CHAPTER IV

FINDING AND DISCUSSION

This section elaborates the research finding and discussion in detail. It aims to provide the answer of research questions. They are 1) to describe the implementation of Edpuzzle to develop students' critical thinking skill in learning narrative text of the ninth-grade students at SMPN 2 Krian, 2) to describe the students' critical thinking skills developed through Edpuzzle in learning narrative text of the ninth-grade students at SMPN 2 Krian, 3) to describe the students' perception of the use of Ed-Puzzle to think critically in learning narrative text of the ninth-grade students at SMPN 2 Krian.

The process of gathering data and finding data is described in finding. After that, the researcher draws conclusion from the result of finding about the implementation of Edpuzzle to develop students' critical thinking skill in narrative text.

4.1. FINDING

4.1.1 The Implementation of EdPuzzle to Develop Students' Critical Thinking Skill in Learning Narrative Text.

The result of observation that had been conducted by the researcher at 21st February 2023 in the 9E class was described in this finding. The teacher used discovery learning as the learning method. There were several steps taken by the teacher and students in the teaching and learning process at the meeting. The learning activities were divided into 3 stages, namely as follows:

1. Preliminary activities

First of all, the teacher greeted students and then invited them to pray together in accordance with the religious beliefs of each student. Then, the teacher also expressed her pleasure to meet again and reminded to always take care and grateful for health. Then the teacher checked the attendance of students. All students were present at the meeting which consisted of 33 students. Then, the teacher asked the students to prepare their dictionaries. The students could use paper dictionaries or digital dictionaries. However, most students seemed more inclined to use digital offline dictionaries on their own smartphones. It was more flexible by using digital dictionaries.

The teacher recalled the subject matter learned in the previous meeting. After that, the teacher provided stimulation by asking students to do exercise 1, namely finding a narrative text and stimulating the desire to investigate on their own. In exercise 1, the teacher showed a picture of Sangkuriang, then the teacher provided several trigger questions that could stimulate students' understanding and curiosity. Those questions were *What is the picture about?, Does it really happen in real life?, Have you ever read the story?, Do you know what narrative text is?* and *Can you write a narrative text?*. The students answered the trigger questions orally. It could be seen that they excitedly took part in learning at this meeting because they answered enthusiastically and answered each other in unison. After carrying out the stimulation process, then the teacher explained the learning objectives and assessments that would be carried out by students that day.

After that, the students did the pre-test. The students had to answer the

multiple choice questions type. The students chose the correct answers. The teacher used G-form application to distribute the questions to the students. The link of G-form application was distributed to the WAG of "E" class. So that, the students of the class can open access the questions by using their own hand phones. The number of questions were 10 questions. The questions that wrote by teacher conducted HOTS based questions. The teacher gave this pretest to find out the early ability of students to think critically. (*See appendix 3*)

2. Core activities

At this stage, the teacher designed learning with a duration of 60 minutes. The syntax used by the teacher was the problem statement. Students were asked to work in groups and made hypotheses: a) Is the fairy tale "The Golden Bread" a narrative text?, b) Can I analyze the structure of the text and its moral messages in narrative text?. Next syntax was data collection. The teacher gave the opportunity for students to actively learn to collect as much information as possible in order to prove the hypothesis by reading the handout given by the teacher. They were also allowed to search any information to the google search. The next stage was data processing. Students applied the information collected by arranging random sentences into good sentences that correspond to the Sangkuriang fairy tale. This is the second exercise.

Then was the verification stage. This stage was the implementation of Edpuzzle in learning narrative text. Students worked on questions about narrative text in the form of the fairy tale "The Golden Bread" which was presented in the Edpuzzle video application.

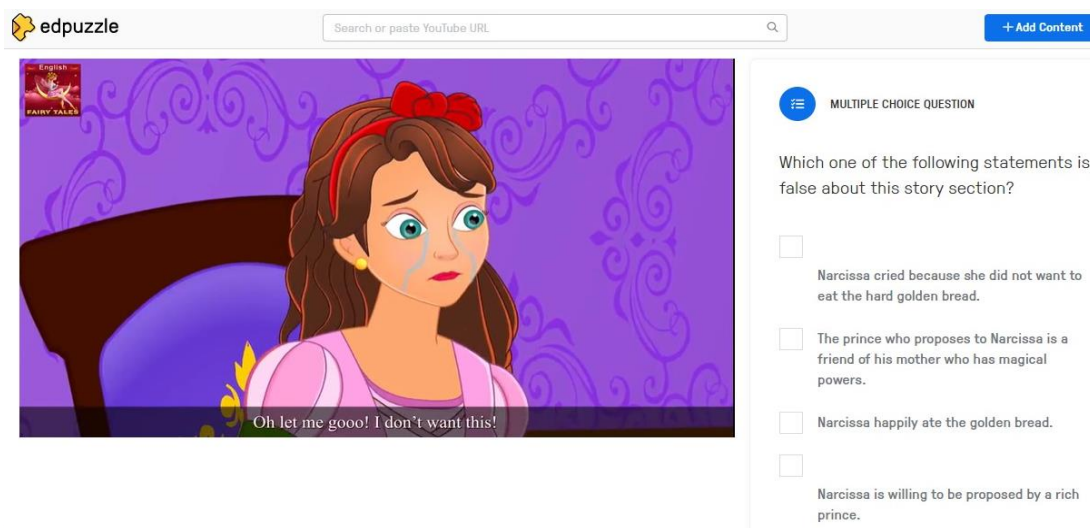**Figure 4.1. Narrative Text entitled the Golden Bread as a Post-test in Edpuzzle**

There were several stages in implementing Edpuzzle. First, the teacher asked students to prepare their smartphones and connected to the school's Wifi connection or they could also use personal internet quota. Then the teacher distributed the login code to the teacher's assignment in Edpuzzle. Then, students typed the login code on their smartphones.

The teacher started carrying out online assignments on Edpuzzle. Then, students could start working on the questions presented. With the Edpuzzle application, students answered multiple choice questions accompanied by watching a video of a fairy tale entitled "The Golden Bread". Students cannot directly skip the video to work on each question item. Every student must watch the video every second until it was finished. The duration of the video provided by the teacher was 10 minutes. The teacher presented 10 HOTS questions in the Edpuzzle application to develop students' thinking skills. These questions included analyzing, evaluating and inference activities. Here was the example of students' questions displayed on

the handphone screen, but for the completed pictures could be seen on *Appendix* 4:

Figure 4.2.: Example of Question on the Students' Screen Displayed

The following were ten questions provided by the teacher in the Edpuzzle application quiz:

Table 4.1: Questions in Edpuzzle

No.	Questions	Indicator of Critical Thinking Skill		
		Analysis	*Evaluation*	*Inference*
Q1	What are the different characteristics of the mother and her daughter in the story?	√		
Q2	In your opinion, what is generic structural part of the story called? Why?	√		
Q3	Which one of the following statements is true about Narcissa?		√	
Q4	After hearing Narcissa's answer, what would the mother probably do?			√

Q5	Why did her mother say that Narcissa had sily dream?	√		
Q6	After watching the story, what in the generic structure called in this section? Why?	√		
Q7	Which one of the following statements is false about this story section?		√	
Q8	In your opinion, what will Narcissa probably do when she gets home?			√
Q9	What is the generic structure of this story called? Why?	√		
Q10	What is the moral lesson of the story?			√
	Total	5	2	3

From the table above it could be seen that the teacher had included questions that encouraged students to think critically. These questions contained critical thinking indicators; analysis, evaluation and inference. There were 5 questions that encourage students' ability to think critically by analyzing stories presented in video in narrative text. In addition, there were 2 questions that contained evaluation as one of critical thinking indicators. There were 3 questions that categorized into inference as critical thinking indicators. All the questions presented by the teacher triggered students' critical thinking skills because they included three critical thinking indicators, namely analysis, evaluation and inference. The teacher presented HOTS questions that sparked students' way of thinking not only in simple

terms but also in more complex problems. In this case the teacher's ability to make good quality questions was needed. So that students were taught and accustomed to critical thinking.

According to the researcher's observational work, it could be seen that the students watched the video carefully and most of them used earphones to focus their minds and hearing more on the stories in the Edpuzzle videos. The teacher went around to make sure all of her students could use the Edpuzzle application properly. After 15 minutes, almost all students had finished doing their task. The teacher checked who had not and who had successfully completed their assignments. The teacher motivated a small number of students who still hadn't finished answering 10 questions on Edpuzzle.

After 20 minutes, all students had finished answering questions on Edpuzzle. Thus, the teacher appreciated the students' efforts in completing their assignments. The teacher checked the students' score one by one on her Edpuzzle application account. On the other hand, students looked very happy after knowing the scores obtained. This could be seen from their facial expressions. Many of the students said "Yes" while looking at their handphone screens.

The following figure was the display of the students' result score in Edpuzzle application:

Figure 4.3: The Students' Result Score Display

In addition, apart from showing the results of student scores, the Edpuzzle application also showed on how fast students were able to solve each of the questions presented. This Edpuzzle application helped teacher to analyze and recognize students' individual abilities on how many times students must repeat to watch a particular video section. In this case, each student had different abilities in understanding the story in the video. There were some students who had only watched the video once and were able to understand the text so they could answer the questions correctly. There were also some students that required two or more video playbacks to produce a good comprehension. The questions given by the teacher on Edpuzzle Application were HOT questions. Where these questions could encourage students' critical thinking skills to develop. The figure below was the display of students speed in comprehending the story in each questions:

Figure 4.4: Display of Students' Speed in Completing Each Questions
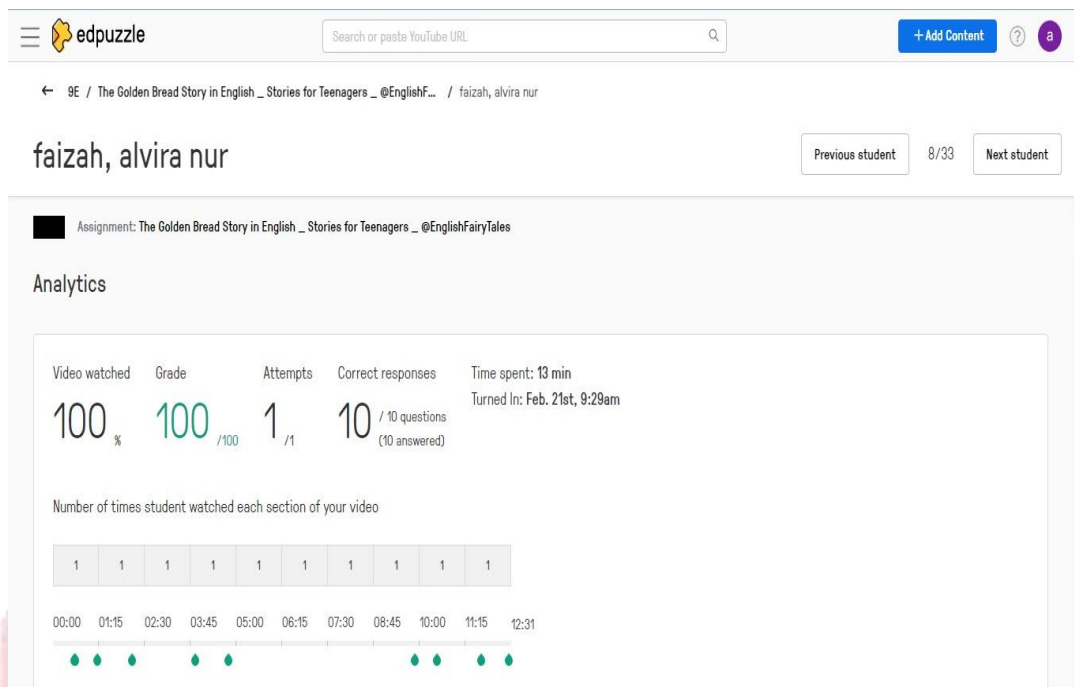
3. Closing Activities

At this stage, students carried out learning reflection. The teacher distributed student reflection questionnaires. Then the teacher explained the material for the next meeting. Teacher also expressed the hope to see each other again. In addition, the teacher reminded students to always take care of their health. Furthermore, the teacher expressed his appreciation to the students because they were enthusiastic about carrying out the lesson at the meeting. Finally, the teacher and students prayed together to close the meeting and said closing greetings.

After having observation to the class activities, the researcher continued to do the interview for the teacher. This interview was to be the supporting data. The result of interview between researcher and teacher which conducted at 22nd February 2023 was presented in this finding. There are 10 questions used in the

interview as follows:

First, the researcher asked to the teacher on what the teacher's preparation in implementing Edpuzzle for class. The teacher answered that there are some preparations she did, included preparing the lesson plan, informing students to install the application before the class and bring headset in English class, preparing internet quota, LCD and wire.

Second, the researcher asked to the teacher on how the teacher implemented Edpuzzle for teaching narrative text. The teacher answered that she used Edpuzzle as a media in teaching narrative text. She played a video about a narrative text, then She gave multiple choices questions, after the answers of the question appear in the video.

Third, the researcher asked what the teacher's challenges in implementing Edpuzzle in class. The teacher answered that her challenges in implementing Edpuzzle in class were; students' internet quota, some students were forget to bring headset. It produced so many voices in class.

Fourth, the researcher asked about what made the teacher interest in implementing Edpuzzle in the class. The teacher conveyed that students' enthusiasm increase, teacher didn't need too much energy in teaching because it prepared well before the class.

Fifth, teacher reported the way she utilizing Edpuzzle to develop students' critical thinking skill in learning narrative text.

Interviewer: *How do you use Edpuzzle to develop students' critical thinking skill?*

Teacher: *I give some HOTS questions to stimulate students' critical thinking skill. Automatically, the students learn how to evaluate and analyze the story in video.*

The teacher provided some HOTS (High Order Thinking Skill) questions on Edpuzzle application. The questions were designed to be able to stimulate the students' critical thinking skills in learning narrative text. From completing the questions, the students were trained to learn how to evaluate and how to analyze the story of the video. The students' critical thinking skills were developed if they were trained continuously.

Sixth, the researcher asked to the teacher about the teacher's difficulties in implementing Edpuzzle to develop critical thinking in narrative text. The teacher said that her difficulties in implementing Edpuzzle to develop critical thinking in narrative text was students' limited vocabularies. It make students find some difficulties in choosing the correct answers.

Seventh, the question was did the teacher feel helped by Edpuzzle in teaching narrative texts and what the reason. The teacher said "Yes, of course". It meant that the teacher felt helped by using Edpuzzle. She also confirmed that using Edpuzzle in teaching narrative made students' enthusiasm increase. Furthermore, teacher didn't need too much energy in teaching because it prepared well before the class.

Eighth, the researcher asked to the teacher about the students' response in learning English by using Edpuzzle in the class. Then, the teacher answered emphatically that the students felt so enthusiastic and interested.

Ninth, the researcher asked to the teacher's opinion about did Edpuzzle can develop students' critical thinking. She answered that the story of the video made

the students more understand the material and it was interesting. However, it also depended on students' vocabularies. Students who were rich in vocabularies would be easier and enjoying this application in learning process because they understand the story well.

Tenth, the researcher asked to the teacher's opinion about it was helpful or not for the students to better understand in narrative text material by applying Edpuzzle. Here was the transcription of the interview between the teacher and the researcher.

Interviewer : *In your opinion, is it helpful for your students to better understand in narrative text material by applying Edpuzzle?*

Teacher : *Yes. It is very helpful for my students, because they can increase their learning motivation. And then, when I use the Edpuzzle as my media in learning process, they find something new. So, they are able not only learning English but also how to use the application that can we use in the classroom.*

The teacher answered that absolutely yes. It was very helpful for her students, not only having better understanding in narrative materials by using Edpuzzle, but also increase their learning motivation. It means that the implementation of Edpuzzle was useful for learning narrative text. The students was interested to use it because it was something new for them to learn English by using Edpuzzle application. The curiosity of the students were helped to stimulate their motivation to learn English with enjoyable application.

4.1.2. The Students' Critical Thinking Skill Developed Through Edpuzzle in Learning Narrative Text

In this part, the researcher presented and described the students' critical

thinking skill developed through Edpuzzle in learning narrative text of 9E grade students at SMPN 2 Krian. The following table was the result of students' pretest score:

Table 4.2: Students' Pretest Score

No.	Initial of Names	Value	Grade
1	ARN	70	B
2	ANF	60	C
3	AJZ	70	B
4	AMCM	50	D
5	APW	70	B
6	AAL	60	C
7	ARA	50	D
8	ANZ	50	D
9	RH	40	D
10	CPAC	70	B
11	CPAS	70	B
12	DA	60	C
13	FNM	70	B
14	HP	70	B
15	KS	60	C
16	LPF	60	C
17	MJAK	60	C
18	MMA	40	D
19	MNS	60	C
20	MSAF	60	C
21	MJL	30	E
22	MLG	80	A
23	RW	40	D

24	R	50	D
25	RS	70	B
26	RNA	60	C
27	RAA	20	E
28	SPS	40	D
29	SNF	50	D
30	TYSG	60	C
31	TDA	50	D
32	VRP	70	B
33	ZZA	50	D
	Total Value	**1870**	
	Average / Mean	**56,7**	

Notes:

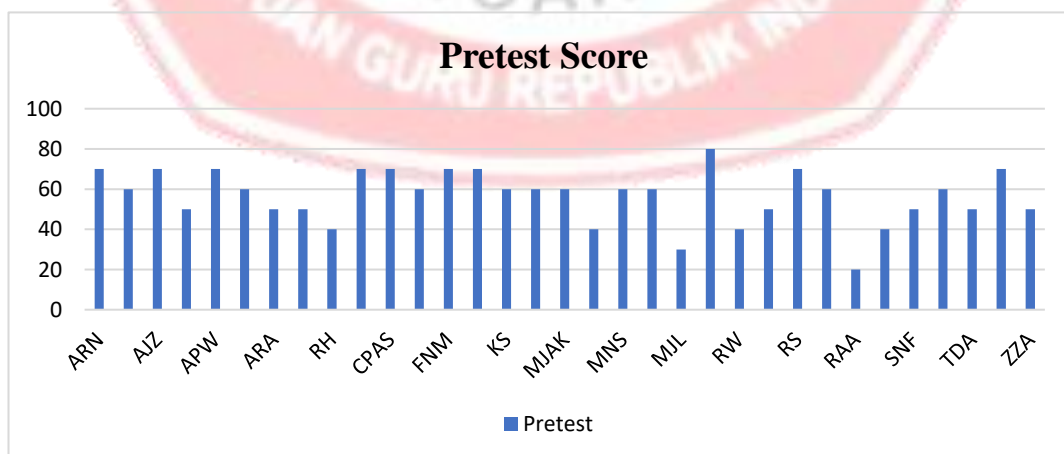$\geq 80,00$ = A

$\geq 66-79,99$ = B

$\geq 56-65,99$ = C

$\geq 40 - 55,99$ = D

$\geq 0 - 39,99$ = E

This was the chart of students' pretest score:

Figure 4.5: Chart of the Students' Pretest Score

From the chart above could be described that the students still had low critical thinking skill. There was only one student who got 80 (A = 3 %) score but the other students got under 80. There were 9 students who got 70 as the score (B = 27,3%). There were 10 students who got 60 (C = 30,3%). There were 7 students who got 50. There were 4 students got 40. So, grade D had 33,3 %. Then, there was only 1 student who got 30 and 1 students got 20 (E = 6%). So, there were 23 (70%) students who got score under the KKM 70. It means that students still needed to practice questions that trigger students' critical thinking skills. Therefore, teachers must be able to innovate by presenting learning that was critical thinking but with more interesting learning media.

At this part, the researcher presented the students' score of critical thinking by using Edpuzzle as the posttest of this research.

Table 4.3: Students' Posttest Score

No.	Initial of Names	Value	Grade
1	ARN	70	B
2	ANF	100	A
3	AJZ	80	D
4	AMCM	90	A
5	APW	100	A
6	AAL	90	A
7	ARA	80	A
8	ANZ	100	A
9	RH	90	A
10	CPAC	100	A
11	CPAS	100	A

12	DA	80	A
13	FNM	100	A
14	HP	100	A
15	KS	100	A
16	LPF	70	B
17	MJAK	70	B
18	MMA	80	A
19	MNS	90	A
20	MSAF	90	A
21	MJL	90	A
22	MLG	100	A
23	RW	80	A
24	R	70	B
25	RS	90	A
26	RNA	80	A
27	RAA	80	A
28	SPS	80	A
29	SNF	100	A
30	TYSG	100	A
31	TDA	80	A
32	VRP	90	A
33	ZZA	90	A
	Total Value	**2880**	
	Average / Mean	**87,3**	

Notes:

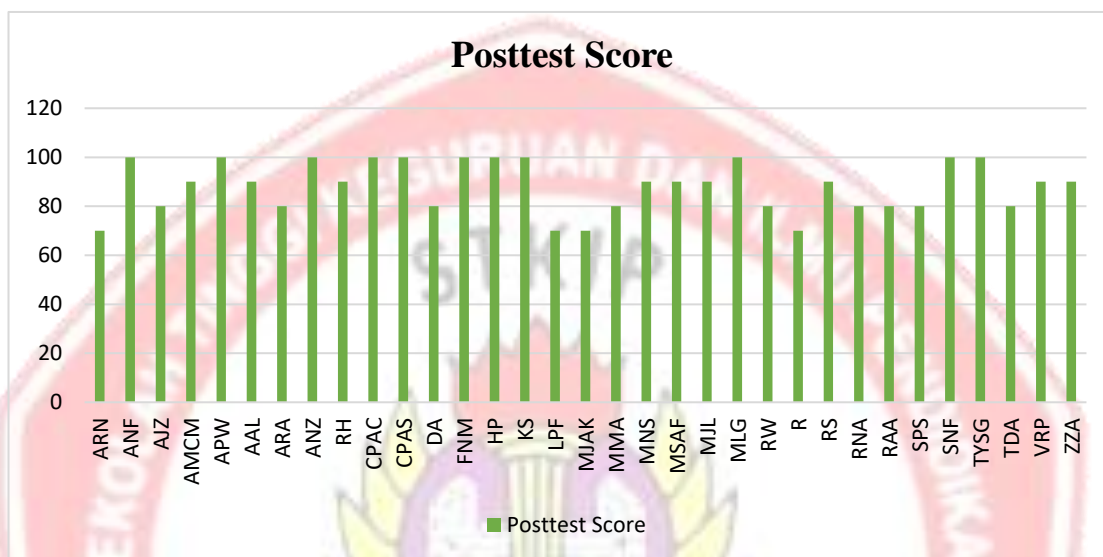$\geq 80,00$ = A

$\geq 66\text{-}79,99$ = B

$\geq 56\text{-}65,99$ = C

$\geq 40 - 55,99$ = D

$\geq 0 - 39,99$ = E

Here was the students' score in completing questions by using Edpuzzle:

Figure 4.6: The Students' Score

Based on the chart above, it could be seen that there were 11 students got 100 as the highest score. Then, there were 9 students got 90. There were 9 students got 80. There were 4 students who got 70. Therefore, 87,9% students got B grade and 12,1% students got C grade. The total values of the posttest was 2880. Further, the average / mean of the posttest was 87,3.

Based on the students' score of the chart above, it could be seen that the result of students' scores were better than the pretest. By using Edpuzzle, students seemed to enjoy doing the questions more. Even though the questions presented by the teacher were HOTS-based which trigger students' ability to think critically, students enjoyed them more because the narrative text was presented in the form of video story in Edpuzzle. The questions presented in the Edpuzzle application had

the same level of difficulty as the pretest. Apart from that, the basic competence and material were the same as the pretest. However, the indicators presented from the pretest and posttest were different.

From table number 4.1 is pre-test table, table number 4.2 is a post-test table, and table number 4.3 is a comparison of the values between the pre-test and post-test. Then, the difference between the total post-test and pre-test scores will show the student's development of critical thinking skill in learning narrative text.

Likewise, the difference in means or average scores is evidence of a development of student scores. Further, the table number 4.3 is a comparison between pre-test scores and post-test scores, and difference score as improvement scores.

Table 4.4.: The comparison between pre-test scores and post-test scores, and difference score as improvement scores.

No.	Initial of Names	Pre-test	Post-test	Differences
1	ARN	70	70	0
2	ANF	60	100	40
3	AJZ	70	80	10
4	AMCM	50	90	40
5	APW	70	100	30
6	AAL	60	90	30
7	ARA	50	80	30
8	ANZ	50	100	20
9	RH	40	90	50
10	CPAC	70	100	30
11	CPAS	70	100	30

12	DA	60	80	20
13	FNM	70	100	30
14	HP	70	100	30
15	KS	60	100	40
16	LPF	60	70	10
17	MJAK	60	70	10
18	MMA	40	80	40
19	MNS	60	90	30
20	MSAF	60	90	30
21	MJL	30	90	60
22	MLG	80	100	20
23	RW	40	80	40
24	R	50	70	20
25	RS	70	90	20
26	RNA	60	80	20
27	RAA	20	80	60
28	SPS	40	80	40
29	SNF	50	100	50
30	TYSG	60	100	40
	TOTAL VALUE	**1870**	2880	**1010**
	AVERAGE/MEAN	**56,7**	**87,3**	**30,6**

After the pre-test was held, students were given a Edpuzzle application treatment, then total value post-test result minus the total value of pre-test, its result equal to 1010; While the average score or mean of post-test minus the average score pre-test is equal to 30,6. To find the differences one group pre-test and post-test design can be counted as post-test value minus pre-test value stated by Sugiyono (Sugiyono, 2022).

To answer the 2nd statement of the problem, the students' critical thinking skill development can be seen from the difference of the total scores of 1010 and an increase in the mean equal to 30,6. It is proven that the Edpuzzle application can be used to develop students' critical thinking skill in learning narrative text.

For more clearer, below the researcher presented the students' critical thinking skills development chart:

Figure 4.7: Chart of the Students' Critical Thinking Skill Development
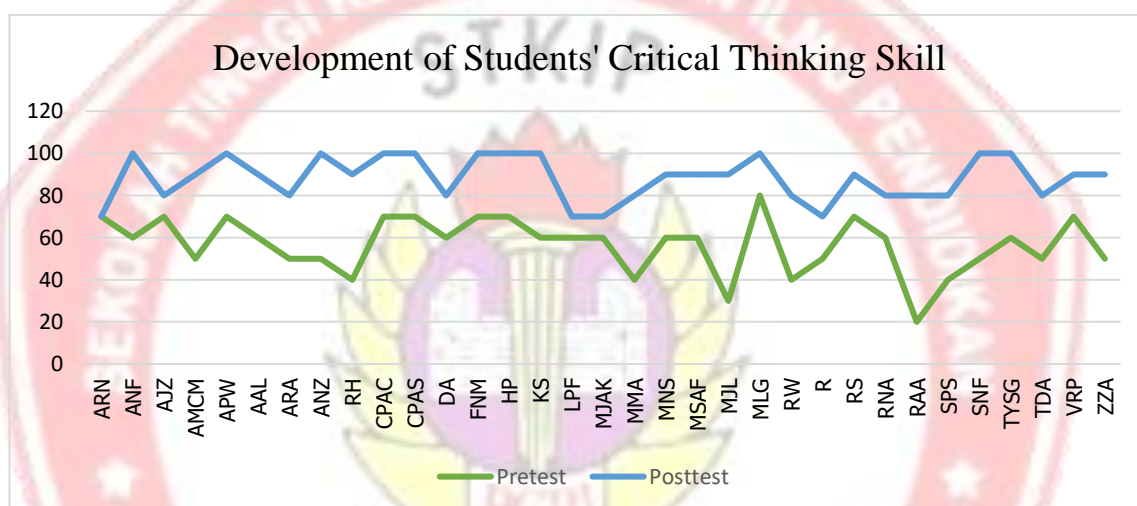
Based on the chart above, the critical thinking skill of the students' improved significantly. The outcomes of the students' post-test were shown on the chart as the blue line. Students who got low scores on the pretest experience better development when they learned English with narrative text material using Edpuzzle application. Students' ability to think critically developed with the help of encouragement questions presented in the Edpuzzle application. Students were trained to work on HOTS-based questions in a fun way through displaying narrative text videos. Students were encouraged to think critically by analyzing, evaluating and inferencing narrative text material in the Edpuzzle interactive video.

In this study, it was proven that students' critical thinking skills developed when the teacher taught narrative text material by using the EdPuzzle application. Students responded well to using the Edpuzzle application in their class. It could be seen with their enthusiasm to install and operate the application. Furthermore, when they worked on the questions given by the teacher, there was a smiling face. They like to read text which was packaged in the form of an interactive Edpuzzle video. Through video, students were helped by the presence of pictures, so that the storyline of narrative text could be understood better than just writing text. Some students also completed the questions given by the teacher faster. It was proven that their critical thinking skills had begun to develop.

4.1.3. The Students' Perception on the Use of Edpuzzle to Think Critically in Learning Narrative Text.

4.1.3.1. Calculating the percentages of students' answers

In this section, the researcher primarily discussed the study's findings in relation to the questionnaire's findings, which were 33 students in the E ninth grade at SMPN 2 Krian, and which were related to the use of Edpuzzle as a learning tool to develop critical thinking skill when studying narrative texts. Following is a description of the questionnaire's results and the students' perception:

Table 4.4.: Results of Questionnaire

No.	Statements	SA	A	D	SD
1.	I like studying English using Edpuzzle.	48,5% (16)	48,5% (16)	3% (1)	0,0% (0)

		SA	A	D	SD
2.	Edpuzzle is easy to use.	36,4% (12)	63,6 (21)	0,0% (0)	0,0% (0)
3.	I understand the material by watching video on Edpuzzle.	27,3% (9)	72,7% (24)	0,0% (0)	0,0% (0)
4.	The repeatable videos helps me to practice more.	45,5% (15)	54,5% (18)	0,0% (0)	0,0% (0)
5.	I can analyze the orientation of the story by using Edpuzzle.	36,4% (12)	63,6% (21)	0,0% (0)	0,0% (0)
6.	I can analyze the complication of the story by using Edpuzzle.	36,4% (12)	63,6% (21)	0,0% (0)	0,0% (0)
7.	I can analyze the resolution of the story by using Edpuzzle.	36,4% (12)	63,6% (21)	0,0% (0)	0,0% (0)
8.	I can determine the correct statements based on the story by using Edpuzzle.	30,3% (10)	69,7% (23)	0,0% (0)	0,0% (0)
9.	I can predict what will probably happen to the story by using Edpuzzle.	24,2% (8)	75,8% (25)	0,0% (0)	0,0% (0)
10.	I can infer the moral lesson of the story by using Edpuzzle.	45,5% (15)	54,5% (18)	0,0% (0)	0,0% (0)

Note: SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

The information in the table above demonstrates how the 9E grade students at SMPN 2 Krian felt about the use of Edpuzzle as a media video interactive in learning narrative text to develop students' critical thinking skill. 16 students (48.5%) selected SA (strongly agree), 16 students (48.5%) selected A (agree), 1

student (3%) selected D (disagree), and none selected SD (strongly disagree), as can be seen in the first statement. Therefore, the majority of 32 students (97%) agreed with the first claim, "*I like studying English using Edpuzzle*". This is regarded as a very good example of an Edpuzzle class application. Though, students continue to disagree with the first statement. As a result, it can be said that students felt happy when they learned English by using Edpuzzle. This feeling of pleasure was a student's interest so that it could give a positive impression and was expected to increase the enthusiasm and motivation of student learning.

According to the survey results, the second statement "Edpuzzle is easy to use" received a favorable response from 12 students (36.4%), who selected SA (strongly agreed), and 21 students (63.6%), who selected A (agree). However, there were also students who selected D (disagree) and SD (strongly disagree). It can be said that 33 students (100%) concurred that Edpuzzle is simple and easy to use.

Almost all students directly responded favorably to the written statement "I understand the material by watching videos on Edpuzzle," which was the third statement's outcome. 9 students (27.3%) chose SA (strongly agree), 24 students (72.7%) chose A (agree), but no one chose D (disagree) or SD (strongly disagree). Students felt the video on Edpuzzle allowed them to comprehend the narrative text material effectively.

The fourth statement was "The repeatable videos helps me to practice more". 15 students (45.5%) selected SA (strongly agreed), 18 students (54.5%) selected A (agree), and no one student (0.0%) selected D (do not agree) or SD

(strongly disagree). This demonstrated that SA and A, which had a combined response rate of about 100%, received the highest ratings. This response indicated that the students liked to use Edpuzzle, which included videos in the application. Students could practice more by frequently watching sections that they did not yet understand. According to the findings of assertion number 4, it was a very accurate conclusion that having students watch videos on Edpuzzle repeatedly helped them practice more.

"I can analyze the orientation of the story by using Edpuzzle" was the fifth statement focusing on students' ability to analyze the orientation of the story. This was evidenced by the proportion of the questionnaire where 12 students (36.4%) chose SA (strongly agreed), 21 students (63.6%) chose A (agree), no one chose D (disagree) and no one chose SD (strongly disagree). It shows that Edpuzzle is very good as an application for students to practice analyzing orientation on narrative text stories.

Regarding students' ability to analyze complications in stories, which was written in the sixth statement. According to the findings, 100% of students thought that they were able to analyze the complications of the story. Besides that, it was clear from the description that there were no students who decided to disagree or strongly disagree, but all agreed, namely in detail; 12 students (36.4%) chose SA (strongly agree) and 21 students (63.6%) chose A (agree). Because students responded very well to the sixth item in the questionnaire, the findings indicated that students were highly attuned with the capacity to analyze "complications" of generic structures in narrative texts. Thus, it could be said that the students'

perception of the sixth statement was included in the very good perception as critical thinking skills with the "analyze" indicator.

Additionally, statement number seven had a direct bearing on one's capacity to analyze the "resolution" of the story. All students believe they could use the Edpuzzle program to examine the generic structure "resolution" in stories, according to the highly good results of this study. The response rate was 100%, which was rated as a very good response. The percentages showing that 12 students (36.4%) chose SA (strongly agreed), 21 students (63.6%) chose A (agree), and no one chose D (disagree) or SD (strongly disagree) serve as proof for this.

The eighth statement focused on students' ability to think critically with an evaluation indicator with the statement "I can determine the correct statements based on the story by using Edpuzzle". The results showed that 10 students (30.3%) chose SA (strongly agreed), 23 students (69.7%) chose A (agree), but none chose to disagree and strongly disagree. Students agreed that they could determine true and false statements in the story which means that students have the ability to think critically "evaluate".

The ninth statement stated in the questionnaire was *I can predict what will probably happen to the story by using Edpuzzle*. It was aimed to found out the students' perception about their critical thinking ability focused on "Inference". Based on the results of the questionnaire, it showed that the students had a good perception. The interval showed 8 students (24.2%) chose SA (strongly agree), 25

students chose (75.8%) chose *agree*. Meanwhile, there was no students chose D (disagree) and (strongly disagree).

The last statement stated in the questionnaire was *I can infer the moral lesson of the story by using Edpuzzle*. The result of questionnaire showed that there were 15 students (45.5%) chose SA (strongly agree), 18 students chose (54.5%) chose agree. Meanwhile, there was no students chose disagree and strongly disagree. Thus, from the finding above, all students agreed that they had inference ability.

4.1.4.2. Calculating Index %

Table 4.5.: Recapitulation of Students' Answers

Number of Statements	Students' Answers			
	Strongly Agree	Agree	Disagree	Strongly Disagree
1	16	16	1	0
2	12	21	0	0
3	9	24	0	0
4	15	18	0	0
5	12	21	0	0
6	12	21	0	0
7	12	21	0	0
8	10	23	0	0
9	8	25	0	0

10	15	18	0	0

The table above was the recapitulation of students' vote of the questionnaires had been distributed by using G-Form in the class. The statements numbers 1 to 4 used to find out the students' perception about the usage of Edpuzzle. Then, the statements numbers 6 to 10 used to find out the students' perception of the students' critical thinking skill by using Edpuzzle.

4.1.4.2a. Calculation of the Likert scale variable the usage of Edpuzzle

Number of samples: 33 students

Number of statements: 4

- Respondents who chose strongly agree (score 4) totaled 52 students

- Respondents who chose agree (score 3) totaled 72 students

- Respondents who chose disagree (score 2) totaled 1 student

- Respondents who chose strongly disagree (score 1) totaled 0 student

Formula: T x Pn

T : Total number of respondents who voted

Pn: Choice of Likert score numbers

- Respondents who chose strongly agree (score 4) = 52 x 4 = 208

- Respondents who chose agree (score 3) = 72 x 3 = 216

- Respondents who chose disagree (score 2) = 1 x 2 = 2

- Respondents who chose strongly disagree (score 1) = 0 x 0 = 0

All results were added up, total score = 426

Calculation Score Interpretation

Y = the highest Likert score x number of respondents x number of questions

= 4 x 33 x 4

= 528

X = the highest Likert score x number of respondents x number of questions

= 1 x 33 x 4

= 132

Interval Formula

I = 100 / Total Score (Likert)

I = 100 / 4

= 25

(This is the interval from the lowest 0% to the highest 100%)

Therefore, the criteria for interpreting the score based on the interval were as the following table:

Table 4.6: Interval Score

0% - 24.99%	Strongly Disagree (SD)
25% - 49.99%	Disagree (D)
50% - 74.99%	Agree (A)
75% - 100%	Strongly Agree (SA)

Final completion

Index % = Total Score / Y x 100

$\quad$ = 426 / 528 x 100

$\quad$ = 80,7% (Strongly Agree)

So, the results for the usage of Edpuzzle were in the strongly agree category.

4.1.4.2b. Calculation of the Likert scale variable critical thinking skill by using Edpuzzle

Number of samples: 33 students

Number of statements: 6

- Respondents who chose strongly agree (score 4) totaled 69 students

- Respondents who chose agree (score 3) totaled 129 students

- Respondents who chose disagree (score 2) totaled 0 student

- Respondents who chose strongly disagree (score 1) totaled 0 student

Formula: T x Pn

T : Total number of respondents who voted

Pn: Choice of Likert score numbers

- Respondents who chose strongly agree (score 4) = 69 x 4 = 276

- Respondents who chose agree (score 3) = 129 x 3 = 387

- Respondents who chose disagree (score 2) = 1 x 0 = 0

- Respondents who chose strongly disagree (score 1) = 0 x 0 = 0

All results were added up, total score = 663

Calculation Score Interpretation

Y = the highest Likert score x number of respondents x number of questions

= 4 x 33 x 6

= 792

X = the highest Likert score x number of respondents x number of questions

= 1 x 33 x 6

= 198

Final completion

Index % = Total Score / Y x 100

= 669 / 792 x 100

= 84,5 % (Strongly Agree)

So, the results for critical thinking skill by using Edpuzzle were in the strongly agree category.

4.2. DISCUSSION

This discussion describes the implementation of Edpuzzle to develop students' critical thinking skills, how the development of students' critical thinking skills through Edpuzzle and how students' perception in using Edpuzzle to think critically in learning narrative texts.

Based on the result of finding on the previous section, the researcher observed the whole activities of the students and teacher during the learning process. Then, the results of the interview to support the data and cross-check that

the implementation in class is in accordance with the lesson plan that was made. Firstly, the teacher provided stimulus. Students had received stimulus from the teacher to find narrative text and stimulate students' desire to investigate on their own. So that, the questions expected to arouse students' critical thinking skills. This is in line with the statement of Pandu et al. (2023) on their research that trigger questions helped children improved their critical reasoning abilities by allowing them to answer even when they are still not entirely sure of the answer, ask questions of the teacher, voice disagreement, and quickly discuss a topic or theme they have studied.

Secondly, the teacher did the pre-test of the students' critical thinking skill in learning narrative text. The result was shown in table number 4.7.

Table 4.7.: Total value of students pre-test

No.	Descriptions	Total Value
1	Total value students' pre-test	1870
2	Average/mean students' pre-test	56,7

Figure 4.8. : Total Value of Students' Pretest
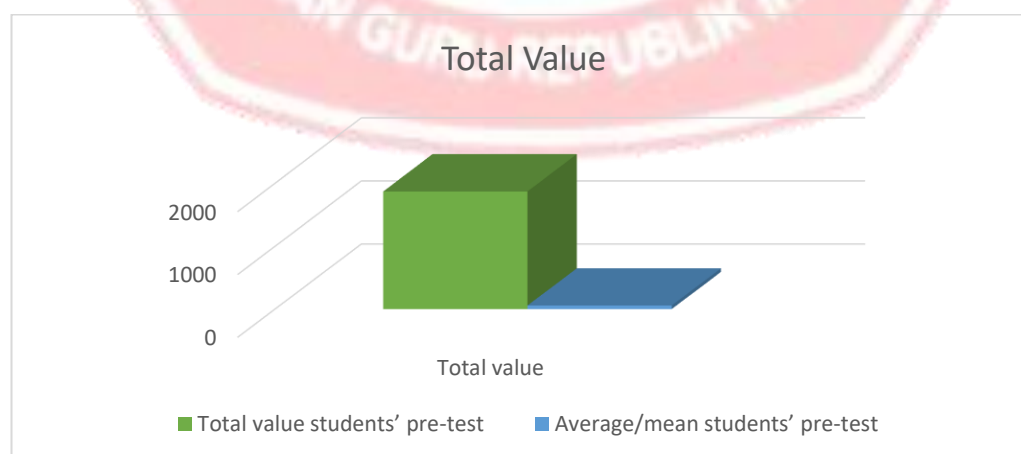
The average score is 56,7. The minimum completeness score of 70 is >60%, while the pre-test score achieved has not reached completion. The value achieved at >70 is only 30%.

Next steps, the teacher explained of how to learn narrative text by using Edpuzzle application. It was found that the teacher asked the students to implement Edpuzzle in narrative text material. The teacher creatively implemented Edpuzzle as E-learning-based learning medium as an effort to keep up with the times and technology. By using Edpuzzle, the students learned narrative text material in a fun way, namely by using digital story telling videos facilitated by Edpuzzle (Amaliah, 2020). Therefore, students were not bored just by reading text in the form of long writing that was less interesting. Due to the fact that students could utilize the Edpuzzle program to watch, listen, answer, and practice quizzes.

The teacher designed and presented HOTS-based questions in Edpuzzle application to learn narrative text, where these questions answered by students were useful for stimulating and triggering students' critical thinking skills. Higher Order Thinking Skill (HOTS) is the term used to describe thinking that is more complex than simply recalling information or interacting with others. This HOTS questions includes process that measures three highest levels in Bloom's Taxonomy for analyzing, evaluating, and creating (Amali et al., 2022). Compared to the previous study, teacher could try to improve students' critical thinking skills through HOTS question-based habituation (Sidiq et al., 2021).

In addition, there were benefits of implementing Edpuzzle in learning. The first was for students, students could control their own abilities based on the speed

of understanding in answering questions. If students feel that they couldn't answer or don't understand, then the student could repeat the knowledge shown in the video until they understand and were able to answer the questions. In addition, students were also required to watch the video from start to finish, they could not just skip it because students were expected to listen to all the knowledge information provided. The second was for the teacher, while the student results in working on the quiz could easily be obtained from the application menu. So that, the teacher was easier to analyze how the abilities of each student. And also the teacher could comprehend to classify which the fast and slow students in understanding the text and answering questions correctly. The classification of each student skill could be used as a teacher's reference in providing further learning models to facilitate all students.

The next stage, the researcher did the post test. The result of the posttest' score displayed as the following table and chart:

Table 4.8.: Total value of students' post-test

No.	Initial of Names	Post-test
1	TOTAL VALUE	2880
2	AVERAGE / MEAN	87,3

**Figure 4.9.: Total value of students' post-test**
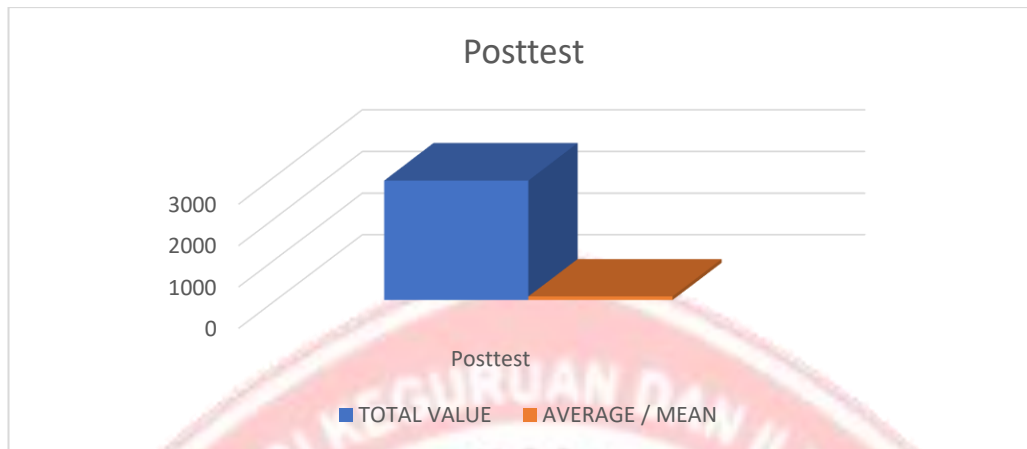
To find the differences between Pre-tests and Post-test which is meant the development of students' critical thinking skill in learning narrative.

Table 4.9.: The comparison between pre-test scores and post-test scores, and difference score as improvement scores.

No.	Categories	Pre-test	Post-test	Differences
1	TOTAL VALUE	1870	2880	1010
2	AVERAGE/MEAN	56,7	87,3	30,6

Figure 4.10.: The comparison between pre-test scores and post-test scores, and difference score as improvement scores.
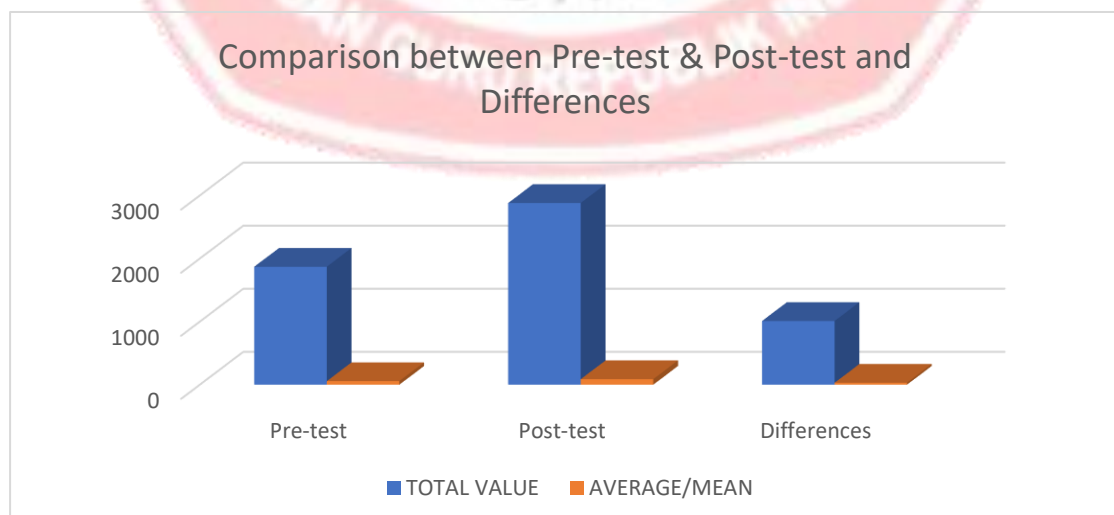
From the display of Table 4.6, it can be seen that there is development of students' critical thinking skill 1010 from the total value, and average or mean is about 30,6. So, it can be proven that the students' critical thinking skill in learning narrative text can develop by using Edpuzzle application. This become an answer of statement of the problem number 2.

This research is in line with the previous research that learning using EdPuzzle media is very significant to increase students' problem solving skills and it works effective for online education (Giyanto et al., 2020). And also according to Amalia, students' analytical thinking abilities can be enhanced in ninth grade with the use of the Edpuzzle program and methodical teaching techniques (Amaliah, 2020). Therefore, Edpuzzle is a useful media to develop students' skill in learning English.

Edpuzzle application is helpful for teachers to select and modify online video, whether they are from YouTube, Khan Academy, etc., to present to their students in the classroom. Students had positive perception on utilizing Edpuzzle in learning English (Hamid, 2022). The students' perception in using Edpuzzle as the media to develop students' critical thinking skill in learning narrative text got a positive response. It can be proven from the finding that 80,7% (Strongly Agree) students' perception for the usage of Edpuzzle were in the strongly agree category. Likewise, students' perceptions of their critical thinking skills that can develop using the Edpuzzle application are in the strongly agree category (84.5%).