



Development of the Use of Prezi Media on Short Story Writing Skills for Class Xi Indonesian Language Learning

Eliza Novita Wulandari

Department of Indonesian Language and Literature Education, Universitas Lampung, Indonesia

Abstract: Learning media is a paraga tool that is useful as an intermediary in the process of conveying learning information so that it will have a big influence on learning success. One of the varied learning media is prezi, where the lesson material will be displayed in the form of online presentation media and includes illustrations and explanations of the material. The aim of this research is to determine the feasibility of Prezi-based learning media in short story writing skills in Indonesian language learning and determine students' responses to Prezi-based learning media in short story writing skills in Indonesian language learning.

Keywords: prezi learning media, short stories, Indonesian language.

▪ INTRODUCTION

The use of technology as a learning medium for teaching is nothing new in this world. The development of technology is growing so rapidly that it cannot be denied that teachers are also encouraged to use it in the world of education. Technology provides productive learning in order to increase society's creative and intellectual resources, especially in today's information society. Through the simultaneous use of audio, text, multicolored images, graphics, and movement, technology provides broad and extraordinary opportunities for students to develop high-quality learning capacities and increase their ability to innovate (Santiana & Fatimah, 2017).

One effort that can be made to create an interesting learning process and arouse learning motivation is to use learning media that is appropriate to the material provided. This can be developed in Indonesian language subjects because this subject has a strong structure and relationship between its concepts. In learning Indonesian, it is necessary to use appropriate learning media to arouse student learning motivation and improve student learning outcomes. In the learning process, it is hoped that students will have a high interest in learning activities so that learning activities can be fun and interesting and create a good atmosphere and enthusiasm. Teachers must be able to choose and use learning media that mostly involves students so they can participate in the learning process. A student will achieve optimal learning results if he has learning motivation. If they have strong motivation to learn, they will be able to overcome all challenges in the learning process at school.

When using technology in education, teachers must be able to focus on the educational value of the tools and applications they use. Teachers should focus on five areas of software programs that have the potential to greatly impact a child's learning experience:

1. The educational value of the program,
2. His ability to involve children in learning,
3. Ease of use,
4. Interactivity between children and the program,

5. Possibility of software programs monitoring the child's progress

Currently, most teachers often use presentation technology when explaining material in class. This tool can certainly help teachers to present material and demonstrate their competence effectively to enrich student learning. With the help of technology, teachers simply choose many presentation tools such as Power Point, Glogster, Prezi, Go Animate, and so on. Prezi, as a web-based application, is believed to be a powerful presentation tool that can provide sophisticated visual effects to attract students' motivation to learn. However, Prezi was officially founded in 2009 by co-founders Adam Somlai –Fischer, Peter Halacsy and Peter Arvai. It is a Hungarian software company, which produces cloud-based presentation software and storytelling tools for presenting ideas on a virtual canvas. This product uses the Zooming User Interface (ZUI), which allows users to zoom in and out on their presentation media, and allows users to display and navigate information in 2.5D space or 3D parallax on the Z axis.

Perron and Stearns (2010) argue that Prezi is an online presentation service provider that offers various types of accounts and options for creating and saving digital presentations. Prezi allows for linear, free-flowing presentation of storylines. To create a Prezi, teachers can create it in a large blank workspace called a canvas, where all the presentation elements are visible. A storyline is then created by arranging the elements on the canvas. Various tools are used to connect these elements to communicate the presenter's message. In line with this statement, Fox et.al (2016, p. 37) stated, Prezi is a newer flash-based presentation tool that uses one large canvas. Users zoom in and out of the canvas. Prezi does present all the information at the same time versus the analytical approach to information inherent in a slide-by-slide approach to sharing information.

▪ **METHOD**

This study uses research and development methods. In a development study based on the Borg & Gall (2005) model. In development research, as a first step, researchers collected initial data by observing several schools regarding media issues in learning to write short stories at SMA XI. In the second step, the researcher decides the problem based on previous findings. The researcher was involved in the design and planning of the study. Researchers used Prezi learning media to create short stories for class XI students. writing class

In the third stage, researchers developed a Prezi media format related to class XI students' short story writing skills. Researchers developed the Prezi tool to make it easier for teachers to write short stories. In the fourth step, researchers carried out product validation with two experts related to the Prezi learning environment and class XI short story writing. The researchers involved five experts in Prezi and short story learning media for class XI students, namely teachers and lecturers. Expert validation and evaluation is carried out to determine product defects or defects.

In the fifth step, the researcher updated the Prezi learning product, referring to product deficiencies or defects. In the sixth step, researchers conducted a field test of the Prezi learning media on short story writing skills with 10 Class XI high school students. In the seventh step, the researcher reworked the field experiment using Prezi media for learning to write short stories which was tested on class XI high school students. Researchers evaluated Prezi Media learning for writing short stories. In the eighth step, researchers used the Prezi learning environment for learning to write short stories for class XI students. writing class. Implementation was carried out in three schools selected using simple random sampling.

▪ **RESULT AND DISCUSSION**

The validation results of five experts regarding Prezi learning in the media, namely Respondent 1 got a score of 82%, Respondent 2 got a score of 88%, Respondent 3 got a score of 82%, Respondent 4 got a score of 84% and Respondent 5 got a score of 90%. Prezi media experts have an average validation rate of 85.2% which is considered acceptable. Validation by five short story experts, namely Respondent 1 got a score of 86%, Respondent 2 got a score of 90%, Respondent 3 got a score of 82%, Respondent 4 got a score of 92% and Respondent 5 got a score of 84%. The average score of Novelli's expert writing skill validation was 86.8%, which is considered decent. Using Prezi Media for Learning to Write Short Stories. Class highest score 82. Average score 73/30 students. The results of using Prezi media when learning to write short stories at SMA Pembangunan 3 Kalianda obtained the lowest score of 50 and the highest score of 82. The average score was 65.5 from 20 students. Based on validation results by Prezi learning material experts and Prezi learning material experts, it appears suitable for use in Novell learning. The implementation of the product in Class Prezi Learning Media in Learning to Write Short Stories is designed with the aim of being a learning medium that can encourage students to write imaginative and creative short stories.

The success of developing Prezi media in improving students' short story writing skills was given a development research stage using the Borg & Gall (2005) model. This stage is the observation stage as the first research stage, namely initial data collection. At this stage the researcher randomly selected the schools that would be used in the research, namely SMAN 1 Kalianda, SMKN 1 Kalianda, and SMA 3 Pembangunan Kalianda. The researcher concluded several things from the results of the observations, namely that grade 11 students had difficulty writing short stories based on ideas, words, plot, etc., 2) teachers were less selective in choosing the right lessons when learning to write short stories, 3) teachers were less innovative in presenting media. learning short story writing skills, and 4) students are less enthusiastic and less motivated to write short stories because they think writing is a difficult skill. Based on the results of expert validation, field tests and product implementation, Prezi learning media is considered very effective in learning short story writing skills. Overall, the Prezi learning environment is suitable and effective for learning to write short stories. The effectiveness of Prezi media for learning to write short stories includes:

1. Teachers can create Prezi media by creating more modern material.
2. Teachers can save time because Prezi lessons are easy to create.
3. Guru can be easily used with an attractive appearance.
4. Teachers can add audio or special sound effects to the material.
5. Prezi learning environments can be created based on learning materials and needs.
6. The layout of the Prezi learning environment is very interesting because the teacher can provide additional animations depending on the material.

▪ **CONCLUSION**

The results of the research show that the Prezi learning media is suitable and effective for use in implementing short story learning for class media according to teacher guidance. creativity and easy to understand by students.

▪ REFERENCES

- Akrom, M. & Rajabani, F. (2022). *Pengembangan media pembelajaran berbasis prezi pada mata pelajaran bahasa Indonesia*. Jurnal bahasa, sastra Indonesia, dan pengajarannya. Vol. 15, No. 1 hlm. 63-71.
- Apreno, R. (2019). *Penggunaan Media Prezi dalam Pembelajaran Bahasa Indonesia: Prosding seminar nasional bulan bahasa*. <https://docplayer.info/209762322-Penggunaan-media-prezi-dalam-pembelajaran-bahasa-indonesia.html>
- Argarini, D. F., & Sulistyorini, Y. (2018). *Pengembangan media pembelajaran berbasis prezi pada matakuliah analisis vektor*. Kalamatika: Jurnal Pendidikan Matematika, 3(2), 209-222.
- Dewi, K. P., & Latifah, L. (2016). *Efektivitas metode problem posing berbantu media prezi untuk meningkatkan hasil belajar siswa materi jurnal penyesuaian*. Economic Education Analysis Journal, 5(1), 44-57.
- Dwi, W. & Siti, H. (2020) *Pengembangan media prezi pada pembelajaran menulis cerita pendek siswa kelas xi sekota tangerang di era digital: Jurnal penelitian Pendidikan Bahasa Indonesia, Daerah, dan Asing*. Vol. 3 No. 2, 2020.
- Irawan, D., & Sukmana, E. (2019). *Menulis cerita pendek dengan metode outdoor learning*. Gondang: Jurnal Seni dan Budaya, 3(1), 10.
- Mahyuddin, R. S., Wati, M., & Misbah, M. (2017). *Pengembangan media pembelajaran fisika berbasis zoomable presentation berbantuan software prezi pada pokok bahasan listrik dinamis*. Berkala Ilmiah Pendidikan Fisika, 5(2), 231.
- Nasution, E. Y. P., & Siregar, N. F. (2019). *Pengembangan media pembelajaran berbasis prezi*. Tarbawi: Jurnal Ilmu Pendidikan, 15(2). <https://ejournal.iainkerinci.ac.id/index.php/tarbawi/article/view/466>
- Mujahadah, I., Alman, A., & Triono, M. (2021). *Pengembangan media pembelajaran komik untuk meningkatkan hasil dan minat belajar matematika peserta didik kelas III SD Muhammadiyah Malawili*. Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar, 3(1), 8-15.
- Puspita, D. (2013) *Efektivitas Penggunaan Multimedia Prezi dalam Keterampilan Pembelajaran Menulis Bahasa Prancis Peserta Didik Kelas XI*.
- Prayoga, A. M., & Santoso, S. (2013). *Penggunaan media prezi dan metode pembelajaran snowball throwing untuk meningkatkan prestasi belajar akuntansi*. Jurnal Pendidikan Ekonomi (JUPE) UNS, 1(2), 1-8.
- Rais, M. (2019). *Pengaruh penggunaan multimedia presentasi berbasis prezi dan gaya belajar terhadap kemampuan mengingat konsep*. Jurnal MEKOM (Media Komunikasi Pendidikan Kejuruan), 2(1).
- Suharjanto, A. (2013). *Penerapan Media Pembelajaran dengan Penggunaan Software Prezi Dalam Upaya Meningkatkan Minat Belajar Mata Diklat Komunikasi*. Jurnal Pendidikan Administrasi Perkantoran Universitas Sebelas Maret, 2(1).
- Wardani, F.W. K. (2015). *Perbandingan Hasil Belajar Siswa dalam Penerapan Problem Based Learning dengan dan Tanpa Dukungan Media Prezi pada Pembelajaran Akuntansi*. Jurnal Pendidikan Akuntansi, 3 (3): 1 – 6.
- Yanti, E. & Fauziah, N. (2019) *Pengembangan media pembelajaran berbasis prezi*. Jurnal Tabrani: Jurnal ilmu Pendidikan. Vol. 15, No. 2. 2019.