STUDENTS' PROBLEMS AND EXPERIENCE ON PREZI

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Abstract: Today technology plays an important role in pedagogy. As students, it is important for them to be equipped with various ICT presentation tools to communicate effectively and efficiently their reports and presentations. It is in this light that the objective of this study is to determine the experiences and the problems faced off the students of English department in using Prezi in the classroom. A qualitative method used in this study. The researcher took students of the fourth semester as the subject of observation because they have prior knowledge or experience use presentation tool that collaborates with pictures or videos, themes, effects, and hyperlink in order to make slides of presentation or report especially in using another presentation tool. In this study, the researcher used two instruments were observation and interview. For data collection, the researcher used focus group interview to collect information relate to their experience in implementing Prezi and observed 54 students in accessing account until sharing of Prezi. In observation period, the researcher found the students got problems in making Prezi especially feature of video, path, image, music and animation. However, they also shared some challenges in using a feature of presentation tools. For instance, they needed an internet connection to import music and video online. They also needed the Wi-Fi and/or internet connection to download Prezi.
 Keywords: Prezi, Experience, Students' problem, ICT, Qualitative method.

INTRODUCTION

The important role Information and Communication Technologies (ICT) play in education has been increasingly recognized by educators of all levels. To help prepare future teachers who can make good use of ICT, teacher education institutions and programs are expected to not only "model the new pedagogies and tools for learning," but also "develop strategies and plans to enhance the teaching-learning process" (UNESCO, 2002), the goal

being to provide pre-service teachers opportunities for experimentation with ICT before they can use them in classroom teaching (Albirini, 2006). In recent years, the creation of web-based interactive technologies has greatly expanded the opportunities for teachers and students to use technology for teaching and learning. Teachers need to continue to use technology tools to improve the representation, adaptation, presentation and interaction with social studies subject matter. Several teaching methods, styles, strategies and software are used to design instructional materials for an effective visual presentation to ease the teaching and learning of a content. These various styles and strategies allow the users to create animated text and presentation that provides easy for grasping descriptions (Kahraman, Çevik, & Kodan, 2011). As examples, software such as PowToon, Google Drive Presentation, 280 Slides, Slide Rocket, PowerPoint, and Prezi are used to design instructional materials and deliver presentations effectively (Ferreira, 2012). These are widely used by the educators to teach students. Prezi, in particular, is a significant tool to present visual and verbal textual materials to the students to make the processes of teaching and learning more effective and retainable (Anderson, 2013).

Furthermore, during observation in English Department of Mulawarman University, the researcher found several challenges of being effective in using tools and also low interest in the following lecturing. For power point, it might be too wordy or having a lot of images on a slide that could distract the audience, design of slide do not work in latest version of power point and also the effect of animation do not run well. Consequently, students have low motivation in the following the teaching and learning process because the media does not motivate them to learn English and it is boring to learn. In addition, as students, it is important for them to be equipped with various ICT presentation tools to communicate effectively and efficiently their reports and presentations. It is in this light that the objective of this study is to determine the experiences and the problems faced by the students of English department in using Prezi in the classroom. Concerning the background of the study above, the problem of the study is as follows: 1) What are the problems faced by students in implementing Prezi? 2) How is students' experience of implementing Prezi as presentation tool?

Prezi

Prezi is an online presentation program that offers storage of presentation in the cloud. It is very different from PowerPoint in that its approach is non-linear. You are faced with a canvas instead of slides for creating your presentation. This means that you see the entire presentation at once instead of in discrete segments. This allows the user to create a unity within your presentation, and the overall design of the canvas should emphasize the summary of your information. While this might seem overwhelming, the fact that Prezi allows you to zoom creates a movement that can emphasize important concepts and connections. The best guidelines for creating a Prezi emphasize that you need to create the overall design and then create parts that you can zoom in on to highlight certain information.

Several features allow you to customize Prezi for your specific material. While the entire presentation is displayed on a canvas, you can create a path that allows the presentation to proceed in a linear fashion. If you choose not to use a path, then you can choose to enter any segment of the presentation in any order. Both linear and non-linear presentation can be designed. Prezi also allows you the flexibility to alter this at any time, even during the actual presentation. Several templates are available that allow you to have ready-made paths and visuals. Hierarchical relationships can be emphasized using the zoom feature which also allows you to hide certain aspects of the presentation until you want them shown. Questions can even be asked with the answers hidden within the presentation. The canvas can be zoomed in and/or out and it can also be rotated. Using a combination of these features will make a dynamic presentation that will maintain the interest of the students in a class. It is important to use these capabilities sparingly so that they do not become overwhelming for the viewer.

Another feature that is an exciting addition to the presentation software is the ability for students to collaborate. Since the presentations are stored online, the author of a presentation can give access to others not only to view the presentation but to edit it as well. This means that students working in groups can create group presentations where each student has the ability to edit the presentation. Students can work collaboratively without being in the same room or even online at the same time.

One final feature that makes Prezi very valuable is that because it is stored online, any changes made will be instantly available for all to view. There is no problem with multiple copies and determining which changes were made in which version. A link to the

presentation can also be given out and anyone with internet access can then view the presentation. It is also possible to make a presentation public so that anyone can view it without having the necessary link. If an error is discovered in the presentation, it can be changed even after the link has gone out and everyone viewing it from that point on will see the updated version. Prezi is now also available on the iPad as a free app, so presentations can be accessed via iPad as well. This app is becoming more versatile with each update and now allows you to not only view a presentation but create and edit a presentation as well. There is also a Prezi viewer for the iPhone.

Prezi can be used to create complicated lecture support that easily shows the connections between topics. Instead of using discreet slides that break a topic up into disjointed parts, Prezi allows you to create a whole topic while being able to zoom in on specific parts. Topics are more fluid and dynamic as well as better represented by the structure. Prezi excels at demonstrating connections between topics. While Prezi is a great tool to use during lectures, its most significant impact can be felt through its other uses. Students can use Prezi to create either individual or group presentations. Since educational licenses are free, students can easily use Prezi to develop more creative presentations. The collaborative nature of Prezi is a useful tool in the classroom setting. Students can work in groups and share editing of the Prezi. An author can create a Prezi and then invite others to edit as well. All changes that are made are instantly visible to everyone working on the Prezi, so there is no longer any concern about "what version" each person has.

Prezi can also be used to create what has been referred to as a "presume." This can take the place of a resume for students seeking a job. It can easily be used to highlight not only a student's accomplishments, but their skills as well. Prezi can also be used to create a portfolio. Since it is easy to include images and videos, Prezi can be used to create an artistic portfolio. Being able to work with visual objects - pictures, videos, web links, or animations - is a major feature of Prezi.

Students' experiences in using the presentation

The students' experiences in using the presentation tools can serve as a guide in assisting them in their needs on how to deliver effectively and efficiently their reports and presentations in the classroom. This study is anchored on the Cognitive Theory of Multimedia Learning and Constructivist Learning Theory. Cognitive Theory of Multimedia Learning states that learning "is an active process of filtering, selecting, organizing, and

integrating information" as cited by (Doyle, 2011). It presents the "idea that the brain does not interpret a multimedia presentation of words, pictures, and auditory information in a mutually exclusive fashion; rather, these elements are selected and organized dynamically to produce logical mental constructs. Furthermore, it underscores the importance of learning (based upon the testing of content and demonstrating the successful transfer of knowledge) when new information is integrated with prior knowledge." In relation to the use of presentation tools like PPT and Prezi, this theory affirms that the multimedia skills are important among students in order to enhance their presentational skills and to enrich the learning of their audience. One also made mentioned that the "knowledge conveyed to the listener's increases when the presenter's style is dynamic and engaging".

In like manner, Constructivism Learning Theory presents that human beings produce or construct meaning, understanding and knowledge of the world from their own experiences. Constructivist epistemology assumes that students produce or construct their own meaning or knowledge based on their interactions with their environment. A related path to constructivism comes from Gestalt theories of perception that focus on the ideas of closure, organization, and continuity (Bower & Hilgard, 1981). With this, students are encouraged to create their own PPT and Prezi integrating their multimedia skills based on their understanding of the assigned report and presentation. Thus, students are able to construct new meaning by choosing the flow of their presentation, lay outing through a graphic organizer, embedding audio, videos, and music, etc. to enrich their presentation.

Moreover, it was also mentioned that "as a presenter in front of an audience, it is key that the information has to mean, but it also organized in a way that it can be easily understood and absorbed by the audience. It is crucial to have their best interests at hand when it comes to information design. Also important is the presenter having control over the information and the tools being used to present that information so as to create the best experience possible for the audience". Thus, in this study students were asked on their experiences regarding familiarity, skills and effectiveness in using PPT and Prezi. For familiarity, students identified how familiar and often they used the tools in the classroom; for skills, they determined how often they used the features as well as the difficulties encountered; and for effectiveness, it measured their content and delivery in making and using these presentation tools.

METHODOLOGY

Particularly, a qualitative research was primary method in collecting the data. Meanwhile, the interview was held to gain more information about students' experiences in the using of Prezi in their learning activities. This study focused on analyzing experience and problems faced by students in implementing Prezi. The researcher took students of the fourth semester (54 students) as subject of observation because they have prior knowledge or experience that meet certain criteria such as according to pre-observation, researcher found that students studied use presentation tool that collaborates with pictures or videos, themes, effects, and hyperlink in order to make slides of presentation or report especially in using another presentation tool. Moreover, they have already got a basic knowledge of making prezi in computer courses such as computer literacy, computer application and computer-assisted language learning (CALL). In addition, 54 students divided into 10 groups (consist of 6 – 7 students each group).

In this study, the researcher used two instruments which were observation and interview. In this research, the researcher observed 54 students in accessing account until sharing of prezi. In doing the observation, the researcher visited the classroom to observe 18 aspects the students when making prezi such as accessing prezi, themes, color and fonts, text, images, symbols, inserting shape, working with multiple objects, frames, presentation mode, path, animation, video, inserting pdf and power point, converting power point into images, presenting, and downloading prezi.

In an interview, the researcher used the structured interview as an instrument for collecting data and investigating the aim such as the experiences of students in using Prezi in the classroom that used interview guide consisted of about 4 questions to 54 students of English department. Interview process was conducted in Bahasa Indonesia to make the students easier in understanding the questions. A high quality of tape recorder used to record interviews. Researcher tagged tapes for recording information at the beginning of each interview. After finishing each interview, researcher transcribed that interview. The researcher also applied data coding techniques. In this research, the interviewer (moderator) was coded 'M', while the students were coded US1 for student 1, US2 for student 2 and so on. Each line of students' respond was numbered. For instance, US1. L 2-3 means student 1 response is in line 2 and 3. The result of the interview then supported the data from the result of students' presentation.

In this study, triangulation was used in the sense that the conclusion was not convincing or inaccurate. Based on that statement the researcher proposed two investigators (Junedi and Makhmud) who were equally skilled in prezi. In this study, triangulation is used in the sense that the conclusion is not convincing or inaccurate. In here, the researcher used data triangulation and theory triangulation. First, the researcher interpreted the data (data triangulation), after that the researcher checked the data interpretation. The researcher did consults and combines his own analysis and with his advisors of the study. Then in theory in triangulation, the researcher was checking is an interpretation of data analysis he gets to the supporting theory.

FINDING

Observation

The observations were conducted by the researcher to find out the descriptions of the problem faced by the user of prezi that were implementing in class. The researcher began his observation on March 28, 2016, at 12.00 PM - 13.30 PM. The researcher divided 58 prezi users into 10 small groups that consisted of 5-6 users per group. Each group then was observed for two hours. The users of prezi in this study used a public account which had 100MB storage space and their prezis had prezi watermark and they were publicly viewable, searchable, and reusable by others.

The first observation was conducted on April 02 2016 at 09.00 AM -11.00 AM. Prezi users in Group 1 were ready to make their Prezis individually and had prepared sources they needed, but during the process of Prezi making, there were some problems arose when they tried several features in Prezi, such as; *inserting video, inserting PDF,* and *editing the path.*

The second observation was conducted on April 02 2016 at 11.00-12.30 Wita with 5 Prezi users as the participants who owned Public Prezi account. All users explored various kinds of features available in Prezi website at the same time. Some users installed Prezi Desktop (offline series) application which could show Prezi they made through their PC/laptop without internet connection but Prezi users who used Free Public account couldn't edit their Prezi via this software.

Group 3 observation was conducted on April 02 2016 from 12.35 to 13.40 with 6 Prezi users in total. They tried to make their own Prezi theme. They looked for an image from

google which later was used as background in Prezi's canvas. Once they found the desirable image that related to their topic, the Prezi users uploaded it. Most of them needed 3 to 5 minutes to upload their chosen image and sometimes their internet connection was unstable or disconnected. This forced them to re-uploaded the image.

Observation on this group 4 was conducted on April, 9 2016 at 09.00 AM - 11.00 AM. In this group, there were 6 Prezi users. All of them had some problems when they made online Prezi. First, some users couldn't access their accounts although they made sure to type the right e-mail and password. The second problem emerged during the process of making online Prezi. This group also had trouble with the *video* feature. The video that had been uploaded wasn't playing at all in the *present mode*. They took quiet a long time to find out what caused such error.

Group 5 was observed on April 9, 2016, at 11.15 AM - 13.15 PM. In group 5, the problems were a little bit different from the previous group. Their problems were related to *motion animation* feature, symbols, and PowerPoint conversion to online Prezi.

On Saturday, April 9 at 13.30 PM - 15.00 PM, the observation of Group 6 was conducted. Because of blackout and bad internet connection, this group didn't explore Prezi thoroughly. There were some problems they faced, such as; some of their Prezis were gone after they saved it online and some couldn't be opened and several errors during their editing process. At 09.00 AM – 11.00 AM on April 16, observation on Group 7 was held. The problems that appeared in this group were a path, audio, and image. At 11.10 AM – 13.10 PM on April 16, observation on Group 8 was held. The problems that appeared in this group were path, audio, template, and animation.

Observation on group 9 was conducted on April 23, 2016, at 09.00 AM – 11.00 AM. This group consisted of 5 Prezi users. Their problems revolved around *inserting text*, they couldn't arrange the position of their text like they used to in PowerPoint or Word. They had no choice but using space button on their keyboard to arrange their text so it looked tidy. This was a little bit difficult and time-consuming because they had to do it manually from one frame to another. Another technical problem was users had some difficulties editing their Prezi using their touchpad. This experience didn't happen a lot if they used mouse.

The last group was observed on April 23 at 11.00 AM to 13.00 PM. This group consisted of 6 Prezi users. Problems which frequently appeared in this group were related to

the inserting text, uncontrollable zoom-in feature also the use of video, PowerPoint conversion result and the user interface of Prezi which hid some of its important features.

Interview

This study attempted to determine and analyze the experiences of the students in using Prezi in the classroom. During the FGD, students shared for the design, in Prezi, they used ready-made templates and design their own frames. This was a good indicator since students became more creative in designing their own slides and frames that would fit in their respective presentations. In choosing the font style and size, the majority of the students always modified them in making Prezi. This is very important for the whole audience to clearly read the text even at the back of the classroom. They also shared that they tried their best not to condense all the texts in the slides or frames to avoid too wordy and quite heavy presentations. Taking into consideration blending of the right colors, the majority of the students explored first the right contrast of hues. Students shared that they needed to choose the right primary colors that would blend to the texts and background. This helped them to make their presentation better and clearer to the audience. For animations, in Prezi most of them used only some animations and transitions. It was very important that students should use the right animations and transitions that would not be distracting to the audience. This feature should enhance the presentation not to distract or simply impress the audience. With regard to Prezi, the "pathing" skills should be planned well in using graphic organizers so that the audience would not get lost and see the interconnection of ideas. In using shapes and objects, the majority of the students already applied the skill of inserting shapes and objects in their slides. In Prezi, the majority of them had also used this feature. Some of the students inserted these in frames to enhance the presentation. They also shared that they used in Prezi especially if they used symbol and text in order to add texts. It would not be clear if they overlap texts with pictures or images. For inserting images, the majority of the students applied this in their slides. In Prezi, most of them also used this skill. Students shared that they have imported images from their desktop or from Google. Images were important to enrich the presentation especially to show and illustrate something to the audience. Choosing the right images, and using them in the right ways, could greatly impact your effectiveness. For inserting a PDF file into prezi, they shared that they should take a long time in the conversion of the file and also re-edit conversion of PDF. Most of them took PDF files such

as a journal or another scientific article from the computer then uploaded it to prezi. With regard to delivery, they also shared that they became more confident because it was something new to them, and they liked the whizzing and zooming features.

DISCUSSION

The students' experiences in using the presentation tools could serve as a guide in assisting them in their needs on how to deliver effectively and efficiently their reports and presentations in the classroom. In observation period, the researcher found the students got the problem in making prezi especially feature of video, path, image, music and animation. For example problem on inserting video:

"…the process of embedding the videos from YouTube to Prezi took so long since the size of videos they embedded were huge. Even though they had successfully embedded Youtube's videos to their Prezi, when they tried them in the *present mode*, unexpectedly the videos weren't working properly". **(FN1, L9-L12)**

"… in the present mode, Prezi which had video attached in it always experienced buffering. This made them disappointed because they waited for a good amount of time to only had their Prezi failed to load the video**. (FN10, L13-L16)**

The researcher could see that students tried to attach a video from YouTube to prezi but the process of embedding took so long because of that this made them disappointed. For example problem on inserting path:

"… some users had some difficulties as they put the many slides, or in Prezi, it was called *frames*, in a certain order of when each of them should appear. There were many sequence lines appeared on the *canvas*. The users had to edit their paths for a couple of times to avoid wrong frames appearance in the *present mode*. **(FN1, L32-L36)**

"For the path, Prezi users in this group hadn't been familiar with how to edit their path which dealt with the sequence or order of their frame. They didn't really understand why their path didn't show up after they finish editing their Prezis. **(FN7, L3-L5)**

Based on what had been observed on the field, there were some users who hadn't edited their path yet and this finding explained why such error happened.

For example problem on inserting image:

"… new problem emerged after Prezi users uploaded the designated pictures. They had to wait for a few minutes to upload one image. In addition to it, the image resolution wasn't good after Prezi system added it into the canvas. Most of the uploaded images were not clear whenever the users did *zooming-in*. The image would look blurred so that the visual of Prezi was not as good as it should be. **(FN 2, L14-L18)**

"After the image had been uploaded, unfortunately, the result was not up to their expectation. Especially when they zoomed in to add more frame and text, the image was not clear and the visual of the whole Prezi looked bad. **(FN 3, L8-L10)**

The researcher could see they discussed this problem shortly then came to the conclusion that this could be solved by uploading other images with better quality with resolution more than 1000 pixel. In addition, to deal with this problem, they discussed for a few minutes before they all agreed on testing out higher resolution image with size around 5-6 MB despite the fact that they would wait a little longer. This solution surprisingly worked pretty fine. The higher resolution image they used as Prezi's background looked better and clear as they did zooming-in.

For example problem on inserting music:

"They wanted to insert music to their Prezi. After they uploaded their audio file, the song didn't play at all during the *present mode*. Some were playing but they stopped right after the users moved to another slide. **(FN7, L9-L11)**

"… After uploading was done and user tested Prezi in the *present mode*, the uploaded song didn't play properly. **(FN3, L17-L18)**

They tried other audio files such as; WAV, WMA, and MP3 and all of them worked perfectly in present mode so they assumed the problem laid on their bad internet connection.

For example problem on inserting animation:

"Gif format was chosen based on their knowledge of operating PowerPoint. In PowerPoint, Gif format was their favorite image file since it could move so their slides looked more interesting every time they used it. But in Prezi program, this image format wasn't supported by its system. **(FN5, L9-L12)**

The researcher and student were disappointed by the option of animation effect Prezi had. It only offered one effect so they made use of *zoom-in* and *zoom out* combined with *fade in animation* in order to maximize the visualization of their Prezis. They held another short discussion and decided to use another motion image format, SWF.

During the FGD, the researcher found that students shared for the design, in Prezi, they used ready-made templates and design their own frames. And then, in choosing the font style and size, the majority of the students always modified them in making Prezi. This is very important for the whole audience to clearly read the text even at the back of the classroom. Furthermore, the animations in Prezi most of them used only some animations and transitions. It is very important that students should use the right animations and transitions that would not be distracting to the audience. Thus, the skill of using animations and transitions shall be taken into consideration.

In using shapes and objects, the majority of the students already applied the skill of inserting shapes and objects in their slides. They also shared that they used in Prezi especially if they used symbol and text in order to add texts. It would not be clear if they overlap texts with pictures or images. Then, students shared that they have imported images from their desktop or from Google. Images are important to enrich the presentation especially to show and illustrate something to the audience. Choosing the right images, and using them in the right ways, can greatly impact your effectiveness.

For inserting a PDF file into prezi, there shared that they should take a long time in the conversion of the file and also re-edit conversion of PDF. However, they also shared some challenges in using a feature of presentation tools. For instance, they needed an internet connection to import music and video online. They also needed the Wi-Fi and/or internet connection to download prezi.

CONCLUSION

Using prezi in the university education classroom can be a benefit to the educational experience. Lecturer or educator facilitated by prezi can keep students' interest high and facilitate an understanding of the interconnected of the topic. Students can benefit from the collaborative nature of the prezi environment making their presentations more creative. Prezi is one of many tools that can be used to keep the classroom an exciting and interactive place.

In brief, the use of prezi especially in Samarinda is not effective enough because some area did not provide a good signal of the internet and also prezi did not provide an offline version in public account especially for editing and making prezi. For right now, prezi just provide an offline version to view a slide of prezi in their public account, if the user wants to make or edit slide so they must re-upload the file to the online version.

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