

The Effect of Using Prezi Presentation Software in Teaching English Speaking Skill for The Eleventh Grade IPA Students of SMA Negeri 1 Palangka Raya.

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Abstract

Prezi presentation is a cloud-based presentation system that provides a canvas upon which to present information, rather than the traditional linear slide format of another similar presentation software. This research aims to find out the effects of using Prezi presentation software in teaching English speaking skill for the eleventh grade IPA students of SMA Negeri 1 Palangka Raya. This research selects the samples for his experimental groups by using cluster random sampling from the accessible population of the eleventh grade IPA students of SMA Negeri 1 Palangka Raya. Speaking performance was used as the main instrument in order to collect the data needed. Students were performed their speaking skill in expressing sadness one by one in front of class and documented their performance. This research applied questionnaire as the second instrument of collecting data that could not be gained by applying speaking performance only. The result of this study revealed that the calculation of The Independent-Samples Equal-Variances t-test explained Namely table of critical values for student's t distribution, shows that for the critical value for the one-tailed test is t_{α} with $df = n_1 + n_2 - 2 = 60$. Namely Table for the critical value for student's Distribution, shows that for $df = 60$, $t_{0.05}(60) = 1.671$. The value of the test statistic, found is $t^* = -2.2478$. the critical value of $t_{0.5}(60) = -1.671$. Because $t^* < t_{0.05}(60) = -2.24781 < -1.671$, rejects H_0 . The test results are statistically significant at the 5% level. The test results are statistically significant at the 5% level. It means that the hypothesis which stated that, Prezi Presentation Software has significant effect on teaching students' speaking skill in expressing sadness of the eleventh grade IPA students of SMA Negeri 1 Palangka Raya is accepted.

Keywords: Prezi Presentation Software, Speaking, ICT, The Independent-Samples Equal-Variances t-test

I. Introduction

Teaching of English in senior high school is intended to develop the students' language skills such as listening, reading, speaking, and writing. By using English for communicative purposes, students can develop their skills for expressing their thoughts, feeling, and experiences using spoken or written in English. Studying English as a foreign language is not easy for most Indonesian students, because Indonesian and English is

different in terms of vocabulary, grammar, meaning, and pronunciation.

In teaching learning English, the teacher should consider the four basic skills of English. They are listening, speaking, reading, and writing. The four skills are all important. Each skill is related to the others. Such writing which is connected to reading; Listening is also related to speaking since people can speak, because they listen to the sound. One of the important skills is speaking. Speaking is one of four language skills, which is basic function of language as communication instrument. Students are expected to be competent and to develop speaking skill in both formal and informal situation. Students should be taught how to speak fluently, to listen carefully, to do with and to use the language effectively in their oral communication. Speaking skill is viewed as the measure of knowing English.

Based on the statement above, the researcher concludes that speaking is useful skill for students, because it is one of the abilities to carry out the conversation. And the writer focuses on speaking, because it is very crucial for the students.

Speaking skill is one of the basic language skills that has important role rather than other skills due to its significant and its use for communication. Speaking skill is needed by the students for communication in the target language. It is very important to master speaking well by implementing the experience of learning the language in the real life. Richards (2008:19) states that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners.

The problem of the research is, "Is there any effect of using prezi presentation software in speaking skill for the eleventh grade IPA students in SMAN 1 Palangka Raya?"

II. Literature Review

A. Definition Speaking

In learning English, speaking skill is learnt to know how to create a communication, and transfer the information directly in English. Based on Richard and Renandya (2008: 210) stated that speaking is one of the central elements of communication. In speaking skill, fluency and confidence are important goals

(scrivener, 2005: 146). Bygate (1997: viii) says, "Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business". So, it means that speaking skill should get the attention from teachers and students, because it plays the important role in our society.

Richard in Nunan (1999:56) provides characteristics of communicative competence including: (a) knowledge of grammar and vocabulary of the language; (b) knowledge of rules of speaking e.g., knowing how to begin and end conversations, knowing what topics that can be talked about in different types of speech events, knowing which address forms should be used with different personance speak to and in different situations; (c) knowledge of how to use and respond to different types of speech acts such as request, apologies, thank and invitations; (d) knowledge of how to use language appropriately.

Since English is included as a compulsory subject in senior high schools in Indonesia, the students have same need in learning English. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations. The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading, and writing proportionately. Therefore, the teacher should provide the students with speaking task and give them opportunities to use the target language to communicate with others. From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation.

In this study, the subject of this research is the eleventh grade IPA students of SMAN 1 Palangka Raya in academic year 2016/2017. Knowing the students' characteristic is the first step that will help the researcher to help the students' problem in speaking English. Standard of Competence and Basic Competency which the research focus on are the Standard of Content in the English subject, particularly the English speaking lesson to the eleventh grade students of the first semester at SMAN 1 Palangka Raya. It is also limited to the scope of expressing meanings in a transactional and interpersonal dialogue in the context of daily life.

B. Prezi Presentation Software

In this study the researchers will use the media Prezi Presentation Software to help the learning process. This kind of media is in form of slide presentation and also in form of a software program.

Prezi Presentation Software is relatively new because it was launched in 2009 (www.prezi.com) by the creator Adam Somlai-Fischer. As the official Prezi website defines the Prezi, it is a cloud-based presentation system that provides a canvas upon which to present information, rather than the traditional linear slide format of another similar presentation software.

While according to Brian and Alyson (2010) "Prezi is an online presentation service provider that offers different types of accounts and options for creating and storing digital presentations."

According to Brock and Bodahl (2013:96), Prezi is a free online visual presentation tool launched in 2009 that allows the users or audience to interact with the content by moving around and zooming in and out on a large canvas that can be filled with images, video and also text". In addition, Diamond (2010: 10) stated that "Prezi describes itself as a digital storytelling tool". In this point, Prezi makes itself different than the other slide programs where the most slide programs dictate a process that only give the advantages for the teacher but sometimes not for the learners. In other side Prezi uses a content to create a story line, and with Prezi, the organization of the material does not dictate a particular process but provide a story.

As one of the media that can be used in language learning, Prezi Presentation Software can be applied in speaking class. In speaking process, it has advantages in helping students to generate the idea and to improve speaking's skill. Speaking skill is important for the students to get the best conversation. Most the students are difficult to start writing because they cannot the ideas to improve the speaking's skill.

Ari Suharjanto found that the application of Prezi software use could improve the learning interest in communication course in the XI AP 2 Graders of SMK Murni 2. It was reflected on the following indicators: (1) The students; enjoyment in attending the learning increased from 41.82% before treatment to 62.73% after first treatment and to 88.41% after second treatment, (2) the students' interest in attending the learning increased from 43.64% before treatment to 63.18% after first treatment and to 86.59% after second treatment, (3) the students' attention in attending the learning increased from 47.73% before treatment to 62.50% after first treatment and to 85.45% after second this case, italic) in addition to the style provided by the drop down menu to differentiate the head from the text treatment, and (4) the students' involvement in attending the learning increased from 55.23% before treatment to 66.14% after first treatment and to 88.18% after second treatment.

Meanwhile, Adika Putra found that Prezi Presentation Software had been successful on improving their English skill in writing narrative text. Since it had been successful in improving students' achievement, the writer suggests that the teacher should provide appropriate media in teaching English, especially for narrative text and made the Prezi Presentation Software as a reference to him/her to use it to make students attracted to the material.

III. Method

In this study, the researcher used the quantitative research which is used to test the hypothesis from the data, and those data were gathered based on the previous theory and also the concept. According to Toendan (2016:27), quantitative research is done to determine relationship, effects, and causes.

In this study, the research is part of experimental research. The purpose of this research is to examine the validity of a

hypothesis, to determine the efficacy of something previously untried and also to demonstrate a known truth. The experimental method that the researcher used in this study is the true experimental design, since the researcher compared both of equal samples which are initially considered to be equal with regard to all variables.

IV. Finding and Discussion

The objective of the study was to find out the effects of Prezi presentation software in teaching speaking skill for the eleventh grade IPA students of SMAN 1 Palangka Raya in academic year 2016/2017. The idea was to see if there was a significance effect to the group that had the treatment of using Prezi presentation software and to group that had the conventional method.

$\bar{x}_1 = 61.72043011$	$x_2 = 63.44086022$
$s_1^2 = 266.5710872$	$s_2^2 = 147.7658303$
$n_1 = 31$	$n_2 = 31$

In this part, the writer used parametric statistic in analysing data. Specially the data was analysed by using The Independent-Samples Unequal-Variates t-Test since the datum did not conform to equal groups. The purpose of analysing data itself to test which hypothesis would not be rejected.

Calculation of Test Statistic for The Independent-Samples Unequal-Variates t-test

Control Group	Experimental Group
80	66.66666667
80	53.33333333
80	66.66666667
80	66.66666667
60	46.66666667
73.33333333	66.66666667
66.66666667	93.33333333
40	60
66.66666667	73.33333333
80	60
60	73.33333333
60	73.33333333
60	46.66666667
40	73.33333333
60	93.33333333
66.66666667	60
93.33333333	46.66666667
66.66666667	60

93.33333333	66.66666667
40	46.66666667
40	66.66666667
80	53.33333333
53.33333333	46.66666667
40	73.33333333
66.66666667	46.66666667
53.33333333	53.33333333
46.66666667	66.66666667
40	66.66666667
53.33333333	66.66666667
46.66666667	66.66666667
46.66666667	66.66666667

To find the df table, the writer refers to the summary statistic for the two samples:

$$df = \frac{\left\{ \left(\frac{s_1^2}{n_1} \right) + \left(\frac{s_2^2}{n_2} \right) \right\}^2}{\frac{\left(\frac{s_1^2}{n_1} \right)^2}{n_1 - 1} + \frac{\left(\frac{s_2^2}{n_2} \right)^2}{n_2 - 1}}$$

$$= \frac{\left[\left(\frac{61.72043011}{10} \right) + \left(\frac{63.44086022}{10} \right) \right]^2}{\frac{\left(\frac{61.72043011}{10} \right)^2}{31 - 1} + \frac{\left(\frac{63.44086022}{10} \right)^2}{31 - 1}}$$

$$= \frac{178.6421241}{3.222160429} = 55.44172243$$

Therefore, if the obtained df is rounded down, we have a value df = 55

Referring again to the summary statistic for the two samples, the writer calculated the t-test statistic:

$$\begin{aligned}
 t^* &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{s_1^2}{n_1}\right) + \left(\frac{s_2^2}{n_2}\right)}} \\
 &= \frac{61.72043011 - 63.44086022}{\sqrt{\frac{266.5710872}{31} + \frac{147.7658303}{31}}} \\
 &= \frac{-1.720430108}{\sqrt{8.59906733 + 4.766639689}} \\
 &= -0.470588235
 \end{aligned}$$

Namely table of critical values for student's t distribution, shows that for df = 55, $t_{.05}\{55\} = 1.6730$. the value of the test statistic is $t^* = -0.470588235$ the critical value of $t_{.05}\{55\} = 1.6730$. Because $t^* < t_{.05}\{55\} = -0.470588235 < 1.673$, the writer rejects H_0 . The test results are statistically significant at the 5% level.

It means that the hypothesis which stated that, Prezi Presentation Software has significant effect on teaching students' speaking skill in expressing sadness of the eleventh grade IPA students of SMA Negeri 1 Palangka Raya in academic year 2016/2017 is accepted.

Since the result showed the reliability of instrument regarded as good reliability, the writer had come out with conclusion that the instrument is reliable to be given to students and conducted the posttest to the group of samples, which was experimental group. From that point, it could be seen that most scores of posttests in experimental group were higher than the control group, which means Prezi Presentation Software gave improvement on students' speaking skill, especially in expressing sadness. The advantages of Prezi presentation software in teaching speaking such as breaks the mold, it's free and web based, link text and images to movement and appropriate for all ages proved that Prezi presentation software is significant for teaching speaking expressing sadness. The effect of using Prezi presentation software in teaching speaking as we can see in data table of students' speaking scores for experimental group and as a compare we can see data table of control group.

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