

The Effect of Using Microsoft Teams on The Eighth Graders' Reading Assignments Outcomes

Aulia Annisya Rachma, Esti Kurniasih

Universitas Negeri Surabaya

auliaannisya.20038@mhs.unesa.ac.id , estikurniasih@unesa.ac.id

ABSTRACT

This study investigates the extent to which Microsoft Teams influences the reading assignment outcomes of eighth graders in Junior High School. The research objective was to assess the effect of utilizing Microsoft Teams as a digital method for delivering reading assignments. A quantitative approach employing a one-group pre-test post-test design was utilized. The researcher administered a series of tests including pre-test and post-test. The results indicate there has an effect of Microsoft Teams on the eighth graders' reading assignment outcomes. Statistical analysis revealed substantial differences between pre-test and post-test scores, suggesting improved performance due to the digital intervention.

Keywords: *Microsoft Teams, Eighth Graders, Reading Assignment Outcomes, Digital Method, Quantitative Analysis, Pre-Test Post-Test Design*

ABSTRAK

Penelitian ini menyelidiki sejauh mana Microsoft Teams mempengaruhi hasil tugas membaca siswa kelas delapan di Sekolah Menengah Pertama. Tujuan penelitiannya adalah untuk menilai pengaruh pemanfaatan Microsoft Teams sebagai metode digital dalam menyampaikan tugas membaca. Pendekatan kuantitatif yang menggunakan desain one-group pre-test post-test digunakan. Peneliti melakukan serangkaian tes termasuk pre-test dan post-test. Hasilnya menunjukkan adanya pengaruh Microsoft Teams terhadap hasil tugas membaca siswa kelas delapan. Analisis statistik menunjukkan adanya perbedaan besar antara skor pra-tes dan pasca-tes, yang menunjukkan adanya peningkatan kinerja akibat intervensi digital.

Kata Kunci: *Microsoft Teams, Siswa Kelas VIII, Hasil Tugas Membaca, Metode Digital, Analisis Kuantitatif, Desain Pre-Test Post-Test*

INTRODUCTION

The term "assignment" holds diverse meanings across different domains. 'Assignment' in finance refers to the transfer of rights or property, involving options contracts and formalized property rights agreements. It involves the transfer of a debtor's performance right from the owner (assignor) to another person (assignee) through a legal provision or an agreement (Lurger, 2012). Conversely, in education, assignments represent crucial tasks given by educators to assess students' comprehension and skills, taking forms like homework, essays, and projects. These tasks

Tarbiatuna: Journal of Islamic Education Studies

Volume 4 Nomor 3 (2024) 82 – 91 P-ISSN 2775-3387 E-ISSN 2775-7250

DOI: 47467/tarbiatuna.v4i3.7374

serve as essential tools for grasping subjects and demonstrating proficiency while also serving as assessment instruments for educators to gauge academic performance and students' development progress (Fadilah et al., 2018). Essentially, "assignment" encapsulates both property transfer in finance and educational tasks, serving as evaluative mechanisms for knowledge and skills.

This study delves deeply into the essence of classroom assignments, a fundamental part of education, curated by educators within specified timeframes as part of students' learning journey. The assignment is designed to ensure students engage with, assess, and understand the school-taught material. Its purpose is for students to independently review and learn at home, deepening their comprehension of the subject matter (Eppendi & Vega, 2020). This method aids in their progress and attainment of the learning goals set by the teacher. These assignments manifest diversely, encompassing written tasks, practical engagements, and artistic expressions, all aimed at enriching subject comprehension and fostering skill development. They play multifaceted roles, measuring understanding, facilitating learning and practice, and showcasing accomplished learning objectives.

Within language learning, teachers assign students with activities that measure skills and knowledge, encompassing listening, speaking, reading, and writing. This study specifically focuses on tasks evaluating students' reading skills. Reading skills involve comprehending, interpreting, and decoding written language, crucial for assimilating and responding to various written communications like emails and messages (Pourhosein & Sabouri, 2016). Effective reading instruction operates through preparatory skills, supportive abilities, and strategic approaches, emphasizing fluency and five foundational principles: recognition, perception, comprehension, fluency, and motivation (Akyol & Gedik, 2022).

In essence, classroom assignments play a pivotal role in engaging students and assessing their knowledge and skills, especially concerning reading abilities. To ensure assignments hold significance and enable students to demonstrate acquired knowledge effectively, teachers employ specific methods. Various assignment methods, such as Problem-Based, Project-Based, Portfolio-Based, Paper-Based, and Digital-Based, are instrumental in effective teaching and cater to diverse students' needs (Appleyard & Bridge, 2008; Dumitrache & Gheorghe, 2018; Euler & Kuhner, 2017;). Optimizing these methods involves clear instructions, defined learning objectives, and emphasizing the task's value to engage students effectively and convey its purpose. These adaptable methods accommodate diverse learning styles and goals, equipping educators with dynamic tools for effective teaching.

Technological development is currently advancing rapidly and is being utilized in various domains, including communication, social interactions, finance, culture, and education. Many schools have adopted technological tools to facilitate various activities,

Tarbiatuna: Journal of Islamic Education Studies

Volume 4 Nomor 3 (2024) 82 – 91 P-ISSN 2775-3387 E-ISSN 2775-7250

DOI: 47467/tarbiatuna.v4i3.7374

including giving the assignments. This includes the use of mobile devices to support teaching and learning, internet access for information, and projectors for presentations. Technological advancements have significantly affected the education sector, paving the way for the emergence of digital assignment method. This development has revolutionized the way educators impart knowledge and evaluate students' progress.

The digital method revolutionizes education by leveraging technology across diverse activities, engaging learners through digital platforms, systems, and applications, and promoting eco-friendly practices by reducing paper waste (Mohite & Raverkar, 2023). Its adaptability grants access to expertly designed courses anytime, anywhere. This method's interactive nature employs mobile learning, active engagement, and gamification, fostering flexibility and accessibility for students, enhancing convenience and learning experiences. These advantages emphasize its potential to personalize learning and provide instant feedback. In terms of grading, digital method streamline tasks with swift automated grading, save time and lighten teachers' administrative burden. However, concerns arise regarding the reliability of online submission systems, potential distractions, cheating, and studies suggesting better comprehension from paper reading (Appleyard & Bridge, 2008). Recognizing these challenges is crucial, especially regarding trust, equity, distractions, and academic integrity. Despite these considerations, the demand for technology integration in education persists, compelling educators to explore platforms like Microsoft Teams for task assignments.

The researcher delves into the integration of Microsoft Teams as a digital assignment tool, exploring its dynamic functionalities. Microsoft Teams, a versatile technology tool, seamlessly operates within both institutional and program-specific contexts, extending its utility from business settings to face-to-face, hybrid, and online courses. It offers a range of features such as meetings, video conferencing, file storage, and the ability for users to create and manage virtual classes. However, its implementation in educational settings is not without challenges. The challenges predominantly revolve around limitations related to internet data limits and insufficient network connectivity (Kuki & Wea, 2021). In addition, there would be need an email registration before students accessed the media and sometimes, on this process, students experienced some problem, like failing to register or log in, so that teacher had to give the instruction clearly. Despite these challenges, Microsoft Teams enhances organizational efficiency and fosters interactive engagement through online meetings, chat, posts, and assessments, converging elements within a Learning Management System (LMS) (Abu et al., 2021). Its implementation optimizes teaching methodologies, organizational efficiency, and teacher-student interaction, bolstering the learning experience. These diverse features empower students in undertaking learning tasks, particularly beneficial in situations where unexpected events disturb regular classes, guaranteeing continuous learning activities. Moreover, teachers benefit from using Microsoft Teams as a learning

Tarbiatuna: Journal of Islamic Education Studies

Volume 4 Nomor 3 (2024) 82 – 91 P-ISSN 2775-3387 E-ISSN 2775-7250

DOI: 47467/tarbiatuna.v4i3.7374

platform by facilitating faster lesson delivery, reducing paper usage, and addressing key challenges in remote learning, such as students frequently navigating to other websites and low engagement levels (Olugbade & Olurinola, 2021).

Research on Microsoft Teams' efficacy has yielded varying perceptions among learners. Laquindanum (2022) rates Microsoft Teams as "Average" compared to other online platforms, lauding its user-friendly interface, simplicity, and effectiveness in assessments. However, optimal performance hinges on a stable internet connection. Notably, gender or year level does not significantly affect perceptions of its effectiveness. Juanis (2020) highlights that students' familiarity with online tools amplifies enthusiasm for assignments, bolstering user engagement. Kuki and Wea (2021) reinforce positive students' perceptions of Microsoft Teams, emphasizing its suitability for diverse learning modes. Nevertheless, drawbacks persist, notably the reliance on a fast internet connection and potential higher costs.

Within the existing context, the researcher aims to identify whether the digital method using Microsoft Teams has effect on the junior high students' reading assignment outcomes, especially on the eighth graders. Previous studies have predominantly assessed on digital learning methods with various tools, but there is limited discussion on the use of Microsoft Teams as a learning platform, particularly for Junior High School assignments. Some studies have primarily addressed the entirety of learning activities rather than specifically targeting English skills, particularly reading. Also, the selection of Microsoft Teams as a research topic is due to the abundance of research topics that have focused on more popular digital platforms such as Google Form, Google Classroom, Quizzizz, and others. Additionally, the researcher chose this media because based on experience during the internship, which the target school only used Microsoft Teams for giving exams, so, the researcher wanted to find out more about the effect of using the media in the student learning process, especially when doing assignments. This study seeks to evaluate the effect of digital method using the Microsoft Teams—in the context of student assignments.

METHOD

The methodology employed in this study utilizes a pre-experimental design, specifically a one-group pre-test and post-test approach, chosen due to time constraints within the school schedule. The research focuses on 8th-grade students from a State Junior High School in Central Surabaya, with one class (N = 34) purposively sampled from a total of 10 classes. Data consists of scores from reading assignments, collected both manually from teacher records and directly via the Microsoft Teams platform. Research instruments, adapted from the TOEFL Reading test, were integrated into Microsoft Teams for seamless administration of pre-test and post-test assessments, encompassing 20 multiple-choice questions categorizing High Order Thinking Skills (HOTS), Moderate

Order Thinking Skills (MOTS), and Low Order Thinking Skills (LOTS). The study proceeded in phases: a pre-test adapted from TOEFL, multiple reading assignments via Microsoft Teams as treatment, and a post-test mirroring the pre- test. Validity was ensured through content validation against educational standards and expert review, while reliability, indicated by a Cronbach's Alpha of 0.83, affirmed consistency in measurement. Data analysis involved IBM SPSS for statistical tests including the Shapiro-Wilk test for normality, paired-sample t-tests for comparing pre- test and post-test scores assuming normal distribution, and Wilcoxon Signed Rank Test as a non-parametric alternative when normality assumptions were not met, all aiming to evaluate the impact of Microsoft Teams on 8th graders' reading assignment outcomes comprehensively.

RESULT & DISCUSSION

Results

Data Interpretation of Students' Assignment Outcomes

Normality

Table 1. Normality Test

Test of Normality	Shapiro-Wilk		
	Statistic	Df	Sig.
Pre-test	.949	34	.113
Post-test	.942	34	.072

Based on the output of Shapiro-Wilk Test at Table 1 above, the significance level for the pretest is 0.113 ($p > 0.05$), which means that the data of pre-test is normally distributed. The post-test result is similar to the pre-test, the result of significance level is 0.072 ($p > 0.05$), which also means that the data of post-test is normally distributed. Thus, it can be concluded that the data obtained by the researcher, both pretest and posttest data, are normally distributed. Since the data is normally distributed, the researcher would use the parametric method.

Pre-test and Post-test Results Data Analysis

Table 2. Paired Sample T-Test

Paired Differences	t	df	Sig. (2-
--------------------	---	----	----------

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Differences				tailed)
				Lower	Upper			
Pair 1	-6.471	15.596	2.675	-11.912	-1.029	-2.419	33	.021
pretest-posttest								

The Paired Sample T-Test showed that the p-value (Sig. 2-tailed) is 0.021 ($p < 0.05$). This means that H1 is accepted, which means that using Microsoft Teams has effect on the eighth graders' reading assignments outcomes.

Effect Size of the Treatment

Table 3. Effect Size Interpretation

Size	Description
0.1-0.3	Small size
0.3-0.5	Medium size
>0.5	Large size

Source: Cohen (1969)

$$x_1 - x_2$$

$$d =$$

$$s$$

$$d = \frac{6.471}{15.596}$$

$$d = 0.41$$

The findings revealed a d-value of 0.41, indicating a medium-sized effect of the administered treatment, significantly has influenced the eighth graders' reading assignments outcomes.

Discussion

The current research study responds to the effect of the digital-based method using Microsoft Teams on the eighth graders' reading assignment outcomes. The use of

digital methods as learning media is not new, as it has become a popular method in the educational field. Among the various types of digital media available, Microsoft Teams has been proven as one of the effective learning media. The researcher has specifically investigated its effect on students' reading assignment outcomes, focusing particularly on the eighth graders.

The researcher administered approximately six tests, including pre-test, treatment tests, post-test, as well as close-ended questionnaire to 34 students (N=34). After analyzing the data, the researcher discovered that Microsoft Teams had a significant effect on the eighth graders' reading assignment outcomes. Specifically, analysis of pre-test and post-test scores demonstrated significant improvements attributed to the use of Microsoft Teams. The statistical analysis, which included a Paired Sample T-Test yielding a p-value of 0.021 ($p < 0.05$), provided clear evidence of the positive effect of Microsoft Teams on these outcomes. The acceptance of the alternative hypothesis (H1) suggests that implementing Microsoft Teams positively influences students' reading assignment performance. Moreover, the calculated effect size ($d = 0.41$) underscores the substantive effect of the treatment, indicating a medium-sized effect. These findings emphasize the significant and beneficial role of Microsoft Teams in improving eighth graders' reading assignment outcomes, affirming its effectiveness in enhancing learning experiences within educational settings.

Besides effecting individual student outcomes, the adoption of Microsoft Teams in education could have broader implications for educational institutions. For example, educational policymakers within ministries of education may recognize the platform's benefits and take proactive measures to mitigate challenges and enhance the education system. These steps could include improving infrastructure to support digital learning environments, developing guidelines for effective integration of technology in classrooms, and providing professional development opportunities for educators to optimize their use of digital tools like Microsoft Teams (Abu-Alruz et al., 2024). By leveraging these strategies, institutions can foster a more robust and adaptable educational environment that meets the evolving needs of students and educators alike, thereby enhancing overall learning outcomes.

The results of current research support the previous studies, one of them was conducted by Amalia et al (2021) that the use of Microsoft Teams in learning English has a good effect on learning achievements. The students also had a good view on this media. The study conducted by Mai (2021) said that the students exhibited favorable attitudes regarding the advantages of utilizing Microsoft Teams for online learning. Students who used this media discovered a range of benefits, including convenience, flexibility, and personalized learning opportunities (Mai, 2021). Another study conducted by Khoiriyah et al (2022) also said that the students had a good experience with Microsoft Teams and showed improvement in English. They also hoped to continue the use of the app in online

Tarbiatuna: Journal of Islamic Education Studies

Volume 4 Nomor 3 (2024) 82 – 91 P-ISSN 2775-3387 E-ISSN 2775-7250

DOI: 47467/tarbiatuna.v4i3.7374

learning with improvements for more effective and efficient learning. The cumulative evidence from these studies indicates that Microsoft Teams has a beneficial effect on learning, particularly in English, and significantly enhances students' reading assignment outcomes, as evidenced by the notable differences in students' scores.

CONCLUSION

The study aimed to assess the effect of using Microsoft Teams on eighth graders' reading assignment outcomes, seeking to empirically identify any effect of the digital method. The results of the paired sample t-test revealed a statistically significant finding, with a p-value of 0.021 ($p < 0.05$), indicating rejection of the null hypothesis and acceptance of the alternative hypothesis that using Microsoft Teams influences eighth graders' reading assignment outcomes. Additionally, the effect size (d-value of 0.41) suggested a medium-sized effect of the intervention, demonstrating that the use of Microsoft Teams significantly affected the students' reading assignment performance. Therefore, based on these results, it can be concluded that implementing Microsoft Teams positively has an effect on the eighth graders' reading assignment outcomes, underscoring the efficacy of digital platforms in educational settings.

The present study has several limitations that warrant acknowledgment. Firstly, due to time and resource constraints, the researcher focused only on one of the English skills, which is the reading skill, which is the main focus of the research. Additionally, the researcher only selected one class as a subject, resulting in a small sample size. This limitation could lead to assumptions that the results may not be robust enough to conclusively prove the effectiveness of Microsoft Teams for students' reading assignment outcomes. In future studies, it is hoped that there will be a more extensive exploration of online assignment formats across various disciplines and programs. Additionally, this study did not gather opinions on the lack of Microsoft Teams in the reading assignments of eighth graders, a topic that could be addressed in the future research. Moreover, given that both educators and students utilize Microsoft Teams, it is essential to consider educators' viewpoints to gain insights from their standpoint. Consequently, there is potential for further research to delve into how educators perceive the use of Microsoft Teams as a tool for online teaching and learning.

Tarbiatuna: Journal of Islamic Education Studies

Volume 4 Nomor 3 (2024) 82 – 91 P-ISSN 2775-3387 E-ISSN 2775-7250

DOI: 47467/tarbiatuna.v4i3.7374

REFERENCE

- Abu, E., Hasanein, A., Salem, A., & Sobaih, A. (2021). Responses to covid-19 in higher education: Students' learning experience using Microsoft Teams versus social network sites. *Sustainability* 2021, 13(18).
<http://dx.doi.org/10.3390/su131810036>
- Abu-Alruz, J., Alkhazaleh, M., Hamadaneh, N., Khawasaneh, S., & Oliemat, A. (2024). Microsoft teams as an online education system in higher education: The case for Jordan. *International Journal of Education and Practice*, 12(3), 851-863.
- Akyol, H., & Gedik, O. (2022). Reading difficulty and development of fluent reading skills: An action research. *International Journal of Progressive Education*, 18(1), 22-41.
<https://doi.org/10.29329/ijpe.2022.426.2>
- Amalia, N., Degeng, P., & Dewi, D. (2022). The use of Microsoft Teams in learning English for secondary level: Teachers' and students' views. *Journal of Educational Innovation*, 9(2), 173-183. <https://doi.org/10.5281/zenodo.8081355>
- Appleyard, R., & Bridge, P. (2008). A comparison of electronic and paper-based assignment submission and feedback. *British Journal of Educational Technology*, 39(4), 644–650. <https://doi.org/10.1111/j.1467-8535.2007.00753.x>
- Cohen J. (1969). *Statistical power analysis for the behavioral sciences (1st ed.)*. New York University, New York: Lawrence Erlbaum Associates.
- Dumitrache, A., & Gheorghe, M. (2018). Project based learning. *Practical Steps in completing a learning assignment*, 1, 95-100. 10.12753/2066-026X-18-012
- Eppendi, J., & Vega, N. (2020). Addressing EFL paper-based assignment into whatsapp. *Advances in Social Science, Education and Humanities Research*.
<https://doi.org/10.2991/assehr.k.201230.064>
- Euler, D., & Kuhner, P. (2017). Problem-based assignments as a trigger for developing ethical and reflective competencies. *Interdisciplinary Journal of Problem-Based Learning (IJPBL)*, 11(2). <https://doi.org/10.7771/1541-5015.1668>
- Fadilah Nasution, R., Harida, E. S., & Rambe, S. (2018). Reading strategies used by successful readers of English department students of state institute for islamic studies padang sidempuan. *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial dan Keislaman*, 4(2), 263. <https://doi.org/10.24952/tazkir.v4i2.1116>
- Juanis, A. (2020). Microsoft Teams as an online learning tool: Exploring the students perspective. *International Conference on Multidisciplinary Approaches in Social Sciences, Islamic & Technology (ICMASIT 2020)*.
- Khoiriyah., Mardhiyyah, A., Sulistyani., & Wicaksono, A. (2022). Students learning experience through Microsoft Teams during the pandemic era. *Journal of English Education and Applied Linguistic*, 11(3), 691-709.
<https://doi.org/10.24127/pj.v11i3.5865>

Tarbiatuna: Journal of Islamic Education Studies

Volume 4 Nomor 3 (2024) 82 – 91 P-ISSN 2775-3387 E-ISSN 2775-7250

DOI: 47467/tarbiatuna.v4i3.7374

- Kuki, A., & Wea, K. (2021). Students' perceptions of using Microsoft Teams application in online learning during the Covid-19 pandemic. *Journal of Physics Conference Series* 1842, 1. <http://dx.doi.org/10.1088/1742-6596/1842/1/012016>
- Laquindanum, E. (2022). Effectiveness of Microsoft Teams: a study of perception among tertiary learners. *International Journal of Recent Research in Social Sciences and Humanities (IJRSSH)*, 9(2), 88-95. <https://doi.org/10.5281/zenodo.6477320>
- Lurger, B. (2012). *Assignment. Elgar encyclopedia of comparative law, second edition*, 104-119. <https://doi.org/10.4337/9781781006108.00012>
- Mai, T. (2021). Microsoft Teams in the context of freshmen ELF learning. *AsiaCALL Online Journal*. 12(2), 12-23.
- Olugbade, D., & Olurinola. (2021). Teachers' perception of the use of Microsoft Teams for remote learning in Southwestern Nigerian Schools. *African Journal of Teacher Education*, 10(1), 265-281. <http://dx.doi.org/10.21083/ajote.v10i1.6645>
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). A study of factors affecting EFL learners' reading comprehension skill and the strategies for improvement. *International Journal of English Linguistics*, 6(5), 180. <https://doi.org/10.5539/ijel.v6n5p180>