

Developing Edpuzzle Application as Learning Media in Listening Descriptive Text

Nurfarah^{1*}, Neni Afrida Sari Harahap², Halimahtu Saddiah³, Nazwa Inaya Sani T.⁴, Sandra Sridevi Hutapea⁵

^{1,2,3,4,5} English Education Department, Faculty of Language and Arts, Universitas Negeri Medan, Jl. William Iskandar Ps. V, Kenangan Baru, Kec. Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara, Indonesia.

Email : lariafarah30@gmail.com

* Corresponding Author

 <https://doi.org/10.31004/jerkin.v4i2.2977>

ARTICLE INFO

ABSTRACT

Article history

Received: 01 Oct 2025

Revised: 07 Oct 2025

Accepted: 13 Oct 2025

Kata Kunci:

Aplikasi Edpuzzle, Media Pembelajaran, Pemahaman Mendengarkan.

Keywords:

Edpuzzle Application, Learning Media, Listening Comprehension.



Penelitian ini bertujuan untuk mengembangkan aplikasi Edpuzzle sebagai media pembelajaran dalam mendengarkan teks deskriptif. Penelitian ini menerapkan desain Penelitian dan Pengembangan (R&D), mengadaptasi model Borg dan Gall menjadi enam tahap yang disederhanakan. Data diperoleh dari dua sumber utama, lima belas siswa kelas delapan di SMP Islam Al Ulum Terpadu Medan dan satu pakar pendidikan bahasa Inggris yang bertugas sebagai validator. Teknik pengumpulan data meliputi analisis kebutuhan untuk mengidentifikasi kebutuhan, keinginan, kekurangan, dan keakraban siswa dengan Aplikasi Edpuzzle, dan proses validasi pakar untuk mengevaluasi linguistik, proses, tata letak, produk, dan konten produk. Instrumen pengumpulan data terdiri dari kuesioner analisis kebutuhan terstruktur untuk siswa dan lembar validasi untuk pakar. Teknik analisis data menggabungkan metode kuantitatif dan kualitatif: respons kuesioner siswa dianalisis menggunakan rumus persentase, sementara penilaian pakar diberi skor pada skala Likert dan dijelaskan secara kualitatif. Produk video Edpuzzle yang valid dan layak digunakan di kelas (skor 8,5/10, kategori "Sangat Baik") dikembangkan melalui enam langkah: (1) pengumpulan data/literatur, (2) analisis kebutuhan (siswa prioritaskan video pendek, interaktif, dan relevan budaya), (3) perancangan draf video interaktif dari teks, (4) validasi pakar, (5) revisi, dan (6) produksi final.

This study aimed to develop Edpuzzle application as learning media in listening descriptive text. The research applied a Research and Development (R&D) design, adapting Borg and Gall's model into six simplified stages. The data were obtained from two main sources, fifteen eighth-grade students at SMP Islam Al Ulum Terpadu Medan and one expert in English education who served as a validator. Data collection techniques included needs analysis to identify students' needs, wants, lacks, and familiarity with the Edpuzzle Application, and an expert validation process to evaluate the product's linguistic, process, layout, product, and content. The instruments of data collection consisted of a structured needs analysis questionnaire for students and a validation sheet for the expert. The techniques of data analysis combined quantitative and qualitative methods: students' questionnaire responses were analyzed using percentage formulas, while expert judgments were scored on a Likert scale and described qualitatively. Produk video Edpuzzle yang valid dan layak digunakan di kelas (skor 8,5/10, kategori "Sangat Baik") dikembangkan melalui enam langkah: (1) pengumpulan data/literatur, (2) analisis kebutuhan (siswa yang memprioritaskan video pendek, interaktif, dan relevan budaya), (3) perancangan draf video interaktif dari teks, (4) validasi pakar, (5) revisi, dan (6) produksi final.



This is an open access article under the CC-BY-SA license.

How to Cite: Nurfarah, et al (2025). Developing Edpuzzle Application as Learning Media in Listening Descriptive Text, 4(2). <https://doi.org/10.31004/jerkin.v4i2.2977>

INTRODUCTION

Listening is an important skill in learning English and is the foundation for developing communication abilities. It helps learners gain vocabulary, grammar, pronunciation, and ways of using language effectively (Brown, 2006; Rost, 2011). Unlike reading and writing, listening requires understanding spoken language in real time, which is often difficult for English as a Foreign Language (EFL) learners who have limited exposure to natural speech (Gilakjani & Sabouri, 2016). Successful listening involves understanding fast speech, identifying main ideas, distinguishing similar sounds, and interpreting meaning from context, requiring both mental focus and attention (Field, 2008).

In Indonesia, the curriculum highlights listening as part of communicative competence, especially through descriptive texts (Kemdikbudristek, 2022a, 2022b). Descriptive texts help students describe people, places, objects, or cultural items while improving vocabulary and understanding of text structure (Gerot & Wignell, 1994; Emilia, 2011). However, in many classrooms, teachers still use traditional methods, such as playing recordings followed by questions, which can lower student engagement and do not fully solve listening difficulties (Saputro, 2018; Ristanti et al., 2019; Wilson, 2008).

Preliminary needs analysis confirms these challenges. Students reported difficulties in distinguishing similar-sounding words (66.7%), sustaining focus during long listening tasks (66.7%), understanding fast speech (46.7%), and handling unfamiliar vocabulary (46.7%). They emphasized the importance of identifying main ideas (93.4%) and details (86.7%), and unanimously recognized vocabulary development as essential (100%). Yet, access to interactive, scaffolded learning media is limited, and students expressed preferences for technology-based tools, such as interactive applications and videos with embedded questions (46.7% each), preferably of short duration (one to three minutes; 53.3%). This shows that current classroom practices do not fully match students' needs and preferences.

Although prior studies have explored Edpuzzle for listening comprehension (Egilstiani & Prayuwana, 2021; Mawaddah et al., 2022; Lestari et al., 2023), most target general listening skills or upper secondary levels, often using imported or generic content. Few studies focus on junior high school students learning descriptive texts with culturally relevant materials, such as Simalungun local wisdom.

To address this gap, this study develops Edpuzzle-based interactive learning media tailored for eighth-grade students at SMP Islam Al Ulum Terpadu Medan for listening comprehension of descriptive texts. Edpuzzle enables teachers to embed comprehension questions, annotations, and interactive prompts within video materials, transforming passive listening into active, scaffolded learning experiences (Mayer, 2009; Vygotsky, 1978; Black & Wiliam, 1998). Integrating descriptive texts with local cultural content situates listening activities in meaningful and contextually relevant input, enhancing both comprehension and learner motivation (Yusri et al., 2024; Zainuddin et al., 2024).

Accordingly, this study aims to answer the following research question: How is the development of the Edpuzzle application as learning media in listening descriptive text?

Listening Skills

Listening constitutes a core component of language acquisition, enabling learners to decode, interpret, and respond to spoken discourse. It is a complex cognitive activity that extends beyond passive reception, requiring attention, comprehension, memory, and inferential reasoning (Cameron, 2001; Rost, 2011). In the context of second language acquisition, listening provides essential comprehensible input, which underpins the development of vocabulary, grammatical knowledge, and communicative competence (Krashen, 1985; Brown, 2006).

Cognitively, listening integrates perceptual processing with working memory and higher-order reasoning, facilitating the construction of meaning from auditory signals (Anderson & Lynch, 1988). Socio-pragmatic perspectives further highlight the influence of context, cultural norms, and interactional dynamics on comprehension (van Lier, 1996; Rost, 2011). Thus, listening is a multidimensional skill encompassing linguistic, cognitive, and socio-pragmatic processes.

Listening can be classified according to interaction and purpose. One-way, or non-reciprocal listening, occurs when the listener receives information without opportunities for immediate feedback, as in lectures or announcements. Conversely, two-way, or reciprocal listening, entails interaction, clarification, and negotiation of meaning (Brown & Yule, 1983). Additionally, listening activities can be intensive, extensive, or responsive, depending on whether they focus on detailed linguistic analysis, general comprehension, or interactive engagement (Rost, 2011).

Effective listening relies on both bottom-up and top-down processing. Bottom-up processing involves decoding phonemes, words, and syntax, while top-down processing draws on prior knowledge, context, and expectations to interpret meaning (Richards, 2008; Vandergrift & Goh, 2012). Successful listeners integrate both strategies, enabling them to comprehend rapidly delivered or contextually complex speech.

Descriptive Text

Descriptive text functions as a genre for presenting detailed, organized information about a person, place, object, or phenomenon (Gerot & Wignell, 1994; Knapp & Watkins, 2005). Its educational value lies in fostering learners' observational, organizational, and linguistic abilities, thereby promoting both lexical development and grammatical accuracy (Pardiyono, 2007; Hyland, 2004).

Typically, descriptive texts comprise two stages: identification and description. Identification introduces the subject, while description elaborates its characteristics systematically (Gerot & Wignell, 1994; Pardiyono, 2007). Linguistic features include the use of adjectives, relational verbs (e.g., is, has), noun phrases, sensory vocabulary, and the simple present tense to express general truths (Knapp & Watkins, 2005; Emilia, 2011).

Pedagogically, descriptive texts facilitate the integration of the four language skills. Oral description exercises enhance fluency and vocabulary retention, while written tasks develop organizational and cohesive skills (Harmer, 2007; Christie & Derewianka, 2008). Consequently, descriptive texts are foundational for language learning and prepare students to engage with more complex genres in both academic and real-world contexts.

Learning Media

Learning media refer to tools and channels that deliver instructional content and support learner engagement, comprehension, and skill acquisition (Sadiman et al., 2010; Heinich et al., 2002; Arsyad, 2011). The choice of media significantly influences learning outcomes, motivation, and cognitive processing (Levie & Lentz, 1982; Mayer, 2009).

Media range from traditional resources, such as textbooks, charts, and realia, to digital platforms, including interactive applications and multimedia content (Seels & Glasgow, 1990). In language learning, multimedia resources are particularly effective, as they combine auditory and visual stimuli, provide authentic input, and reduce cognitive overload, thereby enhancing comprehension and retention (Mayer, 2009; Dale, 1969).

From a constructivist perspective, learning media facilitate scaffolding, learner autonomy, and meaningful interaction within the Zone of Proximal Development (Vygotsky, 1978). Interactive platforms enable guided practice, immediate feedback, and repeated exposure, thereby supporting both skill development and learner engagement.

Edpuzzle Application

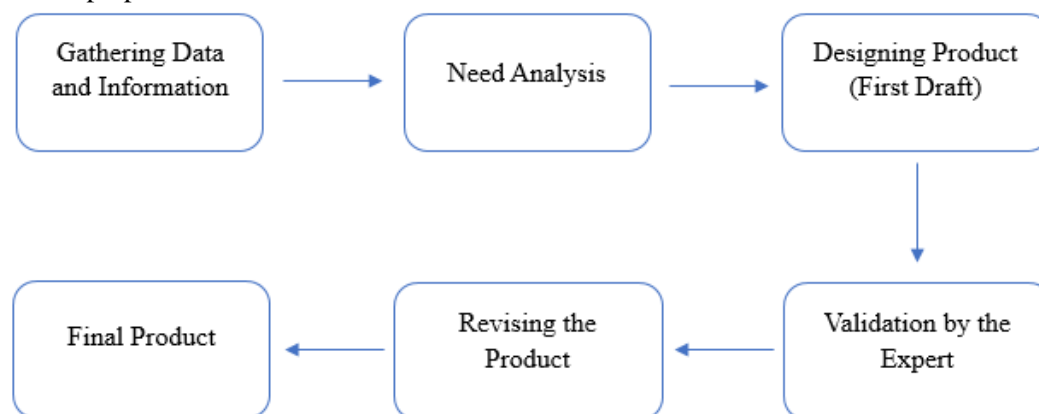
Edpuzzle is an interactive video platform that allows educators to embed questions, annotations, and assessments into video content sourced from YouTube, Khan Academy, or teacher-generated material (Edpuzzle, 2023). The platform aligns with constructivist and multimedia learning theories, promoting active engagement, dual-channel processing, and immediate feedback (Piaget, 1973; Mayer, 2009).

In EFL contexts, Edpuzzle supports listening comprehension by dividing videos into manageable segments, embedding comprehension questions, and enabling repeated exposure (Masrurroh & Mubarak, 2023). It facilitates pre-listening, while-listening, and post-listening activities, including vocabulary priming, comprehension monitoring, discussion, and summarization. Additionally, the platform provides analytics to monitor learner progress, evaluate comprehension, and inform instructional adjustments (Black & Wiliam, 1998).

Empirical studies indicate that Edpuzzle enhances listening comprehension, learner motivation, and engagement (Mawaddah et al., 2022; Nabila, 2024; Kasriyati et al., 2021). Furthermore, it supports integrated skill development, enabling learners to practice vocabulary, reading, and critical thinking alongside listening (Wulandari, 2022; Trishna & Megawati, 2023). Despite the requirement for internet access and technological familiarity, Edpuzzle remains a flexible, learner-centered tool consistent with contemporary pedagogical approaches in EFL instruction.

METHOD

This study employed a Research and Development (R&D) approach to develop and validate Edpuzzle-based learning media aimed for students' listening comprehension in descriptive texts while integrating Simalungun local wisdom. According to Borg and Gall (1983), R&D is a systematic process designed to produce educational products that are valid, practical, and applicable in real classroom settings. Their original ten-stage model was adapted into six simplified stages for this study: data and information collection, needs analysis, product development, expert validation, product revision, and final product preparation.



Picture 1. Six Stages of Research & Development (Borg & Gall)

Initially, literature on listening comprehension, descriptive texts, digital media, and local cultural knowledge was reviewed to identify common instructional challenges and establish a strong theoretical foundation.

A needs analysis was conducted to identify students' needs, lacks, and wants in relation to listening comprehension and the use of digital media. This analysis helped determine which aspects of listening required support and what types of learning media would be most effective and engaging for students. Based on these findings, a prototype of Edpuzzle-based media was developed, incorporating descriptive texts enriched with local wisdom, interactive comprehension questions, multimedia elements, and features aligned with curriculum standards.

The product was subsequently evaluated by an expert validator, a lecturer specializing in English education, using a structured validation sheet. The evaluation covered linguistic accuracy, instructional process, layout and design, and content relevance. Ratings were given on a five-point Likert scale ranging from 1 (very poor) to 5 (excellent), and the expert also provided written comments and suggestions to improve the product. Revisions were made based on this feedback, including refining materials, adjusting language, and enhancing interactivity to increase the product's practicality and effectiveness.

Data were collected using a needs analysis questionnaire for students and an expert validation sheet for the product. The questionnaire aimed to determine students' target needs, learning preferences, challenges, and prior familiarity with Edpuzzle, as well as their interest in using it. The expert validation sheet assessed linguistic quality, instructional process, design and layout, and product content. The data from the needs analysis questionnaire were analyzed quantitatively using the formula:

$$\text{Percentage (\%)} = f/N (100)$$

- P : percentage
- f : frequency
- N : total of respondent
- 100% : fixed numbers

Responses were also interpreted qualitatively to explain trends in students' needs, lacks, and wants, and to determine their preferences in learning media design and procedure. The expert validation scores were analyzed using the formula:

$$\text{Mean Score} = \frac{\sum X}{N}$$

$\sum X$: total score obtained from all items
 N : number of items evaluated

The results of the expert validation provided insight into the media’s linguistic quality, instructional effectiveness, layout, and content relevance, which guided the final revisions of the product. Through this systematic R&D process, the study produced a culturally relevant, practical, and pedagogically sound Edpuzzle-based learning media designed for listening comprehension skills in eighth-grade students at SMP Islam Al Ulum Terpadu Medan.

RESULTS AND DISCUSSION

Results

The findings of this study focus on the results of the six steps utilized in this study. Students’ needs, wants, lacks, and awareness regarding Edpuzzle, followed by the development, validation, revision, and finalization of Edpuzzle-based learning media for listening comprehension in descriptive texts.

Gathering Data and Information

Data was obtained through a needs analysis conducted using a Google Form questionnaire distributed to fifteen eighth-grade students at SMP Islam Al Ulum Terpadu Medan in August 2025. The questionnaire assessed students’ needs, wants, and lacks in listening comprehension and their familiarity with the Edpuzzle Application.

Table 1. Students’ Needs in Learning Media and Activities

Aspect	Main Findings
Understanding main ideas	93.4% agreed or strongly agreed they need to improve this skill.
Identifying detailed information	86.7% agreed or strongly agreed they need more practice with details.
Expanding vocabulary	100% agreed or strongly agreed vocabulary is essential for comprehension.
Listening to different accents	86.7% agreed or strongly agreed practice with accents is important.
Authentic listening materials	86.7% agreed or strongly agreed they need authentic input (e.g., videos).

Table 2. Students’ Wants in Learning Media and Activities

Aspect	Preferred Option	Percentage
Learning media	Interactive apps/games & Videos	46.7% each
Practice activity	Embedded questions in videos	46.7%
Learning motivation	Technology-based media	66.7%
Video duration	Short videos (1–3 minutes)	53.3%

Table 3. Students’ Lacks in Listening Comprehension

Aspect of Difficulty	Most Common Response
Vocabulary	46.7% often face difficulties
Understanding fast speech	46.7% often struggle
Identifying main ideas	46.7% sometimes struggle
Distinguishing similar words	66.7% often struggle
Maintaining focus in long texts	66.7% often struggle

Table 4. Students’ Awareness and Interest in Edpuzzle

Aspect	Findings
Awareness of Edpuzzle	60% never heard of it; 40% have heard of it
Knowledge of Edpuzzle	46.7% do not know at all; 26.7% have only heard

Interest in using Edpuzzle 93.3% expressed interest or strong interest

Need analysis

A needs analysis was carried out in August 2025 using a Google Form questionnaire distributed to fifteen eighth-grade students at SMP Islam Al Ulum Terpadu Medan. The questionnaire aimed to identify students' general learning needs, wants, and lacks in listening comprehension. Additionally, identifying students' awareness of the Edpuzzle Application. The results reveal that students are highly aware of their learning gaps and demonstrate a clear interest in technology-based solutions to improve their listening skills.

The findings from Table 1 show that students strongly recognize the importance of key comprehension skills. A total of 93.4% of respondents agreed or strongly agreed that they need to improve their ability to understand main ideas, while 86.7% highlighted the need for more practice in identifying detailed information. Vocabulary development is seen as a priority, with 100% of students agreeing that expanding their vocabulary is crucial for better comprehension. Additionally, 86.7% emphasized the importance of practicing with different accents and accessing authentic listening materials such as videos.

Students' wants for learning media and activities, as shown in Table 2, reveal a strong desire toward technology-supported learning. Nearly half of the participants (46.7%) favored interactive applications or games as well as video-based learning. The same percentage preferred practice activities that included embedded questions within videos, demonstrating their desire for active engagement while listening. Furthermore, 66.7% reported feeling more motivated when using technology-based media, and 53.3% preferred short videos of one to three minutes in length.

The analysis of students' lack of listening comprehension, presented in Table 3, further supports the need for targeted instructional strategies. The most common challenges include distinguishing similar-sounding words (66.7%) and maintaining focus during longer listening texts (66.7%). In addition, 46.7% of students often struggle with understanding fast speech and unfamiliar vocabulary, while an equal percentage sometimes find it difficult to identify main ideas.

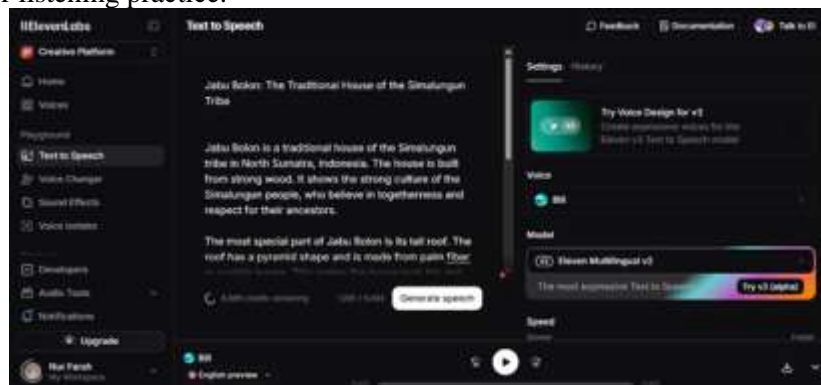
Finally, Table 4 highlights students' awareness and interest in using Edpuzzle as a digital learning tool. Although 60% of the respondents had never heard of Edpuzzle and 46.7% admitted to not knowing it, 93.3% expressed interest or strong interest in using the platform. This shows that despite limited prior exposure, students are open to adopting technology-based tools for improving listening comprehension.

Designing Product

The learning materials on descriptive text were sourced from Weebly.com, a website developed by four students from the English Education Program at Universitas Negeri Medan. The platform includes multiple text genres; for this study, the descriptive text "Jabu Bolon: The Traditional House of the Simalungun Tribe" was selected due to its relevance to the study's objectives and suitability for junior high school learners. The first draft of the Edpuzzle-based learning media was developed through three stages:

1. Converting Text to AI-Based Audio

The descriptive text was converted to AI-based audio using ElevenLabs to provide clear narration for listening practice.



Picture 2. Text to Audio

2. Designing Learning Material Video

The audio was integrated into a visual video using Canva, producing a one-minute and twenty-second descriptive text video.



Picture 3. Designing Learning Material

3. Developing Edpuzzle Application

The video was uploaded to Edpuzzle, where eight multiple-choice and two open-ended questions were embedded. A glossary was also included to support vocabulary comprehension.



Picture 4. Adding Questions

Validation by Expert

The first draft was evaluated by Dr. Neni Afrida Sari Harahap, S.Pd., M.Hum., using a validation sheet with 22 indicators across four dimensions: linguistic, process, layout, and product content. Ratings were assigned on a five-point Likert scale. The overall score was 8.5/10 (average 4.25/5), interpreted as “Very Good”. Feedback recommended adding a complete descriptive text following the generic structure to enhance instructional quality.

Table 5. Expert Validation Result

Dimension	Indicators Covered	Average Score	Criteria
Linguistic	Grammar accuracy, sentence length, appropriateness of language features, use of generic structure, clarity of meaning, and language effectiveness	4.2	Very Good
Process	Motivation for students, efficiency in learning, ability to create a positive classroom atmosphere, support for teaching strategies, and contribution to comprehension	4.3	Very Good
Layout	Relevance of design, clarity of text presentation, suitability of images, organization of material, and overall attractiveness	4.3	Very Good
Product and Content	Suitability to students’ needs, contribution of materials to comprehension, appropriateness of vocabulary, variation of content, and relevance of listening components	4.2	Very Good

Overall Score	4.25 (≈8.5/10)	Very Good
----------------------	---------------------------------	----------------------------

Product Revision

Based on the expert's validation, the first draft was revised by adding a complete descriptive text following the generic structure of identification and description to enhance both the authenticity and the pedagogical value of the product. Furthermore, two additional revisions were implemented to refine the listening component. First, a "listen again" instruction was incorporated after the full in-video text and before the section containing the embedded questions, allowing students sufficient opportunity to review the input before engaging in comprehension tasks. Second, technical adjustments were undertaken to improve audio quality and pacing: the overall volume was increased, the speed of the AI-generated voice-over was moderated to ensure clearer articulation, and the timing of the embedded questions was carefully synchronized so that, once students submit their responses, the video resumes seamlessly without abrupt interruptions or overlapping speech.

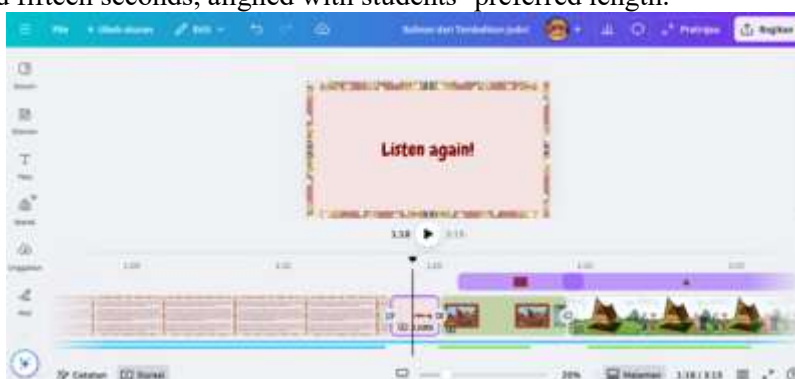
Final Product

The final Edpuzzle media incorporated all revisions. The descriptive text was placed at the start of the video to allow students to read and listen before answering embedded questions, supporting comprehension.



Picture 5. Adding Descriptive Text

A "listen again" prompt was included to encourage attentiveness. The final video duration was three minutes and fifteen seconds, aligned with students' preferred length.



Picture 6. Adding Instruction

Additionally, technical improvements were applied to refine both audio quality and overall delivery. The volume was increased, the AI-generated narration was slowed for clearer articulation, and the timing of the embedded questions was carefully adjusted so that, once students submit their answers, the video proceeds seamlessly without abrupt pauses or overlapping speech. The final draft now integrates culturally relevant content, multimedia support, and interactive features, making it an effective resource for developing listening comprehension in descriptive texts. The completed product can be accessed via the following link:

<https://edpuzzle.com/assignments/68c0cbb8fb5861044382e545/watch>

Discussion

The findings of this study align closely with the theories and previous studies outlined in the theoretical framework. Constructivist learning theory (Piaget, 1973; Vygotsky, 1978) emphasizes that learners build knowledge actively through meaningful interaction. This study supports that view, as students reported higher motivation and engagement when interacting with descriptive texts through Edpuzzle. The integration of embedded questions and replay features reflects Vygotsky's scaffolding principle, which helps students process input in smaller, more manageable parts, a finding also supported by earlier studies (Kasriyati et al., 2021; Fikri, 2021)

Mayer's (2009) Multimedia Learning Theory argues that combining visual and auditory channels reduces cognitive load and improves comprehension. The results of this research confirm that principle, as students benefited from descriptive videos supported by narration and visuals. The expert validation also highlighted that including a complete generic structure of descriptive texts enhanced authenticity and instructional value, which strengthens Mayer's argument about meaningful context aiding comprehension.

A similarity with previous research is the positive effect of Edpuzzle on listening comprehension, focus, and motivation (Mawaddah et al., 2022; Nabila, 2024). The current study, however, adds novelty by embedding local cultural content from the Simalungun tribe, making the material more contextually relevant. This addresses a gap in earlier studies, which mostly relied on general or imported content.

Despite these strengths, the findings also highlight potential limitations. As noted in previous literature (Vivianingsih et al., 2023), the dependence on technology may lead to distractions or overreliance on gadgets. Some students might focus more on the media itself rather than the language input. Internet access and unfamiliarity with the platform can also pose barriers, especially for learners who require additional time to adapt.

Overall, the patterned impact of this study is largely positive. Students felt more engaged and motivated to practice listening through interactive videos, which improved their focus and comprehension. At the same time, the integration of local wisdom gave cultural value to the activity, enriching both linguistic and sociocultural learning outcomes. The possible negative impacts, such as distraction and dependency on technology, can be minimized by teacher guidance and balanced classroom implementation.

CONCLUSION

This study successfully developed Edpuzzle Application as a learning media for listening descriptive texts by following the six systematic steps of Research and Development by Borg and Gall. First, data and information were gathered from literature and prior research to establish a strong theoretical foundation. Second, a needs analysis conducted with fifteen eighth-grade students at SMP Islam Al Ulum Terpadu Medan revealed that learners prioritized improving skills in understanding main ideas (93.4%), details (86.7%), and vocabulary (100%), while preferring short, technology-based videos with embedded questions. Third, the product was designed by converting the descriptive text into AI-based audio, developing a video with Canva, and embedding ten interactive questions in Edpuzzle. Fourth, the draft was validated by an expert in English education, who gave an overall score of 8.5 out of 10 (equivalent to 4.25 out of 5 on the Likert scale), placing it in the "Very Good" category. Fifth, revisions were made based on expert feedback, specifically adding a full descriptive text following the generic structure to improve authenticity and pedagogical value. A "listen again" instruction was added after the full in-video text and before the embedded questions, giving students time to review the material before answering. In addition, the audio was improved by raising the volume, slowing the AI voice for clearer speech, and adjusting the timing of the embedded questions so the video plays smoothly after students finish responding, without sudden stops or overlapping speech. Finally, the sixth step resulted in a finalized Edpuzzle video, supported by interactive comprehension tasks, and aligned with students' needs and wants. Overall, the final product was scored 8.5 out of 10 and declared valid and ready for classroom use.

Based on the research process and findings, several suggestions are proposed. For teachers, Edpuzzle can be integrated as a supplementary tool in listening instruction since its interactive features, such as embedded questions and immediate feedback, help sustain students' attention, provide authentic input, and enhance comprehension, particularly when paired with culturally relevant texts. For students,

Edpuzzle is recommended not only for classroom activities but also for independent learning, as repeated listening, answering questions, and reflecting on feedback can improve vocabulary, pronunciation, and overall comprehension. For future researchers, this study may be expanded by involving larger samples, applying the product in experimental classroom settings, or designing similar media for other text genres such as narratives, recounts, or procedures, as well as exploring integration with other digital platforms to further enrich language learning experiences.

THANK-YOU NOTE

The researcher would like to express his gratitude to those who have contributed to the implementation of the research and the preparation of this article.

REFERENCE

- Anderson, A., & Lynch, T. (1988). *Listening*. Oxford University Press.
- Arsyad, A. (2011). *Media pembelajaran*. RajaGrafindo Persada.
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74.
- Borg, W. R., & Gall, M. D. (1983). *Educational research: An introduction* (4th ed.). Longman.
- Brown, H. D. (2006). *Principles of language learning and teaching* (5th ed.). Pearson Education.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Christie, F., & Derewianka, B. (2008). *School discourse: Learning to write across the years of schooling*. Continuum.
- Dale, E. (1969). *Audio-visual methods in teaching* (3rd ed.). Holt, Rinehart & Winston.
- Edpuzzle. (2023). Edpuzzle official website. <https://www.edpuzzle.com>
- Emilia, E. (2011). Teaching writing descriptive text to Indonesian junior high school students. *Journal of English Language Teaching*, 1(1), 45–56.
- Field, J. (2008). *Listening in the language classroom*. Cambridge University Press.
- Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar*. Antipodean Educational Enterprises.
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' listening comprehension difficulties in English language learning: A literature review. *International Journal of Humanities and Cultural Studies*, 3(1), 507–518.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
- Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. (2002). *Instructional media and technologies for learning* (7th ed.). Prentice Hall.
- Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. University of New South Wales Press.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.
- Kemdikbudristek. (2022a). *Kurikulum 2022: Bahasa Inggris SMP*. Kemdikbudristek RI.
- Kemdikbudristek. (2022b). *Standar Kompetensi dan Kompetensi Dasar Bahasa Inggris*. Kemdikbudristek RI.
- Levie, W. H., & Lentz, R. (1982). Effects of text illustrations: A review of research. *Educational Communication and Technology Journal*, 30(4), 195–232.
- Mawaddah, F., Hidayat, R., & Sulistiani, N. (2022). Edpuzzle as a learning media to enhance listening comprehension. *Journal of English Language Teaching*, 7(2), 85–95.
- Masruroh, I., & Mubarak, M. (2023). Utilizing Edpuzzle in EFL classrooms: Benefits and challenges. *Indonesian Journal of EFL and Linguistics*, 8(1), 22–35.
- Nabila, F. (2024). Improving EFL students' listening comprehension through Edpuzzle. *Journal of Language Teaching and Learning*, 15(1), 101–112.
- Pardiyono. (2007). *Pendidikan bahasa Indonesia: Pengembangan keterampilan menulis*. CV Andi Offset.
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
- Ristanti, I., Susanto, A., & Purnomo, H. (2019). Students' difficulties in listening comprehension: Indonesian EFL context. *Lingua Cultura*, 13(2), 115–121.

- Rost, M. (2011). *Teaching and researching listening* (2nd ed.). Pearson Education.
- Sadiman, A., Rahardjo, K., Haryono, A., & Setiabudi, H. (2010). *Media pendidikan: Pengertian, pengembangan, dan pemanfaatannya*. RajaGrafindo Persada.
- Saputro, D. R. (2018). Teaching listening using audio recordings: Challenges in Indonesian classrooms. *Jurnal Pendidikan Bahasa Inggris*, 6(1), 33–42.
- Trishna, S., & Megawati, S. (2023). Integrating Edpuzzle for listening and vocabulary development. *International Journal of Language Learning*, 12(2), 57–68.
- Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge.
- van Lier, L. (1996). *Interaction in the language curriculum: Awareness, autonomy, and authenticity*. Longman.
- Wilson, J. J. (2008). *How to teach listening*. Pearson Longman.
- Wulandari, R. (2022). The role of Edpuzzle in supporting integrated language skills. *Indonesian Journal of Language Education*, 4(2), 41–52.
- Yusri, Y., Rahman, F., & Zainuddin, M. (2024). Cultural integration in EFL listening media development. *Journal of Language and Culture*, 8(1), 15–29.
- Zainuddin, M., Susanto, H., & Firmansyah, R. (2024). Developing culturally relevant multimedia for EFL learners. *ELT Research Journal*, 9(2), 88–102.