# USING PREZI PRESENTATION AS INSTRUCTIONAL MATERIAL IN ENGLISH GRAMMAR CLASSROOM

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## ABSTRACT

Utilizing digital technology as a medium for educational instruction has now become one of the 21 century pedagogy trends. Numerous studies suggested that using digital technology provides positive impacts as it gives more access to resources for the learning. In Foreign language pedagogy, using digital technology fosters learners' autonomy by self-managing the amount of learning inputs outside the classroom. However, many studies emphasize more on the communicative and the vast resources accessible for the learners. Very limited attention is given to the impact of the visual aid that focuses on aesthetic values of instructional design. English Grammar is one of many subjects that often receive complaints by learners and is claimed as a "boring" subject. Many English teachers especially in developing countries still utilize traditional method in teaching grammar. They introduce sentence structure using grammar formulas. Although this method is still very popular, it is often considered monotonous by many learners. This paper discusses about the study of using Prezi.com presentation to deliver grammar instruction materials in an English language classroom. From the study, it was found that the majority of the students involved in the study are fond of the materials and the post-test results showed grammar mastery improvement after receiving a grammar lesson that shows instructional materials using prezi. On the other hand, the control class that uses only writing boards and worksheets showed less improvement. The pitfall is that students often felt this method very monotonous. This research provides a new technique in developing grammar instruction design using a web tool called Prezi in enhancing the display of the instruction material. The result of the study shows students' positive perception toward the use of Prezi in English grammar instructional material.

**Keywords**: *Multimedia Technology; Web 2.0 tools; Prezi Presentation; Teaching Grammar; Aesthetic; Instructional design*

## INTRODUCTION

The use of technology in our daily life has significantly increased today. It can be seen from the rocketing number of the users and the rapid development of electronic devices. Yet unfortunately the presence of technology has not been fully utilized by most educators due to their negative attitude on the impact of technology as well as lack of confidence in integrating technology into the classroom. Some teachers have little interest in using instructional technology, while others resist integrating it in their teaching and learning (Gilakjani & Leong, 2012, p. 633). In particular, this issue also happens in some language subjects, especially in grammar course in Department of English Language Education. Based on the researcher's observation, it seems that the use of technology as instructional media in grammar course still lacks of teachers' attention.

It cannot be disowned that the use of technological instruction in teaching and learning seems hard for some teachers to implement. This phenomenon is caused by some factors; "teachers lack of time, access to hardware and software, and support necessary to do so" (Guhlin, 1996, p. 213, as cited in Shamoail, 2005, p. 4). In addition, the lack of confidence toward their computer competency also can be one of the causes of teacher's unwillingness to use technology in the classroom (OTA, 1995; Willis, Thompson, & Sadera, 1999 as cited in Chang, K.-E., Sung, Y.-T., & Hou, H.-T., 2006, p.139).

Even though the use of technology is hindered by those aforementioned reasons, however, the teachers or lecturers are required to consider the effectiveness of technology in instructional activities. Especially for EFL (English Foreign Language) learners, technology is considered as a media to improve their target language ability. According to Altun (2015, p. 23), language proficiency of students can be improved through watching the target language elements on technological tools. Shyamlee & Phil (2012, p. 150) add that one of method of teaching English language involves multimedia in ELT in order to create English contexts that helps students become engaged and learn the language according to their interests.

In addition to that, internet technology today has become very user friendly. Developing instructional materials can be done instantly. All the teachers need to

prepare is the idea and the content. Many web applications provide easy and quick tools to create learning materials. One of the web tools is Prezi presentation.

Prezi presentation allows user to create an interactive presentation that can be accessible both online and offline. Often many people regard prezi presentation as a new way to create presentation materials. Unlike the popular slideshow, prezi uses zooming in and zooming out effect of the object in the presentation, which will only display the focused objects on the screen one by one. The objects in the presentation also can be displayed in an animation effect. Although the objects are many, viewers can only see the zoomed objects and reduce the amount of distractors of other objects.

Aesthetic in Instructional design is also considered important as it could offer a potent dimension through which to expand learning impacts (Parrish, 2007). It will enhance the learning experience as well as foster deep and lasting impacts for the learners. One of many advantages of using prezi in developing instructional materials is that the interface of this application allows unlimited creativity of the designer and also reduces time in crafting them. Thus, this paper will render discussions based on the experiment in developing and using prezi instructional material for grammar lesson for students in department of English Language Education UIN Ar-Raniry. The major highlights of the study were to see whether the use of prezi increase the students' attention to comprehend the grammar lesson and the perception of the students after the lesson being carried out.

## THE TEACHING EXPERIMENT

The study is aimed to investigate the use of Prezi presentation in helping students in improving their grammar mastery and to find out the students' responses on the use of Prezi presentation in teaching grammar. To address this purpose, the researcher examined the benefit of Prezi as instructional media in teaching grammar by giving a treatment to experimental group and having a control group as a comparison when the results are evaluated and analyzed. After analyzing the result, the researcher provided insightful findings for the next researchers or English language teachers about using prezi presentation as one of the web. 2.0 digital tools that

could help students to understand grammar better due to its features that provide interactive and aesthetical effect.

The study was an experimental research with quantitative approach. In conducting the true experimental research, researcher used Pre-Test-Post-Test Control Group Design. Using true experimental design is regarded to the most accurate form of experimental research due to its ability in proving or disproving the hypotheses with statistical analysis (Shuttleworth, 2008). The objective was to obtain the statistical difference between two groups: control and experimental group. In the control group, grammar materials was given with the help of conventional media of teaching, and in the experimental group, the grammar materials were taught by using Prezi presentation. Both of groups were given the similar items of pre-test and post-test in the hope that the improvement and the difference within two groups can be analyzed objectively.

The population of this study is the students in second semester of Department of English Education batch 2014. The second semester students, with a total of 298 members, were chosen as a population due to the need of research investigation on grammar subject level II. This subject contains one of considered advanced grammar materials; Conditional sentences, which is only available on credit in semester two in Departement of English Language Education.

The sample of this research was chosen by using random sampling technique which the decision to select the samples are based on the grouping of  the class or unit. Second year students from batch 2014 are divided into 10 units. The researcher randomly selected unit 10 and unit 2 as research samples. Both respectively were assigned as a control group and an experimental group.

There were two instruments used in this study; Test and Questionnaire. To obtain the statistical data, the test which came into two sessions, pre-test and post-test, were conducted. Meanwhile the questionnaire was used to find out about the students' responses toward the given treatment.

The procedures of data collection of this research come into three sections. The first section is conducting true-experimental teaching. This activity involved two

groups; experimental group and control group. In experimental group the researcher taught grammar by using Prezi presentation as a treatment, while in control group, there was no treatment that used in teaching grammar. It means that this group received lesson simply through teacher's hand writing on the board and text based materials. The next section is administering pre-test and post-test. The pre-test was distributed to both of groups before beginning the teaching or giving treatment and the post-test was given at the end of treatment. Both of test were facilitated with the same questions. The last section is distributing questionnaire. In this study, the questionnaire was addressed only to the experimental group in order to find out their confirmations and perceptions toward their experience of using Prezi presentation in learning grammar.

After gathering the data from participants, reseacher analyzed the result of experimental process including tests and questionnaire. The pre-test and post-test were formerly analysed then the questionnaire followed afterwards. The pre-test and post-test were analyzed starting with the calculation the average of pre-test and post-test scores. It can be seen in the following table;

Table 4.1: The Result of Control Group

| No | Initial Name | SID | Pre-test | | Post-test | |
|---|---|---|---|---|---|---|
| | | | Correct Answers | Score (CA x 5) | Correct Answers | Score (CA x 5) |
| 1 | BY | 140203285 | 8 | 40 | 13 | 75 |
| 2 | D | 140203272 | 10 | 50 | 8 | 40 |
| 3 | GA | 140203289 | 12 | 60 | 10 | 50 |
| 4 | H | 140203274 | 7 | 35 | 6 | 30 |
| 5 | I I | 140203271 | 4 | 20 | 9 | 45 |
| 6 | NZ | 140203129 | 8 | 40 | 5 | 25 |
| 7 | MC | 140203287 | 9 | 45 | 10 | 50 |
| 8 | SR | 140203291 | 3 | 15 | 8 | 40 |
| 9 | TM | 140203276 | 14 | 70 | 14 | 70 |
| 10 | UH | 140203278 | 3 | 15 | 8 | 40 |
| 11 | Z | 140203283 | 6 | 30 | 15 | 85 |

| 12 | ZS | 140203290 | 2 | 10 | 4 | 20 |
|----|----|-----------|---|----|---|-----|
| | Total sore | | 86 | 430 | 110 | 570 |
| | Average score | | | 35,8 | | 47,5 |

The result of the test shows that the average score of pre-test of control group is 35,8 and post-test is 47,5. Therefore it can be generally inferred that teaching grammar by using conventional media in control group increased by 12 points of score.

Table 4.2: The Result of Experimental Group

| No | Initial Name | SID | Pre-test | | Post-test | |
|----|--------------|-----|----------|----------|-----------|----------|
| | | | Correct answers | Score (CA x 5) | Correct answers | Score (CA x 5) |
| 1 | AR | 140203031 | 12 | 60 | 18 | 90 |
| *2 | **CE** | **140203056** | **9** | **45** | **8** | **40** |
| 3 | DU | 140203036 | 11 | 55 | 13 | 65 |
| 4 | FD | 140203047 | 17 | 85 | 18 | 90 |
| 5 | IA | 140203051 | 16 | 80 | 20 | 100 |
| 6 | JA | 140203034 | 8 | 40 | 16 | 80 |
| 7 | LA | 140203035 | 7 | 35 | 11 | 55 |
| 8 | MH | 140203041 | 18 | 90 | 20 | 100 |
| 9 | MJ | 140203053 | 10 | 50 | 16 | 80 |
| 10 | NF | 140203032 | 13 | 65 | 17 | 85 |
| 11 | NM | 140203040 | 16 | 80 | 18 | 90 |
| 12 | NZ | 140203043 | 11 | 55 | 17 | 85 |
| 13 | RR | 140203058 | 9 | 45 | 16 | 80 |
| 14 | RA | 140203044 | 12 | 60 | 10 | 50 |
| 15 | SZ | 140203055 | 10 | 50 | 12 | 60 |
| 16 | TM | 140203049 | 12 | 60 | 16 | 80 |
| 17 | YM | 140203030 | 12 | 60 | 15 | 75 |
| | Total Score | | 203 | 1015 | 261 | 1305 |
| | Average Score | | | 59,7 | | 76,7 |
| | *Outlier | | | | | |

Note: The datum number 2 is identified as an outlier

The table above shows that the average score of pre-test experimental group is 59,7 and post-test is 76,7. Therefore it can be generally inferred that teaching grammar by using Prezi presentation in experimental group increases 17 points of score. After counting the average of each data, then the researcher followed the stages of testing data in SPSS; *Normality test, Homogenity test, and Independent t-test.*

The *Normality test* is used to find out the normality of data distribution. This test applies *One Sample Kolmogorov Smirnov Test* in processing the data. The result is showed in the table below;

Table 4.3: The Result of One-Sample Kolmogorov- Smirnov Test 1

|  |  | Pre_Test1 | Post_Test1 | Pre_Test2 | Post_Test2 |
|---|---|---|---|---|---|
| N |  | 12 | 12 | 17 | 17 |
| Normal Parameters[a,b] | Mean | 35,8333 | 47,5000 | 59,7059 | 76,7647 |
|  | Std. Deviation | 18,80925 | 20,05674 | 15,95605 | 17,22473 |
| Most Extreme Differences | Absolute | ,133 | ,200 | ,199 | ,222 |
|  | Positive | ,133 | ,200 | ,199 | ,103 |
|  | Negative | -,088 | -,119 | -,134 | -,222 |
| Test Statistic |  | ,133 | .200 | ,199 | ,222 |
| **Asymp. Sig. (2-tailed)** |  | **,200[c,d]** | **,198[c]** | **,074[c]** | **,026[c]** |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the result of *Normality test*, it was found that the value of *Asymp. Sig. (2-tailed)* pre-test of control class is 0,200, the experimental class is 0,074, and post-test of control class is 0,198. It shows that their values are higher than 0,05, by means, the value of the pre-test of control class, pre-test of experiment class test and post-test control class are distributed normally. However, the value of *Asymp. Sig. (2-tailed)* post-test of experimental class is 0,026, which is less than 0,05. Therefore, the value of the post-test experimental class is not distributed normally. The abnormal data distribution might happen due to the existence of outlier. According to Greasley (2008, p. 133), outliers mean the data that lies outside the majority of

scores. In this case, it refers to a datum which deviates too far from the other data in post-test of experimental group. Garson (2012, p. 30) suggests that to drop the outliers in order to avoid the alteration of the outcome of analysis and the violations of normality data. Therefore, the *outlier* should be removed before repeating the *Normality test*.

Table 4.4: The Result of One-Sample Kolmogorov-Smirnov Test 2

|  |  | Pre_Test1 | Post_Test1 | Pre_Test2 | Post_Test2 |
|---|---|---|---|---|---|
| N |  | 12 | 12 | 17 | 16 |
| Normal Parameters[a,b] | Mean | 35,8333 | 47,5000 | 59,7059 | 79,0625 |
|  | Std. Deviation | 18,80925 | 20,05674 | 15,95605 | 14,85696 |
| Most Extreme Differences | Absolute | ,133 | ,200 | ,199 | ,213 |
|  | Positive | ,133 | ,200 | ,199 | ,106 |
|  | Negative | -,088 | -,119 | -,134 | -,213 |
| Test Statistic |  | ,133 | ,200 | ,199 | ,213 |
| **Asymp. Sig. (2-tailed)** |  | **,200[c,d]** | **,198[c]** | **,074[c]** | **,051[c]** |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the result of second *Normality test* through *One-Sample Kolmogorov- Smirnov Test*, it shows that the value of *Asymp. Sig. (2-tailed)* for all data is higher than 0,05. Thus, this can be concluded that the four data; two pre-tests and two post-tests, were now distributed normally. Then the analysis could be continued to the *Homogeneity test*.

The *homogeneity test* was examined by using *Levene test*. The result of *Levene test* on pre-tests and post-tests was found as showed in the following table:

Table 4.5 : The Result of Homogeneity Test

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| ,583 | 1 | 27 | **,452** |
| 1,068 | 1 | 26 | **,311** |

From the output of statistical analysis tool, it can be identified that the significant value of pre-test (0,452) and post-test (0,311) in control and experimental group is

significantly higher than 0,05. Thus it can be concluded that the variance values of pre-test and post-test of both groups are equal or homogenous.

The *Independent t-test* is conducted to test the difference of average value of post-test between control class and experimental class. The point of this test is hypothesized that;

1. *Ho*: There is no significant difference between the average value of the post-test of control class and the post-test of experimental class.

2. *Ha*: There is a significant difference between the average value of the post-test of control class and the post-test of experimental class.

Based on the results *Independent t-test* which was obtained from SPSS, the value of post-test both of classes are displayed in the following table.

Table 4.6: The Result of Independent Sample T-Test

| Levene's Test for Equality of Variances | | T-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|
| F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| 1,068 | ,311 | -4,792 | 26 | ,000 | -31,56250 | 6,58716 | -45,10260 | -18,02240 |
| | | -4,588 | 19,495 | ,000 | -31,56250 | 6,87883 | -45,93534 | -17,18966 |

The result of hypothesis test is shown in probability value *Sig. (2-tailed)*. The rules for rejection and acceptance of hypothesis as follows;

If *Sig. (2-tailed)* > 0,05, then *Ho* is accepted and *Ha* is rejected

If *Sig. (2-tailed)* < 0,05, then *Ho* is rejected and *Ha* is accepted

From the statistic analysis output, it is seen that the column *Sig. (2-tailed)* for equal variances assumed was 0,000, or probability under 0,05 (0,000 < 0,05), then *Ho* is rejected and *Ha* accepted. Thus, we can conclude that there is a significant difference between the average value of the post-test of control class and the post-test of experimental class. From the calculation of average value, it is also found that the average value of experimental class (79,06) is significantly higher than the average value of control class (47,5).

Table 4.7: The Mean Score of Post-Test

|  | Group | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Post-Test | Control | 12 | **47,5000** | 20,05674 | 5,78988 |
|  | Experiment | 16 | **79,0625** | 14,85696 | 3,71424 |

Due to the average of post-test of experimental group is higher than control groups', then it be drawn to a conclusion that the grammar lesson that utilizes Prezi presentation does suggest higher impact to the learning assuming that it helps students in understanding the grammar material.

### Analysis of Questionnaire

The questionnaire is simply addressed to the members of experimental class. The anlysis of questionnaire is displayed in the following table:

Table 4.8: The percentage data of the result of students' questionnaire

| No | Statements | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1 | The experimental teaching program meets my need of learning conditional sentence. | 65% | 35% | - | - |
| 2 | Conditional sentence is a difficult topic to learn in grammar II course. | 6% | 41% | 53% | - |
| 3 | To have a good attention in learning, grammar should be taught by using multimedia tool such as Prezi presentation. | 41% | 41% | 18% | - |
| 4 | Learning grammar through Prezi presentation helps me understand the material easily. | 35% | 65% | - | - |
| 5 | Learning grammar through Prezi presentation stimulates my interest in the subject. | 18% | 82% | - | - |
| 6 | Prezi presentation contributes to improve my learning. | 18% | 70% | 12% | - |
| 7 | I found that material presented more clearly on Prezi rather than on board. | 18% | 70% | 12% | - |
| 8 | The contents of Conditional sentence on Prezi presentation were presented in organize. | 35% | 65% | - | - |

| 9 | The tests (pre-test and post-test) accurately assess what I have learned about Conditional sentence. | 47% | 53% | - | - |

### The Analysis of Open Ended Questions

In response to the required feedback on what the experimental group can comment about the lesson they experienced, most of them suggested that the grammar material taught by using Prezi presentation was indeed interesting and effective. Some elaborated that the use of interactive media such as what they had using prezi has helped them in understanding materials more easily and keeping them focused on the material presentation.

### CONCLUSION

Based on the data analysis, it seems that the result largely supports the hypothesis of this study. However, there are still some points that need to be discussed with respect to the research questions of this study. The first research question asked whether Prezi presentation helps students in improving their grammar mastery has led to results which shows that the students who received grammar material presented by using Prezi presentation scored higher in the post-test (mean score=79,06) than the students who received grammar with the help of traditional teaching media (mean score= 47,50).

Concerning to the result of experimental group where grammar was taught by using Prezi presentation, however, the researcher was aware that some people might claim that the improvement was influenced by a so called Placebo effect (Prichard, 2009). On the other hand, the underlining assumption was that most of repetitive and (seemed) monotonous learning materials need to be addressed in a more intuitive display. However, this does not mean that using prezi is the ultimate upgrade in developing grammar lesson materials. Overusing of the features of zooming multiple objects in prezi might also pose threat to the learners as it can promote nausea and distractions (Myers, 2012). Regarding to this thought, the researcher was not sure that the treatment given in the experimental group was accepted as the scientific process by students. In spite of their score established an

improvement, there was no specific clue whether it was precisely determined by their mental concentration on the grammar material within Prezi or simply it was their interest in visual aspect of Prezi that is accounted.

The next points are drawn from the second research question which investigates the students' responses toward the use of Prezi presentation in teaching grammar. Based on the data from the questionnaire analysis, the overall students showed positive responses toward the use of Prezi presentation in grammar lesson. It was found that there were 8 to 9 feedbacks indicating student's agreement that supports the use of Prezi in grammar courses. As what suggested by a number of grammar teachers at the Department of English Education UIN Ar-Raniry, the lesson on English conditional expressions is considered as an advanced grammar topic that could be chosen as a representative of grammar material. In line with this thought, Jimaima (2014, p. 6) argues that conditional sentences are considered as a weighty topic due to the problem with the complex system of compatibility between the two parts of a conditional sentence. Owing to the complexity of conditional sentences, the study chose this topic to be taught by using Prezi presentation in order to find out the improvement of student's grammar mastery. Nevertheless, the series of data shows the students responses toward difficulties of Conditional sentences were approximately 50:50. By means, about half of the students agreed that Conditional sentence is a difficult topic to learn, whereas the rest of them responded that Conditional sentence was not that hard.

Another statement that needs to be highlighted is about having good attention in learning grammar. There are more than 80% of students agreed and strongly agreed that to have a good attention in learning, grammar should be taught by using interactive and intuitive multimedia tool such as Prezi presentation. This result meets the advantage of using audio-visual in the classroom. According to Al Mamun (2014, p. 13-14), by using audio-visual aids in classroom, teachers are able to present a topic both verbally and visually which attracts learners attention and helps them in making a correlation between the verbal and non-verbal as well as abstract and concrete issues.

Based on the aforementioned research finding, series of data generally suggested that teaching grammar utilizing Prezi presentation helps students improving their grammar mastery. Additionally, it also shows that the students have positive responses toward utilizing Prezi presentation in grammar lessons. However, the development of Prezi presentation in all education material should carefully adhere to the principles of instruction design and must not overuse the features as it could also lead to negative effect to the learners.

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