulation and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process.

b. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions.

d. Prepared talks

Students make a presentation on a topic of their own choice.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other.

f. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. In this research, the researcher wants to research about students speaking skill especially in fluency by using educational application as a media. Roblyer *et al* (2010) states media such as slides and films delivered information in more concrete and therefore more effective ways that lectures and books did.

d. *Edpuzzle Application*

As the use of videos for learning increases, the need to better use the viewing experience also increases. Vakos, Patricia (2003) stated more than 65% of students are visual learners, and Jarboe, Greg (2017) stated +95% of students watch Youtube regularly. Videos are a powerful resource, but it can be difficult to hold students accountable for something that cannot be track. Edpuzzle application founded in 2013 by a group of former teachers with 8 million lessons, 3 million students and 70% U.S schools used Edpuzzle application. (Jordi Gonzales, 2013). Edpuzzle is a video-sharing program that offers instructors a way to enhance the use of online videos for learning. Edpuzzle is a web-based interactive video and formative assessment tool that lets user crop existing online videos and add content to target specific learning objectives.

Edpuzzle is an online resource that adds to the use of clips videos in classroom learning experiences. This program can be accessed free of charge by students and teachers at <https://Edpuzzle.com>. Educators can select video clips from a variety of the most popular online video sources such as Youtube, Khan Academy, National Geographic, TED Talks, Veritasium, Numberphile, Crash Course, and Vimeo. Each of these sites can be searched by topic material or by video title. After the video is selected, Edpuzzle offers a variety of tools to complement student learning experience. These tools include cut videos, add voice, quizzes, text boxes, reporting, and sharing. Teachers can search the extensive library or upload their own videos to customize them with voice-overs, audio comments, embedded assessment questions, and additional resources. There are also options to choose from the site's curriculum content, assign due dates, and prohibit students from fast-forwarding through videos.

Teachers can view student scores and progress over time as well as the length of time students took to complete an assignment. Data from the embedded quizzes is saved in Edpuzzle's dashboard; however, teachers can easily export and incorporate it into other grade and course-management systems. Edpuzzle offers a space for a community of teachers to share their creations for inspiration or for easy classroom use. The Edpuzzle tool allows the teacher to edit videos by fragmenting them into categories, including verbal explanations, notes, or adding questions related to the videos. In this way, the teacher can evaluate the educational needs of their students through the analysis of the frequency data of their viewing, which may be the audiovisual materials of their own creation or from repositories. (Afach, Kiwan, & Semaan, 2018). Therefore, the researcher concluded that Edpuzzle is an application that can help teacher or student in teaching or learning. The application itself could be used as a learning tool to embrace the student so they could learn and practice by themselves.

e. The Concept of Edpuzzle Application

Edpuzzle application is an educational application allowing multiple ability to be develop in an integrated, meaningful, ongoing activity. Quim Sabria, (2013) stated Edpuzzle interactive videos can be made with videos from a number of websites, assign videos for homework, or want to encourage asynchronous communication. In Edpuzzle teachers can create online classes and upload original videos or select online videos, add interactive features, assign those videos to the students, and send the video assignments to students' email addresses by providing either access code or a link. According to Santi Herrero Bajo (2013), Edpuzzle enables teachers to keep track of how many students watched the video, what percentage of the video students watched, when they watched it, what questions in the video students answered right or wrong.

Start out with Edpuzzle using video for the purpose of pre-teaching, perhaps pairing videos with text in any content area where students might need

supports. Using the voice-over feature to add few quick checks to read-aloud videos to engage and support struggling readers, introducing vocabulary words along the way. There's also the option to choose content from the curriculum library, which is a collection of videos organized by content area. Edpuzzle allows both teachers and students to customize online videos in ways that encourage more active learning. In speaking ability, the Edpuzzle will be drive students to be more confident in doing their speaking activity.

f. The Characteristics of Edpuzzle Application

Characteristics that can slightly differentiate Edpuzzle and other applications:

1. Allows teachers to customize videos.
Teachers allows to crop the length of the video, record a voice over, add audio notes at various points, add comments and multiple choice questions.
2. Support students
The application is designed to support students with audio-visual learning methods.
3. Creativity
Creating teacher's activity in editing the video to make the video interesting.
4. Employing technology and multiple learning sources
The application requires the students and the teachers to access to the internet to obtain necessary information to develop it.
5. Video-based learning
Edpuzzle is focusing in video-based learning which can be shared with others.

g. The Advantages and Disadvantages of Edpuzzle Application

There are several advantages of Edpuzzle application. According to Rowee (2019), the advantages of Edpuzzle are:

1. Edpuzzle is available on the app store and online, making it easily accessible to students in whatever their situation is.
2. Videos can be taken from Youtube or directly uploaded.
3. Open ended questions or notes can be put into the videos at any point.
4. Students' viewing of the video can also be tracked.
5. Edpuzzle can allow teachers to more easily shape their lessons around video content.
6. Teacher can organize classes for easy sorting videos for their students.
7. Students can watch videos on their own device.
8. Teacher can binding video content to the assessment.

Rowee (2019) state that the disadvantages of Edpuzzle are as the following:

1. Students might not be actually be watching and comprehending the video.
2. Must have internet access that could cause problems for some students.
3. Does not give the option for group video access.
4. Student must have account to access Edpuzzle.
5. Edpuzzle also probably ask student to wear headphones in class.

Students' speaking fluency that are affected due to the learning English using Edpuzzle application. It used in the research was students' speaking fluency. The indicators were as follows:

- a) The students are able to speak English fluently
- b) The students are able to pronounce English words well
- c) The students are able to speak English without any hesitation
- d) The students are able to comprehend English well
- e) The students can use Edpuzzle application as a learning tool to practice speaking skills especially fluency

To avoid misunderstanding, the research is limited to Edpuzzle application and speaking fluency. The indicators of it is students are able to speak fluently after using Edpuzzle application as a learning media.

A. Hypothesis

Based on the observation that researcher will be done and after discussing the theoretical review and relevant research, the hypothesis can be formulated as follows:

1. Ha: There is a significant of the effect of Edpuzzle application in students' speaking fluency at seventh grade of SMPS IT Mutiara.
2. Ho: There is no significant of the effect of Edpuzzle application in students' speaking fluency at seventh grade of SMPS IT Mutiara.

Where the criterions were:

Ha accepted if $t\text{-value} > t\text{-table}$

Ho accepted if $t\text{-value} < t\text{-tabl}$

Method

Research design is the framework of research methods and techniques chosen by a researcher. The researcher applied the quantitative approach in conducting the pre-experimental research. According to (Sugiyono, 2014:109), Pre-experimental design is

the design that includes only one group or class that given pre-test and post-test. The one group pre-test and post-test design was carried out on one group without any control or comparison groups. Pre-experimental method with quantitative approach has purpose to solve the problem and to prove whether the method is effective or not.

In conducting research, we need research design. Research design refers to strategy to integrate the different components of research projects in cohesive and coherence way. According to Creswell (2009:3), research design is plans and the procedures for research to detailed methods of data collection and analysis. In this research, the design of the research is a pre-experimental research design which one group pre-test and post-test design. According to Sugiyono (2015:109) Pre-Experimental designs are not the only dependent variable influenced by independent variable. This can happen in their absence control variables, and the sample was not chosen randomly. On the One-Group design pretest-posttest design, there is a pre-test before being given treatment. With thus the results of treatment can be known to be more accurate, because it can comparing with the conditions before being given treatment and after being given treatment. In actual research, the effect of treatment is analyzed with a different test, use the t-test statistic.

The purpose of it to search whether there is an effect or not of treatment which has been done to the experimental subject without random assignment. According to the experimental design form that has been described, the researcher will use *One-Group Pretest-Posttest Design*. According to Sugiyono (2015:112) the research design mentioned above can be described as follows:

Table 1: The Design of the Research

Pre-Test	Treatment	Post-Test
Giving speaking test about Introducing Yourself at the start of the meeting material	Application of Edpuzzle to the seventh grade of SMPS IT Mutiara	Giving speaking test about Introducing Others after being given Edpuzzle treatment

As can be seen from the above, the pre-test will be given at the first meeting of the material. The test that will be given is speaking test about introducing yourself, the students will introduce themselves through voice recording then upload it in the online class. After all students sent their pre-test, the researcher will give the treatment, that is the application of Edpuzzle application to see if there is any significant or not in students speaking fluency. Then, the students will be given the post-test to find out the result of the treatment. The test that will be given is speaking test about introducing others, the students will introduce others through voice recording then upload it in the online class. After all students sent their post-test, the researcher will collect the data and compare the pre-test and post-test data to see if there is a significant or not. The effect of using Edpuzzle application could be seen from the data of the post-test.

The research takes in SMPS IT Mutiara Duri. It is location in Complex PT. CPI Sebangka, Duri, Riau. This research have done at seventh grade from 5 November to 12 November in the Academic Year 2020/2021. Before the sample was collected, the researcher had to determine the population. According to Sugiyono (2010:117) explained that population is generalizing territory that consists of object / subject that have certain qualities and characteristics were determined by the researcher to learn and then drawn conclusions. The population of this research is all the seventh grade students of SMPS IT Mutiara in academic year 2020/2021.

The total number of the population is 120 students. They were distributed into four classes, each class consisted of 30 students. The sample of this study consists of one class, in this research. The sample in this research were class VII Hasanah. The specification of the population of the seventh grade of SMPS IT Mutiara which has four classes and each class consisted 30 students can be seen as follows:

Table 2: The Population of the Research

No	Class	Total Students
1	VII Taqwa	30
2	VII Hasanah	30
3	VII Sabar	30
4	VII Siddiq	30
Total		120

1. Sample

The sample is a portion of the population is a “representative” of the population (Hamidi, 2010:19), while Arikunto (2012:120) states that “If the subject is less than 100 then it is taken all so that the research is a population study. If the subject large, can be taken between 5-10% and 20-25%. According to that opinion, because the population is large which mean more than 100 therefore the technique sample of this research is cluster sampling.

Cluster sampling is a probability sampling technique where researchers divide the population into multiple groups (clusters) for research. Researchers then select random groups with a simple random or systematic random sampling technique for data collection and data analysis. In this sampling technique, researcher analyzes a sample that consists of multiple sample parameters such as demographics, habits, background-or any other population attribute, which may be the focus of conducted research. This method is usually conducted when groups that are similar yet internally diverse form a statistical population. Instead of selecting the entire population, cluster sampling allows the researchers to collect data by bifurcating the data into small, more productive groups.

In this research, the researcher takes one class as sample of the research, the population of the study are students at seventh grade in SMPS IT Mutiara. The researcher used cluster sampling. According to Sugiyono (2013:64) the

cluster sampling is area sampling technique that is used to choose the sample if the object or source of the research are wide. The sample in this research is the VII Hasanah class which consisted 30 students, researchers took all students VII Hasanah class to be sampled but at the time of the study only 15 students who take part in learning during the research and the other 15 students do not enter without explanation.

Technique of data collecting is the way researcher collect data. This research used technique collecting data such as below:

1. Questionnaire

In this research the researcher used questionnaire as the technique of data collection. The questionnaire consisted of 10 questions and the type of questionnaire score used are Likert Scale (1932) questionnaire.

To find the score of questionnaire in using Edpuzzle application, score 5 was given to the answer of very agree until score 1 was given to the answer of very disagree. The questionnaire will be assessed by Likert Scale (1932). This scale has five options. There are: Very Agree, Agree, Hesitant, Disagree and Very Disagree. Each option also has score based on the Likert Scale (1932) as below:

Table 3: The Likert Scale (1932) Score

Option	Score
Very Agree	5
Agree	4
Hesitant	3
Disagree	2
Very Disagree	1

2. Test of Students' Speaking Ability

The researcher used a speaking test to measure the students' speaking ability by using Edpuzzle Application. The speaking test is used to know the students' speaking ability especially in fluency. The test was conducted at the pre-test and post-test. The aim of the pre-test is to know students' speaking fluency before using the Edpuzzle application, and the aim of the post-test is to know students' speaking fluency after using Edpuzzle application. It is also due to get students' speaking score, the test will be conducted individually.

The researcher taken the score from the students' performance through the video recording or voice recording. The researcher give

instrument to create a simple text appropriate with the generic structure of the text. After the students create the text, the students perform by recording in video or using voice recording. The researcher gave score during the students' performance by using rubric scoring, the researcher also checked with the text that the students created. As the measurement tool of evaluation process, the test must have criterions to measure students' speaking ability. According to Nunan (2001:325) there five criteria used to rate the students' performance, namely overall communicative effect. There are pronunciation, vocabulary, structure, fluency and comprehension.

The technique used in analyzing the data will statistical analysis to measure the score of 'The effect of using Edpuzzle Application on Students Speaking Fluency at Seventh Grade Students of SMPS IT Mutiara'. The score check for the post-test. The first step was the researcher calculated the mean score, the scores will be analysis by using T-test of independent sample. T-test for independent formula is used to find the effect of the treatment.

Table 4: The Classification Student's Speaking Score

Category	The Score
Very Good	86 – 100
Good	71 – 85
Fair	56 – 70
Poor	41 – 55
Very Poor	< 40

Source: Jurnal Edumaspur, 2(2), Mustakim

Data Description

The descriptive analysis consists of mean, median, mode and standard deviation of speaking score.

Finding and Discussion

1. The Data Descriptive of Pre-Test in Sample Class

Mean of pre-test score from 15 students was 57.40, which was considered to "fair" classification. Minimum score was 50 and maximum score is 63, with median from the score was 60, mode was 60, standard deviation from these score was 3.88. There were 2 students got 50 (13.3%), there were 4 students got 55 (26.7%), there were 1 got 58 (6.7%), there were 7 got 60 (46.7%), there was 1 got 63 (6.7%).

2. The Data Descriptive of Post-Test in Sample Class

Mean of post-test score from 15 students was 75.06, which was considered to “good” classification. Minimum score was 70 and maximum score was 79, with median from the score was 76, mode was 76, standard deviation from these score was 3.058. there were 2 students got 70 (13.3%), there were 2 students got 72 (13.3%), there was 1 students got 73 (6.7%), there was 1 students got 74 (6.7%), there were 4 student got 76 (26.7%), there was 1 student got 77 (6.7%), there were 2 student got 78 (13.3%), there were 2 student got 79 (13.3%).

3. The Effect Size of Using Edpuzzle Application

Based on the difference between pre-test and post-test, the researcher found out the effect size of using Edpuzzle application as follows:

$$\text{Effect size} = \frac{\text{Post-test average score} - \text{pre-test average score}}{\text{Standard Deviation (Pre-test - Post-test)}}$$

$$\text{Effect size} = \frac{75.06 - 57.40}{3.887 - 3.058}$$

$$\text{Effect size} = \frac{18.02}{0.829}$$

$$\text{Effect size} = 21.73$$

According to Cohen (2007), the criteria of effect size are 0-0.20 is Weak effect, 0.21-0.50 is Modest effect, 0.51-1.00 is Moderate effect, >1.00 is Strong effect. The effect size for difference above was 21.73, therefore conclude that there was a strong effect obtained from the effect of Edpuzzle application

Conclusion

Based on the data presentation, the effect of Edpuzzle application on students speaking fluency at seventh grade students of SMPS IT Mutiara can be concluded.

1. Based on the data presentation, the average of pre-test in sample class were 57,40. It means the result was classified “Fair”.
2. Based on the data presentation, the average of post-test in sample class were 75,06, it means the result was classified “Good” and there was significant difference on students’ speaking fluency after giving treatment which is using Edpuzzle application as a learning tool.

Based on the result of the research, the researcher concluded that Edpuzzle application can be used as a learning tool to increase students’ speaking fluency at school, especially at SMPS IT Mutiara.

Acknowledgements

The writer greatest gratitude goes to Mr. Mohd. Rafi Riyawi, M.Pd.I, as the Chairman of STAI Hubbulwathan Duri.

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