



MICROSOFT SWAY APPLICATION TO ENHANCE STUDENTS' READING ABILITY OF DESCRIPTIVE TEXT

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ABSTRACT

The research aimed to determine if there was a significant difference in the reading achievement of students who were taught using Microsoft Sway compared to those who were not. A quantitative method with a quasi-experimental design was employed for the study. Data collection involved a pre-test and post-test, while descriptive statistics were used for data analysis. The results showed that the independent sample t-test gave a value of 3.226, which was higher than the t-critical value of 2.000 at a 95% significance level with 65 degrees of freedom. This indicates that the obtained t-value exceeded the expected value from the t-table (t-obtained 3.226 > t-table 2.000). As a result, the null hypothesis was rejected and the alternative hypothesis was accepted.

Keywords: *Microsoft Sway, Reading, Descriptive Text*

1. INTRODUCTION

The world of education is currently experiencing significant growth, driven by various revolutionary changes aimed at enhancing the quality of education. (Syaharuddin & Susanto, 2019) stated that education in Indonesia has shown noticeable improvement compared to previous years. In the past, students were primarily responsible for actively developing their skills and applying scientific and technological knowledge, while teachers acted as facilitators. However, during that time, science and technology in Indonesia were not as advanced, resulting in students feeling somewhat limited in their educational pursuits. In the present era,

education in Indonesia has taken a more development-oriented approach, leading to advancements in science, technology, economy, skills, and overall educational standards. This development is reflected in Indonesia's progress, making it slightly more advanced in terms of science and technology, economy, skills, and education as a whole.

(Zakia et al., 2017) emphasized the role of education as a platform for acquiring knowledge and engaging in learning activities that aim to develop individuals' potential. Through education, individuals can cultivate noble character traits, independence, diligence, creativity, self-confidence, and responsibility.

Vol 6, No 2 (2023): ESTEEM

It serves as a means for individuals to realize their goals and aspirations.

In line with the modern era, (Andika et al., 2021) highlighted the prevalence of advanced technology in today's learning activities. Many students now prefer using technology, such as smartphones, laptops, and the internet, as their primary learning tools, rather than relying solely on traditional books. This shift is a testament to the ongoing development of education, particularly as we enter the era of Generation Z. The widespread use of technological devices has made learning and teaching more accessible, convenient, and effective.

Overall, the world of education continues to evolve, driven by advancements in technology and a greater emphasis on development-oriented approaches. These changes have enabled individuals to access a wide range of resources and opportunities, fostering a more effective and efficient learning experience for students worldwide.

Learning media serves as a crucial tool for sharing information and facilitating effective communication between educators and students. It encompasses various mediums through which information can be disseminated, such as subjects, topics, or any other relevant content. (Wihartanti & Wibawa, 2017) stated that learning media not only functions as a method to address challenges in teaching but also plays a significant role in providing diverse and valuable information to students.

By utilizing learning media, educators can enhance the learning experience by employing visual aids, interactive technologies, and multimedia resources. These media tools can effectively engage students and cater to their diverse learning styles. For instance, visual aids like diagrams, charts, and videos can illustrate complex concepts and make them more comprehensible. Interactive technologies, such as educational apps, online simulations, and virtual reality, provide students with immersive and interactive learning experiences. Multimedia resources, including online articles, e-books, and educational videos, offer a wide range of information and perspectives to broaden students' knowledge.

Learning media also encourages active participation and collaboration among students. Group discussions, projects, and presentations allow students to exchange ideas and engage in meaningful interactions. Moreover, learning media can facilitate self-paced learning, as students can access educational resources and materials at their own convenience and explore topics in-depth. In summary, learning media serves as a powerful tool in education, enabling the effective sharing of information and supporting various teaching methods. By leveraging a wide range of media formats, educators can enhance student engagement, promote active learning, and provide students with valuable and diverse information that enhances their overall learning experience.

Learning media plays a crucial role in facilitating the student learning process, simplifying teaching and learning activities,

Vol 6, No 2 (2023): ESTEEM

and providing a more engaging and interactive learning experience. As stated by (Tafonao, 2018), the use of media in education is essential for accessing information from various sources of knowledge. In today's rapidly evolving technological landscape, it is crucial for teachers to keep up with these advancements. Unfortunately, many teachers still rely on conventional teaching methods, which can result in students feeling bored and disengaged during the learning process. This is often due to a lack of understanding or proficiency in utilizing technology as a medium for instruction. However, it is imperative for educators to recognize the importance of incorporating learning media into their teaching practices.

By embracing learning media, teachers can enhance the effectiveness of their instruction and make the learning materials more accessible and comprehensible for students. Various types of media, such as visual aids, interactive applications, and multimedia resources, can be utilized to create a more dynamic and stimulating learning environment. Visual aids, including charts, diagrams, and images, can help clarify complex concepts and enhance students' understanding. Interactive applications and educational software provide opportunities for students to actively engage with the material and practice what they have learned.

To meet the needs of the modern era, teachers are encouraged to develop their skills in creating and utilizing learning media effectively. By doing so, they can adapt to the

advancements in science and technology and provide students with a more engaging and enriching learning experience. Through continuous professional development and training, teachers can enhance their technological competencies and explore innovative ways to incorporate learning media into their teaching practices.

In conclusion, learning media is a valuable tool that can transform the learning process by making it more engaging, interactive, and accessible. As technology continues to advance, it is crucial for teachers to embrace learning media and develop their skills in its application. By doing so, educators can create a more dynamic and effective learning environment, fostering student engagement, understanding, and motivation in the classroom.

In this research, the researcher is interested to find special media to enhance the students' reading ability. The researcher chose Microsoft Sway. By using Microsoft Sway as a media, the students will be easier to understand what the teacher explains. (Sudarmoyo, 2018) stated that Microsoft sway is a Microsoft presentation media that can be connected to the user's device or social network. Sway is also a PowerPoint replacement application because Sway has functions and displays content in a more modern style. A researcher should have tricks to make the students enjoy the lesson. We can use the media to support the lesson. By using the media, the students will be more interested in learning English and students will enjoy in learning English. In this research, the

Vol 6, No 2 (2023): ESTEEM

researcher uses Microsoft Sway to teach the descriptive text.

Therefore, the researcher was interested in conducting this research entitled “Microsoft Sway Application to Enhance Students' Reading Ability of Descriptive Text” with the purpose to know and describe significant difference between the students' reading achievement who were taught by using Microsoft Sway and those who were not.

2. LITERATURE REVIEW

Microsoft Sway

Microsoft Sway is a web-based application developed by Microsoft. (Sudarmoyo, 2018) stated that Microsoft Sway holds significant importance as a learning medium due to its inherent flexibility. It can be seamlessly incorporated into various educational contexts, ranging from classroom presentations to self-paced courses. One of the key advantages of Microsoft Sway is its adaptability in the realm of presentation-based learning. Educators can leverage this application to deliver engaging and interactive presentations that go beyond the conventional slide format. With its user-friendly interface and intuitive design tools, Microsoft Sway empowers teachers to create dynamic content that captivates students' attention and facilitates a deeper understanding of the subject matter.

Moreover, Microsoft Sway offers an array of features and functionalities that

contribute to the enrichment of learning experiences. Its versatility enables teachers to experiment with different multimedia elements, such as images, videos, audio recordings, and embedded content from external sources. This allows for a diverse and varied presentation of information, catering to different learning styles and preferences. Furthermore, the utilization of Microsoft Sway in the classroom can have a positive impact on student motivation. The application's visually appealing and modern templates, combined with its interactive features, can spark students' interest and enthusiasm for learning. By breaking away from traditional instructional methods, Microsoft Sway provides a fresh and engaging approach that stimulates active participation and enhances students' overall learning experiences.

In summary, Microsoft Sway is a valuable learning tool that offers flexibility and versatility for educators. Its ability to enhance presentation-based learning, enrich variation in teaching strategies, and motivate students makes it an essential resource in the modern classroom. By integrating Microsoft Sway into their instructional practices, teachers can create immersive and captivating learning environments that foster student engagement and facilitate knowledge acquisition..

Reading

In their study, (Nggolaon & Sari, 2020) highlighted the significance of reading as a fundamental skill in learning the English language, alongside speaking, writing, and

Vol 6, No 2 (2023): ESTEEM

listening. They emphasized that reading plays a crucial role in both the outcomes and the learning process of language acquisition. Reading serves as a valuable means of acquiring knowledge, with books serving as the primary tool for accessing that knowledge. The act of reading encompasses various cognitive processes that contribute to language learning. When individuals engage in reading, they not only encounter new vocabulary and grammatical structures but also develop their comprehension skills, critical thinking abilities, and cultural awareness. Through reading, learners expand their knowledge base, broaden their perspectives, and enhance their overall linguistic competence.

Furthermore, reading serves as a gateway to a vast array of information and ideas. It provides access to a wide range of genres, from literature and history to science and technology, enabling learners to explore diverse subjects and develop a well-rounded understanding of the world. Reading exposes learners to different writing styles, perspectives, and contexts, thereby enriching their language proficiency and fostering their creativity.

Moreover, reading acts as a catalyst for self-directed learning. By immersing themselves in written texts, learners can independently explore topics of interest, conduct research, and deepen their understanding beyond classroom instruction. Reading empowers learners to take control of their own learning journey, enabling them to pursue their specific areas of interest and develop a lifelong passion for learning.

In summary, reading holds immense importance in language learning, contributing to both the process and outcomes of language acquisition. It serves as a vital tool for obtaining knowledge and plays a pivotal role in developing language proficiency, critical thinking, and cultural awareness. By embracing reading as an integral part of language education, learners can unlock a world of information, expand their horizons, and nurture their lifelong love for learning.

Descriptive Text

(Etfita, 2014) stated that descriptive text serves as a powerful means of effectively portraying a particular person, thing, or place to provide comprehensive information to the reader. Descriptive texts are designed to create vivid images and impressions in the reader's mind, allowing them to form a clear understanding and mental representation of the subject being described. Furthermore, (Elisabet & Suhartono, 2017) highlighted that descriptive texts have the ability to convey information through factual details, which greatly enhance the descriptive text's usefulness. By incorporating concrete facts and specific details, descriptive texts offer a rich and engaging reading experience, enabling readers to immerse themselves in the content and have a more profound sense of connection and understanding.

The primary objective of descriptive texts is to evoke sensory experiences and create a vivid depiction of the subject matter. By employing descriptive language, figurative

Vol 6, No 2 (2023): ESTEEM

expressions, and sensory imagery, descriptive texts enable readers to visualize and engage with the text on a deeper level. The reader is transported into the scene or context being described, experiencing the sights, sounds, smells, tastes, and textures associated with it. Moreover, descriptive texts serve a variety of purposes. They can entertain readers with captivating narratives, evoke emotions through vivid descriptions, or provide practical information about specific people, things, or places. Descriptive texts find application in various genres, such as travel writing, creative writing, and even scientific or technical descriptions, allowing readers to explore and understand diverse subjects in a detailed and immersive manner.

In summary, descriptive texts are valuable tools for effectively conveying information to readers. Through the use of vivid descriptions, factual details, and sensory language, descriptive texts enable readers to form a clear mental picture and engage their senses. By immersing readers in the subject matter, descriptive texts facilitate a deeper understanding, evoke emotions, and provide an enriching reading experience.

3. METHODS

The researcher used quantitative method. (Sugiyono, 2013) stated that quantitative method is a method by using the data in the form of numbers and measurement. Design of the research used quasi-experimental design. (Sugiyono, 2013) stated that quasi-

experimental design is a design of the research that has an experimental group and a control group cannot be chosen randomly, and in this part of quasi-experimental design, the researcher used the matching-only pretest-posttest control group design. The matching-only pretest-posttest control group design can be formulated as follows:

Table 1. Formula the Matching Only Pretest-Posttest Control Group Design

Experimental	O	X	O
Control	O	C	O

(Source: Fraenkel, J. R., Wallen, N. E., & Hyun, H. H: How to Design and Evaluate Research in Education (8th ed)

In validity, the researcher used content validity. To test the content validity can be done by comparing the contents of the instrument with the content that has been determined. In this validity, the researcher tested the pre-test and post-test questions for experimental group consisting of 33 students and control group consisting of 34 students. In reliability, the researcher used Cronbach's Alpha on SPSS 25. In the data analysis, the researcher used descriptive statistics. (Sugiyono, 2013) stated that descriptive statistics is used to describe the data that has been collected. Through this test, researchers could find out the results of student tests using SPSS 25 in tabular form and in testing the hypothesis criteria, the researcher used the independent sample t-test on SPSS 25. (Muhid, 2019) stated that independent sample t-test is a t-test methodology utilized by contrasting the normal of two gatherings of cases.

4. RESULTS AND DISCUSSION

After carrying out the pre-test and post-test, there were descriptive statistics from the experimental group and control group and independent sample t-test as follows:

Table 2. Pre-test Descriptive Statistics in the Experimental Group

Descriptive Statistics	Pre-test Experimental
N	33
Range	68
Minimum	20
Maximum	88
Sum	1972
Mean	59.77

Based on the description from the Table above, it could be concluded that the N was 33 students, the range value was 68, the minimum value was 20, the maximum value was 88, the sum was 1972, and the mean was 59.77.

Table 3. Post-test Descriptive Statistics in the Experimental Group

Descriptive Statistics	Post-test Experimental
N	33
Range	40
Minimum	53
Maximum	93
Sum	2385
Mean	72.27

Based on the description from the Table above, it could be concluded that the N was 33 students, the range value was 40, the minimum value was 53, the maximum value was 93, the sum was 2385, and the mean was 72.27.

Table 4. Pre-test Descriptive Statistics in the Control Group

Descriptive Statistics	Pre-test Control
N	34
Range	78
Minimum	15
Maximum	93
Sum	1758
Mean	51.69

Based on the description from the Table above, it could be concluded that the N was 34 students, the range value was 78, the minimum value was 15, the maximum value was 93, the sum was 1758, and the mean was 51.69.

Table 5. Post-test Descriptive Statistics in the Control Group

Descriptive Statistics	Post-test Control
N	34
Range	70
Minimum	25
Maximum	95
Sum	2100
Mean	61.76

Based on the description from the Table above, it could be concluded that the N was 34 students, the range value was 70, the minimum value was 25, the maximum value

Vol 6, No 2 (2023): ESTEEM

was 95, the sum was 2100, and the mean was 61.76.

Table 6. Independent Sample T-test Results

Independent Sample T-test	
T	3.226
Df	65
Sig. (2-tailed)	.002

Based on the description from the Table above, it could be concluded that the independent sample t-test results had a significant value (2-tailed) was 0.002, and from the t-test calculation of the independent sample, the t-test was 3.226 with a significance level of 95% and 65 df). It means that the t-obtained was higher than the t-critical value (t-obtained $3.226 > t\text{-table } 2.000$). So, the null hypothesis was rejected and the alternative hypothesis was accepted. It means that there was a significant difference between the students' reading achievement in learning descriptive text to the seventh-grade students in Junior High School 08 Palembang who were taught by using Microsoft sway and those who were not. Based on the results of the research, in the experimental group, the students' mean score in the pre-test was 59.77. The mean score in the post-test was 72.27. In the control group, the students' mean score in the pre-test was 51.69. The mean score in the post-test was 61.76. It means teaching reading using Microsoft sway was more effective than using the common method. By using Microsoft sway, the students interested in learning reading.

5. CONCLUSION

Based on the results and discussion, the findings indicate that the experimental group, which received instruction using Microsoft Sway, demonstrated higher mean scores compared to the control group. In the pre-test, the mean score of students in the experimental group was 59.77, while in the control group it was 51.69. Following the intervention, the post-test mean score in the experimental group increased to 72.27, whereas in the control group it rose to 61.76.

The analysis employed an independent sample t-test to evaluate the significance of the differences between the two groups. The calculated t-test resulted in a value of 3.226, with 65 df, at a significance level of 95%. It is noteworthy that the obtained t-value exceeded the critical t-value (t-count $3.226 > t\text{-table } 2.000$). Thus, the null hypothesis was rejected, indicating that there is a significant difference in the reading achievement of students who were taught using Microsoft Sway compared to those who were not.

The utilization of Microsoft Sway as a teaching tool in reading instruction proved to be beneficial in several aspects. Firstly, it made the learning process more manageable and engaging for students. By incorporating multimedia elements and interactive features, Microsoft Sway captured and maintained students' interest throughout the lessons, preventing boredom and fostering active participation.

Moreover, the use of Microsoft Sway as a medium facilitated students' active involvement in the learning process. The

Vol 6, No 2 (2023): ESTEEM

interactive nature of the platform encouraged students to interact with the content, ask questions, and seek clarification, leading to a deeper understanding of descriptive texts. Additionally, Microsoft Sway played a crucial role in enhancing students' comprehension of descriptive texts. By incorporating visual aids, such as images and videos, and presenting the information in an organized and visually appealing manner, the platform helped students grasp the key concepts and details of the texts more effectively.

In conclusion, the findings support the conclusion that using Microsoft Sway as a teaching tool in reading instruction yields positive outcomes. The integration of this media enhanced students' engagement, prevented boredom, fostered active participation, and facilitated a better understanding of descriptive texts. These results highlight the potential of Microsoft Sway in improving students' reading achievement and enhancing the overall learning experience in the classroom.

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Vol 6, No 2 (2023): ESTEEM

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