Developing Prezi Learning Media with Interactive Content to Learn Descriptive Text for SMPN 1 Karangan in Trenggalek

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Abstrak

Desain penelitian ini adalah R & D sebagai salah satu desain penelitian yang bertujuan Media memiliki peran penting dalam menyampaikan sesuatu terutama dalam kegiatan pembelajaran. Selanjutnya media pembelajaran adalah segala sesuatu yang dapat digunakan untuk menyampaikan materi pembelajaran, sehingga dapat merangsang perhatian, minat, pikiran, dan perasaan siswa dalam kegiatan pembelajaran untuk mencapai tujuan pembelajaran. Tujuan penelitian ini adalah pengembangan media pembelajaran Prezi. Desain penelitian ini adalah Research and Development (R&D). Latief dalam Basuki (2017: 13) sebagai salah satu desain penelitian yang bertujuan untuk mengembangkan produk pendidikan seperti kurikulum, silabus, buku teks, media pembelajaran, dll. Selain itu, penelitian ini menggunakan eksperimen semu untuk mengumpulkan datanya. Kelas tujuh tahun ajaran 2019/2020 terdiri dari 32 siswa 7C. Instrumen yang digunakan dalam penelitian ini adalah kuesioner. Data yang dikumpulkan dengan kuesioner dianalisis secara kuantitatif. Produk dikembangkan sesuai dengan kebutuhan siswa, mempelajari teori R&D, mempelajari teori teks deskriptif, media pembelajaran, dan Prezi. Produk dikembangkan dalam lima langkah pengembangan. Hasil skor analisis kebutuhan adalah responden setuju bahwa media pembelajaran Prezi perlu dijadikan media pembelajaran. Kemudian hasil uji lapangan responden setuju bahwa produk penelitian ini sangat baik dan layak digunakan sebagai media dalam pembelajaran teks deskriptif. Hasil kuisioner selama pengumpulan data; skor rata-rata kelompok eksperimen sebelum perlakuan (Pretest) adalah 67,5. Sedangkan nilai rata-rata kelompok eksperimen setelah perlakuan (Posttest) adalah 78.06. Penjelasan di atas dapat diartikan bahwa produk penelitian pengembangan media pembelajaran Prezi ini merupakan media pembelajaran yang efektif untuk siswa SMP mengenalkan materi teks deskriptif.

Kata kunci: *Media, Prezi, Descriptive text, Media belajar.*

Abstract

Media has an important role in conveying something, especially in learning activities. Further, learning media is anything that can be used to deliver learning material, so that it can stimulate students' attention, interests, thoughts, and feelings in learning activities to achieve learning goals. The objective of the research is the development of Prezi learning media. The design of this research is Research and Development (R&D). Latief in Basuki (2017:13) as one research design aimed at developing educational products, like curriculum, syllabus, textbooks, instructional media, etc. Also, this research using quasi

experimental to gather the data. The seventh grade 2019/2020 academic year consists of 32 students of 7. The instruments use in this research are questionnaire. The data collected by questionnaire is analyzed quantitative way. The product is developed based on students' need, studying theory of R&D, studying theory of descriptive text, media learning, and Prezi. The product is developed in five steps development. The result of need analysis score is the respondent agree that Prezi media learning needs to be a learning media. Then, the result of field-test is the respondent agree that the product of this research was very good and feasible to use as media in learning descriptive text. The result of questionnaire during collecting the data; the mean score of experimental groups before treatment (Pretest) is 67.5. Meanwhile, the mean score of experimental group after treatment (Posttest) is 78.06. The explanation above means that the product of this research, developing Prezi media learning, is an effective learning media to junior high school students to introduce descriptive text material.

Keywords: Media, Prezi, Descriptive text, learning media.

INTRODUCTION

Technology has become part of life in almost all circles of society, because in the current era has entered the era of globalization, with technology around it can facilitate all the affairs or activities that are done, a lot of technology around us such as cellphones, laptops, televisions, and etcetera. Including in education with technology can help facilitate the learning process, such as the application of presentation can facilitate teachers and students in the learning process, especially students can absorb the knowledge that the teacher provides easily and quickly understood, besides that technology in the world of education can also be used as a media learning.

Furthermore, Media has an important role in conveying something, especially in learning activities. Teachers need a variety of media to support the learning process. Harmer in Hidayati (2012: 12) states that "as language teachers, we use various teaching aids to explain the meaning and construction of the language, involve students in the topic or as the basis of all activities." In addition, Ratnaningsih in Noor (2018:4) states that teachers have to create a more interesting and innovative learning process to increase student enthusiasm for learning. Therefore, the learning media is needed because it helps to determine the learning goals is successful.

According to Daryanto in Noor (2018:21), learning media is anything that can be used to deliver learning material, so that it can stimulate students' attention, interests, thoughts, and feelings in learning activities to achieve learning goals. Meanwhile, Samosir in Noor (2018: 21) said that learning media are all things that can be used to distribute messages from teachers to students so that the learning process is more

optimal. Hamalik in Arsyad (2011: 24) also stated that learning media are tools, methods and techniques used by teachers and students in the learning process so that communication and interaction activities can be more effective.

So, it is clear that the existence of learning media can increase interactions between teachers and students, so that the learning process will be carried out optimally. Learning media is communication tool that stimulate students learning motivation, and current lesson. Moreover, in teaching descriptive text students have many problems to understood descriptive text, "descriptive text describes particular person, place, or things", Anderson and Anderson (2003:26). Meanwhile, Pardiyono (2007:33) told that descriptive text presents description of everything to reader. Further, Barbara (2004:142) added that descriptive text transforms feelings and experiences into words. In conclusion, descriptive text is text to describe everything by transforming feelings and experiences into words. Using technology to help students more easily to understand what teacher give to them, and students can access in anywhere.

Learning media mean all tools which may be used by teacher to deliver teaching material to students in teaching learning process to reach certain learning goals in other hand the student using technology just for fun, like using smartphone to playing games, chitchat with social media and using the other technology to do something to useless thing. Sometimes the technology can made students lazy to learn and doing something because technology can made someone from far away feels like near but can made someone near feels like far away. In this era anything can be accessed using internet, something positive and something negative can be accessed easily, then in education world many technology already used like application to presentation like power point, but many student still confused with this application because they feels bored and this application outdated.

But now, many presentations application exist like Prezi application to help teacher to easily teach specially for teaching descriptive text. Prezi's one-of-a-kind open canvas lets you organize and view your presentation as a whole, https://prezi.com (accessed on 19 June, at 12.11 p.m.). Furthermore, Huffpost on https://prezi.com says that "University researchers find Prezi more engaging, persuasive, and effective than PowerPoint". The researcher concludes that prezzi is suitable application for presentation.

RESEARCH METHOD

The researcher used R&D method to collect data to aimed developing educational products, like curriculum, syllabus, textbooks, instructional media, etc (Latief in Basuki, 2017:21).
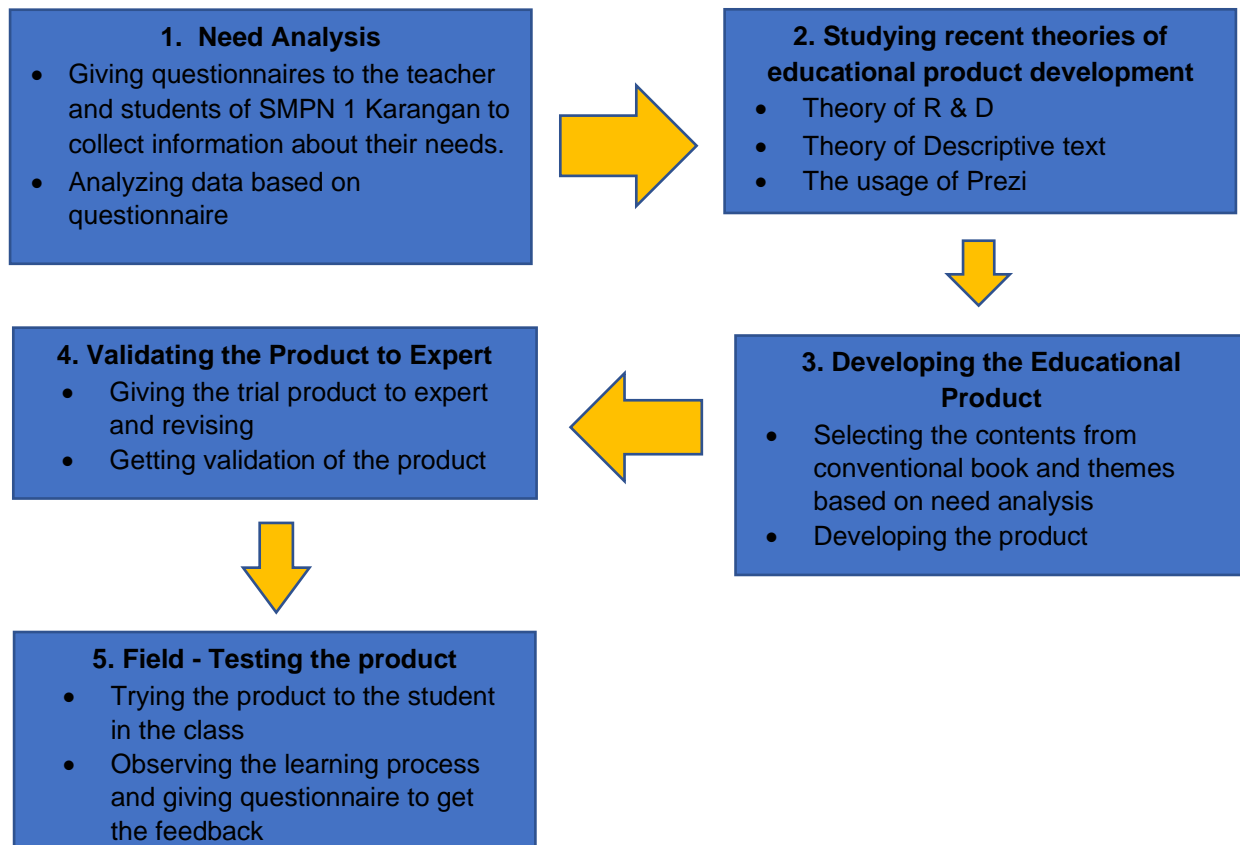
1. Need Analysis
- Giving questionnaires to the teacher and students of SMPN 1 Karangan to collect information about their needs.
- Analyzing data based on questionnaire

2. Studying recent theories of educational product development
- Theory of R & D
- Theory of Descriptive text
- The usage of Prezi

4. Validating the Product to Expert
- Giving the trial product to expert and revising
- Getting validation of the product

3. Developing the Educational Product
- Selecting the contents from conventional book and themes based on need analysis
- Developing the product

5. Field - Testing the product
- Trying the product to the student in the class
- Observing the learning process and giving questionnaire to get the feedback

Figure 3.2 The Procedure of Development (Adapted from Latief in Basuki in (2017:21)

The researcher conducted the research started from May 2020 to June 2020 in SMPN 1 KARANGAN. It is located at Karangan street RT/RW 014/04 Karangan,Cetok, Karangan, Kec. Trenggalek, Kab. Trenggalek,Jawa Timur. Sugiyono (2017: 215) defines population as a group of subject which is studied; while sample is the some part of population to be drawn as conclusion by the researcher. Arikunto (2014: 183) states that purposive sampling is creating sample from population without considering strata, random or area but based on particular objective. Therefore, the subject chosen by the researcher is the Class 7 in SMPN1 KARANGAN in 2019/2020 academic year.

FINDINGS AND DISCUSSION

Findings on Need Analysis

Table 1. The Finding on Students Need Analysis

Finding on Students' Need Analysis Questionnaire	• Students' most responses is : Agree (37%) about regulated learning
	• Students' most responses is : Neutral (40%) about learn
	• Students' most responses is : Agree(81%) about Descriptive texts in English are difficult
	• Students' most responses is : Agree (56%) about learning descriptive texts must be fun
	• Students' most responses is : Agree (65%) about It is important to study descriptive texts
	• Students' most responses is : Agree (50%) about Interactive media can make descriptive text learning very enjoyable
	• Students' most responses is : Agree (62%) about In my opinion, learning with interactive media is interesting.
	• Students' most responses is : Agree (75%) about I like interactive learning media
	• Students' most responses is : Agree (68%) about You are interested in learning with interactive media
	• Students' most responses is : Agree (65%) about Images help understand the material
	• Students' most responses is: Agree (71%) about Learning media must motivate students to learn descriptive texts.
	• Students' most responses is : Agree (68%) about Descriptive learning with effective interactive media
	• Students' most responses is : Agree (65%) about Interactive media is also an efficient media
	• Students' most responses is : Agree (59%) about Learning media must use interesting topics
	• Students' most responses is : Agree (65%) about I was interested in the explanation using images
	• Students' most responses is : Agree (56%) about Learning media must provide a clear explanation
	• Students' most responses is : Agree (59%) about Learning media must be accessible on their own anywhere and anytime
	• Students' most responses is : Agree (56%) about Interactive media is easier to understand
	• Students' most responses is : Agree (56%) about The material must be in accordance with the book
	• Students' most responses is : Agree (56%) about Learning media with the above criteria are needed

Maximum score per item　　: 5 x 32 = 160

Minimum score per item　　: 1 x 32 = 32

The following continuum diagram show the score range and interpretation of each item score.

Meanwhile, from the students' need analysis questionnaire result, obtained data as follow; maximum score (5 x 20 x 32) = 3200, minimum score (1 x 20 x 32) = 640, score range (3200 – 640) = 2560, total score = 2568
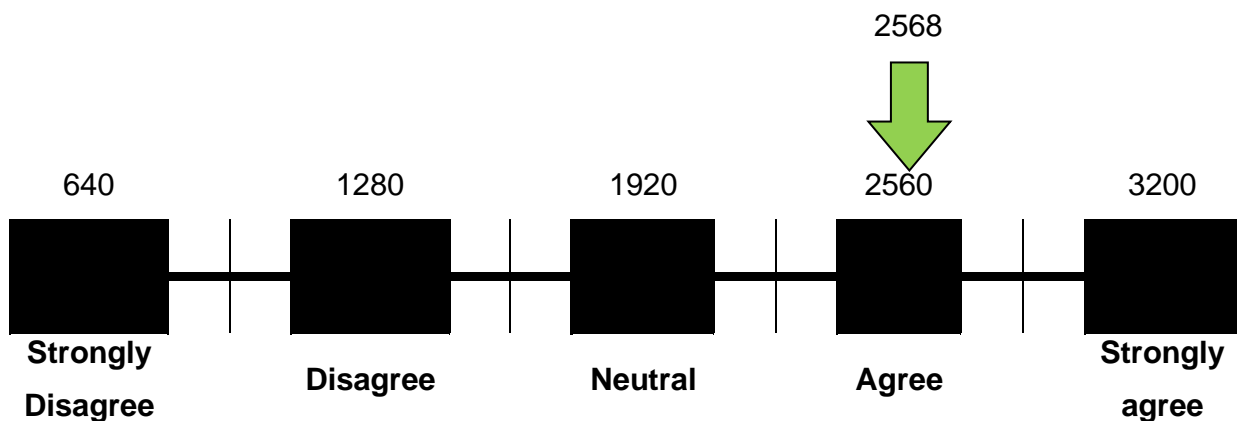

Figure 1. Continuum Diagram of Students' Need Analysis

Thus, as the need of students about Prezi and descriptive text had been found. The result shows that the students mostly agree with the development of the product in this research. Then it could be taken as the basis information of application development called Prezi to learn descriptive text material. The following figure shows the characteristic and features of the product of the research.

Finding of Product Development

This product is Developing Prezi with interactive contend The development of this product is based on some steps such the finding on need analysis, studying recent theories, studying theory of R&D, studying theory of descriptive text, and studying theory of Prezi application The following shows the characteristic, contents and features of the product of the research development.
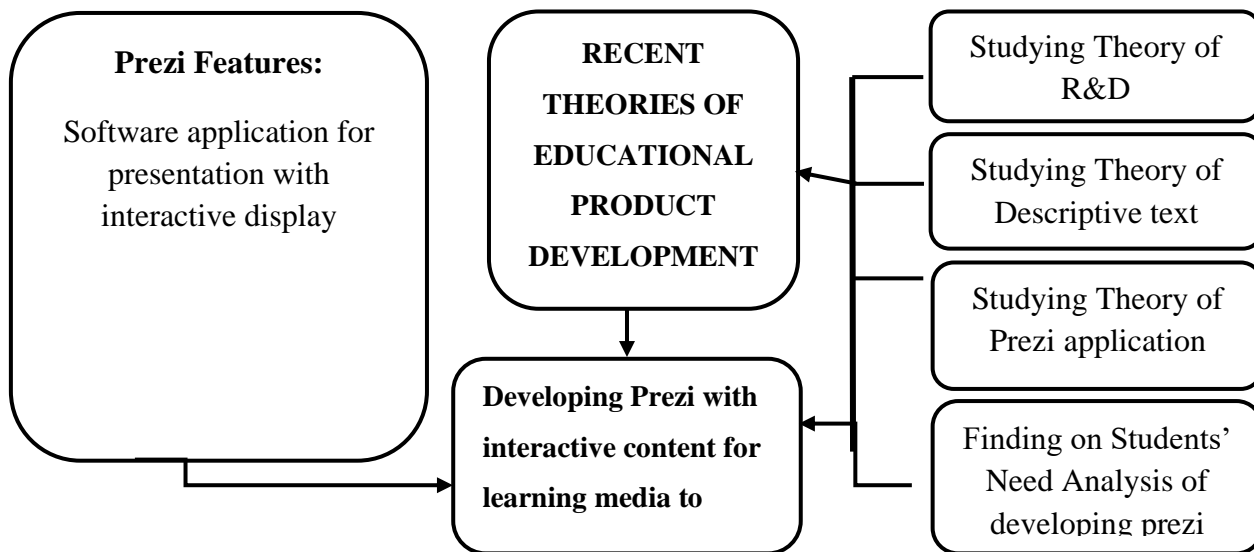
Figure 2. The Characteristic, Contents and Features of the Product of the Research Development

Finding of Validating to Expert

After the product was developed completely, the researcher consulted the product to the expert of English language learning media to give evaluation and suggestion to have acceptable and approved product. The researcher gives a screen recorder of Prezi alication to Sri Utami Dewi, M.Pd as the expert to validate this product.

The expert gives a judgment, she argued that the product was good enough but need more revision. The researcher gives the presentation to get the Prezi validation.

Table 2 Product Comparison Before and After Validating to Expert

(The First Validation on April 13, 2020)

Before	After
Material that given too simple and do not giving specific formula	Adding the more material and specific formula

The second validation on June 16, 2020. The expert accepted the product after the researcher revise based on her suggestions. After that, the researcher can continue to the next step. Field testing the product to the subject.

Finding of Field Testing

Assessment process

Table 3. The Finding on Students Field Testing

Finding on Students' Field-Testing Questionnaire	• Students' most responses is : Agree (62%) about Appearance of attractive applications
	• Students' most responses is : Agree (71%) about The layout of the application is arranged in an interesting way
	• Students' most responses is : Agree (68%) about There are interactive elements in the application
	• Students' most responses is : Agree (53%) about Application display is more interesting than PowerPoint
	• Students' most responses is : Agree (68%) about the material presented is easy to understand
	• Students' most responses is : Agree (84%) about The material presented is accordance with the book
	• Students' most responses is : Agree (75%) about submission of material can be understood easily
	• Students' most responses is : Agree (87%) about this application can increase other abilities in learning English
	• Students' most responses is : Agree (71%) about this application is easy to use
	• Students' most responses is : Agree (62%) about there are no problems when using the application
	• Students' most responses is : Agree (98%) about this application increase students motivation
	• Students' most responses is : Agree (75%) about students can strengthen the material learned with this application.
	• Students' most responses is : Agree (84%) about learning descriptive text using this application is suitable for independent learning.
	• Students' most responses is : Agree (87%) about the application is in accordance with the needs of students
	• Students' most responses is :Agree (56%) about this application is recommended to SMPN 1 Karangan Trenggalek

Maximum score per item   : 5 x 32 = 160

Minimum score per item   : 1 x 32 = 32

The following continuum diagram show the score range and interpretation of each item score.

Meanwhile, from the students' need analysis questionnaire result, obtained data as follow; maximum score (5 x 15 x 32) = 2400, minimum score (1 x 15 x 32) = 480, score range (3200 – 640) = 1920, total score = 2108

2108

640   1280   1920   2560   3200

Strongly
Disagree   **Disagree**   **Neutral**   **Agree**   **Strongly**
                                                                                            agree
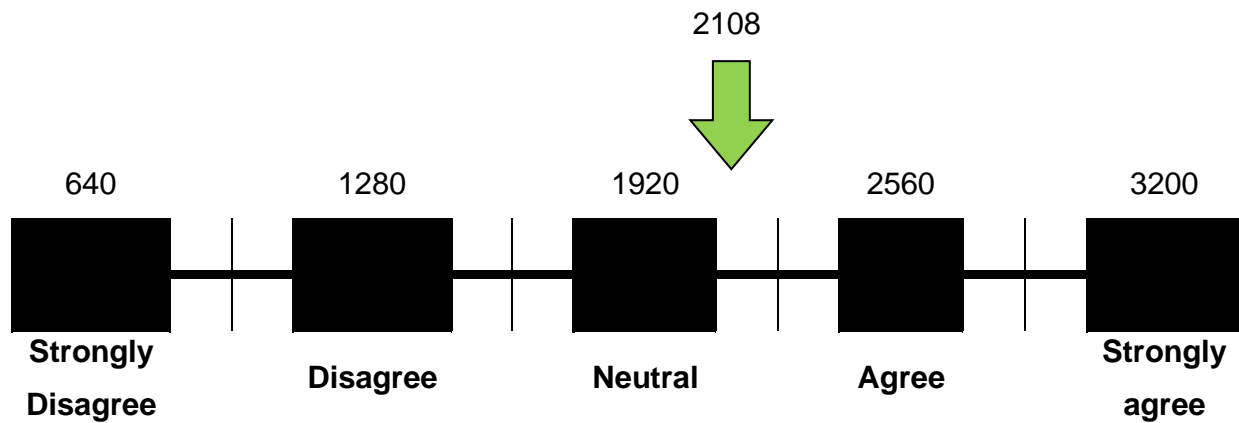
Figure 3 Continuum Diagram of Students' Field testing

Thus, as the need of students about Prezi and descriptive text had been found. The result shows that the students mostly agree with the development of the product in this research. Then it could be taken as the basis information of application development called Prezi to learn descriptive text material. The following figure shows the characteristic and features of the product of the research.

Assessment Result

Result of Pretest

1. Experimental group

From the results and bar charts of the pretest from 32 students in experimental group, the data was obtained as follows:

Table 4 The Result of Pretest (experimental group)

NO	DATA	SCORE
1.	Maximum score	80
2.	Minimum score	46
3.	Mean	67.5
4.	Median	68
5.	Modus	68
6.	Standard Deviation	7.43

Result of Posttest

From the results of the posttest from 26 students in experimental group, the data was obtained as follows:

Table 5 The Result of Posttest (experimental group)

NO	DATA	SCORE
1.	Maximum score	87
2.	Minimum score	74
3.	Mean	78.06
4.	Median	77
5.	Modus	76
6.	Standard Deviation	3.4

Result of T-Test from Experimental and Control Groups

T-test for pretest and posttest experimental groups are used to find out how far the improvement of students' achievement after using My Prezi learning media. These are the results of the pretest and posttest t-test experimental group using paired sample t-test:

Table 6. Paired Sample Statistics (Pretest and Posttest) experimental group

		Mean	N	Std. Deviation	Std. Error Mean
Experimental	Pretest	67.50	32	7.435	1.314
	Posttest	78.06	32	4.388	0.5988

Based on the "Paired Sample Statistics" experimental group above, it is evident that the value of "Mean" in the posttest in the experimental group higher than the pretest. For the results of the t-test in the experimental group, can be seen in table 4.16 below:

Table 7. Paired Sample T-Test (Pretest and Posttest) Experimental Group

		Paired Differences			T-Test		
		Mean	Std. deviation	Std. error deviation	T	Df	Sig. (2-tailed)
Experimental	Pretest-Posttest	-10.562	7.273	1.285	-8.215	31	.000

From the table above, it can be seen that the significance value (2-tailed) of this research is 0.000 (p <0.05). So, the results of the experimental groups pretest and posttest have significant changes.

The Discussion of The Research Finding

	Discussions
DEVELOPING PREZI LEARNING MEDIA WITH INTERACTIVE CONTENT TO LEARN DESCRIPTIVE TEXT FOR SMPN 1 KARANGAN IN TRENGGALEK	Regarding to the content material of this research that is based on English worksheet that was in line with the expert explanation. So, the instrument and the material of the product made based on the English worksheet.
	Regarding to the product development steps on this research that took five steps was in line with expert explanation those are; need analysis, studying recent theories of education product development, developing the educational product, validating the product to expert and field-testing the product. Latief (2015:174) stated that there are five procedures of development. They are need analysis, studying recent theories of education product development, developing the educational product, validating the product to expert and field-testing the product.
	Regarding to the product of this research (PREZI APPLICATION FOR PERSENTATION) that was in line with the students' need that was explained in the finding above. The findings of the need analysis on *Likert scale* showed that mostly the students agree that Prezi application for learning descriptive text material needs to be learning media. It can be seen from the need analysis's continuum diagram where the data obtained was 2568, which is the position in the agree category.

Based on the experience of researcher in conducting this research, there are some restriction that are experienced so that, it is expected to be more considered by future researchers. Some restriction in this study include:

- Restriction in time. Due to the limited time of research that is owned by the researcher, the researcher feels less in conducting the research so that the results obtained are still not optimal.

- Restriction in obtaining the data. Because the Covid-19 pandemic issue that afflict across the world, the data collection must be done online. The students' responses when filling out the questionnaire was too slow because it was based online. So, in the process of obtaining these data the researcher must wait patiently until all data are collected.

- Restriction in field-testing. Field-testing was carried out alternately within a few days based on appeals that prohibit crowds on pandemic issues.

CONCLUSION

The outcome of this research is Developing Prezi with interactive content for media learning. The research procedure was adapted from Latief (2015:174). Thus, there are five steps conducted to create a Developing Prezi as learning media in this research. They were need analysis, studying recent theories developing the product, validating the product to experts and field testing the product. First, Developing Prezi was done need analysis step, then the result of need analysis showed that the score is agree in *Likert Scale*. It can be seen from the continuum diagram of need analysis where the score was 2568, which is the position in agree category. Second, researcher studied the recent theories about theory of research and development, theory of descriptive text, media learning and theory of prezi. Third, the developing product was done by need analysis and the material of this product was taken from student's English worksheet. Fourth, the product had been validated by the expert who gave evaluation and suggestion. Fifth, field-testing was conducted to know the implementation and the effect of the product towards the 7 grade student. The findings of the field-testing showed that the product got the good responses from the teacher and the students and the score was agree in *Likert Scale*. It can be seen from the continuum diagram of field-testing where the score was 2108, which is the position in agree category. Moreover, based on the *Independent Sample Test* output table the sig. (2-tailed) showed $0.000 < 0.05$. That means H_0 is rejected and H_a is accepted. So, the conclusion is that there is any significant effect between the average student learning outcome in the experimental group. Furthermore, they were enthusiast and satisfied with developing prezi as media interactive learning. Prezi was implemented and useful in learning process of descriptive text lesson.

In conclusion, based on the finding of the research explained above. This research has been able to answer the research question that lstates; How to develop Prezi as a media and the effect of this media to improve student's skills in learning descriptive text for junior high school student?". Furthermore, this research has been able to achieve the objective of the research which is to develop prezi as a media and the effect of this media to improve student's descriptive text skills for junior high school student.

SUGGESTION

After giving the findings and conclusion explained above, there are some suggestions for people who find some benefit of this research. First for the English teacher, it is better to use Prezi as an alternative learning media in teaching descriptive

text because it is more attractive and fun. Moreover, Prezi as media learning is able to improve student's interest and increase their descriptive text to identification and decrib. The second is for the students who learn English, it is suggested to you to use Prezi to make your study better and more fun. The last is for the next researcher who may use the research finding of this research as the information and reference for their research.

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