

The Effectiveness of Edpuzzle in Improving Grade 4TH Students' Listening Skills

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Abstract

The study "The effectiveness of EdPuzzle in improving grade 4th students' listening skills" focused on applying and using Edpuzzle application into learning English for the purpose of improving the students' English listening skills and investigate the students' attitudes towards Edpuzzle application. Forty students of grade 4 at 915 Gia Sang Primary and Secondary School in Thai Nguyen province were chosen. The data was collected by listening tests, weekly observations and a questionnaire. The findings show that there were changes as a result of the actions. The changes were related to the following: Firstly, it was apparent that utilizing the Edpuzzle application improved the students' English listening skills. Data from the participants' listening test scores revealed that the Edpuzzle application was successful in improving the 4th grade students' English listening skills. Second, it was clear from the observations that the majority of the students had good views regarding using the Edpuzzle application and were interested in it, indicating that they believed in its positive impacts. When utilizing this application, most pupils felt more enthusiastic and did not become easily bored while practicing listening.

Key Word: Edpuzzle application, listening skills, the 4th grade students, positive impacts.

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I. Introduction

It is underlined that in the twenty-first century, English is the worldwide language. According to Nishanthi (2018), language learners study English for a variety of reasons. To begin with, English is the international language, therefore speaking it allows people from all over the globe to interact with another. Second, language users will be able to access fields in English. Education, entertainment, travel, and business are just a few examples. Users with a strong command of the English language may access a wide range of curricula, books, and news in the language. Aside from that, English users may view their favorite movies, TV episodes, or listen to English songs without the need for subtitles.

English has been taught by almost all levels of education terms, starting from primary school until university. There are four skills in mastering a language; receptive skill, listening (understanding the spoken language), reading (understanding the written language), and productive speaking and writing skills. Students need to develop their ability at these four skills to increase their English language knowledge and skill in life.

Listening, the essential language skill is consistently interrelated and intervened with the other language skills - speaking, reading, and writing. Until the late nineteenth century, the written mode was predominant in language learning, and then onwards, listening began to gain its significance in language teaching. The challenges towards teaching listening are now better understood because of the new strategies contributing to effective listening. Moreover, the widespread availability of technology supports language learners in enhancing their listening skills. (D. Renukadevi, 2014).

Language learners, particularly English learners, have more opportunities to study in today's technological environment. They can learn English whether they are in or out of the classroom by studying offline and online. They may learn at any time and in any location. Teachers should know the benefits of using ICT and integrate it into English teaching and learning activity (Raman & Mohammed, 2013). On the other hand, the smartphone is considered one of the ICT tools that could increase students' motivation in learning. The smartphone is considered convenient and exciting to be used for studying (Lu, 2008). Moreover, mobile applications can be implemented as the need for learning, one of which is EdPuzzle.

In teaching time at 915 Gia Sang Primary and Secondary School, the researcher encountered some problems with teaching listening. The first problem is that the number of listening exercises per unit is small. The second problem is that students have not studied or practiced listening at home. Therefore the students did not get high results in the listening test of the same level.

Due to the issues, the researcher decided to do an action research project of using EdPuzzle to create an online learning English listening environment for students. It was an essential model because students can

get the benefits. First, students can improve their listening skills. Second, they would build the habit of self-study and practice listening to English at home. For these reasons, the researcher conducted the study with the title "The effectiveness of EdPuzzle in improving grade 4th students' listening skills".

II. Material And Methods

The study aims to investigate students' listening skills after using EdPuzzle. Besides, the researcher would like to investigate the students' attitude toward using EdPuzzle to improve listening skills and self-study and practice listening English at home.

Participants

There are two classes of grade 4th at 915, Gia Sang Primary and Secondary School. Because of the limitation of time to conduct the research, the researcher chooses class 4A2 as the study participants. Students of this class have three years of exposure to English. In grades 1 and 2, the students get acquainted with English. In grade 3, they followed the curriculum of the Ministry of Education. Therefore students have a foundation of fundamental vocabulary related to family, school, home, daily activities, and simple sentence patterns. The students in class 4A2 had enough devices such as computers, phones, and tablets connected with Wi-Fi or 4G to use EdPuzzle through the survey.

Research design

Action research has an application focus. Action research can collect data based on quantitative or qualitative methods, or both. Action research focuses on solving a specific, factual problem and finding a solution to a problem. Action research designs are therefore systematic procedures performed by teachers to gather information and then improve their teaching and students' learning. As Creswell (2002) noted, there are 2 types of action research which are practical action research (teachers study the issues in their own classes to improve their teaching methods and students' learning) and participatory action research (participating in a social and community orientation contributes to changing an issue in our society). Based on the real issues in teaching and learning English listening skills, the researcher adopted the practical action research project to examine the effectiveness of EdPuzzle in improving grade 4th students' listening skills in 915 Gia Sang Primary and Secondary School.

Data collection instrument

The study uses a combination of four data collection instruments:

- Pre-test
- Observation checklist
- Post-test
- Questionnaire

III. Results

Results of pre-test and post-test

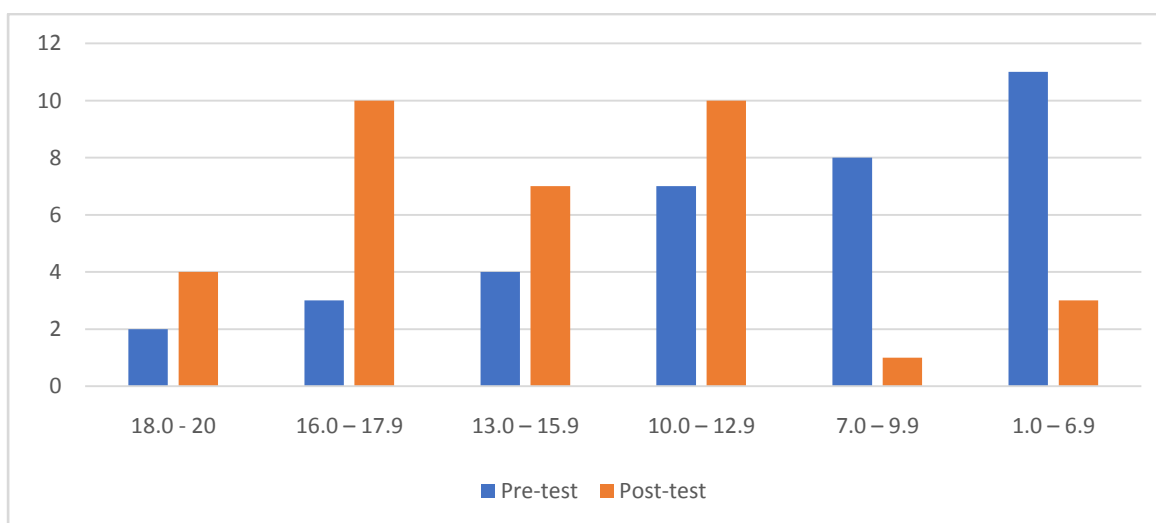


Figure 1. Comparison of the results between Pre-test and Post-test

As can be seen from the chart above, after applying Edpuzzle application to evaluate the students' listening retention, the students' listening retention was not many at below average and low score; most of them got Average, Good and Very good scores; the students which had Low score in the post-test at 8% in contrast at 31% in the pre-test. Moreover, the collected data showed that the number of the students at Excellent score increased double (from 2% to 4%) in the post-test. Compared with the pre-test, there was a rather significant difference in the students' listening retention at Below average score in the post-test. 23% of the students got Below average scores in the pre-test and 3% of students in the post-test.

Results of questionnaire

1. Edpuzzle application was easy to use

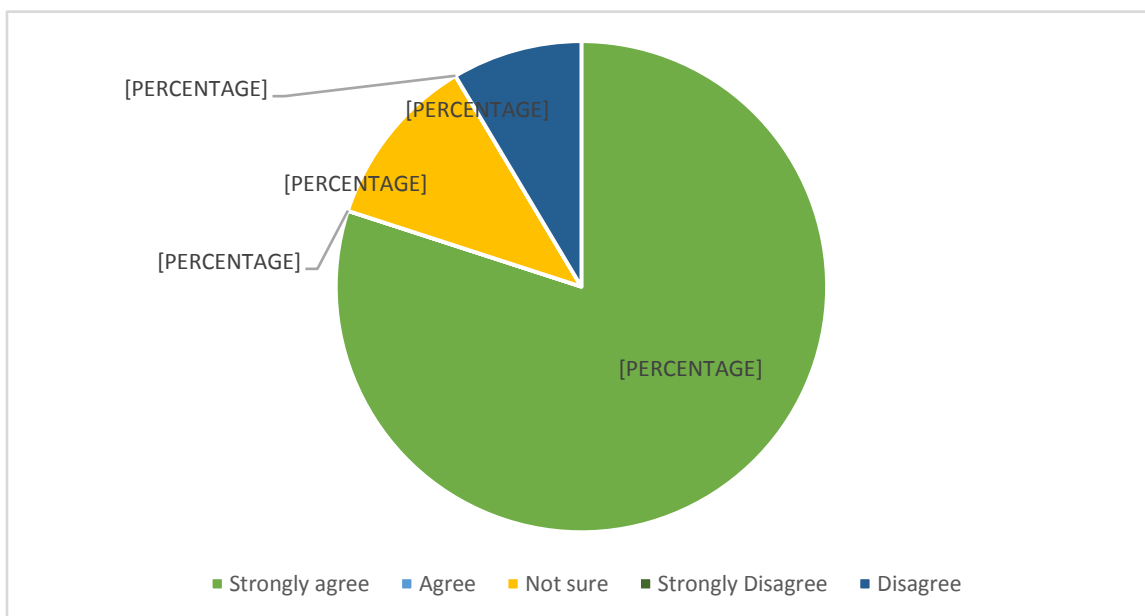


Chart 1. Edpuzzle application was easy to use

From chart 4.1, it is clearly seen that most of the students (31 students) thought that Edpuzzle application was easy to use, only 2 of them found it was difficult to use and the other 2 students were unsure about it. The chart indicates that Edpuzzle application is easy to use for 4th grade students at 915 Gia Sang school.

2. Using Edpuzzle improves English listening skills

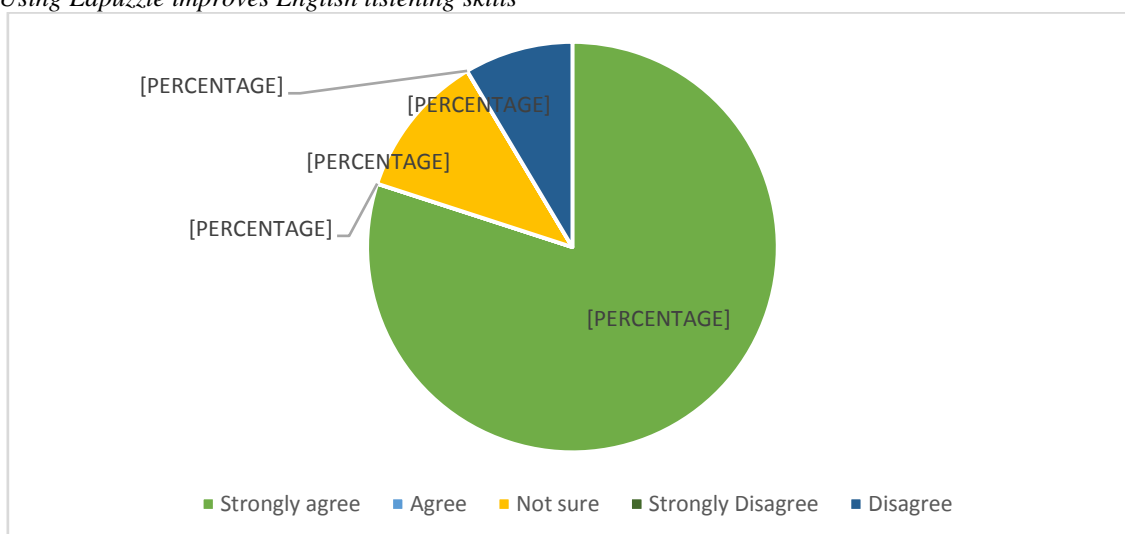


Chart 2. Using Edpuzzle improves English listening skills

Chart 4.2 shows that 80% of the students admitted EdPuzzle made them better in English listening skills. 11% of them were unable to define self-improvement. The rest, only 9%, said that they did not see any changes in

their English listening skills. From this figures, we can see that most of the students improved their English listening skills after using EdPuzzle application.

3. Practicing English listening skills with Edpuzzle was effective

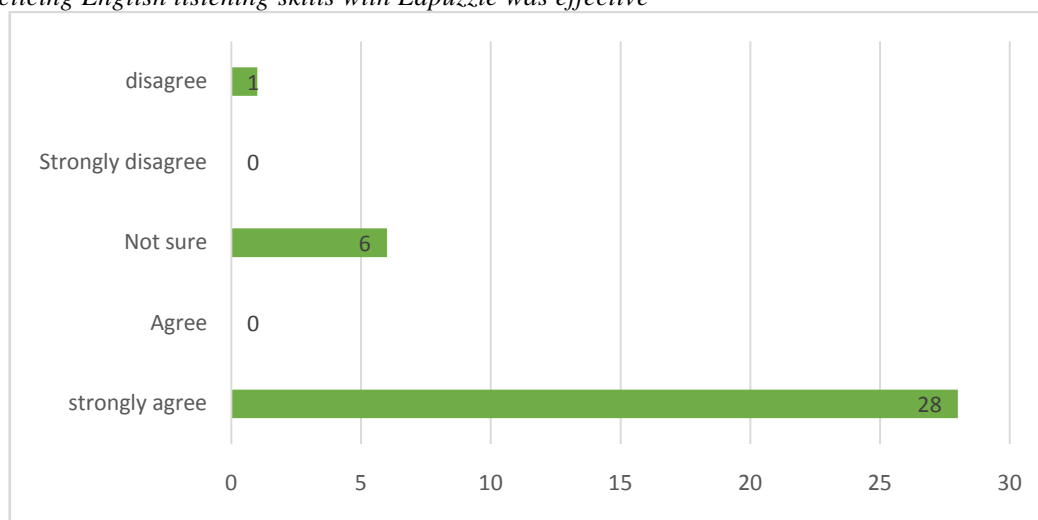


Figure 2. Practicing English listening skills with Edpuzzle was effective

From the results in figure 4.5, the number of students who thought that practicing English listening skills by Edpuzzle is effective accounts for 88% (31 out of 35 students) while 9% of students found it ineffective with them and the rest 3% (1 student) was not sure about the effectiveness of this application. It can be concluded that listening skills with the Edpuzzle application is effective for most students.

3. Learning exercises in Edpuzzle application make you happy and excited

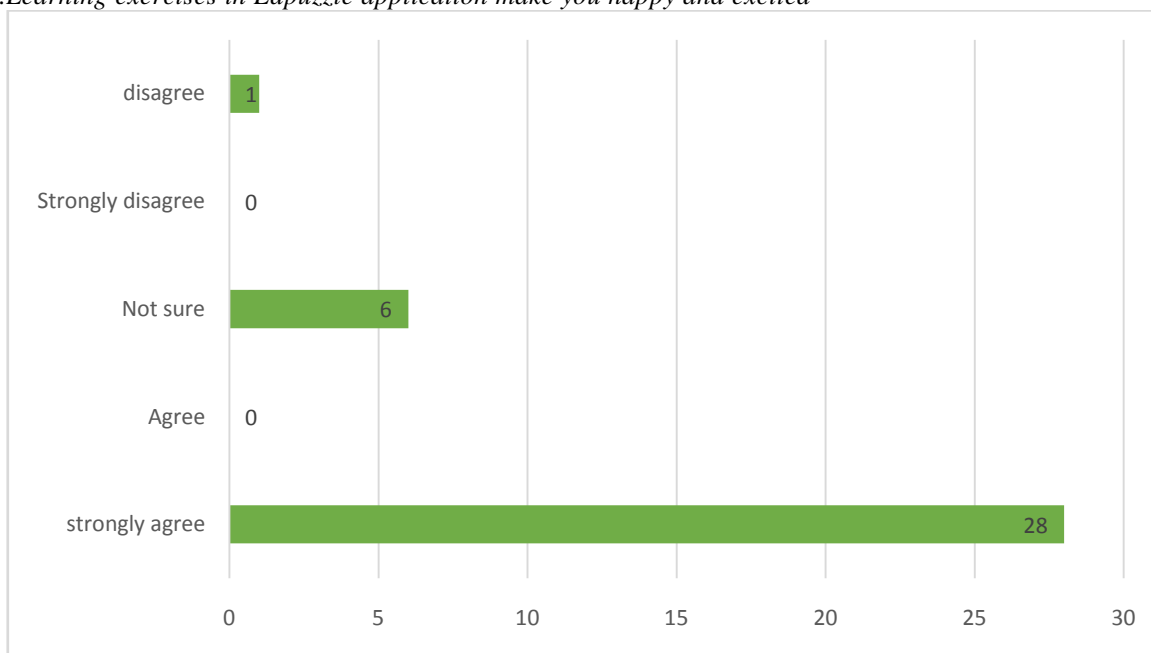


Figure 3. Learning exercises in Edpuzzle application make you happy and excited

When asked about students' satisfaction and enjoyment with listening exercises on Edpuzzle, 28 students answered that they really liked and were satisfied with the exercises they did on this application, the students listened to the incorrect parts many times when they haven't found the answer yet and students could see their rank in the class. The remaining few students (5 students) did not determine their satisfaction and excitement with this application, they considered this application as normal as other English learning applications. Only 2 students answered that they didn't like it because they had to do it many times and always found themselves in a low position. Looking at the figure, it indicates that Edpuzzle application is an application

with an interesting and suitable learning methods for most students.

Findings from observation

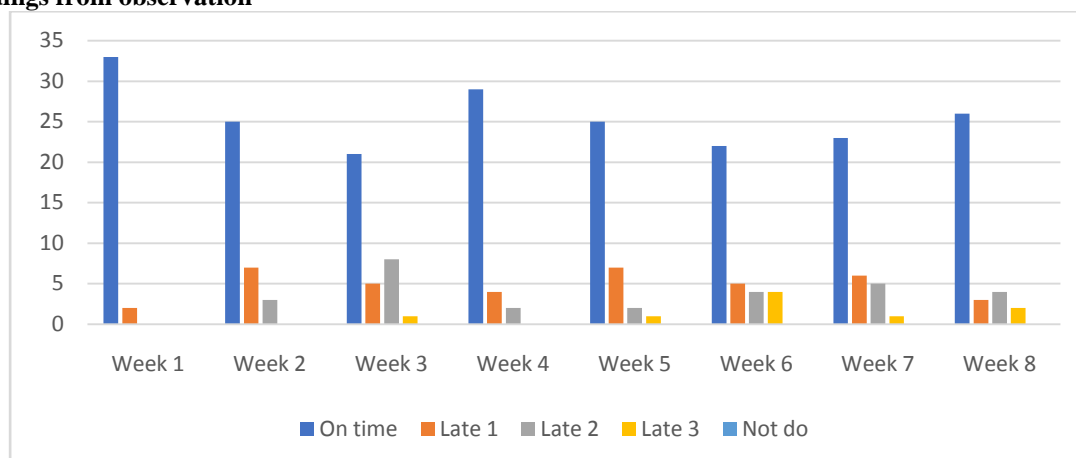


Figure 4. Weekly observation

The figure shows that the interest in practicing English listening skills in Edpuzzle application changes week by week.

Overall, after 8 weeks of practicing English listening skills in Edpuzzle application, the researcher found that students were very excited about learning with a new application.

IV. Discussion

This study's findings reveal that using Edpuzzle improved students' English listening skills and that learners had positive attitudes towards this effectiveness of Edpuzzle application in a 4th-grade class at Thai Nguyen Primary school. Based on the results of the listening tests, observation and questionnaire reported in the previous section, this section focused on the discussion of the significant findings related to the two research questions. Firstly, by using Edpuzzle application in practicing English listening skills, the students were able to demonstrate higher scores, which were related to their statistically significant gain in applying Edpuzzle application. This claimed that Edpuzzle application approach could improve the students' English listening skills.

Secondly, the findings of this study revealed the positive effect of using Edpuzzle application in practicing English listening skills and positive attitudes towards the use of Edpuzzle application as a new instructional method in learning and practicing listening skills at home for primary students at 915 Gia Sang Primary and Secondary school. A closer look at the data of the current study indicated that Edpuzzle application was highly recommended over the traditional method in teaching listening at 915 Gia Sang Primary and Secondary school. This study was significant as it could contribute to the English Language Teaching (ELT) literature pertaining to the innovative and technological tools that can enhance students' language skills in the 21st century. It was also important to English teachers and their students in finding various ways of teaching and learning listening skills in and outside classrooms. Specially, the study signified the possibility of utility of the Edpuzzle application at 915 Gia Sang Primary and Secondary school; thus, the students could improve their listening skills.

V. Conclusion

The findings show that there were changes as a result of the actions. The changes were related to the following:

Firstly, it was undeniable that using Edpuzzle application had a positive effect on the students' English listening skills. Data from the score of the listening tests of the participants demonstrated that Edpuzzle application was beneficial to improve the 4th grade students' English listening skills effectively.

Secondly, through the observation, it could be seen that most of the students expressed a positive attitudes towards applying Edpuzzle application and an interested in this application, which demonstrated that they believed in its positive effects. Most students felt more enthusiastic and did not get bored easily with practicing listening when using this application.

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