

# Empowering Speaking Skill Through Microsoft Office 365 As A Learning Medium During a Pandemic Covid 19

Zuraini, Misnawati, Eli Nofriati

Almuslim University, Bireuen, Indonesia

\*Corresponding author email: [Zurainimarwan@gmail.com](mailto:Zurainimarwan@gmail.com)

**ABSTRACT.** The primary research purpose was empowering the students ability in speaking in pandemic covid 19 era. Speaking is the skill used in daily life communication in the classroom or daring (online). The teaching and learning process in Pandemic Covid 19 many students passive in teaching and learning process especially in speaking. They low motivation, face-to-face learning was lost, until their were not self confident in public. Microsoft office 365 as learning medium during a pandemic Covid 19 encouraged the students to speak english fluency. The students interest in learning through Microsoft office 365. The students learned themselves in flexible time inside and out side classroom, and they collected assignment on time according to the instruction. Therefore in office 365 teacher made the interactive learning together, made materilas easily because the tools could manage the times in one places, and the students easily to presentation

**Keywords**—Empowering, speaking skill, Microsoft Office 365

## 1. INTRODUCTION

Speaking is communication between two persons or more. Speaking is the ability in improving speakers and listeners to speak and can take place in many setting through various media instruction. In [1](2007) stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. speaking is a need for students in order to communicate with other. Speaking is also an activity of conveying ideas, opinions or feelings to someone else or listener by using words or sounds of articulation. Having ability to communicate well with each other makes the students become active and confident because they can convey the information well to others.

Many factors were caused by the students in improving their speaking, such as; 1). Less the idea when they speak. 2). Lack of vocabularies. 3). They did not have confident in speaking. 4). They low motivation. 5). Face-to-face learning was lost. To solve the problem the researchers used a way to precede and improve their speaking skill Through Microsoft Office 365. This media really appropriate in pandemic covid 19 era.

Microsoft announced that the consumer plans of Office 365 would be rebranded as Microsoft 365 (a brand also used by Microsoft for an enterprise subscription bundle of Windows, Office 365, and security services). Microsoft 365 is being positioned as a subscription service for your life. Combining the familiarity of social media with the security of a closed,

social environment, students can share what they are learning with their peers, educators, and families, while improving their presentation skills. Enjoy this free program for educators and students, which can be used in conjunction with Windows 10 and Office 365 environments. Contact an Account Manager to discuss how Office 365 to enhance your classroom today.

Many Education institutions have been making use of Virtual Learning Environments (VLEs) and have used these for connecting, communicating and for Learning and Teaching activities. Many institutions have found that the take-up and use of these sometimes expensive VLEs is very slow and patchy as they are sometimes over-complex and difficult to use. Office 365 with Sites is free to schools and can be the ideal managed learning platform. The tools that come with the Office 365 for Education Plans enable educators and learners to connect, collaborate and create in real time. Resources and contacts are easy to search for, find, and communication with people outside of the institution's platform is made easy with email and Skype for Business video conferencing all included. One Drive gives all individual users an unlimited storage facility, perfect for individual learning resources, and users can share everything or just individual resources, sites and calendars with other users. 1). Flip the classroom by hosting video and audio in your sites for learners. 2). Create a lesson plan repository for your colleagues. 3). Have a bank of past exam papers and grade assessment exemplars for learners and 4). Safe and secure communication, particularly between students and lecturer.

A team site for all of your staff is a great way to enhance communication and ensure that important

announcements and other information are easily available to everyone. Microsoft Teams is the digital hub that teachers and school leaders need. It brings conversations, content, and apps together in one place, streamlining work flow for administrators and allowing teachers to create vibrant, personalized learning environments. With Teams, you can create collaborative classrooms, personalize learning with assignments, connect with colleagues in Professional Learning Communities (PLCs), and streamline staff communication. Teams supports teacher-to-teacher collaboration as well as class collaboration and communication. In short, it is the one tool that can help with educators' administrative and classroom tasks, saving teachers time and teaching students future ready skills.

## 2. METHODS

The research design used in this research was classified as Case study using qualitative research. Case study is basically an intensive study of an individual or group that is seen having a particular case. Qualitative research comprises of the following methods: logic, ethnography, discourse analysis, case study, open-ended interview, participant observation, counseling, therapy, grounded theory, biography, comparative method, introspection, casuistry, focus group, literary criticism, meditation practice, historical research, etc. Qualitative research is a form of social action that stresses on the way of people interpret, and make sense of their experiences to understand the social reality of individuals. It makes the use of interviews, diaries, journals, classroom observations and immersions; and open-ended

questionnaires to obtain, analyze, and interpret the data content analysis of visual and textual materials, and oral history. Qualitative research does not include statistical analysis and empirical calculation. The goal of the qualitative tradition is a 'deep understanding of the particular' [[2]: 2014]. The purpose of qualitative research is to describe and interpret issues or phenomena systematically from the point of view of the individual or population being studied, and to generate new concepts and theories.

Unlike quantitative methods, "qualitative methods open up all experiences to knowledge status" ([3], 2012, p. 724). Qualitative research is concerned with non-statistical methods of inquiry and analysis of social phenomena. [4] outlines eight characteristics of qualitative research: (1) conducting the research in a natural setting; (b) using the researcher as a key instrument to the study; (2) studying multiple sources of data; (3) analyzing data inductively; (4) focusing on the participants' meaning; (5) establishing an emergent design; (6) applying a theoretical lens; (7) interpreting data subjectively; and (8) developing a holistic account (pp. 37-39). Importantly, [5] (2006) do believe that the qualitative researchers are a human instrument because they are "responsive, adaptable, holistic in approach, has an ability to expand an existing knowledge base that adds depth and richness to understanding, lends processual immediacy, is able to clarify and summarize, and can explore atypical and idiosyncratic responses" (p. 102). In this regard, [6] (2011) maintains "quantitative research and statistical analyses do not tell the story about this issue" (p. 8).

**Table 1.** Scoring Rubric of Speaking Skill

Components of Speaking	Level	Score	Scale and Descriptor
Grammar	1	0-6	Error in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	7-12	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	13-18	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation.
	4	19-24	Able to use the language accurately on all levels normally pertinent to professional need. Error in grammar are quite rare.
	5	25-30	Equivalent to that of an educated native speaker.
Vocabulary	1	0-4	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	5-8	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	9-12	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics.
	4	13-16	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.

Components of Speaking	Level	Score	Scale and Descriptor
	5	17-20	Speech on all levels is fully accepted by educated native speakers in all its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references.
Comprehension	1	0-4	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	5-8	Can get the gist of most conversations of non technical subjects.
	3	9-12	Comprehension is quite complete at a normal rate of speech.
	4	13-15	Can understand any conversation within the range of his experience
	5	16-20	Equivalent to that of an educated native speaker.
Fluency	1	0-2	No specific fluency description. Refer to other four language areas for implied level of fluency
	2	3-4	Can handle with confidence but not with facility most social situation, including introductions and casual conversation about current even.
	3	5-6	Can discuss particular interest of competence with reasonable ease, rarely has to grope for word.
	4	7-8	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of the experience.
	5	9-10	Has complete fluency in the language such that his speech is fully accepted by educated native speaker.
Accent	1	0-4	Error in pronunciation are frequent, but can be understood by a native speaker.
	2	5-8	Accent is intelligible though often quite faulty.
	3	9-12	Error never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	13-16	Error in pronunciation are quite rare.
	5	17-20	Equivalent to and fully accepted by educated native speaker.

Adapted from [7] (1981:324)

the researcher decided and tried to formulate first conclusion which answered the problems of the study.

$$P = \frac{f}{N} \times 100\%$$

Explanation: F = the frequency  
N = number of cases  
P = numeral percentage  
100 = constant value

### 3. RESULT AND DISCUSSION

In this research the lectures used the microsoft team in office 365 to managed their classroom. Three lecturer used microsoft teams in learning speaking. It is especially helpful for remote teams, although it offers great benefits to in-house employees as well. The results of this study illustrate that while each student was unique in their approach to online learning, there were commonalities amongst the students' response which leads to common

characteristics of effective learners. The data also provided insight to the benefits and drawbacks of the microsoft team environment. While the results were inconclusive as to what aspects of the course were benefits and what aspects were drawbacks, the data did emphasize the aspects of the course that potential online learners with video conference of microsoft team should take into account when determining their individual preference. The data provides information to help support the decision

making process of high school students who are deciding if an online learning environment is suitable to their educational needs. Here were a few advantages of Microsoft office 365 [8] (2014):

### **3.1 Access to Communication Tools**

When enable Microsoft Teams on Office 365, we had access to a streamlined communication interface to aid the students in collaboration. The chat function on Microsoft Teams allows to have threaded conversations, helping store brainstorming sessions, conference calls, and other meetings into one, easy to find place. Thus the lectures said that they enjoyed their meeting classroom by using microsoft teams.

### **3.2 Increased Productivity and Collaboration**

Microsoft Teams to facilitate lectures projects, and increase their productivity and collaboration. When they used traditional email to work on an assignment, they may lose crucial information in threads and certain people may lose out on key points because someone forgot to hit "Reply All." With Microsoft Team's chat-based platform, everyone receives the same message at the same time. As a result, people can collaborate and keep the discussion flowing, helping you reach solutions faster and develop more efficient action plans. Not only that, when a new team member joins a work, they have access to the prior conversations and instant access to project related files.

### **3.3 Customizable Workspaces**

Office 365 invested deeply in ways for people to customize their workspace, with rich extensibility and open APIs available at general availability [9] (2012). As a result, Microsoft Teams allows you to integrate the platform with ever growing list of third-party services. The lecturer can customize their workspace to their team's liking, helping the lectures stay on top of team related tasks.

### **3.4 Integration of Other Office 365 Applications**

The beauty of Microsoft Teams is that the application does not just limit you to the chat or communication functionality – you can bring any Office 365 application into the mix to increase your team's productivity. You can all view the same Word document, Excel spreadsheet, PowerPoint presentation, or OneNote document as you communicate around the content. No more having to go back and forth between applications and miss portions of the discussion – your team can review and change documents quickly and efficiently while logging persistent chat around that content using Microsoft Teams. Whether you're in the office or working remotely, Microsoft Teams helps facilitate some of the best and most seamless collaboration. In this case, the lectures easy used the microsoft anyway and anytime in learning process.

During covid 19, the lecturers needed to quickly move online learning for their students, because transferred their knowledge and the solution in this pandemic. So, choosing the microsoft office 365 was an easy decision in their education. Microsoft office 365 was familiar in used,

and made the assignment together in once time. It also helps students built the communication and collaborative skills that will be needed to succeed in the future. Word, excel and power point online have successfully helped students to collect assignment in real-time. Says Reni.

Improve the students speaking were important thing in this pandemic covid 19. Learning achievement must be success with what has been determined in semester implementation plan although the distance learning students. However, the students must be practiced their english language and a consistent conversation in teams, text-to speech in one note can e collaborating in classrooms even more effective. Active class discussions allow everyone to read, take part and learned to the best of their ability both in class and at home. " I have controlled the students in deleted messages, turn off notifications from specific students, or pause conversation. The team conversations can include everythings students need to work together, including word, excel, power point documents, onenote notebooks. With just one klikc, text-based discussions more engaging with voice and video for the most advanced collaborative expereince", says Misna. In conclusion, teaching speaking through the Microsoft office 365 had improved the students' speaking ability. It could be proved by the percentage of the result students' speaking test was 88%.

Besides, based on the interview result with Eli, it could be concluded that using the Microsoft Office 365 could add the students' knowledge in technology. So that the students not only could practice their speaking skill face to face but also, they could practice it through online. Therefore, choosing the Microsoft Office 365 as media in teaching learning process during the pandemic situation is better. Through this media the students could learn more about the technology and the way to use it. In other word, by operating Microsoft Office 365 the students were given the chance to study by online.

## **4. CONCLUSION**

Considering the result of the research, the researcher could give some conclusions in this section. The conclusions are (1) the use of Microsoft 365 in teaching and learning speaking had improved the students' speaking in pandemic covid 19 situation. It can be seen from the result o percentage of speaking test was 88%

(2) Teaching and learning process through Microsoft 365 gives more advantages such as Microsoft Office 365 could be a tool of communication, could increase the productivity and collaboration in facilitating the lecturer project, by Microsoft 365 the lecturer could customize their workspace, and the last advantages the students could built the communicative and collaborative skills especially in speaking and also could collect the assignment in real time including the word, excel and power point document by online. Finally (3) by using the Microsoft 365 in teaching and learning process the students have increased their technology knowledge which help them learning successfully in the future.

## ACKNOWLEDGEMENT

All praise belongs to the Almighty God who has given the researcher strength, health and a long life so that the researcher could finish this research. The researcher also delivers the greetings, prayers, love and peace upon the last greatest prophet Muhammad SAW and his family and companions. First of all, the researcher would like express the deepest honorable and gratitude to the team who have given the ideas and have patiently spent the time in conducting the research together. The researcher also would like to thank to the students who have help the researcher in collecting the data so that this research could run successfully. The last, the researcher also needs the critics and suggestions from another readers in order to complete this research.

## REFERENCES

- [1] H. D. Brown. *Teaching by Principles, 2nd Ed.* - *An Interactive Approach to Language Pedagogy*. California: Longman, 2007.
- [2] P. D. Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2016..
- [3] B. D. Slife and B. S. Melling, "Method Decisions: Quantitative and Qualitative Inquiry in the Study of Religious Phenomena," *Pastoral Psychology*, Vol (61) 5-6, 2012, pp 721-734.
- [4] J. W. Creswell. *Research Design: Qualitative, Quantitative and Mixed Method Approaches*. Los Angeles: SAGE Publication, 2007.
- [5] Suharsimi Arikunto. *Prosedur Penelitian - Suatu Pendekatan Praktik-Revisi ke X*. Jakarta: PT. Rineka Cipta, 2010.
- [6] B. Slife and B. Melling, "Method Decisions: The Advantages and Disadvantages of Quantitative and Quantitative Modes of Inquiry," in *Research Gate*, 2011. [Online]. Available: Research Gate Net, [https://www.researchgate.net/publication/228515777\\_Method\\_Decisions\\_The\\_Advantages\\_and\\_Disadvantages\\_of\\_Quantitative\\_and\\_Quantitative\\_Modes\\_of\\_Inquiry/citation/download](https://www.researchgate.net/publication/228515777_Method_Decisions_The_Advantages_and_Disadvantages_of_Quantitative_and_Quantitative_Modes_of_Inquiry/citation/download) [Accessed on 20 June 2020].
- [7] J. E. Weaver and J. W. Oller, "Language Tests at School" in *TESOL Q*, Vol (15) 3, 1981, pp 336-344.
- [8] K. Wilson and K. Wilson. *Microsoft Office 365*. in *Using Office 365*, 2014.
- [9] A. Skendzic and B. Kovacic, "Microsoft Office 365 - Cloud in business environment," 2012.