

THE IMPLEMENTATION OF PREZI APPLICATION IN IMPROVING WRITING SKILL OF THE ELEVEN GRADE STUDENTS OF MAS AL-AMIN

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Abstract: Writing skills remain a critical challenge for non-native English speakers, particularly in organizing ideas, vocabulary usage, and grammar mastery. Technology integration in language education shows promising results in enhancing student engagement and learning outcomes, addressing the need for innovative teaching methods. This study investigates difficulties faced by eleventh-grade students at MAS AL-AMIN in developing English writing skills. Specific challenges include inadequate idea organization, limited vocabulary application, and insufficient grammar mastery. The research determines whether Prezi application implementation can effectively address these difficulties as an interactive visual learning tool. An experimental design involved 38 eleventh-grade students divided into experimental (Prezi-based instruction) and control (conventional methods). Data collection included pre-tests, post-tests, and questionnaires. Statistical analysis used SPSS 25 with descriptive statistics and independent sample t-tests. Findings demonstrated statistically significant improvement in the experimental group's writing performance. The experimental group achieved 9.14 points higher average gain scores than the control group ($p < 0.05$), showing enhanced grammar, vocabulary, and comprehension abilities. Questionnaire results revealed increased student motivation and interest using Prezi. This research contributes empirical evidence for interactive presentation tools' effectiveness in writing instruction. Prezi serves as a valuable alternative medium for English instruction, offering practical implications for educators integrating technology and theoretical contributions to understanding visual learning tools in language acquisition.

Keywords: Prezi application, writing skill, English learning, student motivation.

1. INTRODUCTION

Education fundamentally serves as a transformative process that guides students toward intellectual, moral, and social development, enabling them to function effectively as both individual and social beings (Hamalik, 2014; Sudjana, 2009). The success of educational outcomes depends significantly on the learning process and the pedagogical approaches employed by educators. In contemporary education, the integration of appropriate learning media has become crucial for stimulating students' cognitive engagement and achieving optimal learning outcomes (Zainiyati, 2017).

Communication skills represent a cornerstone of effective education, particularly within interactive and collaborative learning environments where students exchange ideas and perspectives to deepen their understanding (Suardika et al., 2023; Gunur & Santi, 2019). Among the fundamental language competencies, writing stands as perhaps the most complex skill, requiring learners to balance multiple elements including purpose, content, audience

awareness, organization, vocabulary selection, and mechanical accuracy (Akkaya & Kirmiz; Jahin & Idrees). This complexity becomes particularly pronounced in English as a Foreign Language (EFL) context, where writing presents additional challenges due to linguistic and cultural differences (Salma).

The significance of writing competency extends beyond academic settings into professional domains, where effective written communication serves as a primary indicator of success. Research demonstrates that an individual's ability to produce extended written discourse represents the strongest predictor of first-year college academic performance (Geiser & Studley, 2001), while improvements in analytical and informative writing correlate with educational value added by higher education institutions (Benjamin & Chun, 2003). In today's knowledge-based economy, written documentation captures most business value creation, emphasizing the critical importance of developing a literate workforce (Brandt, 2005).

The advancement of information technology has created unprecedented opportunities for enhancing educational quality through innovative presentation tools. Modern educators increasingly utilize digital platforms such as PowerPoint, Glogster, Prezi, and Go Animate to deliver content more effectively and enrich student learning experiences. Among these technological solutions, Prezi emerges as a particularly powerful web-based presentation platform that offers sophisticated visual effects and non-linear storytelling capabilities (Syahrizal et al., 2022). Unlike conventional presentation software that follows linear progression, Prezi enables both structured and free-flowing presentations through its canvas-based approach, integrating multimedia elements seamlessly to create engaging learning experiences.

Despite the recognized potential of technology-enhanced learning tools in educational settings, limited empirical research exists regarding the specific effectiveness of interactive presentation applications like Prezi in developing students' writing competencies. While previous studies have explored various digital tools for language learning, there remains insufficient investigation into how visual, non-linear presentation platforms can specifically address the complex challenges associated with EFL writing instruction. The gap becomes particularly evident in secondary education contexts, where students require structured yet engaging approaches to develop their writing skills.

Furthermore, existing literature lacks comprehensive examination of student motivation and engagement when utilizing interactive presentation tools for writing development. Understanding both the pedagogical effectiveness and student receptiveness to such technological interventions represents a critical knowledge gap that requires empirical investigation to inform evidence-based educational practices. This research aims to examine the effectiveness of Prezi application implementation in improving writing skills among eleventh-grade students at MAS AL-AMIN. Specifically, the study seeks to determine whether

the use of Prezi as an instructional medium significantly enhances students' writing performance in terms of comprehension, vocabulary usage, and grammatical accuracy. Additionally, the research investigates student interest and engagement levels when learning through Prezi-based instruction compared to conventional teaching methods.

2. LITERATURE REVIEW

2.1. Writing Skill

Writing is one of the four fundamental language skills alongside reading, listening, and speaking, serving as a crucial means for students to communicate with others and express their opinions, intentions, and perspectives. According to Tarigan (2008), writing functions as an indirect communication tool that requires students to demonstrate proficiency in utilizing graphology, language structure, and vocabulary simultaneously. The complexity of writing stems from its multifaceted nature, as it involves not merely linguistic competence but also cognitive processes, creativity, and critical thinking abilities. Writing serves multiple purposes in academic contexts, including entertaining readers through engaging narratives, informing audiences about specific topics, and persuading readers through well-constructed arguments (Grenville, 2001). The development of writing skills requires systematic instruction that addresses both the mechanical aspects of language and the higher-order thinking processes involved in effective composition.

Students encounter numerous difficulties when developing writing skills, with these challenges stemming from psychological, cognitive, and grammatical problems experienced during the writing process. According to Byrne (1988), the psychological barriers are particularly significant, as students who have not acquired adequate writing skills often face practical problems including being misunderstood or not being understood at all, being perceived as inadequate by instructors, experiencing decreased motivation to write, and not enjoying the writing process. These challenges are compounded by the fact that writing develops more slowly than other language skills and requires the integration of various methods and exercises to achieve proficiency. The solution to these persistent problems lies in helping students acquire effective writing habits so they can develop confidence and enjoyment in the writing process (Kavcar, Oguzkan, & Sever, 2012). Contemporary writing pedagogy recognizes that successful writing instruction must address both the technical aspects of language and the motivational factors that influence student engagement with writing tasks.

which recognizes writing as a recursive activity involving multiple interconnected stages. According to Brannan (2010), the writing process consists of six distinct phases: prewriting, organizing ideas, drafting, revising, editing, and proofreading. Each stage serves a specific function in developing coherent and effective written communication. The prewriting stage involves techniques such as freewriting, clustering, brainstorming, and considering

audience needs to generate and organize initial ideas. During the drafting phase, writers focus on transforming their ideas into written form without excessive concern for grammatical perfection. Subsequently, the revising and editing stages allow writers to refine their work by improving content organization, grammatical accuracy, and overall readability. This process-oriented approach has proven more effective than traditional product-focused methods because it acknowledges the complex cognitive demands of writing and provides students with systematic strategies for managing these demands.

2.2. Prezi Application

Prezi represents a significant innovation in presentation technology, offering unique features that distinguish it from traditional slide-based presentation software. According to Settle, Abrams, and Baker (2011), Prezi operates on a canvas-based system that allows for non-linear navigation through content via zooming and panning functions, creating a more dynamic and engaging user experience. This innovative approach to content presentation offers several pedagogical advantages that align with contemporary learning theories. Strasser (2014) emphasizes that Prezi's effectiveness in maintaining classroom engagement stems from its interactive features, particularly the zoom-in and zoom-out capabilities combined with emphasis on important content sections. The platform's ability to create dynamic learning environments supports both linear and non-linear thinking processes, making it particularly valuable for visual and kinesthetic learners who benefit (Virtanen, Myllärniemi, & Wallander, 2013).

Empirical research has demonstrated positive outcomes when Prezi is implemented in writing instruction contexts, with studies showing improvements in various aspects of student writing performance. Susanti, Mustadi, Asmina, and Susiloningsih (2019) conducted a comprehensive investigation of Prezi's impact on poetry writing skills in primary school settings, finding significant improvements in both the quality of students' writing and their engagement levels during classroom activities. The study particularly noted enhanced vocabulary development and increased student participation in writing-related tasks. Building upon these findings, Sulton (2015) investigated the application of Prezi software in teaching descriptive text writing, demonstrating that Prezi implementation significantly improved students' writing abilities by making the learning process more interactive and visually engaging. Students showed marked improvement in their ability to organize descriptive content and demonstrated increased confidence in their writing abilities.

Research has identified several specific advantages of using Prezi for educational purposes, while also acknowledging certain limitations that must be considered during implementation. According to Chiciooreanu and Oproiu (2012), Prezi's key benefits include its innovative presentation style, accessibility through simple user account creation, dynamic and attractive visual presentation, ease of use, and capacity to stimulate creativity. These

features are particularly relevant for writing instruction as they address common motivational barriers that students face when engaging with writing tasks. Perron and Stearns (2010) highlight Prezi's ability to integrate various media types including text, images, audio, video, and animations into a single presentation, creating rich multimodal learning experiences. However, the platform also presents certain limitations including the requirement for stable internet connectivity, restricted template options for unpaid accounts, and the inability to print presentations, which educators must consider when planning instruction.

3. METHODS

This study employed an experimental quantitative research design. Two classes of eleventh-grade students at MAS AL-AMIN were used: an experimental group and a control group. The experimental group received instruction using the Prezi application as an interactive teaching medium, while the control group was taught with conventional methods. This experimental method is appropriate for examining the causal effect of a new educational technology (Prezi) on students' writing skills by comparing outcomes between groups. The research subjects consisted of 38 eleventh-grade students of MAS AL-AMIN. The participants were divided into two equal groups: 19 students in the experimental class and 19 in the control class. The selection of participants used purposive sampling, focusing on classes with similar English proficiency levels, as determined by previous semester scores, to ensure group comparability and minimize extraneous variables.

4. RESULTS

4.1. Pre-Test and Post-Test Scores of Experimental and Control Class

Table 4.1 Comparison of Pre-Test and Post-Test Scores

Group	N	Pre-test Mean	Post-test Mean	Mean Gain	Std. Dev. (Post)
Experimental	19	65.10	79.26	14.16	5.43
Control	19	64.79	69.81	5.02	4.98

Based on the table above, it can be seen that the maximum pre-test score obtained by the experimental class students is 76, while the minimum score is 55. The mean pre-test score is 65.10 with a standard deviation of 6.12. After the treatment with the Prezi application, the post-test mean increased significantly to 79.26 with a standard deviation of 5.43. In contrast, the control class mean only increased from 64.79 to 69.81 with a mean gain of 5.02. Statistical analysis (independent samples t-test) showed a significant difference in the mean gain between both groups ($t(36) = 5.33, p < 0.001$), indicating that the Prezi application effectively contributed to the improvement of students' writing skills.

4.2. Students' Gain in Writing Aspects

Table 4.2 Average Gain in Writing Aspects

Aspect	Pre-test Mean	Post-test Mean	Mean Gain
Grammar	13.8	17.3	3.5
Vocabulary	14.2	18.2	4.0
Organization	13.0	16.2	3.2
Comprehension	14.0	17.5	3.5

The highest improvement was observed in vocabulary (mean gain = 4.0), followed by comprehension, grammar, and organization. This shows that the Prezi application is especially helpful in assisting students to enrich their vocabulary and express ideas more clearly.

4.3. Questionnaire Results on Students' Interest and Motivation

Table 4.3 Questionnaire Results on Students' Interest and Motivation

Statement	Strongly Agree	Agree	Neutral	Disagree
Prezi makes writing lessons more interesting	58%	37%	5%	0%
I feel more motivated to write after using Prezi	53%	37%	10%	0%
Prezi helps me organize and develop ideas in writing	47%	37%	16%	0%
I prefer Prezi-based writing lessons over conventional	58%	31%	11%	0%

Based on the questionnaire results, the majority of students (95%) agreed or strongly agreed that the use of Prezi made writing lessons more interesting. Additionally, 90% felt more motivated to write, and 84% stated that Prezi helped them organize and develop their ideas. Most students indicated a preference for Prezi-based lessons compared to conventional teaching.

5. DISCUSSION

The internet is widely used in all aspects of life, especially in connecting people around the experimental group, which received instruction with Prezi, showed a mean writing score increase that was significantly higher than the control group. Further breakdown revealed improvements across key writing aspects,

especially vocabulary, grammar, and comprehension. These findings support previous studies by Susanti et al. (2019) and Sulton (2015), who reported that Prezi can make the writing process more interactive and facilitate student engagement. The ability of Prezi to integrate visual and multimedia elements likely contributed to students' improved ability to organize and express ideas, as well as increased retention of vocabulary and grammar points. Likewise, the positive responses in the motivation and interest questionnaire reaffirm that the integration of interactive media helps create a more enjoyable learning environment. As noted by Zainiyati (2017) and Syahrizal et al. (2022), effective use of media can stimulate attention and increase achievement, which is clearly reflected in the students' feedback in this study.

The findings of this research not only confirm but extend prior studies. While earlier research often focused on vocabulary (Susanti et al., 2019) or descriptive writing skills (Sulton, 2015), this study included a more comprehensive assessment—covering grammar, organization, and student affect (motivation, confidence). By applying Prezi in a high school EFL context, the present results add to the evidence that technology-enhanced instruction is not limited to tertiary education or younger learners but is also effective for secondary students with varying English proficiency levels. Moreover, questionnaire results underscore Prezi's ability to reduce writing anxiety and foster a more collaborative and open classroom atmosphere, which is a meaningful contribution to current digital literacy and EFL teaching literature.

The implications of these findings are significant for both teachers and education policy-makers. The implementation of Prezi and similar digital tools provides an alternative and effective way to increase students' writing proficiency in EFL classrooms. Teachers are encouraged to move beyond conventional teaching aids and experiment with interactive media, while schools should invest in the necessary digital infrastructure. Furthermore, the motivational benefits observed suggest that technology can help overcome affective barriers, allowing students to participate more confidently in writing activities a crucial step in improving overall language competence.

While the findings are promising, this study is not without limitations. First, the sample size (38 students) is relatively small and limited to one school, which may affect the generalizability of the results. Second, the study focused only on descriptive writing, so the impact of Prezi on other types of writing (e.g., argumentative, narrative) remains unexplored. Moreover, the data relied on a six-week intervention; longer-term studies may provide additional insight into retention and sustained motivation. Lastly, while questionnaires provide valuable self-reported data on motivation and engagement, qualitative approaches (e.g., interviews, classroom observations) could offer richer and more nuanced understanding of students' experiences.

Given the limitations above, future research should involve larger and more diverse samples, include different genres of writing, and combine quantitative

with qualitative data collection methods. In addition, longitudinal research is needed to assess the long-term impact of Prezi and similar tools on student achievement and motivation. It underscores the importance of leveraging interactive digital media in language learning and supports continued innovation in EFL instruction. While the study demonstrates the value of Prezi, it also opens avenues for further research aimed at maximizing technology's potential in education.

6. CONCLUSION

This study demonstrated that the implementation of the Prezi application significantly improves the writing skills of eleventh-grade students at MAS AL-AMIN, particularly in vocabulary, grammar, and comprehension. Students not only achieved higher writing scores, but were also more motivated and interested in writing activities when Prezi was used as a learning medium. Therefore, it is recommended that English teachers integrate interactive digital media like Prezi into writing instruction to create a more engaging and effective learning environment. Providing teachers with proper training and schools with sufficient digital infrastructure will further support this solution. Finally, education stakeholders are encouraged to promote and adopt technology-based strategies in the English curriculum to help students become more confident and competent writers in today's digital world.

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