Using Prezi in Improving Students' Grammar

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A R T I C L E I N F O	A B S T R A C T
Keywords: Prezi; Grammar Mastery; *Article History:* Received : 09 July 2024 Revised : 15 July 2024 Accepted : 19 July 2024 Published : 1 August 2024	This research was aimed to determine the use of Prezi in improving students' grammar mastery. The research method was Classroom Action Research (CAR), which consisted of 2 cycles, each cycle including planning, implementing, observing, and reflecting. The data collection were pre-test and post-test. The result showed students' increase learning outcomes in each cycle. The increased in learning was shown in the pre-test result with the percentage of learning completeness 0%, and there was an increase in the post-test cycle 1 to 59%, and it increased again in the results of the post-test cycle 2 to 82%. The increase in learning outcomes from pre-test, post-test 1, and post-test 2 was due to improvements in the application of Prezi. It can be concluded that learning using Prezi in the grade IX SMP Plus Abdul Aziz can improve students' grammar mastery.

1. Introduction

(Pujiasih, 2010) English is imperative to learn as an international language because it is one of the most dominant language interactions among billions of people worldwide (Brown, 2000).It helps people from different countries quickly interact and communicate with each other.

In learning the English language, there are four skills we have to master. Those are listening, speaking, reading, and writing (Hidayatullah, 2021). English also has sub-skills, and one of them is grammar. It is one of the most essential sub-skills that students should master.

(Harmer , 2007), Grammar is one of the essential components of language that students must learn. Mastering grammar supports several aspects. For example, students need grammar to make the sentence's meaning clear and easy to understand. Learning grammar means studying how words are constructed in a sentence well when the grammar pattern is used appropriately, and how the sentence will be interpreted correctly (Fadhilawati, 2019).

(Brown, 2000) Knowing the definition of grammar makes it simple to comprehend why it is necessary and significant. The students can only read, listen to, write well, or speak well if they understand the language's grammar. Grammar is also an aspect of language that takes more work to teach. (Harmer , 2007) Therefore, teachers must have solutions to make learning more exciting and easily understood. The teacher must have some good grammar-teaching techniques.

Based on researcher observation in SMP Plus Abdul Aziz, most students have difficulties learning grammar, especially in tenses. The students' difficulties in learning are caused by a lack of motivation to learn, interest in learning, and a monotonous learning and teaching style. They feel that grammar could be easier to understand. At the same time, the teacher uses a speech method that dulls the classroom and makes the students less interested in paying attention to what the teacher explains. Therefore, choosing grammar teaching resources is one of the first steps in reducing errors. Students must master language proficiency in speaking, writing, listening, and reading. Therefore, grammar-related content should be chosen with that in mind. The learning process with lectures or presentations causes the teacher to become the primary source of knowledge; this shows that teaching cannot be separated from the teacher's efforts to increase the creativity and quality of teaching in class, including the selection of learning media.

Learning media makes it easier for students to receive or remember the subject matter that has been delivered and for the teacher to convey the subject matter (Nuryadin&Badru , 2018). Learning media play a significant role in creating an effective learning process. Nowadays, learning media has become very varied. One uses Prezi software as an innovative learning of media based on information and communication technology (Wandari, 2019).Prezi is interest-based presentation software that allows us to store our presentations. There are many advantages to using this software, including the fact that it is cloud-based and that it is more exciting than the standard presentation software (Strasser, 2014). When using Prezi, teachers can insert videos, pictures, and text and also directly download PowerPoint slides, search online for pictures to download, and use YouTube links. This Media was chosen because it has many benefits, which can be an attention grabber for the students and help them quickly memorize the material.

2. Methods

The researcher used Classroom Action Research (CAR) with Kemmis& McTaggart's design (Sugiyono, 2013), which consists of two cycles in which each cycle contains four stages, namely: (1) planning, (2) acting, (3) observing, and (4) reflecting. To find out the application of Prezi on improving students' grammar mastery.

The research was conducted at SMP Plus Abdul Aziz in 9th grade, consisting of 17 students. The researcher would like to present the model of classroom action research proposed in the image below:
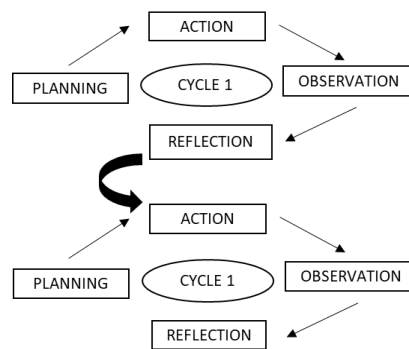
Picture 1. Kemmis & Mc Taggart's CAR Design

3. Result & Discusson

The researcher gave some tests before she thought an English subject by using Prezi, The pre-test aimed to know the students' abilities before applying the treatment. So the result can be compared with the result after the treatment is already done. CAR can be said successful if it can exceed the predetermined criteria, namely when there are 75% of students who can achieve the target score.

Table 1. Students' score of pre-test (Before treatment)

Amount All of the Students	17
Passed Students	0
Failed Students	17
The Highest Score	58
The Lowest Score	28
Total Score	704
Average of Students Scores in the Pre-Test	41.4
Percentage of Students Who Passed The KKM	0%
Description	Unsuccessful

Based on the data that had been obtained from the pre-test, the average score of the pre-test results was still under the KKM. These results indicated that students' grammar was very low before the implementation of classroom action research or the application of Prezi.

A. Cycle I

The researcher observed the activity of the students from cycle 1. In the first meeting, the researcher presented something related to the lesson through Prezi, the teacher provided English language learning to students through Prezi media, the teacher formed the students into several groups, and the teacher gave a quiz to students about the material that had been explained through Prezi media. Each group appeared in front of the class, all students discussed the appearance, and the teacher gave a general conclusion. Here the students' participation showed still low.

Table 2. The score of Post-test Cycle 1

Amount All of the Students	17
Passed Students	10
Failed Students	7
The Highest Score	100
The Lowest Score	16
Total Score	1040
Average of Students Scores in the Pre-Test	61.1
Percentage of Students Who Passed The KKM	59%
Description	Unsuccessful

Based on the result of post-test 1, there were 10 students (59%) who passed the KKM. Then, the researcher tried to modify the action in order 75% of students in the class could pass the KKM. The facts showed that the results of students' tests are unsuccessful, it showed that the result of cycle 1 needs improvement.

B. Cycle II

The RPP was made based on the first cycle reflection by repairing all of the mistakes on the first cycle and fulfilling the requirements of the second cycle in order to increase the interest of students. Besides that, the researcher also prepared post-test 2 to be able to see the progress of students. In this phase, the teacher provided opportunities for students to convey their difficulties or lack of understanding from the previous meeting. This was done to find out the needs and responses of students in more depth and to increase the accuracy of the actions to be taken.

Table 3. The score of Post-test Cycle 2

Amount All of the Students	17
Passed Students	14
Failed Students	3
The Highest Score	100
The Lowest Score	34
Total Score	1328
Average of Students Scores in the Pre-Test	78.1
Percentage of Students Who Passed The KKM	82%
Description	Success

The table above showed that there were 14 students (82%) who passed the KKM. Form the result, students' percentage that passed KKM had reached the target, which can be said successful if 75% of students achieved the target score.

Table 4. Improvement of Students' Score of the Test

	Total Score	Grade average	Percentage of KKM Attainment
Pre-test Score	704	41.4	0%
Post-test 1 Score	1040	61.1	59%
Post-test 2 Score	1328	78.1	82%
Description	Increased	Increased	Increased

4. Conclusion

This study was conducted by using Prezi in the teaching learning process to improve students' grammar mastery. Based on the research that the researcher had done, the researcher can conclude that this study used the classroom action research (CAR) method to identify students' grammar mastery. The steps taken by the researcher began with observation activities where the grammar ability of the previous students was still in the low category. The number of students in that class was 17 students. In this classroom action research, the researcher uses Kemmis& McTaggart's design, which consisted of four stages including planning, acting, observing, and reflecting. In addition, data acquisition comes from tests and questionnaires. Based on the test results, there was an increase in students scores in every cycle. From the point of view of the percentage of students who passed the KKM in the pre-test, there were 0% or 0 students out of 17 students, while in post-test 1 there were 59% or 10 students out of 17 students, and in the post-test 2 there were 82 or 14 students who passed the KKM.

These results indicate that there is a significant increase in students. The researcher can conclude that based on the achievement of student grades, the application of Prezi can improve students' grammar mastery. Based on student responses in the implementation of CAR obtained through questionnaires, it shows that the responses regarding students' interest in learning using Prezi are 89,56%, which indicates a very strong response.

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