

Students' Perception Towards Edpuzzle Website as a Learning Media to Their Listening Skill Improvement

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Abstract

Although platforms such as Edpuzzle are encouraged for improving English listening skills and have been studied in relation to listening assessment and comprehension, few studies have examined how junior high school students in Indonesia perceive their practicality, interface, effectiveness for material comprehension, and role in motivation. This research aims to fill that gap by examining student views on Edpuzzle's practicality, interface, effectiveness for material comprehension, and motivational role among eighth-grade students at SMP Negeri 5 Malang. This study utilized a mix method design. To collect data, the researchers used a set of questionnaires and interview that were adopted from previous studies and modified to narrow the focus of the results. The questionnaires contain 10 statements and are distributed to students. The data were analyzed, put into tables, and summarized in percentages and description form. The results of the analysis show that more than 80% of the students show positive feedback across the practical, interface, material comprehension, and motivational aspect regarding the use of Edpuzzle website as a learning media to improve students' listening skills on the study implication. The findings contribute evidence on students' perceptions of Edpuzzle in a junior high school setting, which can help teachers evaluate and improve their use of the platform in the classroom and serve as a resource for future researchers.

Keywords: Edpuzzle, Learning Media, Listening Website.

1. Introduction

As a foreign language, English has four skills that are necessary to be mastered by the students, namely listening, reading, speaking, and writing. Among them, listening is one skill that learners need to master (Listiyarningsih, 2017), and mastering it requires more concentration and attention to understand or comprehend the listening material (Woottipong, 2014). According to Brownell (2023), listening is not a passive skill; it is a complex process in which many things happen simultaneously inside the mind. Sharpening listening skills therefore takes a lot of practice and exercise.

Through listening, students can understand others better and respond appropriately, allowing them to share their own ideas effectively in conversations (Walsh & Sattes, 2015). Listening ability is therefore important not only in study but also in communication, because communication depends on understanding the messages conveyed by others. The purpose of listening is to catch the meaning or understand the ideas (Worthington et al., 2024).

To make the listening learning process easier, teachers are encouraged to provide media as a learning tool in their classroom activities. Pamungkas and Adi (2020) state that the most common approach of instructing learners in the learning process is using media. Media or learning media is defined as a physical and non-physical tool used by teachers to convey



material to students for greater efficiency and productivity (Puspitarini & Hanif, 2019), and it makes the subject easier for students to comprehend. One English learning medium for listening is video. Using video to practice listening can help students understand the context better and gives them brief and clear examples of how the language is used (Fadhillah et al., 2021).

Websites can be used by teachers as educational tools to enhance learning and engage students across various subjects and grade levels (Hamilton, 2022). One website that teachers can use as a learning medium containing video is Edpuzzle, a web-based application containing interactive videos for learning material (Mawaddah et al., 2022). Edpuzzle is very easy to use, so there are no special technical requirements other than an internet connection and a device capable of playing video (Ware, 2021). It allows its users, especially teachers, to create automatic assessments. While listening activities in class generally rely on the audio played, Edpuzzle can integrate both audio and visuals into these activities. It is a platform that teachers use to engage students' interest in learning through visual and audio media (Egilistiani & Prayuna, 2021).

Several studies have examined Edpuzzle as a learning medium. Prawati and Novitasari (2017) focused on the use of Edpuzzle as an application for teachers to create videos with tasks. Hamid (2022) found that the majority of respondents regarded Edpuzzle as an excellent tool for assessing their listening skills because it provides authentic, meaningful, real-life contexts and videos.

Previous studies have shown the positive side of using Edpuzzle for students' listening skills. However, they only discuss Edpuzzle as a tool for assessing listening activity. This study therefore fills the gap by offering more specific data on students' perceptions of Edpuzzle as a learning medium for improving listening skills. By understanding these perceptions, educators can improve how they use the tool to boost student engagement and enhance learning outcomes.

This study is expected to offer both theoretical and practical benefits. Theoretically, it provides more evidence and clarity about students' perceptions of Edpuzzle as a learning medium for listening skills. Practically, the findings can help teachers evaluate and improve their use of Edpuzzle to enhance English listening skills, improve their teaching methods, and create more interesting and specific learning experiences. The study also encourages students to practice actively, leading to more engagement and proficiency, and it can serve as a resource for future researchers interested in similar research.

This study therefore investigates student perceptions of the Edpuzzle website as a listening medium, focusing on four aspects: practicality (RQ1), interface (RQ2), effectiveness for comprehension (RQ3), and role in enhancing motivation for English listening practice (RQ4).

2. Literature Review

Learning media includes any tool or resource utilized to present educational material in a way that engages students' thoughts, emotions, focus, and desire to learn. It is crucial in supporting the learning process. Widodo (2018) defines learning media as instruments or materials used for educational activities that allow teachers and students to participate effectively in learning. Wilkinson and Weitkamp (2013) expand on this definition, stating that media encompasses any means that facilitates the spread of ideas. When these means are used in an educational setting, they become learning media (Tamrin et al., 2017). Therefore,

learning media can be seen as both physical and virtual tools that aid educators in delivering instructional content to students (Puspitarini & Hanif, 2019).

In recent times, digital learning tools, particularly online platforms, have become increasingly popular in language education. One such tool, Edpuzzle, has gained prominence for its interactive video-based learning features. The subsequent sections discuss literature pertaining to the practicality, user interface, effectiveness, and motivational aspects of using websites like Edpuzzle in English language learning, aligning with the focus of the present research.

2.1. Students' Perception of the Practicality of Accessing Edpuzzle

The practicality of learning media plays a crucial role in students' access to materials and their willingness to engage in independent learning, according to Puspitarini and Hanif (2019). They argue that learning tools should improve both accessibility and effectiveness. Web-based platforms, specifically, offer practical benefits such as convenience and flexibility.

Using websites in listening instruction, as found by Rohim and Fitariana (2022), significantly enhances the learning process by making materials easily accessible to students. Kusumaningsih et al. (2019) also highlighted that websites like esllab.com, elllo.org, about.com, manythings.org, carolinebrownlisteninglessons.com, and YouTube are seen as practical tools for improving listening skills and promoting self-directed learning techniques. These results lay a strong foundation for examining students' perceptions of Edpuzzle's practicality as a listening media resource.

2.2. Students' Perception of the Edpuzzle Website Interface

The way a digital learning tool is designed can have a significant impact on how users experience it. An effective interface can make learning more interesting and lessen mental strain, ultimately improving the learning experience. According to research by Felix (2001), students tended to have a positive opinion towards online learning tools. The majority of the participants found the interactive experience enjoyable and felt at ease using the tools, though there was a small percentage (around 17%) who initially felt uneasy because they were unfamiliar with the interface.

Abdelmalak (2014) discovered that students had a favourable reaction to incorporating websites into language learning, highlighting those interactive elements and a user-friendly layout improved their level of participation. These investigations suggest that the interface's standard plays a vital role in the students' general contentment and eagerness to utilise online platforms. Since Edpuzzle merges video material with built-in questions and an uncomplicated interface, it is crucial to examine students' opinions on how easy it is to use and the appearance of the platform in the English listening teaching environment.

2.3. Students' Perception of Edpuzzle's Effectiveness in Comprehension

Effectiveness is a fundamental measure of the worth of a learning medium. According to Puspitarini and Hanif (2019), a learning medium that is effective should improve learners' grasp of the material and aid in meeting educational objectives. Various studies have proven that websites utilised in listening instruction can significantly enhance comprehension.

Rohim and Fitariana (2022) and Kusumaningsih et al. (2019) both noted that students who utilised web-based platforms for listening practice exhibited improved listening comprehension skills. Faizi et al. (2015) supported this claim by demonstrating that web-based learning tools assist students in expanding their understanding of specific subjects and fostering deeper engagement with the learning material. By allowing teachers to integrate questions directly into videos, Edpuzzle enables students to engage more interactively with

listening materials. These findings bolster the current exploration of students' views on the effectiveness of Edpuzzle in enhancing their listening comprehension.

2.4. Students' Perception of Edpuzzle's Role in Motivating Learning

Motivation plays a significant role in the process of acquiring a second language. The success of a digital platform as a tool for learning largely depends on its ability to maintain learners' interest and encourage consistent practice. Abdelmalak (2014) discovered that incorporating Web 2.0 tools in education led to an increase in students' intrinsic motivation and participation. These tools provide interactivity and flexibility, allowing students to play a more active role in their learning journey.

Faizi et al. (2015) also found that the use of web-based tools not only enhanced knowledge retention but also enriched students' overall learning experiences. Puspita et al. (2021) highlighted in their research the convenience of websites, which enabled students to study at their own pace and convenience, ultimately boosting their motivation levels. Building on these findings, this study examines how the interactive and flexible features of Edpuzzle impact students' motivation to engage in English listening practice. While this research is focused on the middle schooler.

3. Methods

3.1. Research Design

This study used a mixed method design to examine students' perceptions of the Edpuzzle website as a learning media for listening skill improvement. The study measured perceived benefit only; it did not measure improvement in students' listening skills. Mixed methods design merges techniques from qualitative and quantitative methods to answer the research questions (Byrne & Humble, 2007). Data were collected through a questionnaire and interviews. The researcher chose mixed methods to gain better insight into why students chose their questionnaire answers and to obtain fuller explanations.

To answer the research questions, this study used both a questionnaire and interviews as data collection methods. The questionnaire was used to gather general information about students' perceptions of Edpuzzle, including how practical it was to access (RQ1), how they viewed its interface (RQ2), how effective it was in helping them understand the materials (RQ3), and how it influenced their motivation to improve listening skills (RQ4). Interviews were also conducted to gain deeper insights into these areas. Through interviews, students could explain their personal experiences, such as any difficulties they faced, helpful features they liked, and how the platform affected their understanding and motivation. Together, these methods helped provide a more complete picture of students' perceptions of Edpuzzle website.

3.2. Population and Sample

The subject of this study was one class of eighth graders at SMP Negeri 5 Malang. The researcher chose this class because the students had experience operating gadgets as learning tools and accessing the Edpuzzle website as their learning media. The questionnaire was completed by all 32 students in the class, and 10 of them were randomly selected for interviews. Considering the time constraints and the qualitative aspect of the mixed methods design, a sample of 10 students was considered adequate for the initial analysis. To ensure fairness and prevent bias in selection, simple random sampling was used. Each of the 32 students was given a number from 1 to 32, and 10 numbers were randomly generated using Random.org to determine the participants. This approach gave every student an equal chance of being chosen, although some students were also willing to volunteer.

3.3. Instrument

Research instruments are tools used by researchers to collect data (Sathiyaseelan, 2015). The instruments in this study were a questionnaire with close-ended questions and interviews with open-ended questions. The data sources were the eighth-grade students at SMP Negeri 5 Malang.

3.3.1. Questionnaire

The questionnaire was distributed to the eighth-grade students via Google Form. It measured four aspects: the practicality of accessing the Edpuzzle website, the interface of the website, students' understanding of the materials, and students' motivation or enthusiasm in using Edpuzzle. Table 1 presents the four aspects, the question numbers that represent each aspect, and the sources from which the items were adapted. Practicality is covered by items 1 to 5, interface by items 6 to 9, understanding of materials by items 10 to 16, and motivation by items 17 to 20. Most items were adapted from previous studies, while items 5 and 9 were added by the researcher to relate to their respective aspects.

Table 1. Questionnaire Aspects

Aspect	Question Number	References
Practicality of accessing Edpuzzle website	1	Van Loc et al., 2021 (Table 1, No. 7)
	2 - 4	Rukmi, 2021 (Table 1, No. 1, 2, 3)
	5	Question added by the researcher that related to the aspect
Interface of Edpuzzle Website	6 - 7	Sama et al., 2021 (Table 1, No. 7,8)
	8	Puspita et al., 2021
	9	Question added by the researcher that related to the aspect
Students Understanding of Materials	10 - 16	Hamid, 2022 (Table 2)
Students' Motivation	17 - 20	Fadhillah et al., 2021 (Table 3)

Students responded to each of the 20 statements by choosing one of four options: Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD). The statements were written in Indonesian to avoid misinterpretation or misunderstanding. Content validity was established by adapting items from previously validated instruments.

3.3.2. Interviews

The interview questions were also adapted from the previous studies mentioned above. The interviews were conducted in Bahasa Indonesia so that the respondents could understand the questions and answer them comprehensibly. The interviews used open-ended questions to obtain free but detailed responses. Each interview lasted approximately 5 to 7 minutes and was recorded using a smartphone voice recording application. The 10 interviewees were selected using the random sampling procedure described.

3.3.3. Data Analysis

The data collected from the questionnaire was carefully examined using descriptive statistics, with a focus on tabulating response frequencies and percentages. These quantitative findings were subsequently analyzed and presented narratively in order to pinpoint important patterns and trends within the students' responses.

In order to further enhance comprehension, the researchers merged these results with a thorough examination of the interview data. This combination of quantitative and qualitative

analyses enabled a more in-depth interpretation by blending statistical trends with detailed observations.

3.4. Ethical Considerations

This study involved eighth-grade students as participants, so ethical principles were observed throughout the research process. Participation in the questionnaire and interviews was voluntary, and the students were informed of the purpose of the study before they took part. Participants' identities were kept confidential, and the interview recordings and questionnaire responses were used only for research purposes. The interviews were conducted in Bahasa Indonesia so that the students could understand the questions and respond comfortably. Interviewees were selected through random numbering to ensure fair selection. In reporting the findings, students' responses were presented without revealing personal identities.

4. Results and Discussion

4.1. Research Results

This section reports the questionnaire results for the four aspects (Tables 2 to 5). The questionnaire results show high agreement across practicality, interface, understanding of materials, and motivation, and the interviews provide students' explanations for these responses. Because the study measured perceptions only and involved 32 students (10 of them interviewed), the results describe students' views and not gains in listening skills.

4.1.1. Practicality of Accessing Edpuzzle Website Aspect

Table 2 presents the responses about the practicality of accessing Edpuzzle website aspect. This aspect is adapted from Van Loc et al. (2021) and Rukmi (2021). This aspect is focused on the ease of use and accessibility of the website.

Table 2. Result of the practicality of accessing Edpuzzle website aspect

No.	Statements	SA		A		D		SD	
		f	%	f	%	f	%	f	%
1.	I am able to use Edpuzzle to access English course that shared by teacher.	13	40.6	19	59.4	0	0	0	0
2.	I feel that using Edpuzzle can be very efficient media in learning listening skills because it is easy to use and good for self-study.	16	50	16	50	0	0	0	0
3.	I feel that it would be easy to understand listening course with Edpuzzle website	15	46.9	17	53.1	0	0	0	0
4.	I think Edpuzzle is flexible enough to access using my own device.	19	59.4	12	37.5	1	3.1	0	0
5.	I can access Edpuzzle easily using the internet that provided in my school	3	9.4	22	68.8	5	15.6	2	6.3

As shown in Table 2, items 1 to 3 received agreement from all 32 students (100%), and item 2 was split evenly between "strongly agree" and "agree" (50% each). Item 4, on device flexibility, drew the highest share of strong agreement in the table (59.4%), with one student disagreeing (3.1%). Item 5, on internet access at school, was the exception. Only 9.4% strongly agreed and 68.8% agreed, while 21.9% (7 students) disagreed or strongly disagreed (15.6% and 6.3%). It was the only item in this aspect with a notable share of disagreement.

4.1.2. Interface of Edpuzzle Website

Table 3 presents the responses about the interface of Edpuzzle website aspect. This aspect is adapted from Sama et al. (2021) and Puspita et al. (2021). The indicator of this aspect is students' comfort with the interface of Edpuzzle website.

Table 3. Result about the interface aspect of Edpuzzle website

No.	Statements	SA		A		D		SD	
		f	%	f	%	f	%	f	%
1.	E-learning Edpuzzle is user-friendly	14	43.8	18	56.3	0	0	0	0
2.	Operating Edpuzzle website is stable and smooth	12	37.5	19	59.4	1	3.1	0	0
3.	Edpuzzle website gives me a unique experience compared to another website I had used.	13	40.6	18	56.3	1	3.1	0	0
4.	The user interface in Edpuzzle website make me comfortable during practicing listening	12	37.5	20	62.5	0	0	0	0

Table 3 shows very high agreement on all four items. All students agreed that Edpuzzle is user-friendly (item 1) and that its interface was comfortable during listening practice (item 4), while 96.9% agreed on stability (item 2) and on the unique experience (item 3), with one student disagreeing on each of these two items (3.1%). On every item, "agree" was chosen more often than "strongly agree", and strong agreement stayed between 37.5% and 43.8%.

4.1.3. Students Understanding of Materials

Table 4 presents the responses about the students understanding of the material aspect. This aspect is adapted from Hamid (2022). The indicator of this aspect is the students' understanding of listening source provided in the Edpuzzle website

Table 4. Result of students understanding of the material aspect

No.	Statements	SA		A		D		SD	
		f	%	f	%	f	%	f	%
1.	Listening questions with using video make me easier to understand the questions' context	14	43.8	18	56.3	0	0	0	0
2.	Listening questions in Edpuzzle website help me understand the material that has been taught in class	13	40.6	19	59.4	0	0	0	0
3.	The instructions and questions in the listening test at Edpuzzle are clear and easy to understand	12	37.5	20	62.5	0	0	0	0
4.	The difficulty level of the listening test on Edpuzzle is suitable with the students' language skills	9	28.1	23	71.9	0	0	0	0
5.	The contents that attach in the listening test at Edpuzzle are related with daily life, general knowledge, and student's language skills	11	34.4	20	62.5	1	3.1	0	0
6.	The video content on listening test in Edpuzzle is up-to-date and interesting	12	37.5	18	56.3	1	3.1	1	3.1
7.	I feel more comfortable doing listening test in Edpuzzle rather than conventional listening test	8	25.0	22	68.8	1	3.1	1	3.1

As shown in Table 4, items 1 to 4 received 100% agreement, although item 4 (difficulty level) was mostly “agree” (71.9%) and had a low share of strong agreement (28.1%). Item 5 (relevance of content) reached 96.9% agreement, with one student disagreeing. Items 6 and 7 had the lowest agreement in the table (93.8% each) and were the only items with “strongly disagree” responses (one student each). Item 7, the comparison with conventional listening tests, also had the lowest strong agreement (25.0%).

4.1.4. Students’ Motivation

Table 5 presents the responses about the students’ motivation aspect. This aspect is adapted from Fadhillah et al. (2021) that its indicator focused on students’ enthusiasm of using Edpuzzle website for the next listening practice/course

Table 5. Result of student’s motivation aspect

No.	Statements	SA		A		D		SD	
		f	%	f	%	f	%	f	%
1.	I enjoy practicing listening through Edpuzzle	16	50	16	50	0	0	0	0
2.	I have an opportunity to be more engaged to learn English language listening when I access Edpuzzle website	10	31.3	22	68.8	0	0	0	0
3.	I think using Edpuzzle videos is a fun way to exercise my listening skill	14	43.8	18	56.3	0	0	0	0
4.	I am motivated to practice listening while I am watching videos in Edpuzzle.	8	25	24	75	0	0	0	0

Table 5 shows that all 32 students agreed with all four statements (100%) and no student disagreed. The distribution differed between items, however. Strong agreement was highest for enjoyment (item 1, 50%) and fun (item 3, 43.8%), and lower for engagement (item 2, 31.3%) and motivation to practice (item 4, 25%), where most students chose “agree”.

4.2. Discussion

From the research findings, it is evident that students perceived Edpuzzle favourably across various aspects of using it as a learning tool. This section discusses the findings on student perceptions based on both questionnaire and interview data (Tables 2 to 5). Because only perceptions were measured, the discussion interprets what students reported and does not claim an improvement in their listening skills.

4.2.1. Practicality Aspect

A. Accessibility and Usability

All students (100%) agreed that it was easy to access teacher shared courses on Edpuzzle, with 40.6% strongly agreeing and 59.4% agreeing. Interview data confirmed this finding, with students reporting only minor, peer resolved technical issues, such as the need to switch to “desktop site” mode when accessing the platform on a mobile device.

In terms of device flexibility, a strong majority of students (96.9%) agreed that Edpuzzle was flexible to access on their personal devices. Interview feedback on this point was mixed but leaned positive; one student cited the clarity of the instructions provided, while another admitted to initially struggling before receiving help from a peer.

Institutional Wi-Fi access, however, emerged as a barrier for some students. While 78.1% found the school’s Wi-Fi adequate for accessing Edpuzzle, a significant minority of 21.9% disagreed or strongly disagreed, citing slow or unstable connections that sometimes required them to rely on a personal mobile hotspot instead. This was the weakest result in the practicality aspect, and it had the lowest strong agreement of all 20 questionnaire items

(9.4%). It matters for classroom practice because, as noted in the Introduction, Edpuzzle's main technical requirements are an internet connection and a device capable of playing video (Ware, 2021). Where the school connection is unstable, students may depend on their own mobile hotspots to complete tasks. Teachers and schools using Edpuzzle in class may therefore need to check connectivity beforehand and plan for students whose connection fails. This also tempers the high ratings for ease of access: students found the platform easy to use, but access depended partly on the quality of the school's network.

In terms of practicality and efficiency, all students (100%) agreed that Edpuzzle is an easy to use and efficient medium for self study, with an even split of 50% strongly agreeing and 50% agreeing. Interview respondents specifically praised its ease of use for learning English independently.

B. Effectiveness for Comprehension

All students (100%) found Edpuzzle effective for understanding listening materials, with 46.9% strongly agreeing and 53.1% agreeing. A key feature highlighted during the interviews was the ability to replay audio and video segments before answering questions, which students felt greatly aided their comprehension.

4.2.2. Interface Aspect

All students (100%) found Edpuzzle easy to use, with 43.8% strongly agreeing and 56.3% agreeing. This was corroborated by the interview data, in which students reported encountering no significant difficulties while using the platform. In terms of technical performance, an overwhelming majority of students (96.9%) agreed that Edpuzzle runs stably and smoothly on their devices, with 37.5% strongly agreeing and 59.4% agreeing.

The interface was also considered comfortable by all students (100%) during listening courses, with 37.5% strongly agreeing and 62.5% agreeing. Students described the interface as simple yet easy to understand. In addition, a strong majority of students (96.9%) agreed that Edpuzzle provided a unique experience compared to other learning websites, with 40.6% strongly agreeing and 56.3% agreeing. The platform's integrated video and question format was specifically highlighted by students as a novel feature that distinguished it from other learning tools. Across the four interface items, "agree" was chosen more often than "strongly agree," so students were clearly positive about the interface but not uniformly strong in their agreement.

4.2.3. Students' Understanding of Material

A. Video Integration and Comprehension Support

All surveyed students unanimously agreed that Edpuzzle's video-based format significantly aided their comprehension, with 43.8% strongly agreeing and 56.3% agreeing that the videos attached to the listening questions made it easier for them to grasp the contextual meaning of the material. This finding was supported by qualitative data, with one student stating that the video attached to the website helped them understand the material. This feature was frequently cited as a primary reason for the platform's effectiveness.

B. Support for Classroom Learning

Similarly, students reported a unanimous positive response, with 40.6% strongly agreeing and 59.4% agreeing, when asked whether Edpuzzle helped them understand the material taught in class. This finding indicates that the platform functions not merely as a standalone tool but as a valuable extension of formal instruction that reinforces and clarifies

classroom lessons. One respondent confirmed this by stating that Edpuzzle really helped them understand the material that had been taught in class.

C. Clarity of Instructions and Questions

The design of the platform's tasks received strong endorsement from students, all of whom found the instructions and questions clear and easy to understand, with 37.5% strongly agreeing and 62.5% agreeing. This perceived clarity appears to reduce cognitive load and technical confusion, allowing students to focus more fully on the listening task itself. This sentiment was echoed by a participant who noted that both the instructions and the questions were very clear, making it easy to understand and answer the questions.

D. Appropriately Matched Difficulty Level

A critical finding of this study was the universal agreement, comprising 28.1% who strongly agreed and 71.9% who agreed, that the difficulty level of the listening exercises was well suited to the students' language proficiency. Students described the level as challenging yet accessible, a sentiment captured in one student's remark that the exercises were not easy but not too hard either, and were just right. This appropriate calibration of difficulty appears essential for maintaining student engagement and fostering a sense of achievable progress.

E. Relevance and Engagement of Content

A strong majority of students (96.9%) found the listening course content relevant to their daily lives and general knowledge, a factor that contributed to a more engaging and interesting learning experience. Only 3.1% of students disagreed with this statement. The connection to real world contexts served as a key motivator for students, as expressed by one participant who noted that the video material was related to their daily activities and was therefore very interesting to learn from.

F. Comparative Comfort and Preference

Finally, when compared to traditional or conventional listening tests, a significant majority of students (93.8%) reported feeling more comfortable and enjoying the practice more when using Edpuzzle. This preference appears to stem from the platform's user friendly and simple design, as illustrated by one student's comment that Edpuzzle is such a simple website that they felt enjoyment and comfort while doing the listening practice on it. A small minority of students (6.2%) did not share this comparative preference.

4.2.4. Students' Motivation

The findings also revealed a strong and consistent pattern of motivation among students. All students (100%) reported enjoying listening practice through Edpuzzle, with one student noting that they really enjoyed using Edpuzzle as a learning medium and would like to continue using it in the future. In addition, all students (100%) felt more engaged and enthusiastic about learning English when using the website, describing the experience as very interesting.

Furthermore, all students (100%) agreed that using Edpuzzle videos was a fun way to practice listening skills, with one student stating that the videos made it fun for them to exercise their listening skills on Edpuzzle. Finally, all students (100%) stated that watching videos on Edpuzzle motivated them to practice listening, with one student explaining that what motivated them was that the videos provided on Edpuzzle were fun and helped them with their English lessons in class.

5. Conclusion

The positive feedback across the aspects of practicality, interface, material comprehension, and motivation highlights Edpuzzle's effectiveness as a valuable tool for enhancing language learning, specifically in developing listening skills. Students found the platform to be accessible, user-friendly, and motivating. Over 95% of the students agreed that the Edpuzzle website is very practical to access using their device (RQ1). Over 98.5% found Edpuzzle easy to use, smooth and stable to operate, and simple yet comfortable during listening practice (RQ2). For material comprehension, about 96.8% agreed that Edpuzzle is an effective tool in helping them understand the material, with video attachments making it easier to grasp content (RQ3). Finally, regarding motivation, more than 98% of students reported being influenced and motivated by Edpuzzle to improve their listening skills, describing the practice as highly enjoyable, engaging, and directly supportive of classroom learning (RQ4).

This study's findings should be considered in light of certain limitations, including a small sample size from a single school and the potential for positive bias due to the novelty effect of the tool. Future research could therefore employ a longitudinal design with a larger, more diverse participant pool to assess sustained engagement and skill retention. Investigations comparing Edpuzzle's efficacy against other digital tools or across different language proficiencies would also be valuable. Furthermore, studies exploring its integration within specific pedagogical frameworks, such as flipped classroom or differentiated instruction models, could provide deeper practical insights.

According to the research results, teachers should consider integrating Edpuzzle into language learning lessons to enhance accessibility and maintain student engagement. Continued development of the platform's design features and the provision of more personalized content could further increase its utility. Despite its limitations, this study strongly indicates that Edpuzzle holds significant potential as a contributive tool in English Language Teaching, effectively merging technological engagement with foundational listening skill development.

5.1. Conflict of Interest Statement

The authors declare that there is no conflict of interest regarding the publication of this paper.

5.2. Author Contributions

R.A.G.Z.: Conceptualization, Investigation, Data Curation, Formal Analysis, Visualization, Writing – Original Draft.

R.P.Y.: Methodology, Validation, Supervision, Writing – Review & Editing.

5.3. Funding Statement

No funding was received for this research.

5.4. Informed Consent

Informed consent was obtained from all participants.

5.5. Ethical Approval

This study involved human participants (eighth-grade students of SMP Negeri 5 Malang). It was conducted in accordance with ethical principles: participation was voluntary, the purpose of the study was explained to the students beforehand, their identities were kept confidential, and informed consent was obtained from all participants. Formal approval from an ethics committee was not obtained.

5.6. Data Availability

The data that support the findings of this study are available from the corresponding author [R.A.G.Z.] upon reasonable request.

5.7. Declaration of Generative AI and AI-assisted Technologies

The authors used Claude (Anthropic) as a writing assistant while preparing this manuscript, mainly to improve language clarity, grammar, and sentence structure. The tool was not used to collect data, analyze results, or generate the research findings. The authors reviewed and revised all AI-assisted text, verified its accuracy, and take full responsibility for the content and integrity of this manuscript.

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