

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In addition, (Sipayung Kammer Tuahman, 2019) describe that students have to comprehend in learning the language skills (listening, reading, speaking, and writing). In listening and reading, students receive a message formulated by another. In speaking, students are engaged in communicating their own ideas and feeling. While writing, students are engaged in putting down their ideas and thoughts in the form of word. Speaking is regarded the most challenging skill by most people because it combines many parts of English language abilities at once, such as pronunciation, grammar, and vocabulary. In learning English, there are four skills that must be simultaneously achieved by the students namely listening, reading, speaking, and writing. In listening and reading, students receive a message formulated by another. In speaking, students are engaged in communicating their own ideas and feeling. While writing, students are engaged in putting down their ideas and thoughts in the form of word. Speaking is regarded the most challenging skill by most people because it combines many parts of English language abilities at once, such as pronunciation, grammar, and vocabulary (Yanto, 2015) as cited in (Putri, D. F., 2020). But really all it takes is a little courage and great motivation to be able to speak English fluently.

According to (Brown, 2004) Speaking is a producing talent that can be directly and objectively observed nevertheless, those observations are usually tinted by the precision and effectiveness of the test-takers' listening abilities, compromising the reliability and validity of an oral production test. Brown (2007:

4) As the major instrument, speaking is defined as an interactive process of building meaning that comprises producing, receiving, and analyzing speech of sounds.

The instructor will teach English utilizing speaking materials in the educational system, and the teacher will typically employ discussion or dialogue tactics as the initial stage in teaching. In order to develop this speaking skill, one needs have a strong command of the English language's pronunciation. The rule for pronouncing words in English, or the manner someone pronounces a word, is called pronunciation (Online Dictionary, 2016). And if the person knows how to pronounce things correctly, every word he says will be clear and professional.

Generally, the indicator what students have experienced in the learning process can be seen in the change of behavior. Teaching learning process is not only to build the students intellectual skill but also to increase the knowledge, ideas and ability. Students usually get difficulty in learning English speaking. They get difficulty to make sentences based on appropriate grammar because it is different from Indonesian. When the student learning of speaking, they get difficulty in pronunciation, grammar, fluency, and diction on speaking English.

The objective of teaching the English lesson especially speaking skill in SMA Negeri 2 Pangkalan Kerinci is the students have a good speaking skill. Based on the observation, the facts shows that students consider English is a boring and uninteresting subject to learn and then They don't always grasp what being said, but they do when the teacher writes it down. This situation of course, will influence the student's speaking ability. The observation also shows that the

students scores in speaking ability is still low proves by the scores showed in this following table.

Table 1.1 Preliminary Speaking Ability Test in SMA Negeri 2 Pangkalan Kerinci

N0	Students Identity	Aspect	Higher Score	Score	KKM	Total
1	AA	Pronunciation	87	80	85	69
		Vocabulary	87	75		
		Grammar	87	60		
		Fluency	87	60		
		Comprehension	87	70		
2	AR	Pronunciation	87	60	85	65
		Vocabulary	87	60		
		Grammar	87	70		
		Fluency	87	65		
		Comprehension	87	70		
3	AI	Pronunciation:	87	65	85	65
		Vocabulary	87	70		
		Grammar	87	60		
		Fluency	87	60		
		Comprehension	87	70		
	CA	Pronunciation	87	50	85	52
		Vocabulary	87	55		
		Grammar	87	50		
		Fluency	87	50		
		Comprehension	87	55		
5	FA	Pronunciation	87	60	85	62
		Vocabulary	87	65		
		Grammar	87	60		
		Fluency	87	60		
		Comprehension	87	65		
	TOTAL					$\Sigma = 313$
	MEAN					$X = 62$

The test results can be seen. Other aptitude exams differ from the speaking ability test. This is an oral exam. Since this is an oral form, the method of testing and evaluating it differs from that of other English skills. The development of information and communication technology has contributed greatly to the current learning implementation. According to information and communication technology plays a role as a means of current learning or commonly known as the *Google classroom learning platform, Google meet, Zoom, Microsoft Teams, Microsoft 365* are some examples of learning platforms that can be used in online learning.

Microsoft 365 is one of the learning platforms that enables teachers and students collaborate and interact during online learning (Rakhmawati & Sulistianingsih, 2020) cited in (Nafisah & Fitrayati, 2021). This is because on the Ms 365 platform there are *chat* and learning features easy to use video. The advantages of Ms 365 are that it is easy for students to use, there are features HD and Audio with good quality and Ms 365 really takes care of the privacy or confidentiality of its users (Sulz, 2020).

According to Dillon & Gunawerdana (in Pangondian, 2019), the successful implementation of distance learning is influenced by three things, namely technological readiness, educator characteristics and student characteristics. Speaking is the ability to improve speakers and listeners' ability to communicate, and it may be learned in a variety of settings through various mediums. Students that are able to interact well with one another become more active and confident because they can effectively impart information to others. Many reasons contributed to students' improvement in speaking, including a lack

of ideas while speaking, a lack of vocabularies, a lack of confidence in speaking, a lack of drive, and the loss of face-to-face learning. To overcome the problem, the researchers used Microsoft Office 365 to practice and enhance their speaking skills. Microsoft 365 is being marketed as a life subscription service. Students may share what they're learning with their peers, educators, and families while strengthening their presentation skills by combining the familiarity of social media with the protection of a closed, social environment.

Nofriati & Misnawati, (2021), claims that using Microsoft Office 365 to teach speaking has increased the pupils' capacity to communicate. The percentage of students who passed the speaking test was 88 percent, demonstrating this. Furthermore, Nofritati & misna made an interview and stated that Microsoft Office 365 can enhance students' technological understanding. So that students might not only practice their speaking skills face to face, but also online. As a result, it is preferable to use Microsoft Office 365 as a teaching and learning medium during a pandemic. Students could learn more about technology and how to use it through this medium. In other words, pupils were offered the opportunity to learn online by using Microsoft Office 365.

Based on the results of observations of learning activities at SMA Negeri 2 Pangkalan Kerinci, information was obtained that the learning platform used is Ms 365. The Ms 365 platform is the only learning platform that has been used since the online learning policy and has been. In previous studies, only researching about students' learning interest using Ms 365, but only measuring different interests with this research. This study is the first to measure the effectiveness of using Microsoft 365 and the second, measuring the influence of

Microsoft 365 on learning outcomes. The purpose of this research is to know the effectiveness of Ms 365 and the influence of the platform on English learning outcomes. Therefore it is necessary to analyze the effectiveness of the successful use of the *Ms 365* platform on learning outcomes learners.

Based on the finding above, the writer is interested and will conduct the study entitled: “The Effect of Using Microsoft 365 Application on Students Speaking skill”

1.2 The Problem of Study

In line with the previous background, the problem of the study is formulated as follows:

“Does Microsoft 365 application affect the students’ speaking skill at SMA Negeri 2 Pangkalan Kerinci?”.

1.3 Objective of the Study

Based on the background and research problem of the study, the objective of this study is to know the Effect of Using Microsoft 365 Application Students on Speaking skill at SMA Negeri 2 Pangkalan Kerinci.

1.4 The Scope of the Study

This study focuses on the speaking skills for students. Brown (2007:4) stated that speaking is defined as an interactive process of building meaning in which the main instrument is voice, which is produced, received, and processed. It means that speaking actions in daily life are utilized to express one's views, as well as the process of selecting and employing language elements such as words, sentence structure, and discourse. It incorporates vocabulary, grammar,

pronunciation, comprehension, and fluency as components of speaking skills. As a result, the researcher focus on this study, the author will pay attention the components of speaking skills with using Microsoft 365 as the teaching medium.

1.5 The Significance of the Study

The study is expected be useful for other people, especially about effect of using Microsoft 365 application to facilitate students speaking skills. There are two kinds of the significances of this study, they are:

1.5.1 Theoretically

The finding of the study is expected be useful for the readers to enrich their knowledge about using Microsoft 365 for teaching students on speaking skill.

a. for students : by using Microsoft 365 can affect the students in their speaking skills.

b. for teachers : This study can provide teachers will an overview of how to teach speaking through Microsoft 365.

1.5.2. Practically

a. For Students

This study is hopelly give the students more interest about how to use Microsoft 365 as the aplication for students speaking skill.

b. For Teachers

This study is expected to have an impact on teachers about how the benefits or how to use Microsoft 365 as a means of speaking skill to students in school.

c. Researcher

The results of this study are expected to provide knowledge to researchers about the use of Microsoft 365 on students speaking skill as a reference to other researchers, that this application is accurate in learning and the ability of students to learn in the classroom.

d. Reader

The reader of this study is to add or extend the philosophy of speaking by making new recommendations for its usage.

1.6 Hypothesis

In this study, the hypothesis as follows:

- : There is a significant effect of using Microsoft 365 application on students' speaking skills.
- : There is no significant effect of using Microsoft 365 application on students' speaking skills

CHAPTER II

REVIEW OF LITERATURE

2.1 Speaking

Speaking as a language skill that develops during childhood and is created by listening skill . Speaking skill is taught during this period . Speaking is one of four core abilities that students should master, according to Competence -Based Curriculum .It has a crucial communication role . The productive talent is speaking . It was impossible to separate it from listening . We create the text when we talk , and it should be relevant . We may locate the speaker, the listener, the message , and the feedback in the nature of communication. (Sinaga and Sipayung, 2022)

Speaking is saying or talking about something, having a conversation with someone, addressing someone in words, and so on (Oxford learner's dictionary Putri, D. F., 2020). whereas speech refers to the ability to communicate a style or manner of speaking. Furthermore, I refer to interpersonal verbal communication as "speaking." When two people are conversing with each other, I am confident that they are communicating. People's communication is a very complicated and ever changing process. We may make some broad generalizations regarding the bulk of communicative events, and they are especially relevant to the learning and teaching process.

2.1.1 Definition of Speaking

This definition of speaking creates by information, ideas about something that is implied in the books, journals, paper, or the other communication tools. So here's some meanings of speaking according to various experts.

Brown, (2004) defines speaking as an interactive process of building meaning in which the principal instrument is voice, which is produced, received, and processed. speaking as a producing talent that can be observed directly and objectively yet, those observations are usually affected by the correctness and effectiveness of a test-listening takers skills, compromising the reliability and validity of an oral production test. From the preceding words, the writer can deduce that speaking is a two-person action in which the participants are both listeners and speakers who must act on what they hear and contribute at a high rate.

According Thornbury(2005), Speaking can also be used for idea generation and linguistic system consolidation when used for communicative goals in an engaged manner. Speaking, in this context, refers to the successful transmission of ideas from an addresser to an addressee via an oral text, and this information interchange is strongly linked to students' academic performance. We take speaking for granted because it is such an integral part of our daily lives.

According Lado (1961: 240) as cited in (Ahmad, 2019), defines speaking ability as the ability to recount acts or situations in precise terms, or discourse or express a sequence of thoughts fluently. To summarize, speaking ability is a skill that involves communicating speech sounds in order to express and convey concepts or ideas. Language teaching success can be determined by examining a series of lesson plans over time, which can reveal the procedures of presentation, the predominance of skills and the frequency of reviews, how much is determined by the method, and what the teacher has omitted or added to the text goal, all of which can be found in a lesson plan.

According to Fulcher (2003) stated that the outcome of evaluation is frequently used to judge the success of a learning program. Speaking is the use of words to communicate with others in a language. Its purpose is to communicate a message that is encoded in the structure and meaning of all languages, whether written or spoken.

According to (Finocchiaro in Sukrianto, 2005: 22) as cited in (Daddi, 2016) Speaking is a real language tool to communicate and share the idea amongs people. It is fundamentally a instrument act as an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking ability refers to a student's capacity to verbally communicate their thoughts or feelings. One of the functions of speaking is to communicate ideas in situations where the other person is listening to the words and may be standing in front of the speaker, watching the gestures and facial expression.

From some of the descriptions of linguists above about speaking skill, it can be concluded that speaking skill is a need that must be mastered by everyone who wants to carry out interactions that focus on speaking as a medium to convey something and the intended purpose in both formal and informal settings. Interest in spoken language is very important. Therefore, language teaching must provide opportunities for those who are still in the learning phase to behave in meaningful communication about relevant topics by using interaction as a key to convey meaning to the interlocutor because the basis of interaction is communication itself. And in the concept of speaking a speaker has an alternative capacity to create new sentences if the interlocutor does not understand what is meant

2.2 Functional Speaking

Speaking is not an instant skill to be acquired. It needs a long process. According to (Richards, 2009) states that There are three types of speaking functions. First, think of talking as a conversation, then as a transaction, and last as a performance.

Conversations utilized in daily tasks in social interaction are referred to as "speak as interaction." When people meet, they exchange greetings, engage in small talk, share their experiences, and soon the conversation is over. While talk as a transaction is about the circumstance and focuses on the meaning conveyed or the message, such as when teachers teach pupils, etc. talk as a transaction is about the situation and focuses on the meaning delivered or the message. On the other hand, public conversation that transmits knowledge to an audience, such as classroom presentations, public announcements, and speeches, is referred to as talk as performance.

From those definitions above speaking as activities by which human beings try to express thought, feeling, opinion, and exchange information by using utterances in the form of communication. Therefore is the tool of communication it is necessary for people to have a good speaking.

2.3 Teaching Speaking

For many years, English language teachers have treated speaking as if it were a set of drills or a set of dialogues to memorize. However, in today's society, the purpose of teaching speaking should be to increase students' communicative abilities, because only this manner can students express themselves and learn how to follow the right social and cultural rules in each communicative situation.

According to Hughes (2002:6) as cited in (Nurhuda, Gatot Sutapa, 2015), The purpose of speaking instruction is to improve communicative efficiency. As a result, when learning to talk, pupils should be able to make themselves understood, prevent message misunderstanding due to pronunciation, grammar, and vocabulary, and follow social rules that apply in communication situations.

According to Murcia (2001), When teaching English as a foreign language, the teacher must be especially adept at planning classroom activities and encouraging students. However, the teacher must make the speaking lesson interesting and fun. The teacher must devise activities that provide students with numerous opportunities to communicate with their peers.

There are some explanations about what is teaching speaking, then, according to (Anderson & Nunan, 2008) Teaching speaking is to teach English language learners to: produce the English speech sounds and sounds patterns;

1. Use the second language's stress, intonation patterns, and rhythm in words and sentences.
2. Choose acceptable words and sentences for the right social setting, audience, scenario, and subject.
3. Arrange their thoughts in an orderly and meaningful order
4. Make use of language to communicate ideals and opinions
5. Fluency is defined as the ability to communicate swiftly and confidently with minimal awkward pauses.

As a result, teaching speaking must be a pleasurable and joyful activity that allows students to freely express themselves

2.4 Kind of Speaking

According to Manser (1995: 398), speaking is divided into two parts, they are speaking performance and speaking competency:

1. Speaking Performance

The technique or manner in which a person is played is referred to as performance. To speak to someone during a performance is to speak to them. This refers to a person's capacity to convey information, thoughts, and opinions to others. Speaking performances are difficult because they need people to speak quickly and fluently while also considering the flow of information to be given. To perform well, it is necessary to have solid language abilities and a high level of mastery of the language.

2. Speaking Competency

Competence is defined as the ability, skills, and knowledge to perform a task. Based on these fundamental notions, one can deduce that speaking competence refers to a person's knowledge and ability to talk fluently. Meanwhile, the results of the speaking examination show that the interactive ability, rather than the communicative capacity, was the part of speaking competency that was most significantly affected by anxiety. Although many students would fail to do so, the class was often able to carry on the conversation and maintain contact by answering appropriately.

2.5 The Components of Speaking

The speaker must not only be able to communicate an objective, but also comprehend every term said by their opponent. This is where the main focus of speaking is to understand some of the elements in speaking that are intended to

allow the listener to respond appropriately and correctly to the speaker's laughter. According to Brown (2004:172), states five components speaking are generally recognized in analysis of speech process such as:

1. Pronunciation

The generation of speech sounds for communication is known as pronunciation, and it is very important. According to Nurhayati (2015), Students must comprehend how to pronounce a word correctly (pronunciation) and what it looks like during the learning process (spelling). The process of making spoken sounds, including articulation, accent, and vocal formation style, is known as pronunciation. The concept of "pronunciation or sound of language" can be said to include:

a). Pitch

Pitch is a means of expressing a speaker's mood. Generally speaking, The tonal range is characterized by high and low tones. There are a variety of note ranges that can shift rapidly and are frequently used to represent tension or mood.

b). Intonation

Intonation is crucial in communication since it allows you to figure out what the speaker is trying to say. In communication, intonation can reveal what someone is thinking and where a phrase will fall or end. It's also common to use intonation to distinguish between making a statement and asking a question.

c). Sound and Spelling

In communication and speaking skills, sound and spelling are two factors that are extremely important. These two factors can make it easier for the listener to accept and comprehend the speaker's expressions.

d). Stress

A point in a word or phrase is described as stressed. The employment of stress to transmit the meaning of words, phrases, and sentences to the listener is critical.

2. Vocabulary

The suitable diction employed in communication is referred to as vocabulary. One cannot properly communicate or express their ideas in both oral and writing form without a suitable vocabulary. The content and function of language terms that are thoroughly studied and are a minor part of a child's comprehending, speaking, and eventually reading and writing vocabulary are characterized as vocabulary (Good in Siska, 2014).

3. Grammar

Students must be able to construct a correct sentence in conversation. Tornbury in Fuadi et al (2013) says that grammar is a set of rules that control how sentences are constructed in a language. In addition, he claims that grammar is a sentence-creating machine. Without grammar, the meaning of the statement will be muddled, so it is apparent that pupils need to employ grammar while arranging a sentence in speech.

4. Comprehension

The ability to detect and comprehend long periods of discourse, as well as to build representations of the meaning of sentences, is known as comprehension. Understanding, knowing, or receiving speaker points (messages) from others is referred to as comprehension (Hornby, 2014). Oral communication necessitates a subject who can respond to speech as well as initiate it.

5. Fluency

Fluency is defined as the capacity to read, speak, or write with ease, fluidity, and expression. In other words, the speaker can effectively read, understand, and answer in a language while relating meaning and context. Rahman and Deviayanti in Fuadi et al (2013) state that fluency is the smoothness or flow with which sounds, syllables, words, and phrases are joined together when speaking. In actuality, we frequently notice many students taking long pauses when speaking English if students want to speak English, they frequently consider first before speaking for each word they want to say. As a result of their actions, it is more difficult for them to achieve what they desire in a conversation.

2.6 Media

Pangaribuan and Sipayung (2017) claims that media is a number of roles in education that have to do with communication and instrumentation. These roles fall into three categories: (a) the delivery of instruction, in which media are used to convey specific content, (b) the construction of mediated environments, in which media help students explore and construct understanding of a body of knowledge, and (c) the development of cognitive skills, where media are used to model, engender, or extend mental skills

One of the instructional components that should be included in the teaching learning process is media. It is strongly advised that the teacher creates a teaching medium to assist with subject delivery in the classroom. By incorporating media into the teaching learning process, the teacher can hopefully motivate students to learn and comprehend the material presented.

(harmer, 2001) states that, language teachers employ media or teaching aids to explain language meaning and construction, engage pupils in a topic, or as the foundation of an entire activity. In addition, according to Murcia (2001: 461) in the language instruction process, media can be a powerful motivation. According to Azhar Arsyad (2011:3) Learning media is a graphic tools, photographic, or electronic to capture, process and reconstitute visual information or verbal.

According to the criteria above, the use of media is significant since it aids pupils in comprehending and learning the lesson. For example, if teachers wish to educate about animals, media such as dolls, photos, and so on may make it easier for pupils to visualize the creatures' shapes. However, if the teacher detects the following basic things, it have to enrich the foreign language teaching: Media should be low-cost, appropriate for the educational, appropriate for the topic to be taught, appropriate for the learners' characteristics, and engaging for the students.

2.7 Microsoft 365

2.7.1 Defenition of using Microsoft 365

Microsoft 365 is a subscription service that assures you have access to the most up to date Microsoft productivity tools at all times. Microsoft 365 plans are offered for small and medium-sized organizations, large corporations, schools, and nonprofits, as well as for home and personal use.

Based on (Prakoso & Rochmawati, 2020) as cited in (Nurvita & Jatmika, 2021) Teachers are compelled to utilize technology in their scoring systems as a result of technological advancements. Learning that is supported by technology

Teachers can use media to help students reach their learning objectives, particularly in terms of evaluation and assessment.

Microsoft 365 can be collaborated with other learning media. in collaborative learning is very possible with other learning media. This is because students admit difficulty accessing Microsoft 365 because the network is less stable. In response to this, the teacher collaborates Microsoft 365 with other media such as Zoom, Quizizz, videos from Youtube, Google Classroom, and WA Group.

Microsoft 365 is one of the learning platforms that allows teachers and students work together or interact during online or offline learning (Rakhmawati & Sulistianingsih, 2020). This is because the Ms 365 platform includes easy to use chat and learning video tools. The advantages of Microsoft 365 include its ease of use for students, the existence of HD features and high quality audio, and the fact that it protects the privacy and confidentiality of its users. (Sulz, 2020).

According to Team Office 365 (2020), as cited in Situmorang, 2021) Microsoft 365 has allowed students and teachers can stay in touch and help each other using conversation, and can feel like they are meeting in person using live meetings. Teachers can do students progress in their daily work using assignments. And, just like in a classroom, teachers can use apps and team functions to support the way they work best.

As a result of the preceding information, had be explained that ms 365 have the ideas and opinions based the expert to give the readers some information and undertanding about the application of ms 365.

2.7.2 Types of Microsoft 365

Microsoft 365 had only three services when it first launched, including Microsoft Word, Excel, and Powerpoint. However, Microsoft has developed various services to make work or activities easier at this time. Furthermore, every function provide by Microsoft Office will assist in maximizing user activity. Here are some examples of Microsoft 365 functionalities:

2.7.2.1 Microsoft Teams

Microsoft Teams is a communication and collaboration platform that includes features such as working discussions, video meetings, file storage, and app integration. Users will find a variety of useful features and perks in Microsoft Teams. It can, for example, make communication and user information more efficient and safe. During the present COVID-19 outbreak, Microsoft Teams is also widely used for video conferencing. the use of microsoft team that is familiar with Microsoft Teams Web and Emerging Teams, installing Team App on Laptop and Smartphone, mastering Microsoft Teams, create a team, adding students, explain features of Team,Chat,Calendar,Tasks,calls,files,applications,Channels, Posts & Announcements, team meetings.

2.7.2.2 Microsoft Forms

Microsoft Forms for learners is to quickly assess student progress and get feedback in real-time using the quizzes you design and share with the class. Microsoft Forms also includes rich real-time analytics and provides summary information and results for individual students. You can export Microsoft Excel Quicken results for more in depth analysis. Starting Microsoft Office Forms, for example, is a basic use of Microsoft Forms. Creating Quizzes and Forms Features

of Microsoft Forms, Questioning using Microsoft Forms Questions, Sections, and adding pictures/videos Additional settings, changing themes Forms Sharing, Form results are being downloaded and analyze.

2.7.2.3 Microsoft Outlook

This service is a Microsoft personal information manager software. Microsoft Outlook, like Gmail, is primarily used to send, receive, and view email messages. However, Microsoft Outlook includes additional features that are less well known. It can, for example, prepare plans or schedule activities, as well as construct and organize address books. users will be presented with a number of advantages when they utilize Microsoft Outlook. One of them is message access that is organized. It may also improve the user's work productivity, particularly in administration. Because this software can help with employability and boost user productivity in the office.

2.7.2.4 Microsoft OneNote

As the name implies, Microsoft OneNote is a program for taking notes with multi-user collaboration features. Furthermore, with OneNote users can operate it for a variety of purposes. For example, such as processing notes, images, screen clippings, and audio comments. Interestingly, you can also share with other OneNote users over the internet network

2.7.2.5 Microsoft OneDrive

Microsoft OneDrive is a cloud-based file storage and syncing service. Users can upload and sync files to a cloud storage service (cloud). The user can then accomplish this via web changes or dedicated devices. This service offers editor features for office documents such as Microsoft Word, Excel, PowerPoint,

and OneNote via the website. Using Microsoft OneDrive, namely Preview Onedrive and Office Online Create directories, add files and folders, and more. With Office Online, you can create new files. Files and folders can be shared. OfficeOnline and the OneDrive app facilitate collaboration.

2.7.2.6 Microsoft Stream

Microsoft Stream is an Enterprise Video solution that allows your employees to securely upload, view, and share videos. you can share videos that help your team collaborate, such as class recordings, meetings, presentations, training sessions, and other movies. Microsoft Stream also makes it simple to exchange video comments, add time codes to comments and descriptions to refer to specific parts of the video, and collaborate with colleagues.

2.8 The Advantages and Disadvantages of Using Microsoft 365

2.8.1 The advantages of Using Microsoft 365

Microsoft 365 has the potential to make learning more engaging for students. This has been felt by students during the learning process utilizing Microsoft 365 is pretty intriguing because students can simply access the information and then combine it with other learning elements such as virtual meetings. Answer the advantages of using Microsoft 365 is that can add fun for learners. This has been felt by students when learning to use Microsoft 365 feel happy because there are advantages presented by Microsoft 365 such as virtual meeting. In addition, learners can open several files at once such as Microsoft Word, Microsoft Excel, and Power Point simultaneously.

Based on (Nurvita & Jatmika, 2021), learning with Microsoft 365 deemed competent aids learners in comprehending the topic. Master's information on

Microsoft 365 is definitely written succinctly, clearly, and informatively. The teacher does not use many words, but instead emphasizes certain points. For learners to understand, it is critical to be given an image or table classification. In addition, there is a virtual conference option where students can communicate with teachers about which materials need to be explained to students. Teachers can use media to present learning materials that are engaging and easy to understand for students, allowing them to grasp and comprehend lessons quickly.

Supriatna & Karmudiandri, (2020), remarked that in order to meet the needs of a successful education system, instructors' skills in establishing an application system that may promote educator collaboration and assessment of their students must be improve.

2.8.2 The Disadvantages of Using Microsoft 365

Microsoft 365 is a technology based application that means using a network, a network that is less stable will certainly hinder the learning process and will affect learners late in terms of accessing Microsoft 365 when the learning begins. A less supportive internet connection can cause the information received to be less clear (Pratiwi, 2020).

Disadvantages that have is that the Students complain about a lack of data planning. This makes it difficult for learners to access the material uploaded to Microsoft 365 during the learning process.

Gunawan, (2020), claimed that one of the most common roadblocks to online learning implementation is the lack of a learner-own internet package. As a result, the school also gives students with help in the form of pulses or data packets.

2.9 The Procedure of Describing Microsoft 365

(Aribowo, 2017), specifically said that there are several applications from Microsoft 365 that are often used or accessed, namely: Forms, OneDrive, Sway, and Class Notebook.

There are several ways to apply Microsoft 365 to students learning:

- a. Learners can use Microsoft 365 for teaching and learning. One of the most popular features is Microsoft Team, which allows users to join virtual meetings and communicate tasks from the teacher to the students.
- b. Teachers will be able to access students' work data and grades more quickly using Microsoft 365.
- c. Because microsoft 365 has many types of students can be creative in learning and teaching

2.10. Previous Study

Some researcher had conducted a few studies and found a related research to support the study. The first relevant research was taken by Parmawati, (2018) titled "Using Analytic Teams Technique to Improve Students' Speaking Skill". The researcher intended to see if the Analytic Teams technique might help students enhance their speaking skills, as well as assess the classroom scenario when the technique was used in a speaking class. This study used Collaborative Classroom Action Research and was constructed across two or more cycles, after which it was monitored and analyzed to determine all facts, including the action's success and failure. It signifies that the action should be terminated or continued, and the following cycle should be amended based on the success criterion chosen. The writer in this research is interested to Proven Students in speaking skills with

using Microsoft 365 as the application for teaching students at SMA Negeri 2 Pangkalan Kerinci. The author of this study were interested in the effectiveness of using Microsoft 365 as the media in teaching speaking skills with making the experimental group and control group at XII grades of SMA Negeri 2 Pangkalan Kerinci.

The second researcher that support this study was taken from by Nofriati & Misnawati, (2021) the title of this research is "Empowering Speaking Skill Through Microsoft Office 365 As A Learning Medium During a Pandemic Covid 19" (2020). The goal of the study was to improve students' speaking abilities during the pandemic of the twentieth century. Speaking is a skill that is employed in everyday conversation, whether in the classroom or outside of it (online). Many students were inactive in the teaching and learning process in Pandemic Covid-19, especially when it came to speaking. Because of their poor motivation, face to face learning was lost, and they became self-conscious in public. Using Microsoft Office 365 as a learning tool during the Covid-19 outbreak promoted pupils to speak English well. Students are enthusiastic about learning using Microsoft Office 365. Students learnt at their own pace both within and outside of the classroom, and they completed assignments on time as directed. Because the tools could manage the times in one place, and the students could simply present, the teacher created interactive learning together in Office 365. This research also uses the speaking skills. The difference between the two previously aims to prove the students' speaking skill, while thus study focused on improve their speaking skill Through Microsoft Office 365 with focused in Experimental quantitative research on SMA Negeri 2 as the objective research.

Another researcher that support this study was taken from the journal by Octaviani & Sari, (2022), entitled “Application of Microsoft Office 365 as English Vocabulary Learning Media for Vocational High School Student”. The findings of this study were interesting because English language learners frequently face problems with vocabulary learning. Students who are learning English as a second language require a teacher's guide to locate appropriate English vocabulary learning resources. The purpose of this study was to look into how Microsoft Office 365 was used to teach and acquire English vocabulary to vocational high school students at SMK Analisis Kesehatan Nasional. The participants in this study were 20 eleventh-grade students who had used the Microsoft Office 365 application for two years. This study employed a questionnaire to collect data and then used descriptive qualitative research to explain the results. The writer in this research is interested to students’ speaking skills at XII-grade of SMA Negeri 2 Pangkalan Kerinci with using Microsoft 365 application. This study employed Experimental Quantitative research with making the control class and experimental class to explain the result.

The last researcher was Nova Nurvita (2021), entitled “Efektifitas Penggunaan Microsoft 365 Sebagai Media Pembelajaran Jarak Jauh Di SMK Batik 2 Surakarta” The goal of this study is to characterize the effectiveness of using Microsoft 365 as a distance learning medium at SMK Batik 2 Surakarta, as well as to uncover the elements that support and hinder the success of using Microsoft 365 as a distance learning medium at SMK Batik 2 Surakarta. This study employs a qualitative approach with case studies. the headmaster, two teachers, and six students from SMK Batik 2 Surakarta are among the research

participants. The writer in this research focused to the effectiveness of using Microsoft 365 for the speaking skill of students in SMA Negeri 2 pangkalan Kerinci. Employed the quantitative approach with this case. The difference of these previous to the recent study is;

1. students of different classes and schools.
2. previous research examined the results of vocabulary from schools in vocational schools, while the next researcher discussed the ability of speaking studied in high school.

2.11. Conceptual Framework

The researcher will need to create a conceptual framework for this study. to understand how to link the components that are regarded significant to the problem in a theory To further grasp the issue, the researcher employs Microsoft 365 as a tool for instructing students in speaking skill, focusing on speaking skills as a technique. Using Microsoft 365, the teacher will demonstrate five aspects of speaking skills. Following that, the teacher will convene a Microsoft 365 class to practice speaking skills content centered on the five components of speaking skills.

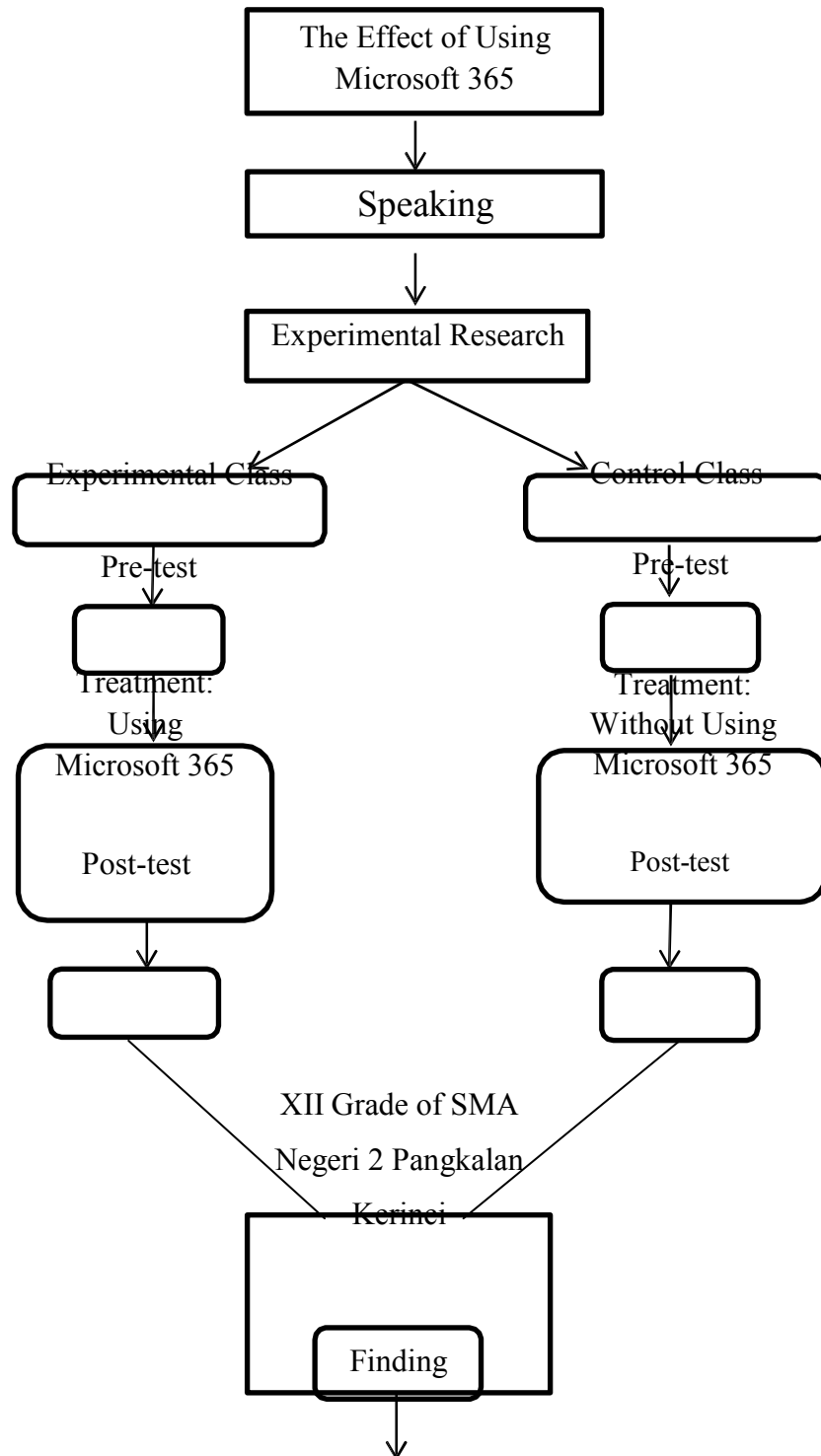


Figure 2.11 *Conceptual Framework of The Effect of Using Microsoft 365*

Application on Students Speaking Skill at XII Grade of SMA Negeri 2 Pangkalan

Kerinci.

CHAPTER III RESEARCH

METHODOLOGY

3.1 Research Design

The design of the research has used experimental quantitative design. There are two variables, such as the dependent variable as a speaking skills and independent variable of teaching students using Microsoft 365. According to (Creswell & Garrett, 2008) experimental design is a process used in quantitative research to investigate if a certain activity or set of materials affects participant outcomes. This design also has select group name experimental class and control class. The difference between those classes is, experimental class got treatment by using Microsoft 365 and control class did not get the treatment.

Table. 3.1 Reseach Design

Class	Types	Treatment	Types
Experimental (X)	Pre-test	Using microsoft 365	Post-test
Control (Y)	Pre-test	Without Using Microsoft 365	Post-test

3.2 Population and Sample

3.2.1 Population

According to (Cresswell, 2012), a population is a collection of people with similar features. The population of this research is conducted for all students in class XII at SMA Negeri 2 Pangkalan Kerinci. There are eight classes of grade XII students at SMA Negeri 2 Pangkalan Kerinci, namely XII-1 to XII-8 and each class consists of 20 students and with the total of students is 160.

3.2.2 The Sample

This sampling strategy is utilize in studies that prioritize research aims over population characteristics when selecting a research sample, resulting in

more representative results. According to (Creswell, 2013), this study has necessitate the use of purposeful sampling to approximate the population's characteristics. In sampling technique, the writer has use purposive sampling has use in this investigation, in which two classes will choose at random. The sample in this study will be 40 students with two grades XII-1 and XII-4. XII-1 is the control class and class XII-4 has be the experimental.

3.3 Instrument

For the collecting data, the writer use an oral test that use in the pre-test and post-test instrument. The writer asking to teaching students by using Microsoft 365 based on the topic. In this case, the same test is give in experimental class and control class and this study is use pre-test and post-test that give to the experimental and control class. This pre-test and post-test are use by the writer to see the change that comes between the two classes. After giving the treatment for the experimental class, the students from each other give the post-test. The purpose of this test is to determine the teaching presentation of both classes.

3.4 The Procedure of Collecting Data

To get the data, three procedures which are taken by the writer. they are pre-test, treatment, and post-test. the steps of procedure are:

3.4.1 Pre-test

The pretest is give the test to students. Before beginning therapy, a pretest will be conducted to determine the ability of students' understanding in speaking

and to determine the difference in grades between control and experimental classes. A pretest has conduct in the control and experimental class.

3.4.2 Treatment

Treatment it use the experimental class after conducting the application of using Microsoft 365. The experimental class teaches students by using Microsoft 365 technique, while the control class was taught without using Microsoft 365 technique. The treatment in the experimental class was done as the following;

Table. 3.4.2.1 Treatment in Experimental Class

Teacher's activity	Student's activity
1. Explain the material about asking and giving opinions.	1. The students have listen to the researcher.
2. The researcher give a pretest.	2. The students have to answer the pretest by answer the question.
3. Ask the students to form two-person groups and practice asking and offering opinions in front of the class in pairs.	3. Students make groups in pairs Students come to the front of the class in pairs to practice asking and giving an opinions.
4. ask each form in pairs, to discussed and practice the topic.	4. each pair discussed the topic
5. The researcher ask the students to make asking and give opinion conversations such as materials and videos that have been given by the researcher	5. Students retain the material that has been given by the researcher. Students have make a conversation by asking and giving opinions in front of the class

Treatment has use the experimental class after using Microsoft 365 as a technique. The material that has been taught in the control and experimental classes is the same, but with different treatments or technique. In the experimental class, the researcher teach students using Microsoft 365. Students get the material of asking and giving opinions and explanations through the process in the class.

when the class begin, students has been asked to practice asking and giving opinions in pairs and asking and giving opinions about their friends' appearance.

Table 3.4.2.2 Treatment in Control Class

Teacher's Activity	Student's Activity
1. Explain the material about asking and giving opinions. 2. The researcher give a pretest. 3. The researcher have to ask them for study a textbook about requesting and offering an opinion. 4. Ask the students make their own example of the topic. 5. Researchers have to discuss and make examples of asking and giving opinions to students. Then the researcher will ask the students to make and practice asking and giving opinion material in pairs.	1. The students have listen to the researcher 2. The students have to answer the pretest by answer the question. 3. Students listen to the researcher explanation. Students will read the textbook about asking and giving opinion 4. Doing the instruction. Students have chosen their partners then discuss and come to the front of the class to make asking and give opinion conversations.

For the control class, the researcher teach without using Microsoft 365 technique. Researchers teach the material asking and giving opinions with conventional technique. Students have to listen the explanation of the material asking and giving an opinion from the researcher and make students asking to practice a short dialogue and demonstrate it with their partner in front of the class.

3.4.3 Post-test

After doing the treatment , the writer has give the post-test. The results of the post-test play an important role in knowing whether there is an effect of students learning process on speaking skills.

3.5 Scoring

According to (Brown, 2004) as cited in (Bohari, 2020) states that speaking skill must have five aspects they are (vocabulary, grammar, fluency, comprehension, pronunciation). In this research, the researcher uses five aspects of speaking skill based on (Brown, 2004) the highest score will be 20.

The speaking score will be based on the following table:

Table 3.5. Rubric of Speaking Skill

Component of Speaking	Level	Score	Scale and Descriptor
Grammar	1	0-6	Error in grammar are frequent, but speaker can be understood by a nativespeaker used to dealing with foreigners attempting to speak his language.
	2	7-12	Can usually handle elementary constructions quite accurately but does nothave thorough or confident control of the grammar.
	3	13-18	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informalconversation.
	4	19-24	Able to use the language accurately on all levels normally pertinent toprofessional need. Error in grammar are quite rare.
	5	25-30	Equivalent to that of an educated native speaker.
	1	0-4	Speaking vocabulary inadequate to express anything but the mostelementary needs.
Vocabulary	2	5-8	Has speaking vocabulary sufficient to express himself simply with somecircumlocutions.
	3	9-12	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics.
	4	13-16	Can understand and participate in any conversation within the range of hisexperience with a high degree of precision of vocabulary.

Components of Speaking	Level	Score	Scale and Descriptor
	5	17-20	Speech on all levels is fully accepted by educated native speakers in all itsfeatures, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references.
	1	0-4	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowedspeech,

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

3.6. Validity of the test

The forms of test validity in this study will content validity. We can clearly describe the students' achievement in relation to the study's purpose that is specified on the lesson plan that we are measuring when we measure content validity (Brown, 2004). As a result, the content validity measure in terms of the students' achievement. The validity of the study in terms of its content has been examine by the researcher. Because of Brown's premise that speaking test performance characteristics like as fluency, grammar, pronunciation, and

understanding are reliant on the syllabus, the content validity of this study have been more precise and valid than in previous studies. The content and competencies of the test will accurately assess students' communication skills.

3.7. Reliability of the test

According to Fraenkel&Wallen as cited in (Susana, 2020), dependability relates to how consistent the scores receive are for each individual from one administration of an instrument to the next and from one set of items to the next. the researcher employ the inter rater reliability to determine the test's realibility. This rater reliability count level of reliability based on two sets of scores obtaine simultaneously by two or more raters. Cohen's kappa can be used to calculate the inter rater reliability statically. The following is the formula:

$$k = \frac{\text{Pr}(a) - \text{Pr}(e)}{1 - \text{Pr}(e)}$$

Pr(a) = observed percentage of agreement

Pr(e) = expected percentage of agreement

The criteria of reliability as follows:

Reliability coefficient 0.800- 1.000 is very high

Reliability coefficient 0.060-0.800 is high

Reliability coefficient 0.400-0.600 is medium

Reliability coefficient 0.200-0.400 is low

Reliability coefficient 0.000-0.200 is very low

3.8 Technique of Analyzing Data

There are a points of make the technique analyzing data. That is:

- a. The t-test has using assess of study's goal

b. The t-test is a statistical tool for determining if two sets of data are statistically different.

c. It has been responded to the question of whether there has been a substantial difference in pupils' speaking ability scores between those who taught using Microsoft 365 and those who are not.

The mean (M) was obtained by dividing the total number of all students' score (\sum) by number of the subjects (N) that can be described as the formula that is stated by Arikunto ((2002: 264) as cited in Tambunan et al., 2013):

$$M = \frac{\sum x}{N}$$

In which : M= mean of the students

$\sum x$ = the total score

N= the number of the students

The analysis of results test by using a t-test, t-tests are used to test mean differences between two groups, According to Marczyk,(2005:220-221). the author will use the following formula:

$$\sqrt{\frac{\sum (x - M)^2}{N - 1}}$$

Notes:

Mx: The average value in the experimental class

My: Class average in the control group

dx²: The standard deviation in the experimental class

dy²: The standard deviation in the control class

N_x : The total number of samples in the experimental class

N_y : The total number of samples in the control class

3.9. Testing Hypotesis

To test the research hypothesis and determine whether there is a significant difference in the performances of two variables in this study, the researcher employe the T-test formula. It is mean the hypothesis testing is accepted, if t-observation lower than t-table it is mean hypothesis is rejected.