

PREZI: A ZOOMING PRESENTATION TOOL TO TEACH SPEAKING VIEWED FROM STUDENTS' CREATIVITY

**(An Experimental Study at the Second Semester Students of English Education
Department of IAIN Salatiga in the Academic Year of 2015-2016)**

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Abstract

This research method was experiment. The population was the second semester students of English Education Department of IAIN Salatiga in the academic year of 2015/2016. The researcher took two classes for experimental class (TBI D) and control class (TBI F). Each class was divided in two groups (the students having high and low creativity). The research instruments consist of students' creativity test and a speaking test. The creativity test and speaking test were readable after they were tried out in class TBI D of English Education Department of IAIN Salatiga. The data were the result of speaking test and analyzed by multifactor analysis of variance 2 x 2 (ANOVA). The findings of the research show that: (1) Prezi is more effective than PowerPoint for teaching speaking to the students of second semester of English Education Department of IAIN Salatiga in the academic year of 2015/2016; (2) The students who have high creativity have better speaking skill than those having low creativity in the second semester of English Education Department of IAIN Salatiga in the academic year of 2015/2016; and (3) There is no interaction between teaching media and creativity in teaching speaking skill to the second semester of English Education Department of IAIN Salatiga in the academic year of 2015/2016. Prezi is suitable for both students who have high and low creativity because it is designed in a variety of formats that helps students to process information that they have collected then organize their ideas.

Key Term: Prezi, PowerPoint, Speaking, Creativity

INTRODUCTION

One of important skills that should be owned by university students, especially in English Education Department, is speaking. It includes as productive skill which makes students show their capability in explaining and describing something. According to Sharif (2012: 2) speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. Thus, speaking is also a way of expressing somebody's feeling and thought orally. It is definitely crucial when it comes into teaching time for the students as teachers in the future. The reason is they have to use this skill to teach their students in order to deliver the material, give instructions and feedback to their students, and do some other teacher's activities in the classroom. Thus, producing speech fluently and confidently will be necessary as an English teacher, since the teacher will be the model for the students. Massachusetts Department of Education Assessment of Basic Skills in Sujiyana (2010: 36) also describes about aspects for assessing students' speaking performance, they are (1) Fluency, (2) Vocabulary, (3) Pronunciation, (4) Grammar, and (5) Content.

Still in line with this, technology as the development of human's activities today has also impacted to English teaching specifically in speaking area. Boonkit, 2010 in Pujasari (2014: 1) states that the modern world of media, mass communication, and Internet demands a good knowledge of English, especially of spoken English era. Therefore, it is hoped that a university student who is going to be an English teacher can apply appropriate technologies in teaching speaking. This reason also underlies the importance of conducting a research in speaking especially in the aspect of technology.

Furthermore, the Syllabus of Tadris Bahasa Inggris (TBI) or English Education Department at IAIN Salatiga under Religious Ministry demands that the standard competency as a second semester of university student in English Department Program in Speaking in Professional Context is that students are expected to be able to make, use, or apply the material of Speaking in Professional Contexts creatively (TBI: 2016). On the other hand, the researcher found facts in her preliminary study in a speaking class that in giving explanations to others using English orally, students feel difficult. It

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appeared especially when the students presented their material in PowerPoint software. They felt inconvenient to show and explore the material using this software. In a class presentation, a student looked unconfident. She tended to read the presentation rather than speak or explain. When the lecturer asked her to explain one part of slides, she had nothing to say, she only asked the audiences to read the slide by themselves. The student looked difficult to speak in the presentation using PowerPoint. In addition, the audiences tended to focus in the PowerPoint slides rather than to what the speaker said.

Meanwhile, there is a new presentation software namely Prezi. It is a free online visual presentation tool launched in 2009 that allows the audience to interact with the content by moving around and zooming in and out on a large canvas that can be filled with images, video, and text (Fransson & Holmberg, 2012 in Brock and Brodahl, 2013: 96). It has more benefits than PowerPoint. It is proved by a preliminary study that the writer has conducted. In the speaking class, a student could learn Prezi autonomously within 30 minutes and she successfully made it. She made a simple Prezi for her presentation. She had a clear idea of big picture from her topic. Then, she zoomed in or captured each part of the presentation. She wrote the points only and she talked more about it. In her opinion, she was excited to use Prezi because she had to find the concepts of the topic and then divide them into parts. It is because the feature in Prezi makes the user writes only the concepts or points rather than in a text or paragraph. She also admitted that using Prezi for presentation encourages the speaker to talk more than PowerPoint. Then, finally she concluded that Prezi is more effective than PowerPoint especially in supporting her academic speaking in presentation. Additionally, one of students came up with her opinion. She said that Prezi was more interesting. It made the audiences more attractive in giving attention to the speaker. It was supported by the lay out Prezi that looks more amazing. It is compared to PowerPoint that for example the lay out was simpler and the background looks old and monotonous. The lecturer also added that the plus points of Prezi, one of them, can be used as collaborative writing since Prezi provides an on line Prezi so it permitted to some people to create and edit our Prezi together. He showed a sample of his Prezi that it was the result of 3 people from 3 different countries.

For those reasons, the researcher tries to bring Prezi, an updated presentation software to the classroom teaching, so the students are hoped to be more confident in speaking in front of public. Prezi is more interesting and more attractive for the audiences than PowerPoint. They will focus on both the Prezi and the speaker because the Prezi only provides the points of the presentation but the speaker provides the explanation. They are some plus points of using Prezi in the classroom as Sari (2014: 932) proposes that Prezi is an interactive and visually pleasing tool that uses zooming and spatial relationships to present information. Prezi also provides a distinct presentation experience that presents information in a different way. This allows the students as presenters to be more flexible and create a way to show relationships among different items in the presentation. In doing so, the audience may get a better idea of the big picture. It is emphasizing both the big picture and the connections among ideas. At the same time the zooming feature in Prezi could potentially capture and hold an audience's attention.

On the other hand, PowerPoint presentations looks standard and linear. The user cannot move easily to other particular slides or a specific area since it does not have a zooming feature to present information. White (2012: 16) says that PowerPoint has difficulty in getting to a specific slide once presentation has begun. Additionally, the PowerPoint presentation is arranged in a linear order, so it limits the presenter to show her content of the presentation at once. It is also because in PowerPoint, it is difficult for the presenter to simply click the background with the mouse to make the presentation zooms out to an overview, and the presenter cannot zoom into the area they want (Lorang, in White (2012: 12)). These conditions certainly influence the flow of information of the presenter in presenting their ideas.

To prove its effectiveness, the researcher compares Prezi with PowerPoint. In PowerPoint, as stated by Sari (2014: 933), the academic students usually use PowerPoint. It is a standard slide-based presentation tool. Later, technology provides the newer presentation software called Prezi. Prezi is more interesting as it is completed by an interactive and visually pleasing tool that uses zooming and spatial relationships to present information. It will help the academic students be successful in presenting a clear message in oral English. Manning, et al. (2011 in Sari, 2014: 933) also adds that

Prezi is almost similar to PowerPoint slide. Prezi has the ability to incorporate various types of media. However, Prezi's interactive interface allows for a more streamlined approach to present information.

The two media have their own characteristics. Prezi is a modern media which has strength namely a zooming presentation tool that gives a clear big picture as the presentation framework. This kind of features makes audiences more amazed. Meanwhile, the PowerPoint slide is an ordinary presentation tool that everybody is familiar with the usage. Thus, by implementing them in the classroom through teaching speaking, it is hoped that students can utilize the technology to support their ability in speaking.

There are some steps of teaching applied in both Prezi and PowerPoint: (1) Teacher explained the material of speaking by using Prezi or PowerPoint; (2) Teacher divided the class into some groups; (3) Teacher gave dialog example and the analysis (text structure, language features, social function and a concluding quote); (4) Students were asked to make a dialog and the analysis with their groups by using Prezi or PowerPoint; (5) Students consulted the making process to the teacher; (6) After the Prezi or PowerPoint presentations were done, the representatives of students presented their works in front of the class; and (7) Other groups gave assessment to their performances.

Afterward, creativity is a significant part of speaking and it can influence students' speaking skill. Magno and Ouano (n.d.: 229) defines creativity as the natural ability of the person to make or create something out of local materials or resources, having the ability to express oneself, wide imagination and high inclination to music arts and culture. They also add in the next page (n.d.: 230) that creativity is the ability of being innovative and thinking of various strategies in solving a problem. Harris and McCan (1994: 21) also mentions creativity in presentation. It shows original thought, initiative, inventiveness and it presents work neatly and in an ordered manner. It can be summed up that creativity is thinking actively to create something new and attractive in order to solve problems. Therefore, the use of teaching media such as Prezi and PowerPoint will encourage students to indulge their creativity in speaking activities.

Based on the statement, the writer is interested in conducting an experimental research entitled *Prezi: a Zooming Presentation Tool to Teach Speaking Viewed from Students' Creativity*. It is administered for fifth semester students of English Education Department of IAIN Salatiga in the academic year of 2015/2016. The writer assumes that Prezi as the newest product of presentation tool is considered to be more effective than PowerPoint in teaching speaking. Therefore, this research tries to prove which media is suitable to teach speaking in the university. This research also underlines the use of technology in teaching aspect since it should be propagated especially in teaching speaking. Moreover, it is quite important for the students in the university who will be teachers in the future. Additionally, this study highlights on students' creativity which is linked tightly to make a good product of speaking through the teaching media.

The objectives of the study are to find out whether: (1) Prezi is more effective than PowerPoint to teach speaking; (2) The students having high creativity have better speaking ability than those having low creativity; (3) There is an interaction between teaching strategies and creativity in teaching speaking.

There are some related researches about Prezi, among them are: (1) Prezi: An Online to Offline 'Zooming' Presentation Software in Oral English for Academic Speaking Students. The writer is Sari (2014) who concludes that the use of Prezi in oral English especially for Academic speaking students is expected to create a good presentation. By implementing Prezi, students can use an interesting media to present message clearly. Prezi has better visual designs which play an important role for an audience's interest and attention span. Prezi in oral presentation will increase the students' speaking skills. (2) A Tale of Two Cultures: Cross Cultural Comparison in Learning the Prezi Presentation Software Tool in the US and Norway. The writers are Brock and Brodahl (2013) who conducted a research that Prezi was introduced to students in a class in Norway and in the same way to a class in the U.S to find out whether there may be different responses to PowerPoint and Prezi depending on the cultural background of the user. Results showed that both sets of students used the new tool well despite minimal direct instruction. Most made their presentations less linear than they would have been in PowerPoint. They generally used the Prezi technique of grouping elements and constructing a pathway between groups. Most inserted multimedia such as photos, videos, and links. Some especially appreciated the Prezi feature of more than one user being able to work on a

presentation at the same time. Peers liked each other's presentations and found them engaging. However, open-ended comments were more directed to actual content than use of Prezi. (3) Prezi vs. PowerPoint: Finding the Right Tool for the Job. It is written by White (2012: 37) who states on his research that the result of using Prezi in presentation covers two main points: (a) Flow of information, 89% thought the information make sense and flowed smoothly, vise versa 11% thought the information make sense, but did not flow smoothly; (b) Understanding of information, 78% understood the information and had no question, vice versa 22% understood most of the information and had question. (4) Using Prezi in the Classroom by Rogers, et.al. (2011) as the authors of this article have all used Prezi as an instructional tool and are offering advice to instructors who may be interested in mustering up the courage to try Prezi. The authors mentions about the positive sides of Prezi in the classroom. Prezi offers the ability for students to collaborate in class when using the program online. Up to eight people can edit the Prezi at the same time. For those in larger classes, this could be accomplished by dividing students into groups. This allows for a construction and presentation of students' knowledge, which could appeal to different learning styles. Prezi is made more accessible for students and instructors through its free online format. Students can view the Prezi during and after class by using an online link. (5) Tech Tools for Teachers, By Teachers: Bridging Teachers and Students by Manning, et al. (2011) who say that incorporating 21st century technology into the classroom can be messy and difficult at first, but with consistency, teachers can help students use these tools critically and effectively to meet literacy goals. For example, they can use Prezi to present information in a completely different format. In using innovative tools such as Prezi to approach learning, students and teachers can work together to re-envision how school will function for the century to come. (6) Pedagogically sound use of Prezi: making effective use of Prezi in the classroom. The writer is Houska (2010) who states that he has received positive responses from his students as audience members about using Prezi in the classroom. He has yet to have any students use Prezi for a class presentation, but he is sure that he will make it in the years to come. This type of presentation software allows for many new options relative to slideware such as PowerPoint or Keynote.

In this writer's research, she could find some important points that were different from the related studies above. For instance, the first research is about a classroom action research fo academic speaking students which used Prezi as the media, and the purpose is to find improvements in students' speaking skill. After that, the second research is a research that Prezi was introduced to students in a class in Norway and in the same way to a class in the U.S to find out whether there may be different responses to PowerPoint and Prezi depending on the cultural background of the user. The third research is about a comparative research between Prezi and PowerPoint in general presentations. This research does not explain specifically about the use of Prezi and PowerPoint as the teaching media to teach a particular subject. The fourth, it mainly discusses about pros, cons and suggestions to apply Prezi in the classroom. The fifth, the reserachers talk about developing useful ways to implement this program within the English/Language Arts in the classroom. The last study is about students' responses as audience members about using Prezi in the classroom. Meanwhile, in the writer' research is about an experimental research which compares Prezi and PowerPoint as the teaching media to teach speaking viewed from student's creativity. the purposes is to find which one is better and more effective to teach speaking. Thus, it can be said that this research is new and different from other studies.

Afterward, the hypotheses of the study are: (1) Prezi is more effective than PowerPoint in teaching speaking, (2) students who have high creativity have better speaking skill than students who have low creativity, and (3) there is an interaction between teaching media and the students' creativity in teaching speaking.

RESEARCH METHODOLOGY

The study was an experimental design, since it described the quantitative degree to which variables are related. It is also reasonable that the writer intends to examine the cause and effect among the variables, those are Prezi and PowerPoint in teaching speaking viewed from students' creativity.

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The research design used in this research was simple factorial design. The study tried to describe the effect of treatment of Prezi and PowerPoint in teaching speaking viewed from students' creativity.

This research design has several characteristics: (1) it has two groups of experimental subjects or experimental group and control group; (2) the two groups are compared with respect two measurements or observation on the dependent variable; (3) both group are measured using post-test; (4) measurement on the dependent variable for both groups will be done at the same time with the same test; and (5) the experimental group is manipulated with particular treatment.

The technique used in this research was descriptive and inferential analysis. The descriptive statistics was used to know the mean, median, mode, and standard deviation of students score for each group. Inferential statistics was used to test the hypothesis. In this study, the researcher also applied multifactor analysis of variance (ANOVA) that requires normality test to know whether the data from population is distributed normally and homogeneity to know whether the groups that are compared are homogenous. To be clearer, it is designed as follows:

Table 1. Research Design

Teaching Media Creativity	Prezi (A₁)	PowerPoint (A₂)
High Creativity (B₁)	A ₁ B ₁	A ₂ B ₁
Low Creativity (B₂)	A ₁ B ₂	A ₂ B ₂

Note:

Independent variable : teaching media (Prezi and PowerPoint)
 Experimental group : the class taught by Prezi
 Control group : the class taught by PowerPoint
 Dependent variable : speaking skill
 Moderator variable : students' creativity

The research was conducted from August 2015 to June 2016. The population of the research was the second semester students of English Education Department of IAIN Salatiga in the academic year of 2015/2016 who joined Speaking in Professional Contexts Class. They consist of around 180 students divided into six classes. From all the population taken, the sample of the research was two classes, class D and class F. The classes were divided into two groups, class D as an experimental class (28 students) and class F as the control class (28 students). Based on the students' creativity, median was used to divide both experimental class and control class into two groups (high and low creativity). The sampling technique used for this research was cluster random sampling. This kind of probability sampling is referred to as cluster random sampling because the unit chosen is not an individual but rather, a group of individuals who are naturally together. These individuals constitute a cluster in so far as they are alike with respect to characteristics relevant to the variables. Thus, there were two classes, one was the experimental class and the other was the control class. Therefore, the four groups were: (1) students having high creativity who were taught by using Prezi; (2) students having high creativity who were taught by using PowerPoint; (3) students having low creativity who were taught by using Prezi; and (4) students having low creativity who were taught by using PowerPoint.

The instruments of collecting data in this research were the tests both speaking test and creativity test. They were used to explore the experiences, measure the skill and knowledge. The blueprint of speaking skill as a design, which explains how speaking skill was achieved. It explains as follows: (1) the speaker can speak fluently; (2) the speaker produces extensive vocabularies; (3) the speaker uses very clear pronunciations (4) the speaker is able to make very few grammatical mistakes and (5) the speaker performs superior content of the task.

Furthermore, the creativity test which was used to determine the low and high creativity is adapted from Munandar Creativity Test (Munandar: 1999). The researcher decided to adapt the creativity test due to the appropriateness of the content, easier calculation and practicability. The kind of tests consisted of word beginning, anagram (arranging words), three-word-sentences, defining similar characteristics of words, unusual use, and consequences (defining the effect of particular event). Furthermore, there were four indicators to make the six types of creativity test. The distribution of the four indicators in the six kinds of verb creativity test was based Munandar's classifications of verbal creativity test. She determined that the three kinds of the creativity test such as word beginning, anagram (arranging words), and three-word-sentences were used to examine the fluency of using words. Then, the following test was defining similar characteristics of words. It was used to examine the fluency in giving the ideas. Furthermore, defining various usage of certain words was used to examine the flexibility in thinking and the originality of the ideas. The last was defining the effect of particular event. This test was used to examine the elaboration, the detail usage of certain events.

Additionally, in administering a test, it is important to set and determine an understandable instruction. It is necessary since there have been some problems in which students failed to do the test because of their inability to understand the given instruction. Hughes (2003: 39-40) mentions some factors to write a good instruction. First, the instruction should be clear and explicit. Second, it should avoid the supposition that students all know what is intended. Third, the test writer should not rely on student's power of telepathy to elicit the desired behavior.

In order to get students' speaking skill data, the writer arranged some following steps: (1) students prepared a laptop with Prezi or PowerPoint software inside, (2) students chose one of the topics through lottery, (3) students collected the data and information to be presented based on the topic, (4) students designed the material of presentation related to the topic by using Prezi or PowerPoint, (5) students presented the material by using Prezi or PowerPoint in front of the class, and (6) the students' speaking was recorded and scored by two scorers.

Instrument of collecting data is necessary in conducting a scientific research. Accurate instruments influence the accuracy of the research result, so as the researcher we have to prepare the instrument well. Before the research is carried out, the instrument of collecting the data must be well prepared and tried out to ensure that the instruction of speaking test is readable. From the result of readability test, it shows that the instruction of creativity test and speaking test are readable since the percentages of the readability are more than 75 %. The instructions used in speaking test were as follows: (1) Present the material by using Prezi or PowerPoint in front of the class; (2) You have around 10-15 minutes to present the material. In detail, the first three minutes is for preparation, opening, self-introduction and delivering the topic's title, around ten minutes maximally is for presenting the main topic, two minutes left is for conclusion and closing; (3) Do it as seriously as possible.

DISCUSSION

Table 2. The Summary of Multifactor Analysis of Variance

Source of Variance	SS	df	MS	F _o	F _{t(0.5)}	Meaning
Between Columns	267.969	1	267.9688	4.831	4.08	Significant
Between Rows	1915.29	1	1915.29	34.529		Significant
Columns by Rows (Interaction)	0.11161	1	0.111607	0.002		Not Significant
Between Groups	2183.37	3	727.790			
Within Groups	2884.38	52	55.46875			
Total	5067.75	55				

Based on the above table, it can be concluded that:

- Because F_o between columns (4.831) is higher than F_t at the level of significance $\alpha = 0.05$ (4.08), H_o is rejected and the difference between columns is significant. Because the mean of A_1 (74.55)

- is higher than that of A_2 (70.18), it can be concluded that Prezi is more effective than PowerPoint to teach speaking.
- b) Because F_o between rows (34.529) is higher than F_t at the level of significance $\alpha = 0.05$ (4.08), H_o is rejected and the difference between rows is significant. It can be concluded that the speaking skill of students who have high and those who have low creativity are significantly different. Then, because the mean between B_1 (78.21) is higher than B_2 (66.51), it can be concluded that the students having high creativity have better speaking skill than those having low creativity.
 - c) Because F_o columns by rows (0.002) is lower than F_t at the level of significance $\alpha = 0.05$ (4.08), H_o is accepted and there is no interaction between teaching media and students' creativity. Thus, it can be concluded that the effectiveness of teaching media does not depend on the level of students' creativity.

This research is one of the efforts to generate some improvement in teaching speaking to the second semester students of University Students. It has been discussed in the previous chapter that Prezi is one of the alternatives to obtain the intention. The following is the elaboration discussions of the research findings.

1. *Prezi is more effective than PowerPoint.*

Based on the data description of students' score in experimental class (A_1 /Prezi), it shows that the mean is 74.75. Meanwhile, in the data description of students' score in control class (A_2 /PowerPoint), it shows that the mean is 70.35. Thus, it can be seen that the mean of students' score taught by Prezi (74.75) is higher than the mean of students' score taught by PowerPoint (70.35), so it can be said that Prezi is more effective than PowerPoint to teach speaking.

The use of Prezi in teaching speaking helps students practice speaking effectively. Prezi is suitable in teaching speaking because the goal of teaching Speaking in Professional Context is to make students able to make, use, or apply the material of Speaking in Professional Contexts creatively. Students are encouraged to make the speaking material by using Prezi. It is considered that Prezi is more attractive than PowerPoint if it is used to present the material, so the audiences are more interested in paying attention to the presentation. It is in line with Sari (2014: 932) who states that by implementing Prezi, students can use an interesting media to present message clearly. Prezi has better visual design which plays an important role for an audience's interest and attention span.

Furthermore, the plus point of Prezi is the zooming feature which presents an idea of a big picture as a framework for the audiences. It can be zoomed in and zoomed out amazingly. Students can use this zooming feature to emphasize and explain clearly small parts of their presentations. Using Prezi as an effective presentation tool is also supported by White (2012: 37) who states on his research that the result of using Prezi in presentation covers two main points: (1) Flow of information: 89% thought the information make sense and flowed smoothly, and (2) Understanding of information, 78% understood the information and had no question.

Afterthat, the symbols, frames, and diagrams are also more attractive. Thus, the users can freely elaborate the use of Prezi particularly in making presentations. Through Prezi, presentation is not the matter of sharing ideas but also entertaining, showing creativity and confidence. Naturally, these features affect the speaking performance of students. They tend to show confident attitude that makes them speak more fluently. Then, the Prezi map and the templates allow students to organize the content of the presentation material. They can do it by grouping the similar topic and connecting some topics in order to be easily understood. Thus, those activities avoid students add irrelevant content. Fortunately, those activities can also be seen only in one screen capture. Naturally, the zooming feature, Prezi map, templates, and other unique Prezi features do not exist in PowerPoint. These findings are supported by Manning, et al. (2011: 4) who say that Prezi allows students to have the option of creating more dimensions, to explore a topic, and to incorporate their thoughts and ideas into a focused venue. Using Prezi also allows students to more deeply explore the relationships presented by visually seeing the connections as well as delving into the content presented in the links.

After explaining the material given, the students are ordered to work with Prezi in groups. They make a dialog related to the topic then analyze the dialog about the generic structure, language features, and the social function. Their presentation is closed by a wise concluding quote based on the topic learned. They can choose to create their own Prezi in online or offline. They actively consult the process to the teacher. The use of Prezi is to help them in organizing the idea when they make the presentation material and encourage them to practice their speaking performance. It is because Prezi has a facility of a large canvas style, so their ideas or content look more linear. The template options are varied and attractive so facilitating students to select the appropriate one. In addition, if students want to make a truly distinguish Prezi, they would rather start blank Prezi and use their creativity to gather and connect the topic into well-organized presentation. The purpose is to make the students deliver their idea and material in the well oral presentation. They also can use the zooming feature of Prezi to emphasize their explanation and convince the audience during speaking. It is related to what White (2012: 1) states that Prezi is a presentation tool that allows the user to put ideas, images, and video onto a large blank canvas then zoom in and out on specific items in order to emphasize the importance.

On the contrary, PowerPoint is a standard-based presentation tool. This teaching media makes students less cheerful in teaching learning process because they admit that it is just ordinary presentation tool. After students got explanation from the teacher's presentation with PowerPoint, students also make their works by using PowerPoint. In using PowerPoint, copy and paste activity of presentation material looks easier so it influences the originality of the content. The students tend to imitate teacher's or others' without deleting the irrelevant material. They do not try to produce their original idea. Naturally, it influences the speaking aspects of content and fluency, since they are confused to explain irrelevant content when it is time to present their material. Furthermore, they often mistype the English vocabularies, because most of PowerPoint that they own do not provide automatic spelling checker. Additionally in performance time, students have difficulty to zoom out a specific part of the topic. It is true because PowerPoint does not have zooming feature such as White's opinion that (2012: 16) in PowerPoint the students have difficulty in getting to a specific slide one when presentation has begun, and it cannot zoom the small part. Then, the large size of letter and color options in PowerPoint makes students overuse it. It becomes unclear and it influences their fluency in speaking. In a survey taken in 2003, it results pointed to specific qualities of a PowerPoint presentation that people found to be annoying. Among some of the top rated annoyances were; ... text so small I couldn't read it, ... and slides hard to see because of color choice. (Paradi, 2003 in White, 2012: 11).

Based on the explanations above, it is concluded that Prezi is more effective than PowerPoint in teaching speaking, because Prezi has the concept that present information in concise ways that underline the organization of the idea which influences students' speaking aspects in their presentations. In detail, there are five speaking aspects in this research such as fluency, pronunciation, grammar, vocabulary and content. In fluency aspect, students who used Prezi, they could speak fluently because Prezi had the features of zooming, blank canvas style, one screen capture, etc. Those features could support flexible movement of the presenter during the presentation, because it influenced the fluency of thinking, then the outcome was fluency in speaking. Afterward, the automatic spelling checker which is available in Prezi also influenced students to use proper grammar and vocabulary. Thus, it also influenced the students to use correct pronunciation. Additionally, by using online Prezi, it made students use extensive vocabulary and correct grammar. Eventually, the content aspect was affected by blank canvas style of Prezi which showed students' works looked original and simple, since it must be seen in one screen capture so the students avoided presenting irrelevant content. Overall, the students can deliver the material orally in brief and clear idea, also express what needs to be said.

2. *The Students Having High Creativity Have Better Speaking Skill Than Those Having Low Creativity*

Based on the data description of students' score in speaking test, the mean between students having high creativity (B_1 is 78.29) is higher than students having low creativity (B_2 is 67.36), it can be concluded that the students having high creativity have better speaking skill than those having low creativity.

Theoretically, the students who have high creativity have better influence in teaching and learning speaking skill. The students will be more active in participating in the class, because those who have high verbal creativity will be easier in analyzing visual information, designing new format and presenting their creation in a skillful way. It is strengthened by Benlamri's statement (2013:8) that creativity is a natural part of everyone's mental process, any act of producing something new, even something as simple as a sentence that has never been spoken before, is an act of creation.

The definition above gives brief description about the difference between the performance of speaking skill between the students with high-creativity and the students with low-creativity is significant. The students with high level of creativity tend to show their better skill in speaking in the teaching learning process especially in performing a task as a presenter. They try to look for new ideas in speaking to compose new words or sentences creatively. They are able to make a creative concept and design it with their original ideas, then they can present it appropriately. They make some innovation with the material given to them. It is strengthened by Perkins (1988 in Benlamri, 2013: 8) who says that high creativity students have a creative result which is both original and appropriate, and a creative person (a person with creativity) is a person who fairly routinely produces creative concepts of creative people and creative activities in a neat practical package.

In contrast, low creativity students tend to be passive when they are asked to speak up in the speaking class. They are shy to do something because they are afraid of making mistakes. They do not like an openness to learn and try new things, they do something monotonously, and they cannot develop their idea well. They also have less effort to achieve a better product of creativity especially in speaking class. They have a monotonous concept, idea, creation in solving the problem. The problems mentioned above are because the students do not focus on what they do. Guest (1987, in Paauwe 2004: 55) states that the students with low creativity underestimate their worth, think less of themselves than they should, and focus on their weaknesses. In addition, McGhee (in Safertzi 2000: 21) confirms that most people think less creatively when they are not seriously and intently focused on the task. Therefore, it can be concluded that the students having high creativity have better speaking skill than those having low creativity.

Therefore, it can be concluded that the students having high creativity have better speaking skill than those having low creativity.

3. *There is no Interaction Between Teaching Media and Students' Creativity*

From the result of means of each description, it shows that A_1B_1 is 78.45, then A_1B_2 is 69.21, then A_2B_1 is 75.78, and the last A_2B_2 is 64.93, it can be inferred that Prezi is better for both high creativity (A_1B_1 is 78.45) and low creativity (A_1B_2 is 69.21), because the result of the use of Prezi is higher than the result of PowerPoint (A_2B_2 is 64.93).

Most students who were taught by Prezi were able to develop their speaking skill. It could be observed during the treatment where some students performed presentations and their friends assessed them individually by using an assessment sheet. It was used to measure the speaking indicators of the presenters. The indicators of speaking including fluency, vocabulary, pronunciation, grammar, and content were developed through an activity where students were asked to make a presentation about a topic. In performing a presentation, students could speak fluently in using expressions based on the topic, students produced extensive and appropriate vocabularies, students used very clear and correct pronunciations, students were able to use proper grammars, and students performed relevant ideas in presenting their works about the topic.

Additionally, based on students' interview, the researcher also found that the use of Prezi features in designing texts such as limited color and font options were precisely made students' presentations looked simple and easy to be understood. Then, the zooming features of Prezi also gave students an ease to move directly into a specific explanation. For example, when they had to present about their closing session by showing a quote, students could directly move or go into the specific destination, then ending the presentations by coming back with a big picture of their concepts. Afterward, students admitted that by using Prezi, they should be meticulous because the text area in Prezi sometimes emerges confusion in editing. Thus, they arranged and typed the

dialog carefully. They also ought to pay attention toward the punctuations. This activity led to an originality of students' works and avoided irrelevant content. Students were also helped by the spelling checker in Prezi which was used to reduce incorrect grammar or vocabulary. Eventually, the last opinion came up from students about a big canvas style of Prezi which supported to organize students' idea. They defined it as scrawling notes in a blank of piece of paper. It is supported by Lorang's statements (2010 in White, 2012: 12), Prezi is a radical departure from the traditional slide show paradigm in that it is not linear. Prezi takes students to come back in the past when a lesson taught by scrawling notes in chalk on a blackboard. Prezi presentation is similar to a big blackboard or giant sheet of paper where students are able to scribble thoughts and ideas as if they are just jotting notes down on a sheet of paper. Therefore, Prezi makes the students easier to connect new information to existing knowledge or recall their previous knowledge then combine it with the concept. It helps the students make links between prior knowledge and new concepts in Prezi that provides students with visual information in which the students can see and understand the topic well.

Prezi is designed in a variety of formats that help students process information that they have collected then organize their ideas into a big canvas style (similar to a whiteboard). Integrating text and visual imagery, Prezi allows the students to move easily into the most crucial point in the canvas style by the zooming feature of Prezi. With a Prezi it is possible for the presenter to simply click the background with the mouse and the presentation zooms out to an overview, then the presenter can zoom into the area they want. Other opinion that empowers the effectiveness of Prezi compared with PowerPoint is Swanwick (2009 in White, 2012: 13) that aside from being non-linear, Prezi offers new ways to look at students ideas, or perhaps it's just a new method of an old way of looking at ideas. Prezi forces students to think about the relationship between the ideas they intend to present. By having one blank canvas to work from students' thoughts and ideas come together more like they would in a brainstorming session. By looking at all of students' ideas at once, they start to see how they connect and begin framing them based on the message they want to get across.

Therefore, Prezi is effective for both students who have high creativity and low creativity because the advantage of using Prezi is that Prezi can improve their knowledge about specific information and material. From the visual images, the students can organize the topic into the meaningful sentences. Then, the students can deliver their idea through oral performance. In the relation with speaking skill for planning process, the function of Prezi is to help the presenter to generate ideas easily, because it provides the concept of information related to the topic that is presented. Prezi offers the opportunity to present content not as chunks, but as content that is logically related sets and subsets that are connected in a very spatial manner (and can be navigated non-linearly) as it is stated by Watrall (2009, in White 2012: 13). In this study, Prezi is a visual representation completed by texts that help students to highlight the ideas and concepts. The students who have low and high creativity can use it to organize the topics and ideas being discussed. It is caused by this presentation tool that comes in a variety of formats that help students to process information that they have gathered and organize their ideas that is connected to prior or new knowledge to existing information, because the visual image shows the relationship among ideas in a learning.

CONCLUSION AND SUGGESTION

It has been clearly described on the previous chapter that the research findings are as follows: (1) Prezi is more effective than PowerPoint to teach speaking; (2) The students having high creativity have better speaking skill than those having low creativity; (3) There is no interaction between learning strategies and the students' creativity to teach speaking. Based on the above findings, it can be concluded that Prezi is an effective teaching media to teach speaking.

Based on the research result, the conclusion is that Prezi is more effective than PowerPoint to teach speaking. Prezi is suitable in teaching speaking because the goal of teaching Speaking in Professional Context is to make students able to make, use, or apply the material of Speaking in Professional Contexts creatively. Students are encouraged to make the speaking material by using Prezi. They have to create Prezi presentation to show their works by presenting them in front of the class. In Prezi activity, students have to make a presentation with their groups based on the topic.

Prezi is suitable for both students who have high and low creativity because it is designed in a variety of formats that helps students to process information that they have collected then organize their ideas. From the visual images, the students can organize the topic into the meaningful sentences. Then, the students can deliver their idea through oral performance. In the relation to speaking skill for planning process, the function of Prezi is to help the presenter to generate ideas easily, because it provides the concept of information related to the topic that is presented. Thus, the writer suggests that: (1) for the teachers, Prezi can be applied to teach speaking to develop students' speaking skill but the teachers have to be able to prepare Prezi properly and understand the strength and weakness of this media so that they can implement this teaching media effectively in the teaching and learning process in the classroom; (2) for the students, they are expected to be more active in the teaching and learning process in order to develop their speaking skill. Then, it is suggested for the students who have low skill in speaking to be more active in joining the teaching learning process in the classroom; (3) for further researchers, they can use the result of this research as the starting point for conducting the next investigation and they can also develop the teaching media used in this research as a way of making revision to the weaknesses of this research.

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