



EFL secondary school students' experiences in performing ideas using Prezi presentation

Nur Jamilah^{1*}, Mutmainnah Mustofa¹, Sugeng Hariyanto^{1,2}, Fatimatus Zahroh¹

¹Graduate Program in ELT, Universitas Islam Malang, Malang, Indonesia

²Department of English, Tourism Industry, Politeknik Negeri Malang, Malang, Indonesia

*Email: missmeela3@gmail.com (corresponding author)

Article history: Received 6 December 2021

Accepted 22 May 2022

Available online 20 June 2022

Published regularly September 2022

Abstract

Using sophisticated technology in EFL has been a source of considerable debate. As a part of the Web 2.0 movement, Prezi lets users generate, produce, and preserve virtual demonstrations. While a substantial study has been conducted on the benefits and downsides of utilizing Prezi presentations, there is scarce research on students' experiences with using Prezi. The study aims to look at pupils' perspectives on using Prezi in learning English to fill the gap. Twenty students from a private secondary school in Mojokerto, Indonesia, were examined. This exploratory qualitative case study used a purposive sampling strategy. They answered ten interview questions, which the researchers examined using content analysis. The findings revealed that students' experiences using Prezi and making Prezi demonstrations could be divided into four primary topics: serviceability, effectiveness, design, and hindrances. Using Prezi, students experienced producing more interactive visuals for their production than standard PowerPoint slides. In line with this study, Prezi's revolutionary features transform the report from a monotonous and direct way into a fascinating, stunning, practical, and nonlinear style. The findings of this study, in practice, demand the implementation of academic tutorials for classroom teachers to construct their core principles of teaching utilizing the Prezi presentation.

Keywords: EFL; language learning; Prezi presentation; qualitative case study; students' experience; technology

To cite this article: Jamilah, N., Mustofa, M., Hariyanto, S., & Zahroh, F. (2022). EFL secondary school students' experiences in performing ideas using Prezi presentation. *Journal on English as a Foreign Language*, 12(2), 229-248. <https://doi.org/10.23971/jefl.v12i2.3547>

To link to this article: <https://doi.org/10.23971/jefl.v12i2.3547>



Copyright © 2022 THE AUTHOR(S). This article is distributed under a *Creative Commons Attribution-ShareAlike 4.0 International* license.

Introduction

It is well recognized that studying a foreign language is a time-consuming and challenging process (Wang et al., 2021). To maximize possibilities for exposure to foreign languages, students must invest their time outside of the classroom in self-directed language study as well as in group language learning activities (Carvalho & Santos, 2022). The concept of self-directed (Sulistyawati & Mbato, 2022) and out-of-class language acquiring is grounded on the idea that pupils should take charge of their learning manner by accepting accountability for and making decisions about what and how language acquaintance should be acquired (Song & Ma, 2021). Tech-enabled academic English language learning, particularly in vocabulary acquisition, has promise as a tool for improving student achievement in the subject (Mali, 2022). Using technology to study foreign languages beyond the classroom self-directed has been increasingly popular among students (Kukulaska-Hulme & Viberg, 2018). The power of technology has been harnessed to assure education for all, i.e., providing all children with a high-quality education mandated by law (Burnett, 2008). Technology can significantly deliver successful academic English language programs in EFL contexts, particularly in acquiring new vocabulary. Therefore, there is an increasing necessity for learners to ensure a high degree of English language competence that will enable them to deal with the pressure of learning an academic subject through technology (Gay, 2022).

As one of the most tech-enabled language learning tools, cloud computing technologies are gaining traction in various industries, and educators are beginning to see their value in education. When cloud computing technologies are used in educational contexts, they can modify the layout of demonstrating tactics and distribution to improve learning and teaching (Thomas, 2011). In addition, cloud computing technology advancements have offered up various opportunities for instructors and learners to employ modern presenting tools

based on cloud-based services, for example, 280 Slides, Prezi, Google Slides, Powtoon, and others.

Prezi is a web-based presenting software program that provides various account types and tools for making and archiving digital presentations. Creating a storyboard in conventional PowerPoint presentations requires a linear storyline. On the other side, Prezi enables both linear and free-flowing story presentations. The user constructs a presentation on the canvas, a vast blank workspace with all the presentation elements displayed. Then, arrange the components on the canvas to form a storyline (Perron & Stearns, 2011). Prezi's most distinguishing features are its virtually limitless workspace and its dynamic visual presentation capabilities. Numerous conceptual concepts are employed to generate presentation slides on the infinite canvas, a large blank workspace. By zooming in and out, the multidimensional presentations demonstrate the connection between slides in a way that is not obvious from the slides themselves (Good & Bederson, 2002). In addition, its web-based nature allows users to collaborate with their classmates to digitally modify slides, which is a valuable learning experience (Perron & Stearns, 2011).

The present study explores EFL students' experiences using Prezi in their presentations. Prezi has been widely regarded as an effective presenting tool in several situations, including educational ones (Bernhardt & Fischer, 2006; Perron & Stearns, 2011). Prezi enables students to use design concepts such as initiation or derivation. Semester two scholar pupils feel Prezi presentations are more attractive than PowerPoint presentations in classes (Akgün et al., 2016; Strasser, 2014). Concept maps are similar to the recognized linkages in Prezi demonstrations that methodically illustrate the large image and the links among shots. Additionally, slide sequencing in presentations can impact student learning (Reigeluth, 1999). The sensible idea of Multimedia Learning also highlights the importance and impacts of cognitive load on multimedia learning (Mayer, 2014b).

Previous research revealed that students frequently chose Prezi over PowerPoint and further tools applications (Chou et al., 2015). For a comparison purpose, Conboy et al. (2012) conducted research with the focus groups held with second-year university students who had utilized Prezi in the classroom and judged presentations. A sequence of staff interview sessions was also conducted to assess its potential as a learning facilitator. Three student accounts discuss their initial ideas and experiences with Prezi in Higher Education. The study assesses Prezi's effectiveness and potential as a learning tool from both student and teacher perspectives and provides preliminary insight on how to best use Prezi in the classroom. Chou et al. (2015) examined how the studying

implementation of seventy-eight grade five learners at a communal primary institute was modified by typical PowerPoint and Prezi presentations. Although there was no statistically significant difference in long-term retention between providing lectures using PowerPoint and presenting Prezi presentations, the students who received Prezi presentations scored significantly better than those who received conventional displays.

Additionally, Yusny and Kumita (2016) showed the use of Prezi presentations to teach grammar in an English language school. Most of the students liked the materials, and the post-test results demonstrated grammar knowledge increased after receiving a grammar lesson using Prezi. The control class, which just used writing boards and worksheets, showed minor improvement. Students found this procedure monotonous. This study introduced a novel method of producing grammar education utilizing Prezi's web program. The study found that students liked using Prezi in English grammar lessons.

Prezi may likewise be a collaborating demonstration method that allows students to work together to build Prezi presentations, edit slides, and exchange ideas online. Huang (2016) looked at the variables that influenced 119 Taiwanese university students' decisions to use a range of cloud services, including Prezi, for jointly making presentations. In line with the findings, Prezi was a decent device for learners to increase their knowledge when they focus their determination on creating demonstrations rather than losing time studying how to custom Prezi in a cooperative studying setting. Therefore, Al-Hammouri (2018) investigated the influence of managing Prezi on the enactment of 128 students in French Language reading skills.

As a result, some research compares Prezi to traditional presentation tools (Brock & Brodahl, 2013) or other new brand introducing technologies to see how it affects self-efficacy (Mayer, 2014b), self-literacy, learning outcomes, academic accomplishment, cognitive capacity, and other factors (Mayer, 2014a). For example, when comparing Prezi presentations to PowerPoint, (Akgün et al., 2016) discovered that they decreased the subjective cognitive burden for the audience. Furthermore, Prezi revealed more significant conceptual acquisition when compared to PowerPoint. In light of these findings, Prezi provides better results because the tool displays complex ideas on a single canvas rather than on multiple screens. In addition, the implications of appearance format are not simply the result of freshness, prejudice, observer, or development tools features but also of a communicative predisposition for Prezi presentations panning-and-zooming animations (Moulton et al., 2017). Finally, another study compared PowerPoint and Prezi to assess the influence of these presenting

technologies on the learning achievement of 78 fifth-grade pupils (Chou et al., 2015).

Preceding research has sought to uncover problems surrounding the implementation of Prezi presentations from various perspectives (Akgün et al., 2016; Al-Hammouri, 2018; Aruan et al., 2020; Chou et al., 2015). In addition, the prior studies have looked at the many effects of Prezi to assess its usefulness and efficiency. However, specific research on EFL secondary education settings is underexplored. Nonetheless, the current study varies meaningfully from previous ones as it focuses on students' personal and experiential perspectives on Prezi situated within a secondary schooling sector. The present study specifically aims to find out how students felt about making presentations presented through Prezi and what advantages and drawbacks there might be to using Prezi in the classroom.

Anchored by the gaps in scholarly works on Prezi in the secondary school context, this study was enacted to explore how the EFL secondary school students view the use of Prezi in their presentations. Analyses and findings were based on a single research question, "What are the students' opinions of using a new presentation technology (Prezi)?" The findings of this study contribute to the pedagogically-informed classroom practices that enact Prezi as the tech-enabled language learning. The findings also serve as a catalyst for further research that examines the use of Prezi using a qualitative paradigm.

Method

Design

The qualitative case study method was used in this study (Baxter & Jack, 2008). The objective of qualitative methods is to achieve depth of knowledge (Santos et al., 2021). A case study investigates a current phenomenon in its real-life setting, especially between phenomena and contexts that are not readily obvious (Yin, 1994). The researchers hoped to fully characterize and evaluate students' experiences with this analysis while learning about and using Prezi. Researchers must perform a thorough analysis of the data to preserve and express the participants' viewpoints when conducting qualitative research (Creswell, 2018). The purpose of this study was to learn about the experiences of EFL secondary school students when they were asked to present an idea using a Prezi presentation. In the next section, the researchers describe the research site and the 20 participants, all of whom have been named exclusively

by pseudonyms to safeguard their anonymity. After that, the researchers go over the data sources and the analysis.

Participants

A private secondary school in Mojokerto, Indonesia, was chosen as the site for the research. Using a convenient case technique, the students were selected through purposeful sampling. With the help of this sampling process, the researchers were able to access the existing data (Creswell, 2018) quickly. The background and information of the participants are provided in Table 1.

Table 1. The demographics information of the participants

No.	Name	Gender	Age (years)	Grade
1.	Azka	Male	18	3
2.	Raka	Male	18	3
3.	Aldi	Male	19	3
4.	Nilam	Female	17	3
5.	Dika	Male	18	3
6.	Rama	Male	18	3
7.	Tania	Female	19	3
8.	Sila	Female	18	3
9.	Nanda	Female	18	3
10.	Adita	Female	18	3
11.	Cindy	Female	18	3
12.	Rara	Female	17	3
13.	Habib	Male	18	3
14.	Rohman	Male	18	3
15.	Nafi'	Male	18	3
16.	Silvi	Female	18	3
17.	Intan	Female	17	3
18.	Roby	Male	18	3
19.	Ajeng	Female	18	3
20.	Nia	Female	18	3

These students were chosen because they had taken an elementary-level course on information, communication, and technology (ICT). Students (See Table 1) were also experienced with Prezi and PowerPoint presentations, reducing any newness impacts. As a result, the participants had similar prior knowledge and skills concerning networks and computers. Pseudonyms of their names were created for them. It is also needed to obtain verbal approval from the headmaster before moving forward with the investigation. To ensure that the study adhered to ethical standards, the participants were asked to read,

achieve, and sign a consent form that said they had given their permission to participate in the study and had the option to withdraw.

Data collection

Personal semi-structured interviews with ten open-ended questions were used to gather the empirical data. Here is one of the questions; "Did you find it simple to learn how to utilize Prezi? Could you please elaborate?" The list of questions is provided in Appendix. Approximately 35-50 minutes were allotted for each round of the face-to-face interviews. The discussions were performed in the participants' native language of Bahasa Indonesia in order to minimize misconceptions and provide a deeper grasp of the phenomena under investigation. All interviews were taped, transcribed, and translated into English for additional analysis. As part of our efforts to maintain high-quality translations of transcripts, the researchers requested participants to remark on them and provide suggestions for improvement. In the interview, the researchers asked the participants about their experiences utilizing Prezi to construct an English class presentation and the advantages and disadvantages that they encountered.

Data analysis

The researchers first examined the interview transcripts to gain a global picture of the findings as part of this approach. After that, the researchers grouped related material into a single subject based on our overall assessment of the interview results. In addition, the researchers read the transcript several times to acquire a comprehensive comprehension of the information (Widodo, 2014). After analyzing the interview data, the researchers grouped comparable voices to create four themes for the study (e.g., usability, usefulness, organization, and disadvantages). Finally, due to conducting the rigorous analysis required by qualitative research, the researchers determined what the students learned from their different experiences while using Prezi and how these experiences affected their thoughts when they used it in a real-life environment.

Trustworthiness

The researchers conducted member checking using the Lincoln and Guba's (1990) model by returning each participant a copy of the interviews' data, findings, and report. Using this method, researchers collected data from each participant and applied it in the current study because each person agreed with the data. As a result of this procedure, we confidently drew qualitative conclusions about our data.

Findings

This study aimed to chronicle the students' thoughts on learning Prezi and show their experiences. This section is developing concepts for determining learners' Prezi impressions. According to the information gathered from the interviews with the participants, students had various experiences when presenting their ideas via Prezi presentation. The areas where the students had the experiences are (a) usability consists of easiness, difficulty, and use in the forthcoming, (b) feasibility comprises of collaboration, accessibility, and attractiveness, and (c) arrangement includes infinite canvas with zoomable user interface, efficiency & effectiveness, and customization, (d) drawbacks contain cost and language. They will be elaborated on in the following sections.

Usability

Usability is the students' judgments on how simple or difficult it was to use Prezi. Rohman confronted the difficulty of using Prezi, as he stated:

It was tough to discover how to use Prezi. I had challenges producing them at the time, despite having acquired basic skills such as adding topics, making them transparent, changing colors and typefaces, and vlogs. (Rohman)

One of the students who found Prezi difficult to learn explained that the difficulty in learning Prezi was due to creating a slideshow. While Rara and Intan talked about the easiness of using Prezi. They said:

It was simple to become skilled in producing presentations using Prezi. Prezi came naturally to me. I attempted to acquire by experimental and mistake, and my workmate and I searched how to utilize various Prezi attributes on the internet by watching YouTube tutorials. (Rara)

I could locate more appropriate and engaging templates for any material and change my presentations only if I had been admitted to the internet. For these reasons, I will be using Prezi to create lectures in the time ahead. (Intan)

The comments indicated that Prezi was an exciting slideshow that encouraged students to continue studying and that it must be readily learned through an intuitive trial and error process. As a result of learning to utilize Prezi, they were ready to fulfill their projects much more quickly, notably by utilizing the Prezi template, which came in various formats.

Students have had similar experiences with Prezi usability in other educational contexts, as was the case in this study (e.g., Gay, 2022; Harris, 2011; Yusny & Nanda, 2017). Some respondents mentioned that using a text tool with

Prezi would be the most effective technique. When asked if they would like to operate Prezi independently in the forthcoming, nearly all students said they would like to utilize it (Sundar et al., 2014).

Usefulness

The term "usefulness" talks about pupils' opinions on the positive aspects of Prezi that came from the interviews. To begin with, all of the pupils were pleased with Prezi's collaboration function. As an interactive presenting tool, they utilized Prezi to jointly develop Prezi slideshows, introduce innovative material, modify shots, check adjustments, and engage in discussion without meeting in a single place. These narratives portray it as follows:

When you question what makes Prezi stand out from the other PowerPoint presentations, I'll answer you it's the cooperative feature. (Dika)

I was satisfied with Prezi's collaboration function. (Azka)

As an interactive presenting tool, the students utilized Prezi to jointly develop Prezi slideshows, introduce innovative material, modify shots, check adjustments, and engage in discussion without meeting in a single place. When working on a single presentation in Prezi Presentation, participants can collaborate with one another. More than that, the users can leave comments next to specific locations or items to provide criticism or to ask inquiries. Once the users have created a presentation, they can invite other users to modify, comment on, or deliver the presentation to the group of viewers.

Furthermore, everyone may work from home without assembling in one location to deliver presentations in harmony. It deals with accessibility.

My friend and I used our mobile phones to access and examine our presentations when we were not in front of our computers, and we mentioned our displays. So, in addition to seeing and rehearsing, my presentation was transmitted to you (teacher) via my mobile phone. (Rafif)

Prezi lets people present from their phones. One perk is that you may now present to a class utilizing your mobile device to control Prezi. In addition, zooming in/out and browsing a Prezi is much easier on a mobile device, using the 'pinch and zoom' option. Other people can also 'watch' a Prezi via a distributed URL. For example, students may find it useful to work together on presentations, especially encouraging student participation in joint projects. Overall, Prezi might be a useful tool for social workers to expand their expertise.

Finally, Nilam found Prezi appealing and engaging, which helped capture and maintain the audience's attention throughout the presentation.

Prezi is useful, helpful, practical, and colorful. In terms of aesthetic appeal, I believe Prezi merits a thumbs up. (Nilam)

Based on the insights provided by the participants, it is simpler to grasp and remember the presentation when presented in a visual setting, such as Prezi. Especially when the picture pans and zooms, an image is worth a thousand bullet points. This conclusion is backed up by further research. Duffy et al. (2014) confirmed that there are several ways in which Prezi could help students and coworkers learn more effectively. First, it's an easy-to-use strategy that teachers may use to develop high-quality instructional materials swiftly. Second, chalkboards can provide an overview, while modern presentation software can be easily used.

Arrangement

The arrangement reflects the learners' opinions regarding the Prezi presentation structure. First, Ajeng cited Prezi's unlimited image and zoomable punter edge.

My favorite features were Prezi's limitless canvas and zoomable mobility in presentations. (Ajeng)

Prezi lets the users create and deliver the content of any size. Using zooming and panning, the presenter can focus on different elements. This can save time while preparing a presentation and let the audience see big picture concepts and particular details, which helps comprehension and memory.

Additionally, Nia stated that Prezi successfully or efficiently influenced the message, made presenters appear informed and professional, and minimized time spent preparing presentations.

Prezi has positively influenced my attitude toward giving presentations. Making presentations used to be a complicated process, but it is now more practical and takes less time to prepare presentations due to its ease and opportunities. (Nia)

While another student added:

My favorite element of Prezi is its aesthetical and professional outlook. (Sila)

Presenters can then choose to deliver their material either sequentially or in an engaging conversational format, which greatly enhances audience participation. Whatever method of presentation is used, the audience will be rewarded with a

visual feast as they physically zoom in and out to get a better sense of what the presenters are saying. This perspective allows the presenter to appear informed about the subject of the presentation while also capturing the audience's attention, as Raka showed below.

Prezi's best feature was the ability to choose from a variety of example templates and customize them to fit my needs. (Raka)

This result designates that Prezi may be able to bring the best of both areas since the material may be displayed in the shape of a PowerPoint presentation while still including the context supplied by a blackboard presentation, according to the developers. As a result, the visual representation of the interconnectedness of concepts is possible. The relative relevance of issues can be reflected by the size and location of the topics on the screen. There is a possibility that this will enhance memory and offer a valuable summary of the issue (Duffy et al., 2014).

Drawbacks

The disadvantages allude to any obstacles that the pupils experienced while presenting. This category has two sub-themes that have evolved. First and foremost, Adita mentioned that Prezi's pricing hindered them from using some of their needed features. Prezi must also stay connected to the internet, even only to open the file.

When creating a free Prezi account, there was a restriction on accessing all Prezi's capabilities. This made it difficult for me to prepare my presentations. In addition to this, we need an internet connection to make and open a presentation using Prezi. (Adita)

Some aspects of Prezi, a premium account service, may be out of reach for some individuals or groups. For example, Prezi's free account option still requires users to access an up-to-date computer and internet access that might not be available to the users. In addition, like with any new technology, some users may find the unstructured Prezi canvas challenging to adapt.

Additionally, Cindy noticed that using Prezi in English was difficult due to the restricted language options.

I didn't enjoy the fact that it was written in English. Although English is a world language, I had difficulty using Prezi since my English is just at the elementary level. (Cindy)

Since then, many academics and professionals working in the English language teaching field have been working to develop and identify "the most effective and appropriate" teaching approaches to use in language classrooms.

Another research supports this finding. For example, Moulton et al. (2017) argued that Prezi, on the other hand, may have substantial disadvantages. First, as with any change, there may be difficulties in becoming accustomed to the new way of presenting. Additionally, the most significant possible burden of Prezi is that appearance may be prioritized over the substance.

Discussion

Students' experiences in learning and utilizing Prezi in order to make Prezi presentations were the focus of this study, which sought to uncover their thoughts and feelings about the process. Based on the findings of this study, Prezi facilitates students' passionate language acquisition through the use of Prezi presentations in English class. It is in line with the previous study conducted by Ustun (2019). Most students reported that learning Prezi and constructing Prezi lectures was straightforward. They also emphasized its advantageous and diverse characteristics, expressing a desire to use Prezi in the future while developing presentations. Furthermore, a better conceptual grasp of the information contained in computer networks was also achieved through the use of Prezi presentations.

Collaboration, accessibility, and beauty were all considered valuable. Working cooperatively to create a Prezi display is one of the most remarkable characteristics Prezi offers to learners. Most presentation software does not empower users to work together on shared projects (Bederson, 2011). Prezi is a virtualized display software that allows interactive creation and management, especially beneficial in learning environments (Perron & Stearns, 2011). This understanding chance encouraged students to actively create knowledge by producing presentations synchronously or asynchronously without being present at the same time. Mobile gadgets have also become ubiquitous as a result of rapid technological breakthroughs. The Prezi mobile application, which was used on mobile devices, enabled student cooperation then let students access the reports devoid of being tethered to the PCs. Learners responded that they frequently operate their cellphones to rehearse their presentations while on the way to presenting them.

In terms of Prezi's appeal, the findings revealed that Prezi enables students to be more creative and visual thinkers by creating visually stunning

presentations that interest the audience. Prezi allows the students to produce aesthetically beautiful demonstrations, which aligns with the assertion that Prezi is a vital presenting tool that permits consumers to design attractive and entertaining presentations (Perron & Stearns, 2011). Other eye-opening conclusions revealed that Prezi's zooming user interface and unlimited canvas were the main characteristics that organized Prezi and built the presentation project vigorous. Furthermore, the results showed that students might use Prezi to design reports rather than PowerPoint to create seamless and appealing displays. According to the findings, Prezi presentations that were attentively and meticulously produced were successful and effective in grabbing and retaining viewers' concentration. Lina (2018) did an experimental investigation to see if Prezi helps teach non-native lingua franca speaking classes. The study's outcomes revealed that using Prezi to lecture non-native vernacular utterances was beneficial, even more so than using PowerPoint, because Prezi allowed learners to move about significant structural designs in their performances. Prezi also helps users graphically illustrate links between their thoughts in an organized and structured method, according to Huang (2016), which is a more successful presenting style than other standard straight report instruments.

These results revealed that Prezi offers students practical elements for creating attractive, vigorous, and successful presentations and allows them to personalize their presentations quickly. Students may rapidly customize ready-to-use templates by rearranging the layouts, adding photographs and videos, and modifying charts and graphics. Finally, Prezi's price was questioned by the study's pupils. According to the pupils, Prezi's pricing prevents them from fully utilizing the software. If a person wishes to use Prezi without restrictions, they must purchase the premium account version. In this respect, they employ classic free presentation tools rather than Prezi, as Chou et al. (2015) mentioned, perhaps a more cost-effective way of delivering the presentation's information.

Sweller (1988) asserts that the degree of cognitive load experienced in mind throughout the learning process is related to the difficulty of the cognitive task, subject area, and teaching technique employed. This research also offers a novel approach to lowering cognitive stress and improving student understanding by removing unnecessary components (de Jong, 2010). They both contain content that can alter presentation intrinsic load, but they do so differently. The zoom-in and zoom-out capability of Prezi add another layer to understanding from educational resources. In addition, learning methods allow for right and left, down and up, and movement motion. Aside from that, Prezi enables students to navigate into and out of the material. In addition, this characteristic may lead to reduced cognitive burden and confusion when studying topics. In line with

the previous finding, the concepts are presented similarly to the 3D video game environment, with which students are already quite familiar. In future studies, multidimensional course content may allow more extensive use of multimedia design concepts to reduce superfluous cognitive burden (Paas et al., 2003; Sweller et al., 1998). From the perspective of instructional design, the three most important applications of cognitive load theory are as follows: decreasing the intrinsic load by taking into account the students' prior knowledge; decreasing the extraneous load by avoiding elements that are unnecessary and confusing, and increasing the germane cognitive load by designing processes that will assure a rich and in-depth grasp. However, certain crucial Prezi features are only accessible in Prezi's premium edition account, and Prezi only supports a restricted number of languages.

Nevertheless, the research results revealed that writing reports using Prezi presentations help learners develop their conviction and appeal. It also demonstrates that students are enthusiastic about using Prezi presentations in English class. Nonetheless, the construction of Prezi presentations in all instructional content must strictly follow the concepts of ensuring optimum and must not misuse the capabilities, as this may have a detrimental impact on the students.

Conclusion

This study looked at pupils' experiences acquiring and utilizing Prezi from a qualitative standpoint. The findings revealed that learning how to enjoy Prezi is quite simple for pupils who experience old-style report technologies for senior high school students. The learners were eager to use Prezi to prepare their presentations to generate excellent presentations because of the numerous valuable elements Prezi offered. For example, Prezi's collaboration functionality allowed students to collaborate on a display without meeting in the same place and at the same time. In particular, students could take their Prezi presentations with them wherever they went by using Prezi on a mobile device. Prezi was a cutting-edge presentation program that turned dull reports into energetic, nonlinear, entertaining, and successful ones. The customizing of Prezi presentations is simple, and learners sensed more educated and competent nearly delivering the material once the learners used Prezi instead of more traditional linear presentation technologies. Prezi, as a whole, can give students and professionals an exciting and engaging learning experience. In addition, it

blends the advantages of a blackboard with the accessibility of today's technology tools.

This study had certain limitations, but it was advantageous for analyzing educator runners' involvement in acquiring and managing Prezi to establish its serviceability, advantages and downsides, and instructional worth. Another limitation is only using educator candidates as a sample group in a secondary school setting. Because different groups of learners may emphasize the benefits and drawbacks of Prezi and laud and condemn different ideals according to the scenario. It is vital to equal and juxtapose more diverse groups of learners' involvement. Because there is no control group, it is impossible to draw any conclusions about whether or not Prezi is a superior technique of presentation when compared to other formats. No consideration was given to long-term consequences or results other than attitudes. Consequently, it could be highly advantageous to increase the generalizability of the results by doing comparative research in various populations, such as advanced secondary kids who engage with technology at school for future studies. Furthermore, instead of researching students in a social program, comparable studies on students in various subjects such as science or language might be done to compare and contrast outcomes.

In light of the research findings, several recommendations are suggested: To facilitate more learning experience while also reducing cognitive burden, Prezi may be a more appropriate solution. This means that Prezi can be used instead of PowerPoint Slide in other lectures. A particular emphasis should be placed on the utilization of course materials that have been created using Prezi. In addition, learners are expected to use Prezi to participate fully in class. As a result, it has been proposed that bringing multimedia into the classroom is a straightforward way to enhance the efficacy of students' learning results. Moreover, using Prezi provides a new approach for focusing and attracting students' attention in the teaching and learning process. In conclusion, the researchers may say that we can improve the examination by using a proper way of learning. However, using Prezi provides students with a positive attitude and interest in EFL learning education. Furthermore, using Prezi presentation is easy for developing a more creative and innovative approach to presenting ideas in the class. Therefore, the method can be used in teaching and learning in class and school and through a seminar in which the presenters can explain clearly to the audience by using Prezi presentation.

Acknowledgments

We would like to appreciate reviewers in this journal for their critical comments. We also thank M. Faruq Ubaidillah at the Department of English Education, Universitas Islam Malang, for his feedback on this paper. Finally, we would like to thank Sherly Citra Putri at Universitas Mayjend Sungkono in Mojokerto for proofreading this paper.

Disclosure statement

No potential conflict of interest was reported by the authors.

ORCID

Nur Jamilah <https://orcid.org/0000-0003-2801-532X>

Mutmainnah Mustofa <https://orcid.org/0000-0003-0448-9651>

Sugeng Hariyanto <https://orcid.org/0000-0001-7492-8096>

Fatimatus Zahroh <https://orcid.org/0000-0003-2687-7831>

References

- Akgün, Ö. E., Babur, A., & Albayrak, E. (2016). Effects of lectures with power point or prezi presentations on cognitive load, recall, and conceptual learning. *International Online Journal of Educational Sciences*, 8(3), 1–11. <https://doi.org/10.15345/iojes.2016.03.001>
- Al-Hammouri, S. (2018). The effect of using Prezi on Al Zaytoonah University students' performance in French Language reading skills. *International Education Studies*, 12(1), 128–135. <https://doi.org/10.5539/ies.v12n1p128>
- Aruan, L., Sari, R., & Bengar Harahap, A. (2020). Using Prezi online software to improve teaching listening skill. *International Journal of Education and Literacy Studies*, 8(1), 104–108. <https://doi.org/10.7575/aiac.ijels.v.8n.1p.104>
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544–559. <https://doi.org/10.46743/2160-3715/2008.1573>
- Bederson, B. B. (2011). The promise of zoomable user interfaces. *Behaviour and Information Technology*, 30(6), 853–866. <https://doi.org/10.1080/0144929X.2011.586724>

- Bernhardt, B., & Fischer, K. S. (2006). Presentations that keep your audience interested and awake. *Serials Librarian*, 50(3–4), 315–318. https://doi.org/10.1300/J123v50n03_17
- Brock, S., & Brodahl, C. (2013). A tale of two cultures: cross cultural comparison in learning the Prezi presentation software tool in the US and Norway. *Journal of Information Technology Education:Research*, 12(1), 95–119. <https://doi.org/10.28945/1781>
- Burnett, N. (2008). Education for all: an imperative for reducing poverty. *Annals of the New York Academy of Sciences*, 1136(2008), 269–275. <https://doi.org/10.1196/annals.1425.002>
- Carvalho, A. R., & Santos, C. (2022). Developing peer mentors' collaborative and metacognitive skills with a technology-enhanced peer learning program. *Computers and Education Open*, 3, 1–19. <https://doi.org/10.1016/j.caeo.2021.100070>
- Chou, P. N., Chang, C. C., & Lu, P. F. (2015). Prezi versus PowerPoint: the effects of varied digital presentation tools on students' learning performance. *Computers and Education*, 91, 73–82. <https://doi.org/10.1016/j.compedu.2015.10.020>
- Conboy, Fletcher, Russell, & Wilson. (2012). An evaluation of the potential use and impact of Prezi, the zooming editor software, as a tool to facilitate learning in higher education. *Proceeding of Innovations in Practice, Volume 7*, (pp 32–45).
- Creswell, W. J. (2018). *Research design* (5th ed). Los Angeles: SAGE Publication.
- de Jong, T. (2010). Cognitive load theory, educational research, and instructional design: some food for thought. *Instructional Science*, 38(2), 105–134. <https://doi.org/10.1007/s11251-009-9110-0>
- Duffy, R. M., Guerandel, A., Casey, P., Malone, K., & Kelly, B. D. (2014). Experiences of using Prezi in psychiatry teaching. *Academic Psychiatry*, 39(6), 615–619. <https://doi.org/10.1007/s40596-014-0204-x>
- Gay, F. (2022). Investigating the effects of technology-enhanced vocabulary learning strategy instruction on supporting mixed-ability EMI learners studying a journalism and communication major: an action research project at a university in China. *Journal of English for Academic Purposes*, 55, 1–14. <https://doi.org/10.1016/j.jeap.2021.101068>
- Good, L., & Bederson, B. B. (2002). Zoomable user interfaces as a medium for slide show presentations. *Information Visualization*, 1(1), 35–49. <https://doi.org/10.1057/palgrave/ivs/9500004>
- Harris, D. (2011). Presentation software: pedagogical constraints and potentials. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 10(1), 72–84.

- <https://doi.org/10.3794/johlste.101.339>
- Huang, Y. M. (2016). Exploring the intention to use cloud services in collaboration contexts among Taiwan's private vocational students. *Information Development*, 33(1), 1–14. <https://doi.org/10.1177/0266666916635223>
- Kukulka-Hulme, A., & Viberg, O. (2018). Mobile collaborative language learning: State of the art. *British Journal of Educational Technology*, 49(2), 207–218. <https://doi.org/10.1111/bjet.12580>
- Lina, M. F. (2018). Teaching speaking for professional context using Prezi in the relation with students' creativity. *REGISTER JOURNAL*, 11(2), 154–167. <http://dx.doi.org/10.18326/rgt.v11i2.154-167>
- Lincoln, Y. S., & Guba, E. G. (1990). Judging the quality of case study reports. *International Journal of Qualitative Studies in Education*, 3(1), 53–59. <https://doi.org/10.1080/0951839900030105>
- Mali, Y. (2022). Teaching reflection of using technology in two Indonesian EFL classrooms: an autoethnography. *Journal on English as a Foreign Language*, 12(1), 1–21. <https://doi.org/10.23971/jefl.v12i1.2860>
- Mayer, R. E. (2014a). Cognitive theory of multimedia learning. *The Cambridge Handbook of Multimedia Learning, Second Edition, May*, 43–71. <https://doi.org/10.1017/CBO9781139547369.005>
- Mayer, R. E. (2014b). Incorporating motivation into multimedia learning. *Learning and Instruction*, 29, 171–173. <https://doi.org/10.1016/j.learninstruc.2013.04.003>
- Moulton, S. T., Türkay, S., & Kosslyn, S. M. (2017). Does a presentation's medium affect its message? PowerPoint, Prezi, and oral presentations. *PLoS ONE*, 12(7), 1–39. <https://doi.org/10.1371/journal.pone.0178774>
- Paas, F., Tuovinen, J. E., Tabbers, H., & Van Gerven, P. W. M. (2003). Cognitive load measurement as a means to advance cognitive load theory. *Educational Psychologist*, 38(1), 63–71. https://doi.org/10.1207/S15326985EP3801_8
- Perron, B. E., & Stearns, A. G. (2011). A review of a presentation technology: Prezi. *Research on Social Work Practice*, 21(3), 376–377. <https://doi.org/10.1177/1049731510390700>
- Reigeluth, C. M. (1999). What is instructional-design theory and how is it changing? In *Lawrence Erlbaum Associates* (Vol. 2). Mahwah, NJ: Lawrence Erlbaum Associates. <https://doi.org/10.4324/9781410603784>
- Santos, L. L. da S., Tureta, C., & Felix, B. (2021). A qualitative method proposal for the study of strategy as practice. *Revista de Administração Contemporânea*, 25(2), 1–18. <https://doi.org/10.1590/1982-7849rac2021190353.en>
- Song, Y., & Ma, Q. (2021). Affordances of a mobile learner-generated tool for

- pupils' English as a second language vocabulary learning: an ecological perspective. *British Journal of Educational Technology*, 52(2), 858–878. <https://doi.org/10.1111/bjet.13037>
- Strasser, N. (2014). Using Prezi in higher education. *Journal of College Teaching & Learning*, 11(2), 95–98. <https://eric.ed.gov/?id=EJ1030712>
- Sulistiyawati, E. E., & Mbato, C. L. (2022). Confronting the difficult challenges of academic reading of Indonesian graduate students through the lens of self-efficacy and metacognitive strategies. *Journal on English as a Foreign Language*, 12(1), 49–73. <https://doi.org/10.23971/jefl.v12i1.3114>
- Sundar, S. S., Tamul, J. D., & Wu, M. (2014). Capturing "cool" : measures for assessing coolness of technological. *ELSEVIER*, 72, 169–180. <https://doi.org/10.1016/j.ijhcs.2013.09.008>
- Sweller, J. (1988). Cognitive load during problem solving: effects on learning. *Cognitive Science*, 12, 257–285. [https://doi.org/10.1016/0364-0213\(88\)90023-7](https://doi.org/10.1016/0364-0213(88)90023-7)
- Sweller, J., Van Merriënboer, J. J. G., & Paas, F. (1998). Cognitive architecture and instructional design. *Educational Psychology Review*, 10(3), 251–296. <https://doi.org/10.1023/A>
- Thomas, P. Y. (2011). Cloud computing a potential paradigm for practising the scholarship of teaching and learning. *Electronic Library*, 29(2), 214–224. <https://doi.org/10.1108/02640471111125177>
- Ustun, A. B. (2019). Students' experiences in learning and using Prezi in higher education. *Bartın University Journal of Faculty of Education*, 8(3), 928–946. <https://doi.org/10.14686/buefad.552138>
- Wang, J., Tigelaar, D. E. H., & Admiraal, W. (2021). Rural teachers' sharing of digital educational resources: from motivation to behavior. *Computers and Education*, 161(October), 1–17. <https://doi.org/10.1016/j.compedu.2020.104055>
- Widodo, H. P. (2014). Methodological consideration in interview data transcription. *International Journal of Innovation in English Language Teaching and Research*, 3(1), 101–107.
- Yin, R. K. (1994). Case study research, design, and methods (2nd ed.). *Applied Social Research Methods Series*, 5, 1–53. <https://doi.org/10.1201/b16851-12>
- Yusny, R., & Kumita, D. (2016). Using Prezi presentation as instructional material in English grammar classroom. *Englisia Journal*, 3(2), 105–118. <https://doi.org/10.22373/ej.v3i2.995>

Appendix. Semi-structured interview guidelines

1. Did you find it simple to learn how to utilize Prezi? Could you please elaborate?
2. Did you find Prezi's features to be simple to use? Could you please elaborate?
3. Did you run into any issues while putting together Prezi presentations? Could you please elaborate?
4. What was your favorite Prezi feature? Why?
5. What was your most minor favorite aspect about Prezi? Why?
6. Were you happy with Prezi's collaboration feature? Was it advantageous? Why?
7. Did you view, practice, or present your Prezi using your mobile device? Was the usage of the mobile device helpful in this case? Why?
8. How well did Prezi perform in satisfying your hopes for making demonstrations?
9. Has your perspective on giving presentations shifted? Why do you think that is?
10. Is there anything else you'd want to say about your Prezi experience that you'd like to share with me?