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

## SKRIPSI

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# FACULTY OF TEACHER TRAINING AND EDUCATION
# BOSOWA UNIVERSITY
# 2022

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**SKRIPSI**

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program

**By**

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**BOSOWA UNIVERSITY**
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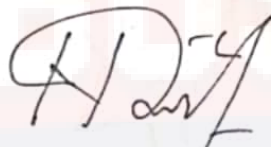
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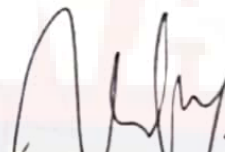
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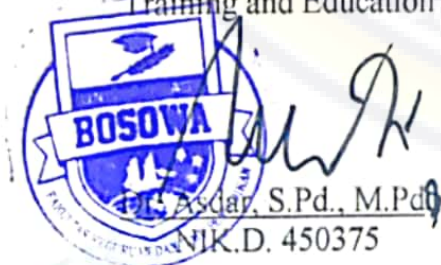Hj. Nurfaizah Sahib, S.Pd.I., M.Pd.
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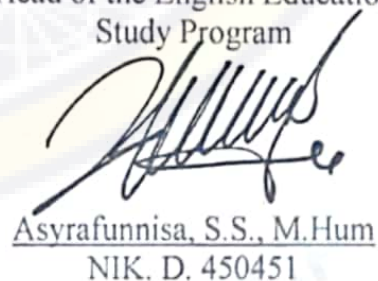
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# PERNYATAAN KEASLIAN SKRIPSI

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Judul      : The Effect of E-Learning Through The Microsoft Teams App In English Subject

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Yang membuat pernyataan

Naftalia Fany Payung

iii

# ABSTRACT

**Naftalia Fany Payung. 2022.** *The Effect Of E-Learning Through The Microsoft Teams App In English Subject At SMAN 18 Makassar, Skripsi of English Language Education Departement, Faculty Teacher Training and Education Bosowa University* (Supervised by Hj. Nurfaizah Sahib dan Ulfah Syam).

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.

Kata Kunci : **E-Learning, Microsoft Teams Application, Speaking Skill**

# ABSTRAK

**Naftalia Fany Payung. 2022.** *The Effect Of E-Learning Through The Microsoft Teams App In English Subject At SMAN 18 Makassar, Skripsi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa* (Dibimbing oleh Hj. Nurfaizah Sahib dan Ulfah Syam).

Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan aplikasi Microsoft Teams terhadap keterampilan berbicara siswa kelas XII SCIENCE 1 SMAN 18 Makassar tahun ajaran 2022/2023. Penelitian ini menggunakan metode pre-experimental dalam satu kelas pre-test dan post-test melalui tes berbicara. Sampel terdiri dari 25 siswa yang diambil dari populasi kelas XII SCIENCE 1 SMAN 18 Makassar tahun ajaran 2022/2023. Dalam melakukan analisis data, penulis menggunakan aplikasi SPSS v.25. Hasil analisis data menunjukkan bahwa terdapat peningkatan keterampilan berbicara siswa yang dapat dilihat dari 5 penilaian berbicara yaitu pengucapan, tata bahasa, kosakata, kefasihan, pemahaman. Nilai rata-rata siswa meningkat dari 47.20 pada pre-test menjadi 84.48 pada post-test. Hal ini menunjukkan bahwa hipotesis $H_1$ diterima dan hipotesis $H_0$ ditolak. Berdasarkan hasil analisis data, penulis menyimpulkan bahwa kemampuan berbicara siswa berpengaruh melalui aplikasi Microsoft Teams.

Kata Kunci : **E-Learning, Aplikasi Microsoft Teams, Kemampuan Berbicara**

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The Effect of E-Learning Through The Microsoft Teams App In English Subject at SMAN 18 Makassar, was a structured to meet the requirement of the undergraduate curriculum stratum-1 (S1).

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As human being, the writer does realize that what she presents of this skripsi is still far from the perfection. Therefore, critics and suggestion will surely be appreciated. Finally, the writer pray it may the Almighty God bless all of them. Amin.

Last but not least, I want to thank me, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off, I want to thank me for never quitting

Makassar,  August 2022
The Writer

Naftalia Fany Payung

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# CHAPTER I

# INTRODUCTION

This chapter contains about background of the study, study question, objective of the study, significance of the study, and scope of the study.

## A. Background of the Research

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.

The development of computer systems over the network is increasing. The internet is a public network. Its existence is very necessary both as a medium of information and communication that is done freely. One of the uses of the

internet is in distance learning systems through learning electronically or better known as *E-learning*.

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).

*E-learning* is an application created to overcome the limitations between educators and learners, especially in terms of space and time, with *E-learning* educators and learners do not have to be in one dimension of space and time and learning can run and ignore both (Kusmana, 2011).

Currently, educational institutions are competing to build a Learning Management System (LMS) that can be accessed by everyone in the institution. One of the things we can use is Microsoft Teams. Microsoft Teams is the digital center that teachers and school leaders need. Microsoft Teams brings together conversations, content, and apps in one place, streamlines workflows for administrators and allows teachers to create vibrant and personalized learning environments. With Teams we can create collaborative classrooms, personalize learning with tasks, connect with colleagues Professional learners Community (PLC), and streamline staff communication. The Team supports teacher-to-teacher collaboration as well as classroom collaboration an communication. In short, it's one tool that can help

administrative tasks and classroom educators, save teachers time and teach students future-ready skills.

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. And finally the writer conducted a study under the title

## B. Research Question

Based on the description in the background of the study the writer formulates the study in this study is "Is Microsoft Teams as an online learning medium effect on English subject, especially in speaking skill at SMA Negeri 18 Makassar?"

## C. Objective of the Research

Based on the formulation of the problem, the objective of the study was : to find out the effect of Microsoft Teams as an online learning medium for English learning namely caption, especially in speaking skill.

## D. Significance of the Research

The result of this study was expected to be useful for some people below.

1. Teacher

    To be useful for the English teacher especially in pandemic era and can teach effectively in learning process in terms of speaking.

2. Students

    As input for students to be able to learn effectively through the Microsoft Teams application.

3. Other writers

    By conducting this study, to support and motivate other writers who need to do a study and also to give a positive effect on the quality of the study to help the efficiency of learning during the pandemic.

**E. Scope of the Research**

This Study focused to determine the effect of learning using the Microsoft Teams application as an online learning medium for English subject, namely caption, especially in speaking skill.

# CHAPTER II

# REVIEW OF LITERATURE

In this chapter, the writer discuss review some theories related to the speaking skill, using Microsoft Teams, caption, conceptual framework and hypothesis.

## A. Theoritical Review

1. The Definition of Speaking

Speaking is one of important for students to practice their capability and their understanding, how to send idea, and how to spell word well; in this case the students motivation and interest are very needed to make the process of their understanding more easily. Speaking is one of the four language skills, which are listening, speaking, reading, and writing. Lawtie (2007) stated that speaking is fundamental to human communication.

In the education system, learning English using material of speak will be taught by the teacher and usually the teacher uses discussion or dialogue techniques as the first step of teaching. In this speaking skill, one must really have mastered pronunciation well. Pronunciation is how we pronounce a word in English correctly (Kustanti, 2017). And if the person is already proficient in pronunciation, then when he speaks English will be very clear and sound professional in every word he says.

Speaking is defined as the development of a relationship between the listener and the person speaking. The main purpose of the speaking is in

order to convey thoughts effectively, the speaker must understand the meaning of everything that wants to be communicated to the listener (Aisya, 2018). The next definition of speaking according to experts is based on the view of Morris and Novia (2002) who interprets speaking is a communication tool. Speaking is also referred to as an act of reporting through words spoken with the skill to speak. Speaking in English is concerned with what is seen, felt, heard, and expressed in the form of words. If this speaking is done by more than one person, it will cause a conversation or interaction.

Based on the above definition, speaking can be said as the way of someone or people in describing something with oral communication as an activity. Speaking also used in many different purpose and each purpose involved the different skill such as, to express our ideas, clarify the information, persuade someone or something.

2. The Function and Nature Speaking

On the function and nature of speaking there are 4 parts (Romli, 2019) that will be described as follows :

a. Communication

According to Tarigan (2008) the main purpose of speaking is to communicate or convey a message (idea, information, and thought).

b.  Self-expression

A person's personality can be seen from his speech. Speaking is self-expression. By speaking one can express his personality and mind (Pena Basah, 2011)

c.  Motor Mental

Talking involves the mental aspect. How the sound of language is associated with the idea that the speaker is referring to is a skill in itself. The skill to relate ideas to the sounds of languages (words and sentences) appropriately is an skill that support success. According to Och and Winker (in Tarigan, 2008) the objectives of the talks include:

(1)  Entertaining,

(2)  Inform,

(3)  Stimulate,

(4)  Convinced,

(5)  Move.

d.  Speaking Effectively

We will speak effectively if it meets the following elements of speaking skill (Romli, 2019)

(a)  Pronunciation accuracy

The pronunciation of inappropriate or flawed language sounds will cause boredom, unpleasantness, or less interesting so

that it can distract the listener, interfere with communication, or the wearer is considered strange.

(b) Accuracy of intonation

Intonation is related to sound pressure that usually falls on the last syllable or the second syllable from behind. Improper intonation will lead to an understanding that is wrong or different from the intended.

(c) Word choice (diction)

The choice of words (diction) should be precise, clear, and varied. Obviously the meaning is easy to understand by the listener who is targeted. Listeners will be more aroused and more understanding, if the words used are already known by the listener.

(d) Smooth

A good speaker avoids speaking intermittently, not making certain very annoying sounds (e.g. eee, hmm, oo, aa). However, speakers who are too fast to speak also make it difficult for listeners to capture the subject.

3. Skilled Speaking Supporting Factors

Supporting factors in speaking activities regarding language (linguistics) and non-linguistics are the following (Romli, 2019)

(a) Accuracy of speech,

(b) Appropriate placement of tone pressure,

(c) Joints or duration,

(d) Choice of words,

(e) Accuracy of the use of sentences and grammar,

(f) Accuracy of the target of the conversation,

(g) A reasonable,

(h) Calm and non-rigid attitude,

(i) The view should be directed to the interlocutor,

(j) Willingness to respect others,

(k) Proper movements and mimics,

(l) Loudness of sound,

(m) Smooth,

(n) Relevance,

(o) Reasoning,

(p) Mastery of the topic.

According to Rusmiati (2002), the characteristics of a good speaker include the things below.

(a) Choose the right topic

A good speaker can always choose material or topics that are interesting, actual and useful to his audience, as well as always consider the interests, abilities, and needs of listener.

(b) Mastering the material

A good speaker always tries to learn, understand, live, and master the material he will deliver.

(c) Get to know the audience

A good speaker will understand the background of the listener. Before the conversation takes place, a good speaker tries to gather information about his audience.

(d) Contact with the listener

The speaker seeks to understand the reactions of emotions, and their feelings, seeking to make inner contact with his audience, through eye sight, attention, nods, or smiles.

4. The Definition of Microsoft Teams
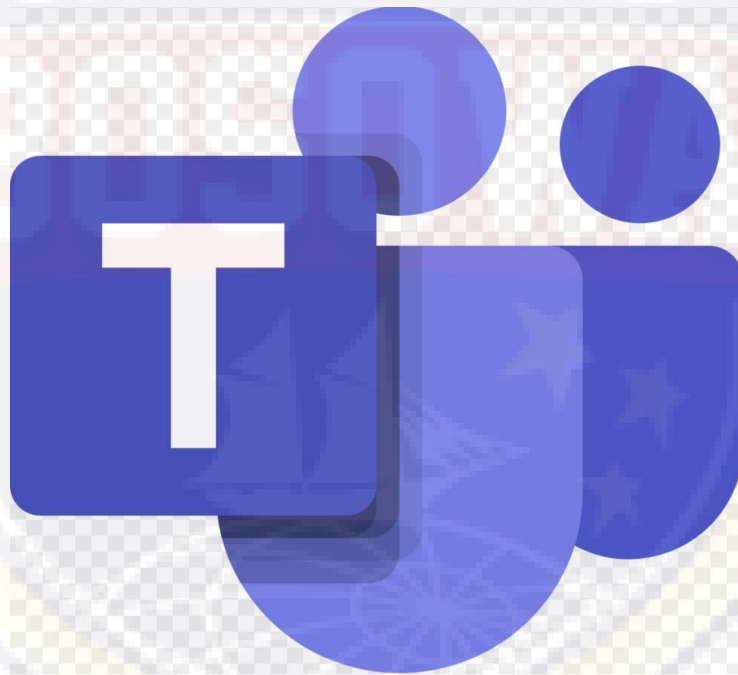


Figure 2.1 Logo Microsoft Teams

During the study from home during the pandemic, certainly teachers must prepare various strategies so that students do not get bored quickly following online model learning. Throughout the learning process there are always three goals to be achieved, namely changes, in the affective,

cognitive, and psychomotor realms (M. Hoque, 2016). The learning process conducted online should still be able to achieve learning goals.



Figure 2.2 Connected by Using Microsoft Teams

The development of information and communication technology has entered the field of education. Technology can be used in almost all sectors of education management. One of them is by utilizing the Microsoft Teams application from Microsoft Office 365. Microsoft teams is current applications in the form of hubs for a team, whether in small or large organizations, that allow users to collaborate and communicate easily wherever they are (Eservice, 2020). Each user can make adjustments to add notes/other applications using the conversation or chat feature to communicate with their colleagues.

In addition, users can edit a document directly simultaneously without opening another application. The purpose of this devotion is to socialize the utilization of Microsoft Teams applications from Microsoft Office 365 so that all learning activities are centralized in one place.

Microsoft Teams in the world of education is used as a tool to design virtual classes that make it easier for teachers and students, between teachers and students to communicate and collaborate to produce better learning output (Fatma, 2021). Through the use of Microsoft Teams teachers easily delegate tasks while checking students' work for just one tap. There is a digital transformation in education as an effort to realize a go green environment by minimizing the use of paper.

5. Interactive Learning Media Microsoft Teams

Microsoft Teams is an integrated communication and collaboration platform that combines working conversation features, video meetings, file storage (including collaboration on files), and application integration. The app integrates with an Office 365 subscription and can be integrated with products other than Microsoft's (Dianisa, 2020).

1) Features in Microsoft Teams

The following are the key features of Microsoft Teams that help this platform excel and be reliable in the world of education (Solusi, 2020).

(a) Chat

The Microsoft Teams app has a big focus on chat. Users can send standard GIFs, stickers, emojis, and text via private chat or group chat. Chat history for public channels remains, so users can use the channel as a summary that can record how long a meeting lasts, document changes, or quickly new team members.

(b) Online meeting and virtual learning

Teachers can use Microsoft Teams as a means of learning with students. The teacher can create groups within Microsoft Teams for class sharing.

(c) Share data and files

When using Microsoft Teams, select an admin for a channel within the app. The channel serves as a service for the entire team to discuss specific topics such as training and performance assessment. Later, each channel has its own file folder where the feature can be used to share files.

(d) Collaboration and sharing learning content

Each group can be used to store all conversations, files, and material collaborations.

(e) Live events

Microsoft Teams also allows users to expand conferences. With the Microsoft Teams app users can hold live meetings, large meetings, webinars, events across the company, and presentations with up to 10.000 attendees inside or outside the organization. Users can submit live events by sharing content from a desktop or webcam.

(f) Full integration with office 365

Microsoft Teams can easily connect to some of the apps available in Office 365 such as Word, Excel, PowerPoint, and OneNote. In addition, you'll get 1 TB of cloud storage capacity in Office OneDrive per user.

Microsoft Teams integration with office 365 includes messaging in the offices 365 window, so users do not have to go back and forth to open apps while using Microsoft Teams. All editing activities can be monitored by anyone easily so that it can reach decision faster and more efficiently.

6. Advantages of Microsoft Teams for online learning

**One Hub. Everyone Connected**



Figure 2.3 Interconnected in One Space

The following are the advantages of Microsoft Teams for online learning or for distance learning (Bambang, 2020)

a. Each student has an email account that can be used for learning in the classroom.

b. Connect with online versions of Office 365 applications that can be fully utilized for the learning process at no additional cost.

c. Teachers and students will connect in a class using features contained in Microsoft Teams.

d. Each account owner gets a cloud storage quota using the OneDrive app of 1 TB (1,000 GB).

e. Students who already have an account and join the class will get a digital notebook that will be used as a means of learning students in digital classes.

f. Students can listen to distance learning through virtual classrooms.

g. Students can interact with both teachers and classmates by using the features in the virtual classroom.

Based on the benefits of Microsoft Teams above, the writer concludes that students who cannot follow the scheduled learning process can still listen through the recordings that have been saved by the teacher concerned.

7. Disadvantages of Microsoft Teams for online learning

The following are the disadvantages of Microsoft Teams for online learning or for distance learning (Bambang, 2020).

a. The school must have an official domain.

b. The schools are required to register a school domain owned with Microsoft.

c. The schools are required to connect their owned school domain to a Microsoft account.

d. The learners can only connect with teachers, classes, and classmates using only a domiciled account smkn3bpp.sch.id.

e. The parents/guardians provide digital devices (smartphones/laptops) connected to the internet.

f. The parents/guardians accompany students in utilizing the digital learning media.

Based on the previous shortcomings of Microsoft Teams above, the writer concludes that schools are obliged to connect their school domains to Microsoft accounts and parents / guardians provide digital devices (smartphones / laptops) connected to the internet.

Things to be prepared to be able to use Microsoft Teams to online learning, namely:

a. The school owns the official domain and registers the domain with Microsoft.

b. The school connect the school domain it owns to a Microsoft account.

c. Students and teachers must have a Microsoft email account with the school's official domain.

d. Parents/guardians provide digital devices (smartphone/laptop) connected to the internet.

e. Parents/guardians provide a good and stable internet connection.

f. Parents/guardians accompany students in utilizing the digital learning media.

8. How to use Microsoft Teams Application

The writer will be review how to use Microsoft Teams which has been studied from source (Jalan Tikus, 2020)

➢ Laptop or PC

a. Download the Microsoft Teams app on the official Microsoft website.
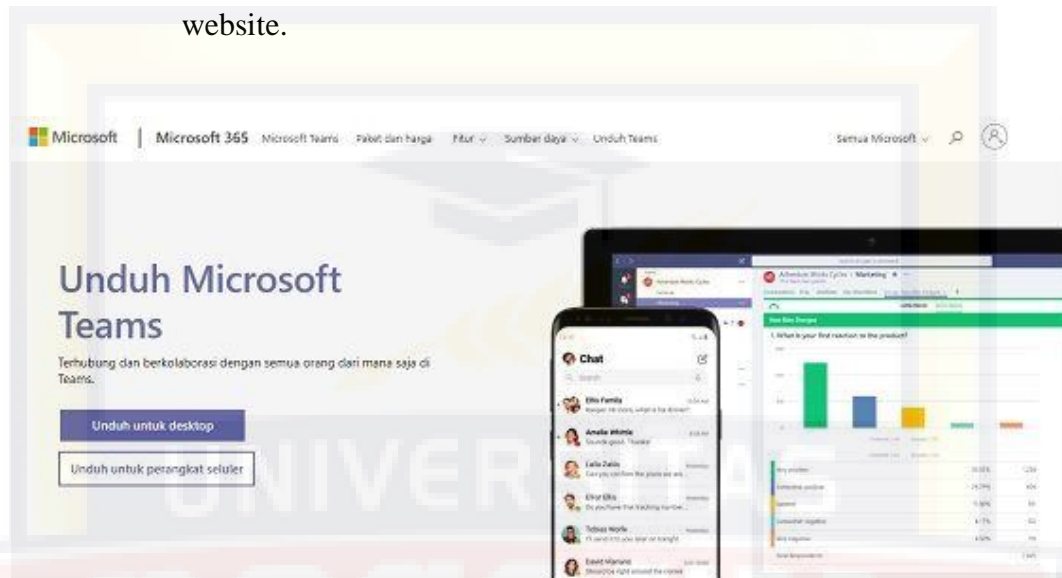


Figure 2.4 Page Download

b. If you are installed, please sign in to Microsoft Teams by clicking on the app icon. After that, please sign in using your office 365 name and password.

c. Tap the Teams menu in the left menu. You can choose to join a Team or create new team.

d. If you want to create a new team, then select the create new team menu. After that, write down the name and description of your new team. Select private if you want the group to be accessed on a limited basis with a dedicated link. Select public if you want your group to be accessible to everyone without having to send a special link. When you are done, click create.

e.   After that, you need to add members to your team. You can add them via their respective email addresses. When you are done adding members, select add, then close.

f.   If you feel necessary, you need to add a channel to announce information to the team based on the topic to be discussed. Please click more options, which is right to the right of the Teams name you just created.

g.   Click manage channels, and then click the add (+) sign. You can write the name and description of your latest channel in accordance with the topic to be discussed.

h.   Please select standard if you want your channel to be visible to all members of your team. If so, click add. That's how to use Microsoft Teams on a PC or Laptop for meetings or online classes.

➢ Handphone

a.   Download the microsoft teams app on the official website or playstore/appstore.

b.   If it has been installed please open the application.

Figure 2.5 Page Registration

c. Click the teams menu in the menu list at the bottom of the app, then choose to join a team or create a new team.

d. If you want to create a new team, then click the triple dot button in the top bar, select the create new team menu, and then write down the name and description of the new team you want to create. But if you want to create a group that is accessed on a limited basis with a special tap private link, and vice versa if you want to create a group that everyone can access without having to send a special link tap public. When it's done, click create.
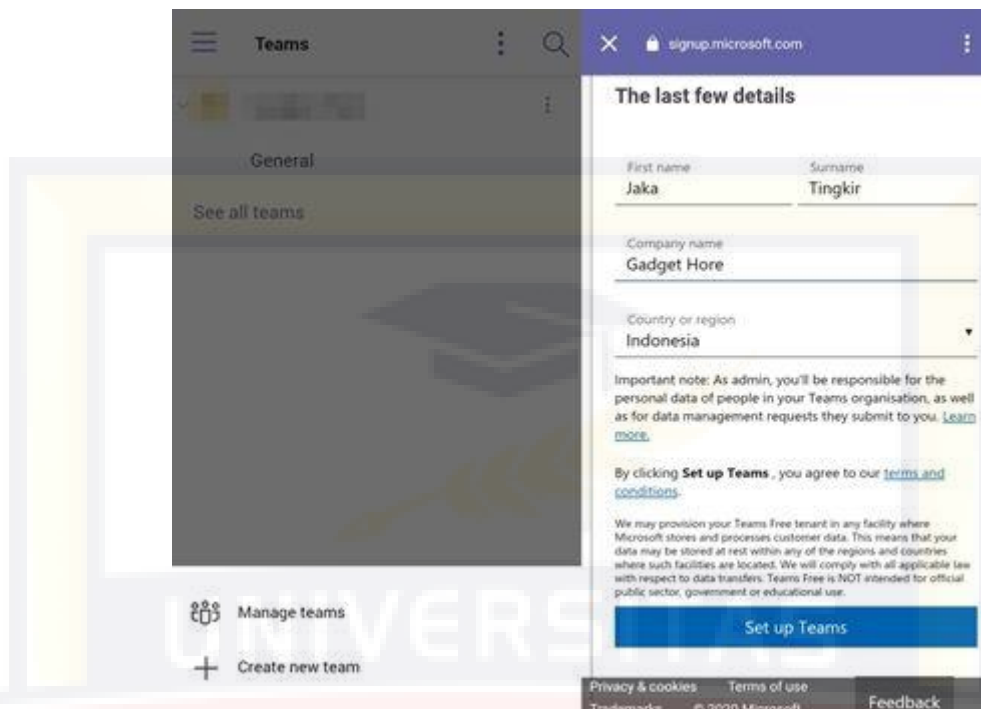
Figure 2.6 Microsoft Teams Display

e.  After that, you need to add members to your team and can add them
    via their respective email addresses. When it's done adding members,
    select Add, and then Close
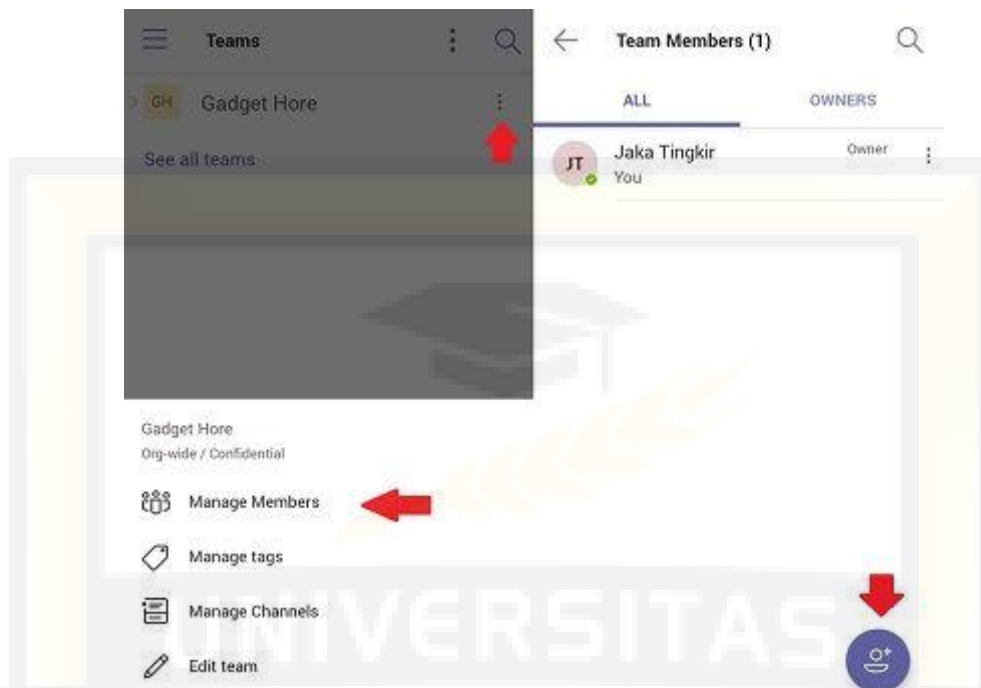
Figure 2.7 Members Display

f. If necessary, add a channel to announce information to the team according to the topic to be discussed. Please click More options located just to the right of the Teams name.
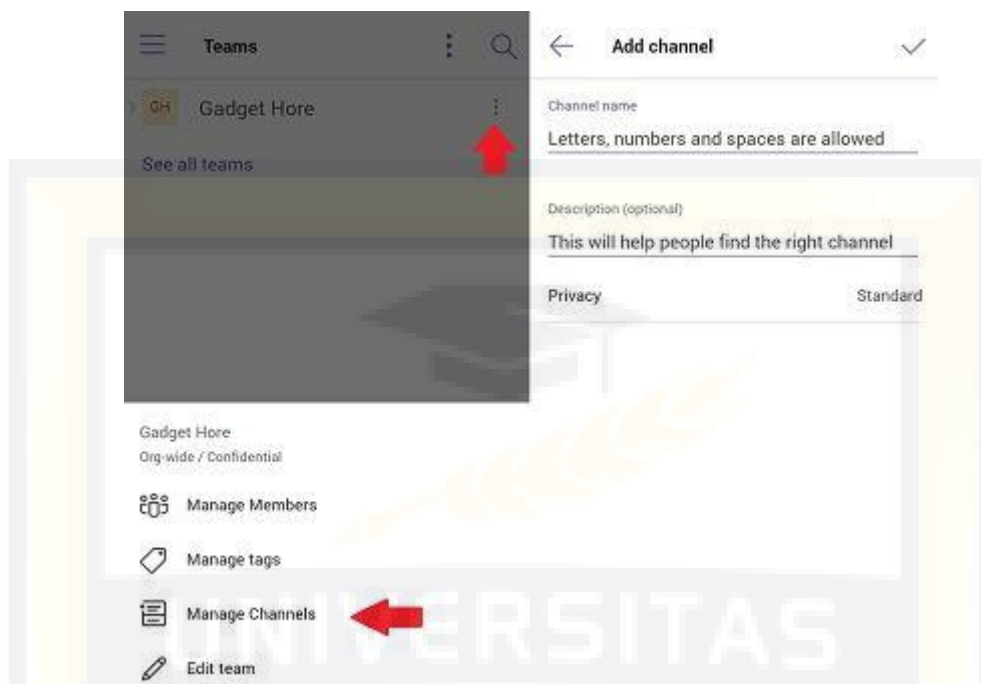
Figure 2.8 Microsoft Teams Display

g.  Tap Manage Channels, then click the Add (+) sign and you can write the name and description of the latest channel based on the topic to be discussed.

h.  Please click Standard if you want this channel you created to be visible to all Team members.

9. The Definition of Caption

A caption is a brief description or title that identifies or describes a document, graph, photo or table (Zukiungu, 2022). A caption is a brief description accompanying an illustration. The caption is a slight painting that is sideways delivering the picture. Captions in the form of extra data that are usually found at the base of illustrations and images. According

Kemdikbud (2020) caption is a part that shows conversations and paintings of similar atmosphere that is well-off at the bottom of the film screen and television activities. In the caption, the caption has 3 language structures, namely title, lead, an section heading (Faneta, 2018). The function of the caption itself is helping viewers or listeners to understand more information that might not be in photos or videos (Faneta, 2018).

Based on some of the opinions above, the writer can conclude that caption is captions in the form of additional information that is usually located under the image or photo. So that readers can imagine that they can understand the writer's intent.

10. The Type of Caption

Captions are used to provide more information about an image or to beautify an image, the following types of captions are (Talitha, 2021)

a. Identification : This type is usually used to explain or identify everyone in the photo, but does not explain a story. The focus on this type of identification caption is on clarity.

b. Group Caption : Group caption are usually used to describe many images. Group captions should be clear about which images each caption describes.

c. Summary : For this type of caption summary, it usually contains an explanation of the subject in the image, the activities carried out in the image, the time of the incident, the location of the incident and the reason why the activity was carried out.

d.  Cutline : Cutline type captions are the most commonly found in images. The cutline caption describes the subject in the image and what the subject is doing.

e.  Expanded : More complete form of summary, this type of caption also contains how it happened and quotes.

f.  Quote : Quote caption means it contains a quote from someone who is in the picture.

In English lessons for high school, especially 12th grade, it is often presented a caption with some English questions gave as a medium for learning text. In short, we can use a short expression on the meaning of this caption with the phrase caption text explaining a picture. So, the writer wants to use the caption especially cutline type, for the test to students and we can see from the caption it can effect the speaking skills of any student.

## B.  The Previous Related Research Finding

It is necessary to observe some previous writers conducted by other writers which they are relevant to our research. First, "Penerapan E-Learning Berbasis Aplikasi Microsoft Teams Dalam Sistem Distance Learning Pada Pembelajaran Matematika Di SMAN 1 Mantewe Tahun Pelajaran 2020/2021" by (Neni Novia Rianti: 2021), based on the results of data analysis, it was concluded that SMAN 1 Mantewe implemented distance learning using e-learning based on the Microsoft Teams application as an alternative to online learning during the pandemic. The application of these

applications for learning mathematics has its own advantages and disadvantages. In the process, there are obstacles experienced by the school, teachers and also students, but the obstacles that have the most influence come from students.

Second, according to (Nur Atiyatun Nasifah & Dhiah Fitrayati: 2021) in their research, "Efektivitas Penerapan Aplikasi Microsoft Teams Terhadap Hasil Pembelajaran Ekonomi Siswa SMA". Based on the data obtained, the use of the Microsoft Teams platform consists of three indicators, namely, the ease of accessing the microsoft teams platform obtained the results of presentation value of 78.3, understanding learning materials using the microsoft teams platform obtained a presentation value of 78, and the superiority of the use of the microsoft teams platform obtained the results of presentation value of 79. Of the three indicators with an average total percentage of 78.43% are declared effectively used in economic learning. So the effectiveness of the use of Microsoft Teams in learning is in the category of good and the microsoft teams platform effects learning outcomes significantly. That way the learning platform microsoft teams is said to be effectively used when learning online.

The another research was conducted by (Daniel Windhu Pamungkas: 2022) with the tittle "Pelaksanaan Pembelajaran Jarak Jauh Berbasis Aplikasi Microsoft Teams Pada Mata Pelajaran Sejarah Di SMAN 2 Sragen Tahun Pelajaran 2020/2021". Based on the results obtained are :

(1) Preparation for distance learning at SMAN 2 Sragen begins with the teacher making a lesson plan that is adapted to distance learning, namely one sheet lesson plan, then technical preparation is that at first the teacher turns on the laptop, connects the laptop with Wi-Fi network, then open Microsoft Teams and create a room as a space for distance learning. Then the teacher opens the whatsapp application via a smartphone to condition the class by sending a message in the class whatsapp group to immediately enter the application.

(2) The implementation of learning is divided into three stages, namely preliminary activities, core activities, and closing activities. In the preliminary activity carried out by giving greetings and student attendance, then the core stage is carried out with Video Calls on the Microsoft Teams Application to explain the learning material, then the teacher gives questions to students as learning evaluations, and the last is the closing stage by providing an opportunity for students to ask questions. and giving closing greetings.

Based on the research studies above, it can be concluded that there are several different research results. Therefore, the writer wants to introduce the Microsoft Teams in E-Learning, especially for English subject with speaking skill. This application is a new container that can launch the online process that is being undertaken in the pandemic era. Of course, students and teachers who use a more varied platform will also provide the perception that online learning can be done with fun

and not boring. Therefore, by providing learning with Microsotf Teams, it can provide a new feel so that students can find a learning atmosphere that feeling the spirit of learning.

## C.  Conceptual Framework

The conceptual framework underlying this study is gave in the following diagram.

```
┌─────────────────────────────────────┐
│  Teaching Speaking Skill in English  │
└─────────────────────────────────────┘
                  │
                  ▼
        ┌─────────────────────┐
        │ Using Microsoft Teams │
        └─────────────────────┘
                  │
                  ▼
           ┌──────────────┐
           │   Analysis   │
           └──────────────┘
                  │
                  ▼
           ┌──────────────┐
           │   Finding    │
           └──────────────┘
```
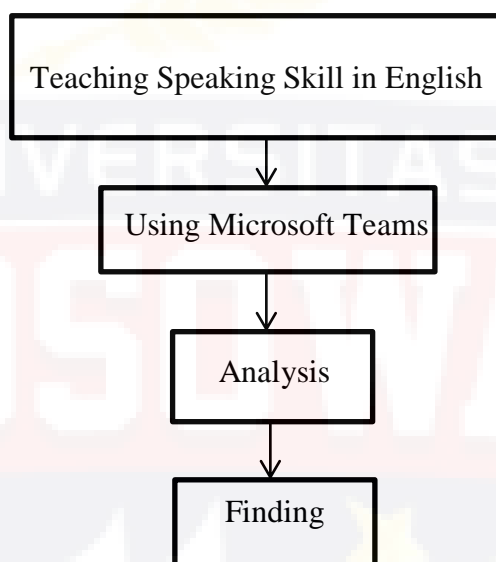
Figure 2.9 Conceptual Framework

The diagram above give an illustration of the study process from the beginning until the end in learning and teaching process. In this section of study, using this method, due there are problems of students in English subject especially in speaking skill, the method has the aim of effectively study students online and improve student fluency in English lesson. The writer will use the Microsoft Teams app as medium.

**D. Hypothesis**

The hypothesis of the study is formulated as follows :

$H_0$: There is no significant difference between the students speaking skill before and after being treated with Microsoft Teams in learning process.

$H_1$: There is a significant difference between the students speaking skill before and after being treated with Microsoft Teams in learning process.
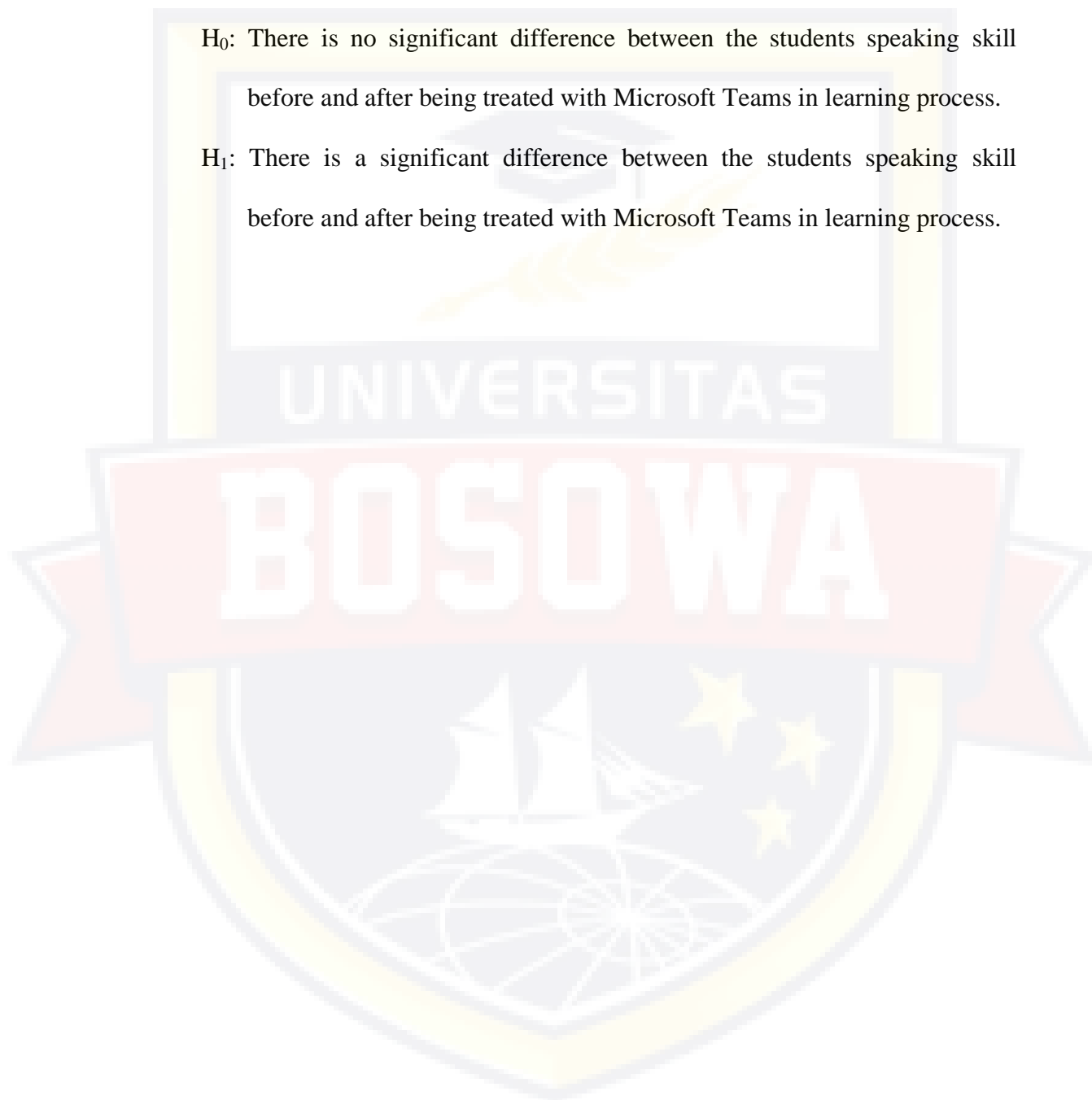
# CHAPTER III

# RESEARCH METHODOLOGY

This chapter present the description of study method, population and sample, study variables, and their operational definition, study instrument, data collecting and treatment as well as techniques of data analysis.

## A. Research Design

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.

The design could be present as follow:

Table 3.1 Research Design

| O1 X O2 |
|---|

Where:

O1 = Pre-Test

X = Treatment

O2 = Post-Test

(Sugiyono:2016)

**B. Time and Location of the Research**

This study carried at SMAN 18 Makassar sub-district of Komp. Mangga Tiga Permai Daya, Paccerakkang, Kec. Biringkanaya, Kota Makassar, Sulawesi Selatan 90241 at the first semester, in academic year 2022/2023. The writer taken fourth meetings.

**C. Population and Sample of the Research**

1. Population

The population of this study was the twelve grade of SMAN 18 Makassar at the first semester 2022/2023 academic year consisting of 315 students divide into nine classes which each class consist of approximately 35 students.

2. Sample

The sample was taken used purposive sampling technique. It was XII Science 1, which consists of 25 students.

**D. Research Variables and Operational Definition**

1. Variable of the Research

This study has two kinds of variables, namely independent variable and dependent variable. In this study, the independent variable was the use Microsoft Teams app as teaching media, while dependent variable was the students' speaking skill.

**E. Instrument of the Research**

Therefore, the writer used the test of techniques in collecting the data. The test administered in the pre-test and post-test. The instrument was

intended to measure the students' enrichment of speaking. The test aspects of this study were : oral test. The form of the oral test employed was a verbal test based on the topics being taught the oral test or speaking, the students asked to speak at least three minutes. The writer grade the grammar scale receives the heaviest weighting, followed by pronunciation, grammar, vocabulary, fluency, and comprehension.

**F. Procedure of Collecting Data**

In collecting the data, the writer collected the data by employing these procedures:

1. Pre-test

Before the students used Microsoft Teams, the writer gave pre-test for the students to find out the students prior knowledge.

2. Treatment

After the writer gave the pre-test for the students, the writer asked the students to learn English with fun away, the writer used Microsoft Teams and how used the features of Microsoft Teams while learning English. The treatment has done after the students have to finish the session in Microsoft Teams. This treatments taken fourth times.

3. Post-test

The post-test gave to all students, to known their speaking skill improvement. This test administered to measure the students' progress in speaking skill after having the treatment.

## G. Technique of Analysis Data

This analysis seen to determined the results of students' effectiveness during the pre-test, treatment, post-test. For both pre-test and post-test, the writer used scoring guide which provides rating scale of speaking skill.

To know students' skill to memorize the writer converted the students' speaking skill English score used the following formula:

$$Student\ Score = \frac{the\ gain\ score}{the\ maximum\ score} \times 100$$

Then, classified the students score based on the following class classification:

### Scoring Classification

Table 3.2 Scoring scale

| Score | Classification |
|-------|----------------|
| 91-100 | Excellent |
| 76-90 | Good |
| 61-75 | Average |
| 51-60 | Poor |
| <50 | Very Poor |

(Puskur, 2006)

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.

**Speaking Assessment Rubric**

Table 3.3

| No | Aspect | Score | | Explanation |
|----|--------|-------|---|-------------|
| 1 | Pronunciation | 5 | □ | Easy to reach and has a native speaking accent |
| | | 4 | □ | Easy to understand even with a certain accent |
| | | 3 | □ | There are pronunciation problems that make listeners have to be fully concentrated and sometimes there are misunderstandings |
| | | 2 | □ | Difficult to understand due to pronunciation problems, often asked to repeat |
| | | 1 | □ | Serious pronunciation problem so incomprehensible |

| No | Aspect | Score | | Explanation |
|----|--------|-------|---|-------------|
| 2 | Grammar | 5 | □ | No or few grammatical errors |
| | | 4 | □ | Sometimes makes grammatical errors but doesn't affect the meaning |
| | | 3 | □ | Often makes grammatical errors that affect meaning |
| | | 2 | □ | Many grammatical errors that hinder meaning and often rearrange sentences |
| | | 1 | □ | The grammatical errors are so severe that they are difficult to understand |

| No | Aspect | Score | | Explanation |
|----|--------|-------|---|-------------|
| 3 | Vocabulary | 5 | □ | Use vocabulary and expressions like a native speaker |
| | | 4 | □ | Sometimes uses inappropriate vocabulary |

| | | 3 | □ | Often use inappropriate vocabulary, conversation becomes limited due to limited vocabulary |
|---|---|---|---|---|
| | | 2 | □ | Using vocabulary incorrectly and limited vocabulary makes it difficult to understand |
| | | 1 | □ | Vocabulary is so limited that conversation is impossible |

| No | Aspect | Score | | Explanation |
|---|---|---|---|---|
| 4 | Fluency | 5 | □ | Fluent like a native speaker |
| | | 4 | □ | Fluency seems a bit compromised by language problems |
| | | 3 | □ | Fluency is a bit disturbed by language problems |
| | | 2 | □ | Often hesitates and stops due of language limitations |
| | | 1 | □ | Talk stutters and stops making conversation impossible |

| No | Aspect | Score | | Explanation |
|---|---|---|---|---|
| 5 | Comprehension | 5 | □ | Understand all without experiencing difficulties |
| | | 4 | □ | Understand almost everything, although there is repetition in certain parts |
| | | 3 | □ | Understands most of what is said when speaking is slowed down a bit despite repetition |
| | | 2 | □ | It's hard to follow what's being said. |
| | | 1 | □ | Can't understand even simple conversation |

(Hanik, 2011)

# CHAPTER IV

# FINDING AND DISCUSSION

This chapter described the study findings and discusses the findings. This finding correlates with the problem statement stated in the introduction. The findings presented in this section consist of data obtained through the test to see if there were effect of e-learning through the Microsoft Teams app in English at SMAN 18 Makassar after giving them treatment. This section discussed the description and interpretation of the findings in this study. The findings that the writer reported in this study were based on the analysis of data collection and application of the techniques described in the previous chapter.

## A. Finding

In this section, 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 4.1. 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 |

Source: Students Pre-test

**Description :**
**P : Pronounciation**
**G : Grammar**
**V : Vocabulary**
**F : Fluency**
**C : Comprehension**

Based on table 4.1, 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 4.2.The Percentage of Students Pre-test Score**

| 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% |

Source: Students Pre-test

Table 4.2. 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 4.3.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 |

Source: Students Post-test

**Description :**
**P : Pronounciation**
**G : Grammar**
**V : Vocabulary**
**F : Fluency**
**C : Comprehension**

Based on table 4.3, 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 4.4. 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 | - | - |
| Total | | 25 | 100% |

Source: Students Post-test

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 4.5 Descriptive Statistics**

|  | N | Minimum | Maximum | Sum | Mean | Std. Deviation |
|---|---|---|---|---|---|---|
| pre | 25 | 36 | 92 | 1180 | 47.20 | 12.166 |
| post | 25 | 72 | 100 | 2112 | 84.48 | 7.054 |
| Valid N (listwise) | 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 were 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 4.6 Paired Samples Test**

| | | | | | 95% Confidence Interval of the Difference | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | Sig. (2-tailed) |
| Pair 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.

**B. 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 gave treatment is better than before being gave 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 was 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 used Microsoft Teams Application. In the first treatment conducted on Microsoft Teams, the writer provide brief caption of learning materials and ask the students to observe the picture then the students gave the caption. While in the second treatment, the writer review back about the caption and provide 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 showed that before gave 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 a inefficient study schedules. 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 lately 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.

# CHAPTER V

# CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of findings on the study, and suggestion for English learners and teachers of the study as follows:

## A. Conclusion

Based on the problem formulation, research objectives, hypothesis testing, and analysis results, it can conclude that the student's score obtained by the author on the post-test is improved, better than before the test. 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.

## B. Suggestion

Based on the results of the study, the writer proposes to all parties involved in this study about suggestions that are focused on the study findings as follows.

1. Teachers

Teachers who have been assigned to educate students must of course prepare all the materials and learning needs of students, but there was one important side that teachers may not be aware of. By motivating students and supporting students in praising can increase their motivation, in addition to teaching materials about speaking, teachers must also pay attention to students'.

2. Students

Students are encouraged to have high enthusiasm to have good skills and performance in speaking activities. With high self-confidence, students are able to work on and complete assignments optimally. In addition, by having a strong sense of self-confidence, students don't need to worry about mistakes or failures so that they can improve their courage and speaking skills better.

3. Further Research

This study could be used as a reference for further the writer, it could be seen that there are many factors that could affect student learning at the school. One of them is student independence or the motivation that students need at school. Due in this study the writer discussed and looked for the effect of Microsoft Teams app related to speaking skills. It is known that after this study there are problems that are often found in schools but are still ignored. Therefore, other factors are needed that can support completing this study such as motivating students and supporting

students in praising can increase their motivation, in addition to teaching materials about speaking, writers must also pay attention to students' psychological factors that can affect speaking performance.

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# APPENDICES

*Appendix 1. Surat Izin Penelitian dan Selesai Penelitian*

**PEMERINTAH PROVINSI SULAWESI SELATAN**

## DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

| Nomor | : **3303/S.01/PTSP/2022** | **Kepada Yth.** |
|---|---|---|
| Lampiran | : - | Kepala Dinas Pendidikan Prov. Sulsel |
| Perihal | : **Izin penelitian** | |
| | | di- |
| | | **Tempat** |

Berdasarkan surat Dekan FKIP Univ. Bosowa Makassar Nomor : A.385/FKIP/UNIBOS/VI/2022 tanggal 15 Juni 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

| N a m a | : **NAFTALIA FANY PAYUNG** |
|---|---|
| Nomor Pokok | : 4518101012 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Pekerjaan/Lembaga | : Mahasiswa (S1) |
| Alamat | : Jl. Urip Sumharjo km. 04, Makassar |

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

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

Yang akan dilaksanakan dari : Tgl. *16 Juni s/d 31 Juli 2022*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 16 Juni 2022

A.n. GUBERNUR SULAWESI SELATAN
PLT. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

**Dra. Hj SUKARNIATY KONDOLELE, M.M.**
Pangkat : PEMBINA UTAMA MADYA
Nip : 19650606 199003 2 011

Tembusan Yth
1. Dekan FKIP Univ. Bosowa Makassar di Makassar;
2. *Pertinggal.*

Nomor: 3303/S.01/PTSP/2022

**KETENTUAN PEMEGANG IZIN PENELITIAN :**

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Bupati/Walikota C q. Kepala Bappelitbangda Prov. Sulsel, apabila kegiatan dilaksanakan di Kab/Kota
2. Penelitian tidak menyimpang dari izin yang diberikan
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat
4. Menyerahkan 1 (satu) eksamplar hardcopy dan softcopy kepada Gubernur Sulsel. Cq. Kepala Badan Perencanaan Pembangunan Penelitian dan Pengembangan Daerah Prov. Sulsel
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

**REGISTRASI ONLINE IZIN PENELITIAN DI WEBSITE :**
**https://izin-penelitian.sulselprov.go.id**

PEMERINTAH PROPINSI SULAWESI SELATAN
DINAS PENDIDIKAN
**UPT SMA NEGERI 18 MAKASSAR**
Alamat : Jl. Paccerakkang Kompleks Mangga Tiga Permai Daya. Telp. (0411) 511121 Makassar 90241
Email : sman.dels@yahoo.co.id  Wabsite : www.sman18makassar.sch.id

| NSS | 3 | 0 | 1 | 1 | 9 | 6 | 0 | 1 | 3 | 1 | 3 | 1 | NPSN | 4 | 0 | 3 | 1 | 1 | 9 | 5 | 2 |
|-----|---|---|---|---|---|---|---|---|---|---|---|---|------|---|---|---|---|---|---|---|---|

## SURAT KETERANGAN
Nomor : 422/405-UPT.SMA.18/Mks.1/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMA Negeri 18 Makassar menerangkan bahwa :

| | | |
|---|---|---|
| Nama | : | NAFTALIA FANY PAYUNG |
| Nomor Pokok | : | 4518101012 |
| Program Studi | : | Pendidikan Bahasa Inggris |
| Pekerjaan/Lembaga | : | Mahasiswa (S.1) |
| Alamat | : | Jl. Urip Sumoharjo Km.04 Makassar |

Berdasarkan Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan selaku Administrator Pelayanan Perizinan Nomor: A.384/FKIP/UNIBOS/VI/2022 tanggal 15 Juni 2022 Perihal Surat Izin Penelitian yang bersangkutan telah mengadakan penelitian pada tanggal 16 Juni s/d 31 Juli 2022 dengan judul :

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

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Makassar, 01 Agustus 2022

Kepala UPT SMAN 18 Makassar

Daenre, S.Pd.,MH
Pangkat : Pembina Tk I
NIP. 19680201 199412 1004

Tembusan :
1. Kepala Dinas Pendidikan Prov. Sulawesi . Sul-Sel
2. Kepala Cabang Dinas Pendidikan Wilayah I Makassar- Maros
3. Pertinggal.

*Appendix 2. Instrument of the Research*

**Pre-test and Post-test**

Question Work Instructions :

1. please observe the images carefully !

2. You have ten minutes to create your caption (cutline) !

3. After that, explain your caption a maximum of five minutes !

**Treatment**

*Treatment 1*

Guidance : The writer has provided brief caption text of learning materials about definitions, function, types, rule, and example. The writer asked students to observed the picture then the students gave the arguments (caption) about it. Observed by provided slides.

The criteria are**:**

1. Pronunciation

2. Grammar

3. Vocabulary

4. Fluency

5. Comprehension

Example Caption Text :

- Caption Cutline Type



Caption (cutline) : an online taxi that has got a passenger and wants to take her to

the destination that has been booked.

*Treatment 2*

Guidance: The writer has reviewed back about the caption material and provided another example (picture) then the students gave the caption about it.

*Appendix 3 : Students' Score and Classification 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 |

Source: Students' Pre-test

**Description :**
**P : Pronounciation**
**G : Grammar**
**V : Vocabulary**
**F : Fluency**
**C : Comprehension**

*Appendix 4 : Students Score and Classification 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 |

Source: Students' Post-test

**Description :**
**P : Pronounciation**
**G : Grammar**
**V : Vocabulary**
**F : Fluency**
**C : Comprehension**

*Appendix 5 : Data Analysis*

**Descriptive Statistics**

|  | N | Minimum | Maximum | Sum | Mean | Std. Deviation |
|---|---|---|---|---|---|---|
| pre | 25 | 36 | 92 | 1180 | 47.20 | 12.166 |
| post | 25 | 72 | 100 | 2112 | 84.48 | 7.054 |
| Valid N (listwise) | 25 |  |  |  |  |  |

**Paired Samples Test**

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

*Appendix 6 : Documentation*



Picture 1 : The writer was giving the guidance before doing pre test
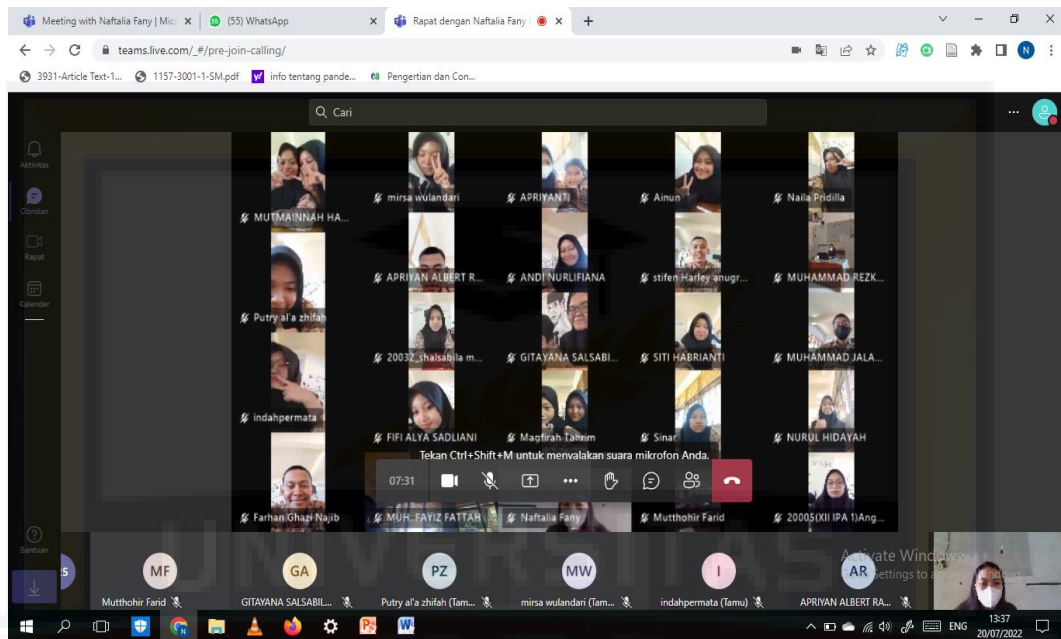
Picture 2 : The students were attending the class

Picture 3 : The writer was giving the guidance before doing post test

*Appendix 7 : The Students were doing speaking activities in Pre-test*

1. The Lower Score in Pre-test



*Olivia Kenedi OK)*

*https://youtube.com/shorts/gorIHMNegpw?feature=share*



*Pronounciation : 2*

*Grammar : 2*

*Vocabulary : 2*

*Fluency : 2*

*Comprehension : 2*

***Score : 40***

2. The Middle Score In Pre-test



*Fifi Alya Sa'dliani (FAS)*

https://youtube.com/shorts/J25xiC0VnsE?feature=share



*Pronounciation : 2*

*Grammar : 2*

*Vocabulary : 2*

*Fluency : 2*

*Comprehension : 3*

*Score : 44*

3. The Higher Score In Pre-test



*Farhan Ghazi Najib (FGN)*

*https://youtube.com/shorts/nEtSVE70ads?feature=share*



*Pronounciation : 5*

*Grammar : 5*

*Vocabulary : 4*

*Fluency : 5*

*Comprehension : 4*

***Score : 92***

*Appendix 8 : The Students were doing speaking activities in Post-test*

1. The Lower Score in Post-test



*Olivia Kenedi (OK)*

*https://youtube.com/shorts/YTj9AZvytMo?feature=share*



*Pronounciation : 3*

*Grammar : 4*

*Vocabulary : 4*

*Fluency : 3*

*Comprehension : 4*

**Score : 72**

2.  The Middle Score In Post-test



*Fifi Alya Sa'dliani (FAS)*

*https://youtube.com/shorts/nGuiJG6uIYM?feature=share*



*Pronounciation : 5*

*Grammar : 4*

*Vocabulary : 5*

*Fluency : 3*

*Comprehension : 4*

***Score : 84***

3. The Higher Score In Post-test



*Farhan Ghazi Najib (FGN)*

*https://youtube.com/shorts/He6p4xggmgs?feature=share*



*Pronounciation : 5*

*Grammar : 5*

*Vocabulary : 5*

*Fluency : 5*

*Comprehension : 5*

***Score : 100***

# BIOGRAPHY

**Naftalia Fany Payung** was born in Tampan Bonga, on March 15th, 2001, from the marriage of his parents, Runi Pappa and Maria Lestari. She has three sisters, named Dean Syalum Payung, Filadelfia Elohim Pappa, and Yiska Grace Pappa. She started her education in kindergarten in 2005. After graduated in 2006, she studied in elementary school in 2006 at SDN Pajjaiang and graduated in 2012. She continued her study at SMPN 25 Makassar and graduate in 2015. At the same time, she accepted as the student at SMA Eksekutif Makassar but in 2017 she moved at SMAN 1 Luwu timur and graduated in 2018. After graduating her school, she continued her study in Bosowa University in English Education Study Program, Faculty of Teacher Training and Education, and finished in 2022.