

Using Prezi Online Software to Improve Teaching Listening Skill

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ABSTRACT

Mastering the listening skill is considered to be difficult by L2 learners because lack of practice opportunities and impracticality of text-books for enhancing the listening skill. One of the relatively recent methods in teaching the listening skill is using the teaching media. This study aimed to investigate the effectiveness of a different method, use of Prezi online software as a learning-teaching material to improve the listening skill of the students in a German language department in Indonesia. This mixed-methods study last for six months and employed 26 participants. This study used the theory by Richey and Klein (2009) which explains that there are three stages in the teaching material development model; namely design, production, and evaluation. In the design phase, the students' needs for listening learning were identified. The need which stood out was the need for more attractive teaching media. Next, in the production stage, a product was created based on the students' needs. At this stage, learning media with Prezi online software were developed. In the last phase, the specifications of the product were evaluated. The results of the study showed that Prezi online software was well-accepted and very well-applied by the students. The students preferred this method to books. Moreover, it was observed that using this method improves the students' listening skill who study the German language. Pedagogical implications are discussed.

Key words: Development of Teaching Materials, Listening Skills, German Language Study Programs, Online Software Prize

INTRODUCTION

The significance of communication with the outside world has obliged many to learn at least a language other than their mother tongue. Indonesia, as a developing country, is of no exception in this regard, and people seek to learn a foreign language through both the formal educational system and informal learning (Mattarima & Hamdan, 2011). Also, the advent of technology with its facilitative role in human communication has provided people with a platform to interact; thus, what it takes to communicate is knowing the language. Although English is widely taught in the Indonesian educational system, German is one of the foreign languages studied in high school (SMA), vocational high school (SMK), public *madrasah aliyah* (MAN), and the German Language Education Study Program of the State University of Medan (UNIMED) in Indonesia.

The German language course is a course that develops oral and written communication skills in German. The four main language skills; namely, listening skills (*Hörverstehen*), speaking skills (*Sprechfertigkeit*), reading skills (*Leseverstehen*) and writing skills (*Schreibfertigkeit*) also exist in learning the German language. These four language skills are integrated into a German language coursebook; namely, *Studio Book A2*.

Studio d A2 is a German language coursebook at the level of A2 which consists of textbooks, exercise books, and audio CDs. CD audio contains audio texts in the form of interviews, dialogues, poems, and songs. *Studio d A2* consists of 12 chapters; each chapter has a different theme. In this study, the authors chose chapter 9 audio texts with the theme of *Arbeitswelten* (the world of work). The reason is that this theme is exciting and can motivate students to learn German. Based on the previous study, the listening skills of the students are still at the intermediate level since they used books as the teaching media.

Learning Media

Learning media are tools; such as television, computers, images, and radio, that can be used for conveying information verbally to students. Learning media can be interpreted as everything that can be used to channel messages from lecturers to students so that they can stimulate the thoughts, feelings, attention, and interests of students that lead to the occurrence of optimal learning processes. Learning media can enhance student learning in learning, the ultimate goal of which is expected to improve student-learning outcomes.

Hamalik (1994) argues that the use of media in learning can affect the climate, conditions and learning environment arranged and created by lecturers and can bring a psychological influence on students. One way to fulfil it is to develop a learning media that is Prezi learning media. Prezi Online Software learning media is software for internet-based presentations. Media Prezi Online Software is programmed to be able to display visual, image, audio and animation media (Chou, Chang, & Lu, 2015). The advantages of Media Prezi Online Software are where text, images, videos, sound, and other presentation media can be grouped in frames and sizes according to objects, so that information conveyed orally is captured and understood by students.

According to Conboy, Fletcher, Russell, and Wilson (2012), although Prezi has been around since 2012, investigations on its effects on learning are scant and this warrants more research. Few studies that have been conducted; however, has reported positive effects on Prezi. For example, Chou et al. (2015) who compared learning through PowerPoint to learning through Prezi, acknowledged that Prezi is a more effective learning tool.

The improvement in creative teaching and learning processes have recently been very fast. Teachers begin to discover new aspects in the teaching and learning process. It is undeniable that the use of media is beneficial in the teaching and learning process in the classroom. Learning media can help achieve the objectives of implementing classroom learning.

The word media in 'learning media' comes from Latin is the plural form of 'Medium' which means 'Intermediary' or 'Introduction' which is an intermediary or introduction to the source of the message with the recipient of the word. Schramm (1977) suggested that teaching media is a messenger technology that can be used for learning purposes.

Each subject has varying degrees of difficulty and to simplify the level of difficulty; it is necessary to have the media as a tool such as exciting and creative images coupled with sound and music. Besides that, the media also has a function to overcome boredom and fatigue caused by the educator's explanation, which may otherwise be difficult to understand. The use of media must support learning objectives so that learning objectives can be adequately achieved.

Brüner (2009, pp. 166-167) argues, "The novelty of digital media and the Internet, as well as a variety of authentic materials available in digitized form as audio, video, animation, graphics, text, etc., has increased the learning motivation of students". This opinion implies that new effects arise from digital media and the internet, as well as various media in digital forms, such as audio, video, animation, graphics, text, etc., can increase students' motivation in learning a foreign language. This opinion can also be used as a basis for media selection. Attractive media with different themes will have a positive effect on learning outcomes.

The Function of Learning Media

According to Daryanto (2010) in the learning process, the media has a role as a carrier of information (teacher) to the recipient (student). Susilana and Riyana (2008) argue that

teaching media are an integral part of the entire learning process; therefore, the learning content must be relevant to the competencies to be achieved so that the learning process can be improved. According to Hamalik (1994), learning media function a tool that:

1. realizes an effective teaching and learning situation;
2. is an integral part of the whole teaching-learning situation;
3. lays out the concrete foundations of abstract concepts to reduce verbalism understandings;
4. increases the reasoning power of students;
5. arouses the students' learning motivation; and
6. enhances the quality of teaching and learning.

Based on the arguments above, it can be concluded that learning media provide a tool for lecturers to facilitate the delivery of material to students, and motivate students to learn languages.

Prezi Online Software

Prezi is an application for presentations in the form of thought maps or mind maps that are more modern and have more features where text, images, other presentation media videos are placed on the presentation canvas and can be grouped in frames. Prezi is also a relatively new application that has a fresh, unique, and attractive appearance. Settle, Katie, and Lauri (2011, as cited in Rodhi, 2014) stated that one of the software programs that can be used as a learning medium is Prezi. Prezi is internet-based software or software as a service (SaaS) that is used as a media presentation and also a tool to explore various ideas on virtual canvas. Prezi can be used to make linear and non-linear presentations. Prezi can display photos and videos; the display can be zoomed in and zoomed out. Besides that Prezi can also present power points and can choose the Prezi background as desired. Prezi is cheap, practical, and flexible; it can be stored and carried anywhere and can be used with online or offline versions requiring only a computer or tablet and an Internet network (online version).

Saputra and Wisnu (2011) argue that Prezi is superior to other presentation media such as power point because this program uses the Zooming User Interface (ZUI), which allows Prezi users to zoom in and out on presentation media with collaboration and attractive colors through the slides provided. Prezi media can also be used as a means to make more creative and innovative presentations in a linear form in the form of structured and non-linear presentations.

According to Embi (2011, p. 129), Prezi presentation media has several advantages as follows:

- a. Online learning media design based on the Prezi application can be developed in two versions, namely offline and online.
- b. Prezi has a diverse and entertaining slide show.
- c. It can combine images, sounds, text, and videos in one view.
- d. It has a zoom in and zoom out facility.
- e. There is no need to move from one slide to another because everything is on one screen and if you want to move you only need to press the large canvas button in the display according to the sound sequence.

From the advantages described above, Prezi's presentation media still has disadvantages including:

- a. it is an online software program whose manufacturing process must be online with electric conductivity;
- b. if you use the Desktop Prezi offline, the front and color options are limited;
- c. The presentation cannot be printed; and
- d. the more attractive and innovative is subject to tariff when making a Prezi account to access Prezi in addition to the type.

From the above arguments, it can be said that media Prezi is a learning medium that allows users to zoom in and out when presenting material. The students who learn to hear text, dialogue, interviews become more enthusiastic and motivated to learn because the display is coupled with images, sounds or music and also with vibrant display color. For creating Prezi media, Mayhue (2011) presents a step-by-step guide.

To create a Prezi, first, open an existing browser application the go to the webpage www.prezi.com. Then, enter. On Prezi website, there are several menus at the top. Then, log in to your account after you have registered. Click continue with public presentation. Next, fill in your data under the column provided to create your account. After creating the Prezi account, enter, click get started to start the Prezi, if you need the Prezi application log in your account; then, fill in the email and password from the account that was created to be able to create a new Prezi or request the media. Lecturers can create their own with the Prezi account that is available. One of the Prezi principles is creativity and freedom, by clicking My Prezi on top, choose to create a new Prezi media. Click "Use Template". Enter the theme to present from your scheme according to your concept.

Objectives

Based on the thoughts outlined above, this study intends to develop and evaluate learning media for listening to subjects using Prezi Online Software media.

METHODS

In this developmental study, a learning medium was created with Prezi Online Software for the "Arbeitswelten" (the world of work) theme of *Studio d A2* German textbooks. Richey and Klein's (2009) development model (Design and Development Research) was used in this study.

This model consists of three stages; namely, the planning stage, the production stage, and the evaluation stage. These stages can be explained as follows:

1. Planning Phase: At this stage field observations were carried out to find out information about students' needs in learning to listen learning objectives were identified and the theme was selected from *Studio d A2*.
2. Production stage is the product development stage based on the design. This stage began by creating a Prezi account. Then the medium was developed based on the predetermined theme from *Studio d A2*.
3. Evaluation is the stage in which the learning media is tested. The quality of the medium that had been

developed was assessed in this stage by learning media experts.

RESULTS

Development

Field observations were done by conducting interviews with German students on August 6, 2018, about using audio CDs from *Studio d A2* textbooks in the classroom. Based on the interviews, it was found that listening to text, dialogue, and interviews with audio only made students less enthusiastic about learning; this was because students just heard a series of texts without images.

Based on our field observations while teaching listening courses (*Hörverstehen*) by playing Cd audio from *Studio d A2* textbooks, we noticed that the students seemed confused. The students' enthusiasm for learning was very low, and they tended to get bored quickly. They were passive, lazy, distracted with their cell phones, noisy, or sleepy. As a result, their final semester exam (UAS) scores were unsatisfactory out of the 23 students, only 4 were able to achieve a 'B' grade.

Based on the results of the needs analysis, we concluded that the development of learning media is by the learning objectives in the listening subjects from audio to audio-visual on the *Arbeitswelten* (the world of work) theme with sub-themes: (1). *Berufswünsche* (dreamed profession), (2). *Höflichkeit im Gespräch am Phone* (norms when talking on the telephone), (3). *Das Interview mit Michael*, and (4). *Anrufbeantworten: Die Nachrichten abhören*. Audio from sub-themes that have been developed into audio-visual will be presented through the Prezi application.

Production

At this stage, the first work was the development of audio-visual video products through the Pad video application.

Evaluation

At this stage, the learning media that has been created was tested in terms of the quality of the media that has been developed by learning media experts.

- a. The variety of media that has been developed

To find out the quality of teaching media that has been produced, the research instrument validation was carried out. The validation included material validation and programming media learning validation.

After the learning media was finished, it was validated by the experts. Validation of material experts is used to assess the material that has been compiled in the learning media. The Value Range is given in the column that matches the range 4 (very good), 3 (Good), 2 (enough) and 1 (less). The validator is an expert in teaching medium. She is also one of the senior lecturers in German department in Universitas Negeri Medan. Her specialization is on teaching.

The result from her validation is 4 (very good), and the value of the learning media validation developed is categorized as very good (93.18)

Based on the above range of values it can be concluded that Assessment of the feasibility of using media developed by students was done successfully. Data were collected by distributing questionnaires after students had finished viewing the media display to find out the response of students to the development of learning media for listening courses (*Hörverstehen*) with Prezi Online Software media. Presentation and data collection using the *Guttman* scale. The questionnaire wants a firm answer yes - no. Each one gets a different score according to the weight of the answer.

1. The highest score for the ``yes`` answer = 1
2. The lowest score for the `no` answer = 0

The lowest number of scores = lowest score x number of questions = $0 \times 7 = 0$ (0%). The highest number of scores = highest score x number of questions = $1 \times 7 = 7$ (100%). Assessment Criteria = highest score - interval = $100 - 50 = 50\%$, so:

1. Good: if the score $\geq 50\%$
2. Less: if the score is $< 50\%$

After the questionnaires were collected, the data were arranged in *Guttman* scale table based on the standards that have been set. By using prezi software, the listening class became more interesting and attractive as it was observed in the interview of the students. Almost all of the students said that they preferred studying using this software to books. This software provided them a new experience in studying since all this time they had used book as the teaching material. The listening class used to be a boring class before the students were introduced to this medium. The students then were challenged to use this medium. The result of using this medium can be seen from the listening score. Before using this medium, the average score was around 6.8. After applying this media, the average score then became 7.5. Although the raise is not very significant, the students' listening skill has improved. Of the students, 100% were classified as very good. Because it was between 76% -100%, it can be concluded that the use of learning media in listening (*Hörverstehen*) with Prezi Online Software media was classified as Very Good. Table 1 shows the result from the questionnaire about the media:

There are definite 159 answers which show that the media is excellent. After creating the Prezi online software as the learning material, the respondents were asked about this learning material. Most of the respondents stated that this learning material is very good and very helpful for them in learning the listening skill. They also stated that this learning material is more attractive and interesting than the

previous one. Learning listening skill with this material is can improve their achievement. They were also motivated in learning German language with this material.

DISCUSSION

The findings of this study, in general, are in line with the findings of the previous studies. In this study, it was found that the presence of media motivates the students to learn. This is in line with many studies conducted on integration of technology in language classes. For example, Hughes (2007) posits that the use of technology in classes attributes to the learners' motivation. Lim and Morris (2009) also state that use of innovative technology in learning can increase the learners' satisfaction and in turn affect the outcome of the courses.

One of the features of the treatment in this study was beginning the learning process based on a need analysis of the learners' needs. This has been observed that understanding the learners' needs leads to a more cognitive learning channel (Singh, 2003). It also results in self-regulated learning (Sitzmann & Ely, 2011). These are the features of effective learning which may have had effects on the increase in results gained from the students in this study.

Alwehaibi (2015) who studied the effect of YouTube on listening comprehension notes that information technology has helped to solve learning problems of the learners. He notes that new technologies increase the learners' exposure to the target language and affect their language knowledge. In congruence with Alwehaibi (2015), in this study it was observed that Prezi, as a new technology, can increase the listening comprehension of the learners.

By using Prezi software, the listening class became more interesting and attractive. As it was seen from the interview of the students, almost all of the students said that they preferred using this software to books. This software provided them a new experience in studying, since all this time they used books as the teaching material. The listening class used to be a boring class before the students were introduced to this medium. The students then were challenged to use this medium. The result of using this medium can be seen from the listening score. Before using this media, the average score is around 6.8. After applying this media, the average score then became 7.5. Although the raise is not very significant, students' listening skill has improved.

CONCLUSION

In this study, a learning material was developed for listening courses (*Hörverstehen*) with Prezi Online Software media for the listening section of Cd Audiobook Studio d A2. The development model applied in this research was based on the theory of Richey and Klein (2009). This theory consists of three stages, namely: the planning stage, the production stage, and the evaluation stage. Planning Phase: At this stage field observations were carried out to find out information about student's needs in listening learning and then a needs analysis were carried out. Based on the needs analysis, learning media were developed according to the

Table 1. Results from the questionnaire about the media

No.	Question	Yes	No
1.	Has just already known the program	15	11
2.	Happy with the media	26	-
3.	Agree that this media facilitates the learning	23	3
4.	Like the appearance	24	2
5.	Understand the media	19	7
6.	Improve the learning achievement	26	-
7.	More motivated	26	-

learning objectives, then the selection of learning themes that was developed from Cd Audiobooks *Studio d A2* with Prezi media. Production stage (producing) is at this stage is the product development stage based on the design that has been made. This stage begins with the process of creating a Prezi account. Then develop a predetermined theme from Cd Audiobook *Studio d A2*. Evaluation stage (evaluation). At this stage, the learning media developed was tested for quality by learning media experts. The results of the development of learning media for listening courses (*Hörverstehen*) with Prezi Online Software media for the listening section from Cd Audiobook *Studio d A2* is good. The using of Prezi Online Software can increase the score of listening skill lesson. This learning material helps the students very much in understanding the lessons. Moreover, this learning material is also more attractive and interesting for the students.

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