

## THE EFFECT OF E-LEARNING THROUGH THE MICROSOFT TEAMS APP IN ENGLISH SUBJECT

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### ABSTRACT

The purpose of this study was to carry out whether there was an effect of the used the Microsoft Teams application on students' speaking skills of SMAN 18 Makassar for the 2022/2023 academic year. This study used pre-experimental methods in one pre-test and post-test class through a speaking test. The sample consisted of 25 students taken from the population of class XII Science 1 SMAN 18 Makassar for the 2022/2023 academic year. In conducting data analysis, the writers used the SPSS v.25 application. The results of the data analysis showed that there was an effect on students' speaking skills which can be seen from five speaking assessments, there are pronunciation, grammar, fluency, vocabulary, and comprehension. The average score of students increased from 47.20 on the pre-test to 84.48 on the post-test. This suggests that the  $H_1$  hypothesis is accepted and the  $H_0$  hypothesis is rejected. Based on the results of data analysis, the writers concluded that students' speech skills effect through the Microsoft Teams application.

**Key Words:** E-learning, Microsoft Teams Application, Speaking Skill

### INTRODUCTION

The world of education has now entered the media era, where learning activities demanded less speaking and were replaced with multimedia. Increasingly, for learning activities today, emphasizing process and active learning skills, the role of learning media will become increasingly important (Nurseto, 2011:20).

SMA Negeri 18 Makassar is one of the schools that quickly respond to efforts to suppress the spread of this virus in its school environment. sterilization of schools and several other policies issued by the school to protect the entire academic community from contracting this virus. With the implementation of sterilization of the school environment, all face-to-face teaching and learning activities in minimalism, replaced with distance learning (using media) in the hope that all teachers and students maintain their health and family members but remain productive.

At the time of the learning process does not necessarily have to meet face to face or meet elsewhere, but the learning process can also be done through media intermediaries or tools using *E-learning*. *E-learning* is now very well known as one of the media to overcome educational problems during this pandemic. *E-learning* is learning that uses electronic services with the internet as a tool (Anwar, 2020).

When using Microsoft Teams, can be seen that the most prominent skill is speaking. Speaking is the skill which must produce sentence or utterance in the oral mode. Different from the other skills, it is more difficult than the other, due it is more than just pronouncing words (Bashir, 2011). According to the previous

statement, he told that Speaking skill is more difficult than the other skills, due in the speaking skill, is not only need pronounce words, but also arrangement of the word in the oral performance. The arrangement of the words in the speaking skill must be construct the meaning, in order to can be understood by the listener. In the arrangement of the words, the speaker does some process, those are producing words, receiving, and processing information interactively (Torky, 2006). But the process is not always successful due there are aspects that influence it.

During this pandemic, teaching and learning activities in the classroom are very limited. Even though students are now learning from home, it does not mean that teaching and learning activities (KBM) are 100 percent carried out online. Therefore, the government has asked teachers and students to adapt to learning using a bold system. On the one hand, the minister emphasized that learning from home does not mean that it is 100 percent applied using an online system. he emphasized that the collection of tasks or KBM could be done in other ways. can use the way to be delivered, picked up, sent, or essays can also be sent via email.

## METHOD OF THE RESEARCH

This study used pre-experimental method. Before giving treatment the student gave pre-test (speaking test) to know their prior knowledge (O1), then taught using Microsoft Teams app (X), and finally the students gave post-test to checked the result of students development English fluency (O2). The comparison between pre-test and post-test score determined the success of the treatment. On the treatment the writer used Microsoft Teams app as a media to taught English subject. Calculating the mean score, standard deviation, frequency table, and the value of test in identifying the difference between pre-test and post-test by using inferential analysis in SPSS version 16.0 program. As for the way to assess students' speaking, that is used the Speaking assessment rubric.

## FINDINGS AND DISCUSSION

### Findings

The writer described the result of data analysis in the pre-test and post-test. It was found from the result of the test about oral test. The test was conducted twice, namely pre-test and post-test, the writer gave an oral test to students before and after treatment. To determine the students' speaking skill, the writer conducted a pre-test and post-test. Pre-test and post-test were conducted to get students' speaking scores. After analyzing the data obtained from the pre-test and post-test, the following are the results of the data analysis. The results of students' speaking scores on the pre-test and post-test can be seen in the table below:

**Table 1. The Students Speaking Score In Pre-Test**

No	Students initial	P	G	V	F	C	Score	Classification
1	AMFA	4	3	2	3	4	60	Poor
2	AN	2	2	2	2	2	40	Very poor
3	AIL	1	2	2	2	2	36	Very Poor
4	AAR	3	3	3	4	3	64	Very Poor
5	A	1	2	2	2	2	36	Very Poor
6	COW	2	2	2	2	2	40	Excellent
7	FGN	5	5	4	5	4	92	Very poor
8	FAS	2	2	2	2	3	44	Very Poor
9	GSA	2	2	2	2	2	40	Very Poor
10	HR	3	2	2	2	3	48	Very poor
11	IPM	2	2	2	2	3	44	Very poor
12	LSS	3	2	2	2	3	48	Very poor
13	MT	3	2	2	2	3	40	Very poor
14	MW	2	2	2	2	2	48	Very poor
15	MFF	2	2	3	2	3	64	Poor
16	MJAU	3	3	3	3	4	44	Poor
17	MH	3	2	2	2	2	40	Very Poor
18	NP	2	2	2	2	2	40	Very poor
19	NAF	3	2	2	2	2	44	Very Poor
20	NH	3	3	2	2	3	52	Poor
21	OK	2	2	2	2	2	40	Very Poor
22	PAZ	3	2	2	2	2	44	Very Poor
23	SANP	3	2	2	2	3	48	Very Poor
24	S	1	2	2	2	2	36	Very Poor
25	SHV	2	2	2	2	2	40	Very Poor

Based on table 1, it could be concluded that there was 1 student got a score 96-100. There was no students who had scored 76-85. There was no students who had scored 66-75. There were 3 students got a value of 56-65 and there were 21 students got a value of <56.

As being stated earlier that after tabulating and analyzing the students scores into percentage, they were classified into five levels based on Depdiknas (2017:13). The following table were the students pre-test score and percentage.

**Table 2. The Percentage of Students Pre-test Score**

# THE ACADEMIC

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Classification	Score	Frequency	Percentage
Excellent	91-100	1	5%
Good	76-90	-	-
Average	61-75	2	10%
Poor	51-60	2	10%
Very poor	<50	20	75%
Total		25	100%

Table 2 the above shows that, in the pre-test there was 1 student classified as excellent 5%, there were no students classified as good, there was 2 students classified as average 10%, there was 2 students classified as poor than 10%, there are 20 students classified as very poor than 75%.

Table above also indicated that before giving treatment to the students in improving their speaking through thematic simulation strategy, the students' speaking skill which was seen from pronunciation and vocabulary scoring categorized as good, fairly good, fair, poor, and very poor classification.

**Table 3. The Students Speaking Score In Post-Test**

No	Students initial	P	G	V	F	C	Score	Classification
1	AMFA	5	4	4	5	5	92	Excellent
2	AN	4	3	5	3	5	80	Good
3	AIL	5	3	3	4	4	76	Good
4	AAR	5	4	4	4	5	88	Good
5	A	4	3	4	4	5	80	Good
6	COW	5	5	4	4	3	84	Good
7	FGN	5	5	5	5	5	100	Excellent
8	FAS	5	4	5	3	4	84	Good
9	GSA	5	3	4	4	3	76	Good
10	HR	5	4	4	4	5	88	Good
11	IPM	4	4	3	5	4	80	Good
12	LSS	4	4	4	5	4	88	Good
13	MT	4	4	4	4	4	80	Good
14	MW	4	4	4	4	5	84	Good
15	MFF	4	4	3	4	5	80	Good
16	MJAU	4	4	5	4	5	88	Good
17	MH	4	4	5	3	3	76	Good
18	NP	4	5	5	4	3	84	Good
19	NAF	4	5	4	5	5	96	Excellent
20	NH	3	4	4	3	4	72	Average
21	OK	4	4	3	5	4	80	Good
22	PAZ	4	5	5	4	4	88	Good
23	SANP	5	5	5	5	4	96	Excellent

24	S	4	5	3	4	4	80	Good
25	SHV	5	5	5	4	4	92	Excellent

Based on table 3, it could be concluded that there were 4 students who get a score of 91-100, there were 20 students who get a score of 76-90, there were 1 students who get a score of 61-75, there were no students who get a score of 51-60 and there were no students who get a score of <50.

After the writer gave a treatment, students' speaking skill could improve. Improvement was revealed from the results of students' performance in the post-test. In the post-test, students' pronunciation got better, students became more confident and fluent in expressing their opinions. some of the students also used facial expressions and gestures. After calculating and analyzing the students' scores into percentage, they were classified into five levels based on Depdiknas (2017:13). The following table was the students post-test score and percentage.

**Table 4. The Percentage of Students Post-test Score.**

Classification	Score	Frequency	Percentage
Excellent	91-100	4	20%
Good	76-90	20	75%
Average	61-75	1	5%
Poor	51-60	-	-
Very poor	<50	-	-
<b>Total</b>		25	100%

From the classification, scores, and post-test percentage levels, it is depicted in table 4.4 that out of 25 students, there were 4 students classified as excellent 20%, there were 20 students classified as good 75%, there were 1 student classified as average 5%, there was no students classified as poor and very poor. After calculating the result of the students' pre-test and post-test, the mean score and standard deviation were presented in the following table:

**Table 5. Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
<b>pre</b>	25	36	92	1180	47.20	12.166
<b>post</b>	25	72	100	2112	84.48	7.054
<b>Valid N</b>	25					

Based on the pre-test and post-test data on this page, it was clear that there is a significant significance of students speaking skill in the post-test through

the treatment of these students by using "Microsoft Teams". In the pre-test, the mean score was 47.20 and the standard deviation was 12.166. Meanwhile, in the post-test, the mean score was 84.48 and the standard deviation was 7.054. The average value of the post-test is higher than the pre-test.

After conducting pre-test and post-test scores of students in the experimental class, the writer used t-test to test the hypothesis. T-test was a test to measure whether there was a significant difference between the results of the students mean scores on the pre-test and post-test. By using the t-test inferential analysis or the significance test ran by SPSS Version 2.5, significant differences could be more easily analysing easily.

In this study, the Null hypothesis ( $H_0$ ) stated that there was an effect of self-efficacy on the speaking skill of students at SMAN 18 Makassar. While the Alternative Hypothesis ( $H_1$ ) states that the effect of Microsoft Teams on students' speaking skill at SMAN 18 Makassar. If the significance value is 2 or sig. (2-tailed) was lower than 0.05,  $H_1$  accepted and  $H_0$  rejected.

**Table 6. Paired Samples Test**

Pair		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
1	pre - post	-37.280	10.180	2.036	-41.482	-33.078	-18.311	24	.000

The result of t-test stated that Sig. (2-tailed) was 0.000. The result provided that the Sig. (2-tailed) table was lower than the level of significance. So, the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. This means that the self-efficacy effect could effect the speaking skill of grade 12 students, especially grade XII SCIENCE 1 at SMAN 18 Makassar.

## Discussion

The description of the data collected through the test as described in the previous section shows that the application of e-learning to students' speaking skills was able to improve students' speaking abilities. This is supported by the writer's experience when conducting pre-test and post-test. In the pre-test, most of the students felt nervous and uncomfortable when speaking while in the post-test (after treatment) there were several improvements achieved by students, namely:

1. Students feel more confident in speaking activities
2. Students' speaking skill increases
3. Students' pronunciation gets better
4. Students are more fluent in speaking activities
5. Students use facial expressions and use gestures.

This is also supported by the frequency and percentage level of students' pre-test and post-test results. The value of students after being given treatment is better than before being given treatment. Based on the results of the pre-test score, many students had difficulty in speaking activities. In summary, the mean pre-test score was 47.20 while the post-test mean was 84.48. Based on the results of the pre-test score, there were 20 (75%) students in the very poor category, there were 2 (10%) students in the poor category, there were 2 (10%) students in the average category, no students in the good category, and there was 1 (5%) student in the excellent category. Meanwhile, based on the post-test score results, there were no students in the very poor and poor category, there were 1 (5%) student in the average category, there were 20 (75%) students in the good category, and 4 (20%) students in the excellent category. From the calculation of the average value of the pre-test and post-test, it was known that the average value of the pre-test is 47.20 with a poor classification, while the post-test average value is 84.48 with a very good classification.

The first day of this study, the writer conducted a pre-test by taking video recordings to determine the students' prior knowledge. The writer gave the students an oral test. After taking the pre-test from the students, the writer did the treatment. The students were treated to learn about caption while using Microsoft Teams Application. In the first treatment conducted on Microsoft Teams, the writer provided a brief caption of learning materials and asked the students to observe the picture then the students gave the caption. While in the second treatment, the writer reviewed back about the caption and provided another example (picture) then the students gave the caption. At the last meeting, the writer applied the post-test. In the post-test, the writer gave the same question when the writer did the pre-test.

There were differences in student scores. Before giving the treatment to the students, the students' speaking skill was categorized as poor classification while after the treatment in post-test the students there were 4 students classified as excellent, there were 20 students classified as good, there were 1 student classified as average, there was no student classified as poor and very poor. So, the students' scores on the post-test were higher than the scores on the pre-tests. The post-test results showed that the application of Microsoft Teams in speaking gave progress to students' speaking skills. Based on the study findings above, the writer could show that before giving the treatment (pre-test), almost the students were classified as poor in speaking activities.

The writer found several obstacles when conducting the study due to an inefficient study schedule. It was affected to the total number of the students who were taking into the pre-test, treatment and post-test. Only a half of the total number of the students might be coming to attend the pre-test, treatment and post-test. The students were lack of discipline attitude so that the schedule ran late and not went on time. Therefore, the writer provided another plan by

letting the students understand regarding to the day of conducting pre-test, treatment and post-test as well as coming earlier to kindly maximize the time.

So, it can be said that, from the results of learning used Microsoft Teams Application there was a significant influence, it was known that learning in students was not only supported by the material presented by the teacher. However, taking into account the student's physic or new things also plays the most important role in knowing the development of student learning. During the post-test, the writer analyzed the results that was an increase between the pre-test and post-test. Based on the results of the post-test in the pre-experimental class studied by the writer, it can be concluded that there was a significant effect of used Microsoft Teams on Speaking skill in grade XII Science 1 students at SMAN 18 Makassar.

## CONCLUSION

Based on the percentage of students in the best test, all of the students' score on the following test were higher than the most beautiful. Therefore, it can be concluded that the use of Microsoft Teams has an effect on students' speaking skills after being treated by the author. There was a difference in the students' speaking skills before and after the test. In the pre-test, the mean score is 47.20 and the standard deviation is 12.166. When took the post-test, the mean score is 84.48 and the standard deviation is 7.054. therefore, it can also be concluded that the use of Microsoft Teams has an effect on the speaking skills of students from class XII Science 1 at SMAN 18 Makassar.

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