

MICROSOFT OFFICE 365-A1 AS ONLINE ENGLISH TEACHING MEDIA IN ACADEMIC READING LESSON

Angga Prasongko, Erwin Hari Kurniawan, M. Syaichul Muchyidin
prasongkoangga@uniska-kediri.ac.id, erwin@uniska-kediri.ac.id,
m.syaichul@uniska-kediri.ac.id

ABSTRACT

Education is one of the sectors of life that has been affected by the global pandemic. As an attempt to stop the spread of the Covid-19 virus, one of the policies implemented by the Indonesian Ministry of Education is online learning. It can be a triggered acceleration of education digitalization in Indonesia. Technology-based learning media and applications have been applied at the Universitas Islam Kediri (UNISKA Kediri) during online learning in the pandemic era. UNISKA Kediri develops learning media in the form of a Learning Management System (LMS UNISKA) based on *Moodle* for lecture activities. One of the popular teaching media used as online learning is Microsoft Office 365 A1. This research aimed to prove the use of Microsoft Office 365 - A1 as online English teaching and learning media, especially in academic reading lesson and its challenges. The research was carried out at the English Education study program, Faculty of Teacher Training and Education, UNISKA Kediri. This study uses a qualitative descriptive approach. The data collection was carried out by interview, field observation and documentation. After data collection. The data validation through a data triangulation process with a source triangulation model. The results showed that the implementation of teaching and learning using Microsoft 365 – A1 in academic reading lesson have been applied during the COVID-19 pandemic, the obstacles both lecturer and students have problem on their ability for adapting the habitual in online teaching and learning process. From the study can be concluded that using Office 365 A1 on Academic Reading in the English Education study program UNISKA Kediri helps students in conducting online lectures during the COVID 19 pandemic. The use of learning media according to the needs of learners is very effective in achieving learning objectives.

Key words: English teaching media, online teaching and learning, reading

INTRODUCTION

Today the world is faced with new problems in the health sector, namely the discovery of a new virus named COVID 19. Indonesia is one of the countries affected by the global pandemic on March 11, 2020 by the World Health Organization. The Indonesian government is trying to make new changes in life to deal with these problems, which is known as the new normal. Wiku Adisasmita

(the Indonesia chairman of the COVID 19 task force), the new normal is a change in behaviour to continue carrying out normal activities by implementing health protocols to prevent the transmission of Covid-19. Communities are required to adapt to these policies in order to remain productive in carrying out their daily lives.

Education is one of the sectors of life that has been affected by the global pandemic. As an attempt to stop the spread of the Covid-19 virus, one of the policies implemented by the Indonesian Ministry of Education is online learning. The global pandemic has triggered the acceleration of digitalization in Indonesia. In the era of the industrial revolution 4.0, the use of computers and the internet in everyday life has become a common habit (Herman, 2016). easy access to technology that can be used by humans in various aspects of life. In the field of education, online learning policies are the basis for technology-based learning that can be applied optimally. The development of the Internet of Think (IoT) has produced many technology-based learning media that can be used by teachers in the teaching and learning process.

Technology-based learning media and applications have been applied at the Universitas Islam Kediri (UNISKA Kediri) during online learning in the pandemic era. UNISKA Kediri develops learning media in the form of a Learning Management System (LMS UNISKA) based on *Moodle* for lecture activities. Lecturers can be creative and innovate for the use of applications and LMS UNISKA as teaching media in achieving learning goals.

One of the popular teaching media used as online learning is *Microsoft Office 365-A1*. The application is an Office application that functions like a notepad, where lecturers and students can write, draw, enter objects, doodle, display screenshots, make comments, and share them with the teaching team. In the English Education study program, Faculty of Teacher Training and Education, UNISKA Kediri, *Microsoft Office 365-A* is used as a teaching media for academic reading lesson during online learning. The use of learning media is expected to make the learning process more conducive, increase interest, critical thinking, collaborate with students so as to improve learning outcomes. This is based on the

fact that *Microsoft Office 365-A1* has qualified features as a learning medium (Salih, 2021). In order to prove the use of *Microsoft Office 365-A1* as an effective teaching media, especially in academic reading courses during online learning, the researchers are interested in raising this issue as a research topic.

METHOD

Research is basically an activity and a method of thinking. Activities and thinking methods are used to solve or answer a problem. The design method used in this study is qualitative research. The qualitative method was chosen with the aim of this study being to find out a detailed description of an object of research. This study uses a qualitative descriptive approach, this method uses qualitative data obtained in the field and then described descriptively. This research with qualitative descriptive method displays the results of the data obtained without any manipulation process or special treatment. The purpose of this study is to describe in full the pattern of social arrangements, explore, and clarify a phenomenon that occurs at the research site. It is to find the right way to implement an overall learning process (Sugiyono, 2011)

The research was carried out at the English Education study program, Faculty of Teacher Training and Education, UNISKA. The subjects in this study as key informants are lecturers, heads of study programs and students who have a direct relationship with the data needed by researchers. In a study, the research subject has a very strategic role because the research subject is the data about the variables that the research observes (2016.p. 26). In qualitative research, respondents or research subjects are referred to as informants or resource persons. The object of research is a key thing that will be discussed and analysed by the researcher based on theories that are in accordance with the object of the research. In this study, the object of research is the class that received learning treatment using *Microsoft Office 365-A1* in the academic reading lesson.

Data collection was carried out by interview, field observation and documentation. After data collection, the next step is in this study, the validity of the data is carried out through a data triangulation process with a source

triangulation model. At the data validation stage with the triangulation process, the researcher collects data from various sources to find a similarity of interrelated data. The data analysis model used in this study is the Interactive Model Data Analysis by Miles and Huberman which consists of Data Collection, Data Condensation, Data Display, and Conclusion drawing/Verification.

RESEARCH FINDING

Online Teaching and Learning Implementation Model

During the COVID-19 pandemic, lecturing activities at UNISKA Kediri were carried out using online learning. this is based on government regulations regarding learning during the COVID 19 pandemic. Teaching and learning activities are carried out without direct face-to-face meetings, but by using a LMS UNISKA or other learning applications that support the achievement of learning objectives. In carrying out the research, researchers have taken data by observing teaching and learning activities using *Microsoft Office 365-A1* and interviewing the Head of the English Education Study Program, lecturers and students. From the results of observations and interviews, it is known that the results of the implementation of teaching and learning using *Microsoft Office 365-A1* in academic reading lesson have been applied during the COVID-19 pandemic.

In-depth interview with the head of the English Education Study Program (MS) stated that *“the teaching and learning process is carried out by online. It is based on the decision of the Rector of UNISKA through the Vice Rector of Academic that lecturing processes are conducted online to stop the spread of the COVID 19 virus”*

Lecturer of academic reading (EH) *“lectures are conducted online, it is a decision of the study program as an effort to break the chain of virus spread, we (lecturers) teach as usual, but online during this Pandemic. LMS UNISKA has been provided but it is still difficult to use. Maybe because it's new so the system is not suitable. there is no support for interaction during learning, only uploading material. we may use applications that support learning needs. The important*

thing is that the learning objectives are achieved. I use this application (Office 365 A1) to teach academic reading”

The statement is supported by (MS) *“UNISKA provide LMS to be used as online learning media. there are still some weaknesses in the UNISKA LMS, so we (English Department) allow lecturers to use supporting learning applications. which is appropriate for the achievement of learning objectives”*

Academic information is submitted via links and WhatsApp groups. Student stated *“we study online, the schedule is shared to the class WhatsApp group*

The (EH) lecturer said, *“I teach academic reading courses. This course is closely related to creative and critical thinking. Because the LMS provided is quite "challenging" so I decided to use Office 365 A1. The features offered are varied and according to the needs of my learners in the classroom.”*

This statement was supported by the Head of the English Education Program (MS) *“the study program allows the use of supporting applications, the important thing is the achievement of learning objectives. I received a report that the academic reading course uses Office 365 A1 for learning media. I agree, because I think the media is in accordance with the material to be taught”*

Student’ respondent (A1) *“we carry out online learning using Microsoft 365”* Student’ respondent (A2) *“Yes we use that (Microsoft Office 365-A1).*

The lecturer for the academic reading course said (EH), *“Using Microsoft Office 365 A1 is the most appropriate decision, I feel this web application is the most suitable. Classes are held online according to the schedule provided. My face-to-face lectures are carried out by using the default Microsoft Office 365 A1 application, namely Microsoft Teams. I uploaded the lecture material on the Google class room. Then students can share materials and notes and work on assignments in real time using OneNote. My assessments and quizzes use Google Forms”*

Students A1, A2, A3, A4 and A5 confirmed the statement of the EH lecturer. Student A1 stated that *“lectures are carried out according to our schedule by interacting through Microsoft teams and doing some assignments in the google class room”.*

Student A2 added, *“He uses Google Classroom, Microsoft Teams, OneNote and Forms. At first, I struggled with the large number of menus, but as I used it every day, I became used to it and became comfortable. It turned out to be easy and useful.”*

Meanwhile A3 Student *“I feel happy because all learning needs are covered in one application, it's easier.*

A4 Student said *“use of this application (Microsoft office 365 A1) is very effective for me because it becomes easy for me to follow the lecture. The features offered are also many and support academic reading lectures. I became creative because of the large selection of features offered”*

A5 Student said *“in my opinion, lectures using the application are effective. all needs covered in one application.”*

Supporting Factors

As an effort to optimize online learning, the availability of infrastructure is an important part. In the implementation of online learning at UNISKA, especially in the English Language Education study program, the supporting infrastructure for online learning has been optimally available. Such as the policy of using additional free learning applications by study program staff. This situation is supported by the statement of the head of English Education study program (MS), *“We (English Education study program) have tried optimally for online learning support facilities. we support lecturers to participate in training. For the use of teaching applications, study programs have subscription accounts for several applications and we have special staff in the IT field who will help online lecturing”*

The Academic Reading lecturer also added (EH) *“we (lecturers) have attended training using internet-based learning applications, so even teaching from home is not a problem.*

While the supporting factors of students include supporting online learning facilities, each of the students has a smartphone that supports the implementation of online learning, especially the *Microsoft Office 365-A1*. Students A1, A2, A3,

A4, and A5 stated that, they have a smartphone that is compatible with the application. In addition to mobile phones and the internet, the use of this application helps them to study anywhere without being limited by space and time. Even they were able to repeat the lecture material very easily. Online learning using the application makes them more creative in learning and utilizing technology.

Obstacle Factor

Efforts to facilitate the realization of online learning goals are not easy. In fact, there are still some problems that make this an obstacle. The habit of teaching in the conventional way is a major problem for lecturers during the pandemic. The use of technology in the field of teaching is not always mastered quickly. Long preparation to operate and adaptation of technology becomes a problem. The problems faced by students are more about internet needs in the use of learning applications

This statement is supported by the results of an interview with the head of the English Education study program (MS). *“The infrastructure for online teaching is supportive, but the human resources have to adjust, but we are trying to adapt quickly. Young lecturers are our hope to be able to use the latest technology to teach, so they motivate others”*

The lecturer added (EH), *“It's not easy to suddenly change habits, but you have to be able to adapt quickly so you don't fall behind. There are so many trainings offered for this field, the main thing is that you have to be willing to upgrade yourself. if the lecturers are not able to adapt teaching technology during this pandemic, how about the learning process.”*

Students also said their problem was during online learning using the Microsoft Office 365 A1 application. The student A1 said *“I have an Android cell phone, but because I'm in the village, so sometimes it's difficult to get a signal, so it's not optimal”* student A2 *“I ran out of internet packages in the middle of class”*. A3 student *“we don't really need to go to campus to study, but must buy an internet package is quite difficult for me.”*

Both lecturer and students have problem on their ability for adapting the habitual in teaching and learning process. Based on that problem, the lecturer gives solutions for the obstacles such as the lecturer gave additional time for student study for using Microsoft Office 365-A1 tools and its features. For the internet problems teacher uploaded the material without limited time or send to WhatsApp group or give students opportunity to text personally by WhatsApp.

DISCUSSION

Based on the research data above, it is in line with the results of research that has been carried out by Yadav (2021), it was obtained by using *Microsoft Office 365-A1* as an alternative learning media using virtual classes that were accepted by teachers and students. In this study, the teaching and learning process in the virtual classroom can use the *Microsoft Office 365-A1* application as a learning media. In addition, research was also conducted by Salih (2021). The results of the study stated that *Microsoft Office 365-A1* is considered as one of the important tools in providing service productivity in the education sector.

Furthermore, Lecturer's Perception, the use of learning media that is in accordance with the needs of learners is an essential thing. In today's era, the use of technology in the field of education is very important, this is because the development of education is in line with the need for skill learning outcomes in the future. Technological adaptation in the learning process can be used by lecturers as a means of self-development and upgrading of learning goals. In the midst of a pandemic that occurs, the ability to quickly adapt to changes needs to be possessed by every lecturer, this includes determining learning media according to the circumstances and situations that occur. On the Students side they must adapt the models and teaching techniques used by the subject teachers, especially the media used in the current transition period. English Department UNISKA Kediri students feel that the media used in the form of *Microsoft Office 365-A1* is easy to use in the teaching and learning process, this is because in this application students can get lecture materials, send assignments and hold online meetings with lecturers and other learning participants.

CONCLUSION AND SUGGESTION

Technology adaptation using the *Microsoft Office 365-A1* on Academic Reading in the English Education study program UNISKA Kediri helps students in conducting online lectures during the COVID 19 pandemic. The use of learning media according to the needs of learners is very effective in achieving learning objectives. Academic reading which is a subject that uses creative and critical thinking. The online learning model using the *Microsoft Office 365-A1* application, face-to-face lectures are carried out using the Ms Teams application which is a video conference menu. The material presented by the lecturer is collected and uploaded through the classroom menu and quizzes using the menu form.

The facilities provided by the study program are a supporting factor for the implementation of this online learning. The use of technology in learning requires supporting facilities. Providing training for lecturers in the field of learning technology is a very good step to prepare for future developments in the field of education. From the student side, having a compatible smartphone is an important factor in the implementation of online learning by using *Microsoft Office 365-A1* as an online teaching learning media for academic reading lesson. *Microsoft Office 365-A1* is an online application that requires an internet network with standard bandwidth to use. The quality of the different networks in each region of Indonesia is one factor that hinders the online learning process. In addition, the need for internet usage increases during the use of the *Microsoft Office 365-A1* application as an online teaching and learning media. Lecturers as human resources who use technology-based learning need to quickly adapt to apply *Microsoft Office 365-A1* applications in the learning process.

From the results of data analysis and conclusions to this study, the researchers gave a suggestion that *Microsoft Office 365-A1* as an online teaching and learning media in academic reading courses proved effective and accepted. For this reason, it is necessary to make a massive movement to use *Microsoft Office 365-A1* applications as an effective online teaching and learning in other courses. The participation of study programs in the success of learning objectives

is a supporting part found in this study. To perfect this, it is necessary to make a policy that regulates the level of training and a periodic schedule for the development of lecturers and employees, especially in the field of technology adaptation in teaching and learning. There are obstacles that cause learning activities, especially the use of *Microsoft Office 365-AI*, it is necessary to make a supervision and improvement on the inhibiting factors of teaching and learning activities.

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