Managing Literacy Classroom through Prezi

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Abstract. A learning must be more effective than is achieved. Therefore, managing a classroom needs a valuable tool to meet the need of course objective. In literacy classroom, i.e., writing class for basic level, a helpful tool, like Prezi was required as an effective tool to manage literacy classroom. This pilot research took second graders of lower secondary school, consisting 32 students. The method used in this research is quantitative method with pre-experimental designs used by using one group pre-test and post-test design, that implement purposive sampling technique. The writer analyzed statistically by using \( t_{\text{test}} \) formula. The results of this study showed Prezi can promote a well form classroom management in elaborating a literacy classroom. Using the tool in explaining writing skill in descriptive text, the students get improvements. It is statistically shown from students’ scores mean of post-test (72.81) was higher than the students’ scores mean of post-test (51.09). Furthermore, based on statistical calculation results obtained \( t_{0} = 12.841 > 2.040 \) with df table was 31 at the 5% significance. By conclusion, using a Prezi, as a part of learning management in delivering a topic in literacy classroom seems more valuable than other tool, as such as Power Point, Slideshow, or Digital Mind Map.

Keywords: classroom management, Prezi, literacy class

Introduction

Managing a classroom is a serious problem. It is due to the need of learning objective that must be achieved, hence, in a well classroom management must be executed. Almost all student need comprehensive understanding of the subject, while a teacher has to deliver his or her topic in a classroom. One of the management systems in a classroom is using a teaching aid in the learning process. In a common sense, a teaching aid is a tool used by the teacher to the process of teaching and learning inside the classroom to supplement classroom instruction or to stimulate the interest of students so that students more easily to understand the material.

The researcher from the faculty of arts in NIS suggested the research results on the use teaching aid for student`s music education. Durdanovic said starting from the fact that the use of various teaching aids is important for the musical education of students. In that respect, the results obtained in the present study have confirmed the hypothesis that, in spite of the good understanding of the importance of teaching aids in music education classes, the positive attitude to the use of musical instruments, and the appreciation of the advantages of modern technologies in preparing creative audio-visual presentations [1]. Based on Durdanovic statement above, the use of teaching aids very important and necessary in teaching-learning process and allows teachers to deliver material more clearly.

In a literacy classroom, writing skill is considered to be the most difficult skill to be learned and mastered because it needs not only to think hard but also precise accuracy. Amongst the four skills to be taught and learned, writing seems to be one of the most complex and difficult skill to master [2]. Writing skills are an important part of communication. When students were able to master the writing skills well, it will help the other skills. Huy concluded writing as an essential tool to support other skills. If a student has good writing ability, they can speak and read the text more effectively [3]. Writing is important to express ideas clearly on paper and through writing the writer can express the ideas, thoughts, experiences and feelings in the written form. It will be understood when each part of a sentence connects to each other until the reader comprehends what the writer’s mean. Finally, as a literacy skill, writing is not a collection of separate sentences, but involves connecting interrelated sentences to produce a coherent discourse [4].

In learning process, many students are difficult to organize their ideas into a good writing. One factors the many errors in written work of students due to lack of concentration in writing skills on most students. Thus, even a very small number of students who succeed in learning to write. The weakness of writing skills of students also caused by several factors, among them is their sense of saturation when it teaching writing skills, learning strategies used by teachers are still classical, teaching and learning processes that are less motivated and limited space to develop learning strategies. Then, the core problem went to learning management, such as using the aid in teaching. Prezi was eager to be the solution of this problem.

In the delivery of the material will be more effective if the use of learning media. Besides, learning media can be one of the attractions of students in considering the material presented by the teacher, so understanding of students in receiving the material becomes more
enjoyable and easy. Hence, Prezi is one of the media that is very helpful in the delivery of material in student’s vocabulary achievement [5].

**METHOD**

Designing a pre-experimental research, was the way to explain the research findings. This quantitative method had chosen 32 students at lower secondary graders in literacy classroom, i.e writing class. Second year students of Darussalam Junior High School became the objects of the research to prove that Prezi was suggested as a valuable tool in instructional management. Besides, the authors as the main instruments in this study, other supporting instruments related to the work of proof were, interviews, and audio-visual recordings.

**RESULT**

Pre-test and post-test were administered to state that the use of Prezi could give significance effective learning management to the students in enhancing their writing skill. In the data description, the writer described the result of the pre-test and post-test scores which had been collected from students in writing descriptive text. The pre-test is given before treatment, and post-test is given after treatment was conducted. Students’ pre-test scores of writing skill of descriptive text are presented in the following table 1.

![Diagram 1 Diagram of Frequency Distribution of Pre-test](image1)

Based on the diagram frequency distribution above, that shows the students who received the writing scores 40-46 are 11 students with frequency relative 34.375%. The students who received the writing scores 47-53 are 12 students with frequency relative 37.5%. The students who received the writing scores 54-60 are 5 students with frequency relative 15.625%. The students who received the writing scores 61-67 are 2 students with frequency relative 6.25%. The students who received the writing scores 68-74 are 2 students with frequency relative 6.25%. The mean score gained by the students was 51.09 with the highest score 72 and the lowest 40. Students’ post-test scores of writing skill of descriptive text are presented in the following table 2.

![Diagram 2 Diagram of Frequency Distribution of Post-test](image2)

Based on the diagram frequency distribution above, that shows the students who received the writing scores 63-67 are 7 students with frequency relative 21.875%. The students who received the writing scores 68-72 are 8 students with frequency relative 25%. The students who received the writing scores 73-77 are 10 students with frequency relative 31.25%. The students who received the writing scores 78-82 are 5 students with frequency relative 15.625%. The students who received the writing scores 83-88 are 2 students with frequency relative 6.25%. The mean score gained by the students was 72.81 with the highest score 86 and the lowest 63. The average scores gained by the students’ in the pre-test and post-test can be summarized as follows:

It can be seen from the table above that 15 students got the scores <50 for their writing, their scores are 41, 49, 45, 40, 43, 48, 43, 48, 46, 48, 40, 46, 45, 43, and 46. Then, 17 students got the scores >50 for their writing, their scores are 53, 52, 50, 50, 68, 58, 51, 60, 64, 52, 53, 58, 72, 63, 56, 50, and 54.

Based on the result of calculation above that the mean of pre-test and post-test it is obtained the t-observation (t<sub>0</sub>) is 12.541, then the t-table (t<sub>0</sub>) of df is 31 (32 – 1 = 31) in significance 5% is 2.040. That’s means t-observation (t<sub>0</sub>) is higher than t-table (t<sub>0</sub>). The alternative hypothesis (H<sub>a</sub>) is accepted and the null hypothesis (H<sub>0</sub>) is rejected, because t<sub>0</sub> > t<sub>0</sub> (12.541>2.040). So, there is difference significant between students score in learning writing descriptive text by using Prezi and the students score in learning writing descriptive text without using Prezi at the eighth grade students of Darussalam Junior High School.

From the explanation above, the writer can see from the result of pre-test and post-test, if using the Prezi on students’ skill in descriptive writing is quite success than without using the Prezi. That can be seen from the score of pre-test which before implementing the Prezi, and post-test which after implementing Prezi. Their scores is show that the increased by using Prezi between pre-test and post-test scores.

Based on this research, the writer can conclude that Prezi is simple and easy strategy in learning writing descriptive text which using Prezi at school can provide something different in the learning. Based on the
characteristics of Prezi, the media can attract student interest with a typical transformation, and easily explore objects into displays which can be enlarged and reduced. Thus, it can improve students’ writing skill and easier for students to understand the material of the descriptive text better.

**CONCLUSION**

Managing a class, as such as in literacy class, needs a well powerful aid. In this study, Prezi was chosen as the effective tool in managing literacy classroom in order to make the class live. Students got more attention, and the results of their works increased significantly. Based on the data that has been analyzed, the result of \( t_o \) was 12.541. Comparing each score in the degree of significance 5%, the calculation show 12.541 > 2.040. That’s mean \( t_{observation} \) is higher than \( t_{table} \). The null hypothesis (\( H_o \)) rejected and the alternative hypothesis (\( H_a \)) is accepted, and the management of Prezi on students writing descriptive text was significant. Thus, managing Prezi eloquently could be effective and could improve students’ skill in literacy skill.

**REFERENCES**


