INTERACTIVE MEDIA EDPUZZLE AND ITS IMPLEMENTATION IN TEACHING VOCABULARY IN NEW NORMAL ERA

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A B S T R A C T S

The aim of this study was to describe the use of interactive media EdPuzzle in teaching vocabulary. Many students had difficulties finding the right vocabulary in conveying ideas because the learning media used by the teacher was not varied. In new normal era, the teacher must be good at choosing interactive media for teaching vocabulary. One of interactive media was EdPuzzle, because it could make the learning process to become interesting. This study was quantitative descriptive. The research subject was the 8th-I grade of students at SMPN 2 Taman which consisted of 33 students. In this study, the researchers used an observation guide and questionnaire to collect the data which were then analyzed descriptive quantitatively and in percentage terms. The result of observational data analysis showed that the interactive media EdPuzzle used in teaching vocabulary made students more active and the class become fun. The results of the questionnaire analysis showed that 54% of students agreed that teaching vocabulary using interactive media Edpuzzle helped them understand the text. The conclusion was that interactive media EdPuzzle could be used in teaching vocabulary, because students felt more enjoyable, interested, and excited, also easier to memorize the English vocabulary during learning process.

INTRODUCTION

Teaching vocabulary in the new normal era which is carried out online for a teacher is a challenge in itself, so creativity is needed. Teachers have an important role in building students' vocabulary. Teachers must understand what factors hinder students' difficulties in learning vocabulary. In accordance with Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in Emergencies of the Spread of Corona Virus Disease (COVID-19), it is stated that the teaching and learning process is carried out online or remotely. Therefore, all learning activities become online (Azhar et al., 2020). The Minister of Education's statement has the intention that in the current new normal, the use of technology in an integrated manner in learning is highly expected by (Mahyoob in Ipek & Ustunbas, 2021) Therefore, the use of technology is an integral part of vocabulary learning. Distance learning does make learning more effective in terms of time. But in reality language

learning has weaknesses, such as; lack of social interaction between teachers and students, students and students, and the mismatch of expectations with reality (Sevilen in Ipek & Ustunbas, 2021)

Vocabulary is an important basic skill for learning English, because it contains the basis for the development of all other skills such as reading, speaking, writing, and listening (Deni & Fahriany, 2020; Richard in Gaynor, 2014). As a consequence, it is the demands of students to communicate politely in oral and written communication for various purposes (Jones, 2017). Without adequate vocabulary and strategies to acquire new vocabulary, students often lack confidence in their abilities and become discouraged. People cannot express ideas if they lack of vocabulary (Deni & Fahriany, 2020). The results of the observations of the researcher when accompanying students who were carrying out the school field introduction program were that there were several factors that caused students to experience difficulties in the process of learning English in grade 8 students of SMPN 2 Taman, such as rarely doing exercises, and lacking confidence. That was why many students had difficulties finding the right vocabulary items in conveying ideas. One of the causes of students' not understanding vocabulary was because the learning media used by the teacher did not vary. Inadequate availability of teaching materials and vocabulary learning principles as well as confusing vocabulary learning theories reduce students' vocabulary mastery (Rosa & Eskenazi, 2011). The selection of inappropriate media is also the cause of the unattractiveness of the learning process (Prastiyawati in Dakhi & Fitria, 2019).

Furthermore, the teacher's perspective of vocabulary learning for students at the junior high school level can influence the strategy and way the teacher delivers the teaching the materials. In other words, the selection of strategies used by teachers in delivering the teaching materials will be more interesting if it is adjusted to the characteristics of students (Gaynor, 2014). Teachers should have various strategies and apply them in vocabulary learning, for example: using objects, practicing often, spelling, drawing, using expressions and gestures, and guessing from context and games or media (Susanto, 2017). The results of Wessels (in Natalina, 2018) research showed that one of the successes in facilitating learning is by maximizing students' vocabulary mastery. This strategy provides opportunities for students to get as much experience as possible. In addition, the strategy of using interactive media is one alternative that can be applied, because it involves students active participation in class.

With the development of technology and increasing applications for learning, foreign language learning is undergoing a transformation in terms of teaching resources. The more applications, the more language learning benefits. Thus, there are many language learnings which based on Mobile-Assisted Language Learning (MALL). Teachers integrate online application technology into language learning (Hoi et al in Ipek & Ustunbas, 2021). Learning that uses interactive multimedia in the teaching and learning process will make students not easily bored. Interactive media that utilize technology is a challenge for teachers to create quality learning (Ghofur & Youhanita, 2020).

An interactive teaching and learning atmosphere will encourage communication of various things (student-teacher, student-student, computer-student), a combination of various media that makes full use of the sense of sight and hearing can attract interest in learning (Primamukti & Farozin, 2018). Interactive media can be used to inspire students to learn with high motivation, because they are interested in using media that can display text, images, video, audio, and animation (Saputri, Rukayah, & Indriayu, 2018). The characteristics of interactive multimedia are by the presence of text, graphics, audio, video, visual effects, sound effects, and interactivity (Fadillah, Bilda, Saleh, & Yenni, 2021). They are all used to make it easier for students to understand English activities and help teachers in providing material during lessons.

As technology develops, teaching media also develops into a combination of audio, visual, text, and animation. Images, text, sound, video, and animation are components of multimedia that are widely used by interactive media, one of which is interactive media Edpuzzle (Mishra & Sharma, 2011). Teachers can select videos and customize them based on class needs by entering question types such as multiple-choice questions, audio tracks, audio notes, or comments on videos whose purpose is centered on assessment in the EdPuzzle application (Prawati in Ipek & Ustunbas, 2021). The advantages of interactive media EdPuzzle (www.edpuzzle.com) are that it can enhance the distance learning experience, convince instructors that learning is happening, because students can take quizzes throughout the video, instructors can measure coursework, add audio notes, and can share videos with others (Abou Afach, Kiwan, & Semaan, 2018). While the lack of interactive media EdPuzzle, teachers cannot provide feedback openly on which answers are right or wrong. Teachers can only give suggestions or reasons why students' answers are wrong or right, but they can only make sure that the answers are wrong or right.
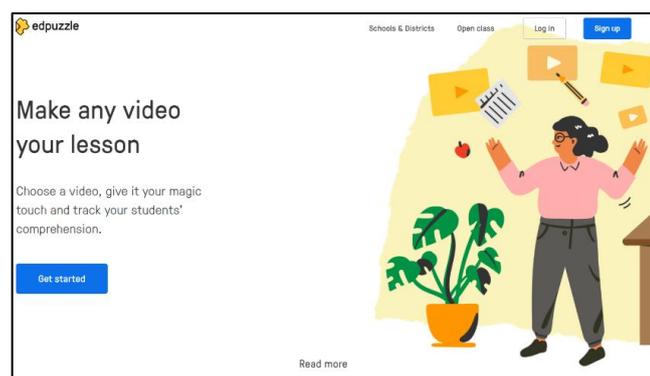

Figure 1: Interactive Media EdPuzzle

The results of Silverajah's research (Silverajah & Govindaraj, 2018) showed that the effect of using Edpuzzle on students' chemistry at the AUSMAT Program at Sunway College, Malaysia had a good ability in creating students' independent study skills and in strengthening their Chemistry learning. Overall, using Edpuzzle provides a learner-centered learning background that covers the needs of individual learners, especially those with low achievers. Amaliah (Fadillah et al., 2021) showed the final result of the researcher concluded that Edpuzzle could improve students' analytical thinking skills in writing very well, because it can build context and content according to the times in the era of the industrial revolution 4.0. Researchers Primamukti (Primamukti & Farozin, 2018) state that the use of interactive media can affect student learning outcomes. The results of the three researchers regarding the use of interactive media can affect students' motivation and learning outcomes.

The application of interactive media Edpuzzle in the vocabulary learning process begins with preliminary activities. In the introductory activity, the teacher as a facilitator provides directions about the learning scenario that day, motivating the importance of learning English. Previously, the teacher gave a link address to students to download the Edpuzzle interactive media application. The link address is shared by the teacher through the WhatsApp group. In the preliminary stage, the observation stage is carried out. Students concentrate on watching the video shows available there. Then students work on their assignments to find verbs or activities for the characters in the video. Furthermore, during core learning activities, the teacher still asks students to watch the video, the goal is for students to study intensively then dig up information, and analyze the stories given. Students look for similarities and differences. The results of the analysis are discussed. Next is independent learning activities. After observing, exploring, and analyzing the stories, they

study independently in groups (self-study), discussing the material and questions in the application. In the interactive media Edpuzzle there are several exercises that students must do in the form of questions to train higher-order thinking skills, especially in analytical thinking skills. The results are graded automatically through the teacher's account. The last stage is the assessment activity. Assessment is carried out both during the process and after learning. The assessment process is carried out by the teacher by going around seeing students' thinking processes and student performance. Meanwhile, students' analytical thinking skills were measured by questions of higher-order thinking skills. Furthermore, the assessment of the results is carried out by giving daily tests. At the end of the lesson, students are guided by the teacher to make joint conclusions (Amaliah in Fadillah et al., 2021).

Based on the problems and the results of previous research, it seemed that vocabulary learning strategies using interactive media EdPuzzle were very important for teaching vocabulary. Therefore, this study aimed to describe the use of interactive media EdPuzzle in vocabulary learning for junior high school students, so that the research problems could be formulated as follows; how to apply the use of interactive media EdPuzzle in vocabulary learning.

RESEARCH METHOD

The research used a descriptive method with a quantitative approach. This method is used because the researcher does not test the hypothesis but describes the variables set by the researcher, in this case, is the use of interactive media EdPuzzle. The researcher would describe the results of using EdPuzzle interactive media in learning vocabulary in the new normal. For this reason, a research instrument is needed. The research instruments used were observation sheets and questionnaires. The two instruments were used to get an overview of the implementation of the use of interactive media EdPuzzle in vocabulary learning, while the questionnaire was used to find out students' opinions regarding the use of interactive media in the classroom.

Research Design

Descriptive research design with a quantitative approach is based on the assumption that a symptom can be classified. This is because the researcher only conducted research by focusing on one variable, namely the use of interactive media EdPuzzle in vocabulary learning. In this case, the researcher explained or described the implementation of vocabulary learning using interactive media EdPuzzle. The method presented is to describe the object under study through data or samples that have been collected as is, without analyzing and making generally accepted conclusions (Sugiyono in Giyanto, Heliawaty, & Rubini, 2020).

Input	Process	Output

Descriptive Text

Using interactive media EdPuzzle in teaching and learning process

Observation: the implementation of EdPuzzle media

Analyzing Students' needs

Ideas to make an interactive media EdPuzzle and Design the Implementation in the Classroom

Assessment: knowledge, Questionaire

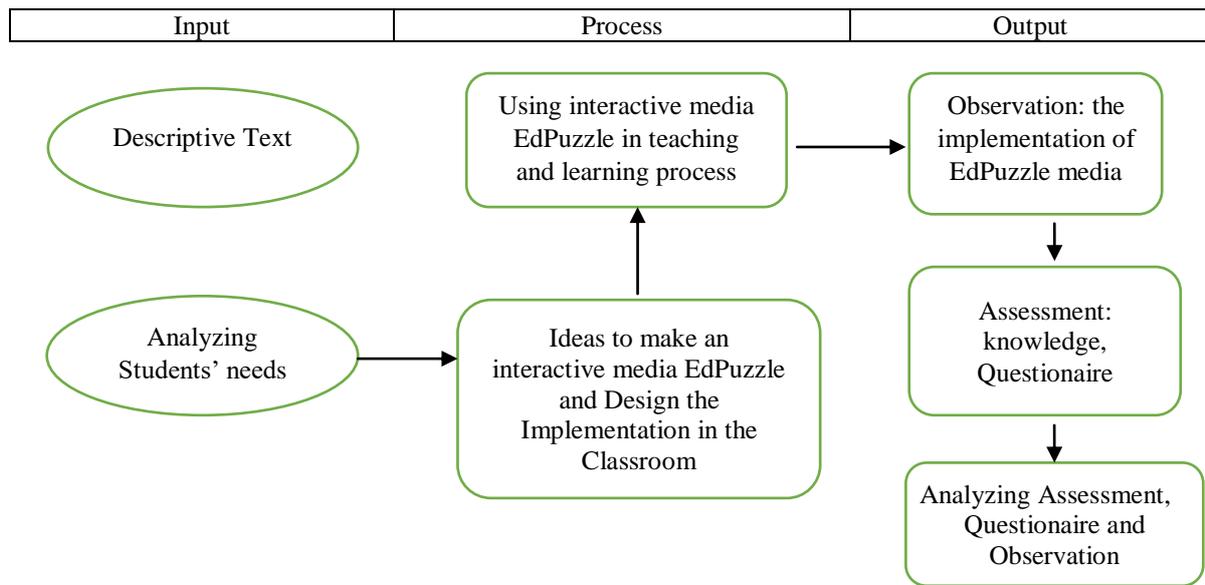Analyzing Assessment, Questionaire and Observation

Figure 2: The Framework of Interactive Media EdPuzzle

Descriptive research design with a quantitative approach starts from vocabulary learning activities. The topic of discussion discussed was descriptive text. During the vocabulary learning activities, the teacher used the interactive media EdPuzzle. to find out whether the use of interactive media EdPuzzle helped make it easier for students to learn the vocabulary used in the descriptive text about animals dan people.

Population and Sample

The population in this study was the 8th grade students of SMPN 2 Taman with a total of 297. SMP 2 Taman is a school that accepts students with special needs.The sampling technique used was purposive sampling. The reason for using the sampling technique was that the sampling class used was for the peer teaching class in the school field introduction program. The sample from one class of VIII- I in the academic year 2020/2021where in that class there were students with special needs (deaf and speech impaired). Total students in class VIII-I consisted of 33 students, in which that are 18 male and 15 female students,

Instruments

This Research used the observation sheet instrument was used in this study because the teacher who taught vocabulary using the interactive media EdPuzzle was also a researcher. The involvement of researcher as teacher in this case was called participant observation. Participant observation allowed researcher to check the events that informant may be unable or willing to share when doing it (Kawulich in Nkengbeza, 2016). Therefore, the help of other people was needed to observe the researcher when using EdPuzzle interactive media in the classroom.

The observation sheet is used to observe the activities of the researcher who was implementing interactive EdPuzzle media in vocabulary learning. The observed aspects include; 1) the preliminary activities that were observed were: whether the teacher greeted the students, whether she conveyed the scope of the materials; and description of the activity and whether the teacher motivated the students. 2) The core activities observed were two aspects, namely: learning materials, information about the use of interactive media EdPuzzle and

activities for implementing interactive media EdPuzzle in the classroom. In the aspect of learning materials, the activities observed were whether the teacher used Powerpoint when delivering the materials, whether she delivered the material systematically, and whether she asked questions after delivering the materials. Next, the information aspect of using EdPuzzle interactive media that was observed was whether she conveyed information about the importance of using online media, whether she conveyed the steps for using EdPuzzle interactive media, and finally whether she gave orders to join the group. The last aspect of the core activity was the teacher's application of using interactive media EdPuzzle. In this aspect, what was observed were whether she gave videos in which there was EdPuzzle interactive media and whether she gave assignments to students related to EdPuzzle interactive media videos. The final activity that was observed was how the teacher and students made conclusions regarding the material using the interactive media EdPuzzle and whether she gave a process assessment.

The collaborator in this study was student who was carrying out school field introduction activities at SMPN 2 Taman. The collaborator conducted the observation directly toward English teaching and learning process in the VIII-I of SMPN 2 Taman. The results of the research can be seen from the results and changes in student behavior using the EdPuzzle media to the fullest, then the researcher used one class. During the new normal, grade VIII-I students could not attend all of the vocabulary learning activities in the classroom offline, because there was no information that required students to attend class. With the limitations that can be present in vocabulary learning activities through the WhatsApp group application, namely only 6 students, teachers, and collaborators, while other students took part in online learning activities at home, data collection through observation is still carried out. The collaborator observed the reseacher's activity in class by Whatsapp group application to know about situation of learning process. Despite the limitations of implementing vocabulary learning using interactive media, the collaborator continued to observe the students' activities and problems faced by them in learning vocabulary. An Interactive Media EdPuzzle links and learning video about descriptive text were sent via the WhatsApp group application for students who were taking online learning at home. The treatments were held in seven meetings or 7 x 40 minutes, because each meeting discussed different materials. The text being discussed is descriptive text about animals and people. Vocabulary is part of the linguistic elements that students must learn. Vocabulary materials that used EdPuzzle interactive media were similarities, differences in vocabulary and understanding of the text itself. In the observation there are three aspect in teaching learning such as : pre-teaching activity, whilst-teaching activity, and post-teaching activity.

According to the flow of the research process, the first thing the researcher did was to analyze the students' needs. Analysis of student needs is by identifying the basic competencies 'and materials being studied by class VIII students. Next, analyze what media is right for class VIII students, as well as consider the media that can be used for students with special needs. So finally it was decided to use the interactive media EdPuzzle so that all students can use the media in learning English, especially vocabulary.

At the first meeting, the results of the collaborator's observations. In the pre-activity the teacher greeted the students with gratitude to God, after that the teacher conveyed the scope of the material to be delivered today, then the teacher gave some motivation to the students. Next, the teacher explained the materials about "Descriptive Text". The teacher began to do apperception activities with a guessing game with English vocabulary. Games can help increase students' learning motivation (Puspitasari, 2016). The next step, the teacher provided materials through powerpoint media. In the learning process the teacher explains the materials well, then the teacher asked some questions after giving the materials. After that, the teacher provided information about the importance of online learning in the new normal

by using interactive media such as EdPuzzle. The teacher provided step-by-step tutorials to access the interactive media Edpuzzle and to make small group which students could join. At the first meeting, the collaborator's observations showed that the teacher's explanation had not been fully understood by the students so the next meeting was needed, due to the limited understanding of using interactive media.

At the second meeting until the sixth meeting, the teacher who previously explained online learning in the new normal, now the teacher provided a link for students to join the class on the interactive media Edpuzzle. After providing the link, the teacher provided a 3-minute video or material for the assignment to students. The teacher used video media to motivate students in the vocabulary learning process and explain the benefits for students (Mayang, et all, 2021). In the video it is explained about animal descriptive text with the topic "My Lovely Dog", and "Christiano Ronaldo". After that, the teacher gave 15 multiple choice questions about vocabulary equations. The students' task is to find the synonyms and antonyms of vocabulary which they got after watching the video. In this activity, teacher can see the results of student answers through the teacher's account. In this activity from 33 students who can do the expected exercise target had not been achieved. Thus, teacher decided at the next meeting to still use the interactive media EdPuzzle in vocabulary learning.

Other practice questions were still in progress of the learning conditions were still discussing descriptive text, the topic of discussion was still the same, namely descriptive text about animals. However, the practice questions that must be done using the interactive media EdPuzzle are about understanding the text. Practice questions about understanding the text in subjective form as many as 5 items. The video used in the interactive media EdPuzzle tells about animal descriptive text, after they see the video show students are asked to answer the practice questions. Student activities can be monitored by the teacher through the teacher's account. At the end of the activity the teacher provides feedback for all student activities when working on similarities, differences, and understanding of descriptive text about animals.

All vocabulary learning activities using EdPuzzle interactive media were observed by the collaborator in this case, namely students who were carrying out a school field introduction program at SMPN 2 Taman. The results of the collaborator observations showed that students were very enthusiastic about participating in learning and doing practice questions and they were also those who enjoyed learning because they learned by using interactive media EdPuzzle. Through the interactive media EdPuzzle students can immediately see the results of the answers even though through the teacher's account and also the teacher provided feedback on what the students have done.

At the end of the vocabulary learning process, the researcher distributed a questionnaire by Google Form. The aim was to find out the opinion of students about the use of interactive media EdPuzzle in vocabulary learning. Questionnaire was a structured form. The questionnaires were in closed-ended item questions form. Spesifically, the questionnaires were to find out the students' perception after learning English through Edpuzzle. In this case, the researcher used the questionnaire method to collect data about using interactive media Edpuzzle on teaching vocabulary. There were 10 questions or statements. The questions included in the questionnaire asked students' opinions about: whether the use of interactive media EdPuzzle was effective for vocabulary learning, whether the use of interactive media was very helpful in learning vocabulary, whether interactive media EdPuzzle made students more interested and happy in learning vocabulary, whether interactive media EdPuzzle helped students understand vocabulary material, whether students felt happy following vocabulary learning using EdPuzzle interactive media, whether students had difficulties using EdPuzzle interactive media, whether students benefit from using EdPuzzle interactive media.

There were 5 alternative answers used in the questionnaire, namely; strongly agree, agree, moderately, sometimes, and disagree. The five alternative answers were sorted from 1 to disagree and 5 to strongly agree. The answer choices were very helpful for researchers to analyze the results of students' answers regarding the use of interactive media EdPuzzle in vocabulary learning.

Data Analysis

The results of the data obtained through the observation sheet instrument were analyzed descriptively, while the data in the form of students' opinions about the application of the use of interactive media EdPuzzle in the vocabulary learning process derived from the questionnaire instrument were analyzed with descriptive statistics in the form of a percentage. In order to know how many percentages of students liked interactive media EdPuzzle during the vocabulary learning process.

To process data from questionnaire data starting from the stages of selecting data, creating data tables, and calculating alternative answers followed the steps, namely: at the stage of selecting the data, the researcher separated which data could be used and which could not be used. The second stage was making a data table, the researcher entered each alternative answer for each question item and each respondent, then calculated the frequency of alternative answers for each item and alternative answers. The last step was the frequency of each alternative answer on each item was calculated and processed by comparing the number of respondents' answers to each item with the number of respondents multiplied by one hundred percent.

Research Findings

1. Finding of Observation

The results of observations through the WhatsApp group application which were only attended by a number of 6 students, teachers, and collaborators, results of observations during the vocabulary learning process carried out by collaborator was as follows. The teacher used the interactive media EdPuzzle in learning vocabulary according to the procedure for using interactive media. The procedure for using interactive media began with the teacher delivering the material to be discussed using PowerPoint media systematically, then the teacher conducted apperception activities by asking students questions related to the materials to be discussed. In activities using interactive media EdPuzzle, the teacher conveyed the importance of understanding all the information contained in online media. After that, the teacher explained the steps for using interactive media EdPuzzle with examples until students really knew how to use the media in vocabulary learning. Next, the teacher divided the class into several groups. For maximum results, each group gets an interactive EdPuzzle video media about the material being discussed. The teacher gave assignments to each group to do their work using interactive media EdPuzzle.

In order that students were familiar with EdPuzzle interactive media during vocabulary learning in the new normal, the activities of using the media were for 7 meetings including activities to analyze student needs about the material. Vocabulary learning material about descriptive text with sub-topics of descriptive text about animals and people. Each sub-topic Practice questions that students have to do about vocabulary equations, vocabulary opposites, and understanding of the text itself. As long as students work on practice questions, the teacher can monitor student answers through the teacher's account. And at the end of the learning activities, the teacher provides feedback on the assignments that the students have done and draws conclusions about the material that has been discussed.

However, in reality, the use of interactive media EdPuzzle at the seventh meeting of students could really understand and work on vocabulary exercises smoothly. Thus, the results of these observations indicated that the use of interactive media in vocabulary learning

makes students feel more enthusiastic and enjoy learning. Due to the interactive media EdPuzzle, students could work together with friends in their groups to do their work. EdPuzzle interactive media made the vocabulary learning process easier to understand (Gaynor, 2014).
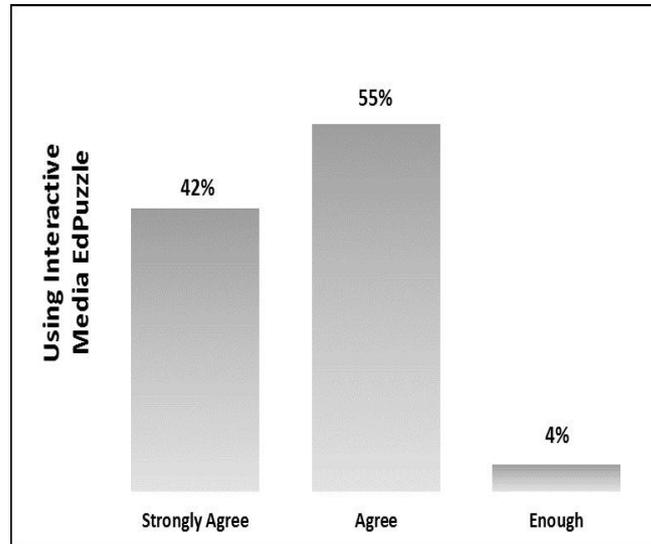
2. Result of Questionnaire

Figure 3. The Result of Questionnaire

Questionnaires were given to students after the learning process was carried out. In the learning process, teachers use Google Forms as a medium to provide questionnaire links through WhatsApp groups due to conditions in the new normal era. Based on the picture presented above, it is known that the research subjects amounted to 33 students who agreed as much as 54%, meaning that the use of interactive media Edpuzzle in learning vocabulary can make students happy, easier to remember vocabulary, and excited in the learning process. Students who strongly agree as were many as 42%, this showed that the use of interactive media Edpuzzle in teaching vocabulary was very useful for students in learning English vocabulary. Students were very interested in using the interactive media Edpuzzle in learning vocabulary. Students felt enthusiastic in learning vocabulary and students found it easy to understand material about English vocabulary by using interactive media EdPuzzle. Students who answered enough as much as 4% meant that they did not experience difficulty while using the interactive media Edpuzzle and did not get bored. Therefore it could be said that most of the VIII-I graders of SMPN 2 Taman agreed that EdPuzzle was an interactive medium in teaching vocabulary (Prastyawati in Dakhi & Fitria, 2019), (Saputri et al., 2018)

Discussion

In the new normal era, vocabulary learning cannot be carried out offline, students who attend class are very limited, namely only 6 people. However, the observation of the implementation of vocabulary learning using interactive media EdPuzzle through the WhatsApp group application continues. Learning vocabulary using interactive media EdPuzzle is carried out through three stages, namely preliminary activities, core activities, and final activities (Sevilen in Ipek & Ustunbas, 2021); (Amaliah, 2020). The lack of interaction between teachers and students in the new normal can be bridged by using technology-based learning media according to Sevilen and Amaliah above.

Before the teacher used EdPuzzle interactive media, in the preliminary activity the teacher motivated students to learn the importance of using technology-based learning media. Then the teacher began to apply the interactive media EdPuzzle in learning in the core

activities of each meeting. The application of the use of interactive media EdPuzzle in vocabulary learning was carried out for 7 meetings with the topic of discussing descriptive texts about animals and people including activities to analyze student needs about the material. Each topic Practice questions that must be done by students using interactive media EdPuzzle are synonyms, opposite words, and understanding of the text. The more often students use EdPuzzle interactive media in learning vocabulary, the more accustomed to using technology-based learning media.

The results of observations by collaborators during 7 meetings of learning showed that the use of interactive media EdPuzzle could change the learning situation where students were originally bored, now they felt that learning vocabulary was fun. Students learning vocabulary with interactive media EdPuzzle became more enthusiastic, because of the students' habit of using interactive media EdPuzzle (Prastiyawati in Dakhi & Fitria, 2019), (Saputri et al., 2018). As stated by Prastiyawati and Saputri in their research that choosing the right learning media will make students enjoy the subject more.

Changes in students' attitudes and feelings when participating in vocabulary learning using interactive media EdPuzzle could be seen from the results of the questionnaire analysis. The difference was not too much between students who agreed and strongly agreed. About 54% of students agreed and about 42% feel strongly agreed of 33 students who agreed, this showed that vocabulary learning using technology-based learning media, namely interactive media EdPuzzle really helped students in learning vocabulary, in understanding the vocabulary they used. in the text and also students learn more enthusiastically, because learning vocabulary was more fun (Primamukti & Farozin, 2018). The results of the questionnaire answers related to the use of interactive media EdPuzzle showed the same results as Primamukti's research that the use of interactive media had an effect on student learning outcomes.

Related to the use of interactive media EdPuzzle in teaching vocabulary, the previous studies support the findings that using an interactive media EdPuzzle made the students learn vocabulary well.

CONCLUSION

Based on the results of research and discussion teachers who use EdPuzzle interactive media in vocabulary learning continue to carry out learning activities as usual through three stages of activities, namely; preliminary activities, core activities, and final activities. Interactive media EdPuzzle was especially implemented during the core activities in which the students practiced synonims and antonyms used in descriptive texts about animals and people shown through video. The use of interactive media in vocabulary learning cannot be done only once but needs to be repeated, so that students are accustomed to using technology-based learning media. The habit of students using technology-based media, for example interactive media EdPuzzle during learning activities, makes students learn vocabulary more enthusiastically, because they find vocabulary learning to be more fun.

Therefore, it can be concluded that learning vocabulary in 8th grade of SMPN 2 Taman using interactive media EdPuzzle, makes them feel more enthusiastic in learning and the learning class is more fun.

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