Utilizing Reading Progress Feature in Microsoft Teams to Improve Speaking and Listening Competence of English Foreign Language Learners

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Abstract

This study investigated whether the Reading Progress Feature substantially improves speaking abilities. This study used a quasi-experimental design using non-equivalent pretest-posttest control groups or comparison groups, and the population of this study comprised all undergraduate students of Universitas Prof Dr Moestopo Beragama. Purposive sampling was used to select 78 English Foreign Learners as the sample. The findings revealed a significant improvement in the EFL learners speaking comprehension after being evaluated using Reading Progress Feature to those who were not. There was also a significant mean difference in the EFL learners speaking comprehension after being evaluated using Reading Progress Feature than those not. On the other hand, technological Knowledge in Microsoft Team influences EFL learners speaking ability, and the evaluation from the Reading Progress Feature contributes to the speaking comprehension. Fluency contributed to speaking skills (aspects) to overall speaking accomplishment. As a result, it Is possible to infer that employing Reading Progress Feature considerably improves EFL Learners' speaking abilities. The research's pedagogical conclusion is that instructors should consider Microsoft Team, including academic training in the English language online classroom since this might increase EFL learners' desire to speak and write by exposing them to real intriguing materials.

Keywords: Speaking Competence, Reading Progress, Microsoft Teams

INTRODUCTION

Since the beginning, speaking in a foreign language has always been regarded as the most challenging skill for foreign language learners to master. In part, this is because it takes more than merely learning the grammatical aspects of the language. To understand the language, one must have a good graspofits vocabulary and grammar. Speaking is distinct from other skills like reading and writing because the speaker must be able to quickly access all there levant information to produce appropriate language in short lags oftime. Students are typically given ample amount sof time to either match the input with the iralready-existing knowledge or search for the correct form soft language with no immediate recipient who may hear what they say.

If English Foreign Language (EFL) learners want to learn a new language, they need more than just knowledge of its grammar and vocabulary (Chou, 2018). Teachers and students bring the irexpectations, interests, and needs to the classroom. Setting course goals for speaking, which has received the most attention and concentration in recent years but for which the results have been the most disappointing, maybe because expectations have been raised beyond realistic levels, is particularly relevant. Like other language abilities, speaking has a variety of functions in a language classroom. (Zuhriyah, 2017) Understanding the many responsibilities of a language teacher is crucial in helping students improve their language proficiency and better understand the culture they are learning.

As ide from face-to-face contact, technology has made it possible for people to communicate with each other virtually. Putrawan and Riadi (2020) affirmed that English Foreign Language (EFL) learners and lecturers in Indonesia have been using technology in their every day lives for both educational and communicative reasons. Since they are already acquainted with the technology, they may benefit from

Web 2.0 technologies, including publishing content, commenting, and collaborating. Learner and assessment processes are included in this category. Andina et al. (2020) strengthen those learners and lecturers should efficiently utilize and get acquainted with the technology used in the class room when it is being adapted for educational purposes. Because they are already acquainted with the technological interface, online member participants are better equipped to engage with it. In an online public speaking course, Rojabi (2020) explained that EFL learners may use Microsoft Team technologies to access the assignments and course materials, which is appealing to them since they might not be able to attend class as often.

The assignment tool in Teams allows teachers to publish tasks to individuals, short groups, or the whole class. It was stated to them that they were able to tailor assignments to each student's learning style and academic ability. Ha and Ngo (2021) authenticated that English lecturers as instructors may make use of Microsoft Teams' built-in capabilities. EFL learners can schedule meetings, communicate invitation links, experience web conferences, interact with each other, and share documents and screens (Alabay. 2021). They can also communicate in a chat box and change their roles to attendee or presenter. They can record the web conferences and download the recordings. Nguyen and Duong (2021) described that student engagement and a supportive learning environment are critical to students' success in their educational endeavors. These three elements may be used in an online learning environment, and Microsoft Teams provides them as one of the platforms available.

The integrated technology factors that influence language acquisition have been examined in several studies, and it has observed the impact of pre-existing knowledge on the acquisition of new languages and the acquisition of specific language abilities and sub-skills ((Kashoob and Attamimi, 2021). According to some authorities, technological knowledge plays an important role in functioning language components, particularly communicative comprehension. González and Santiago (2021)) studied the impact of subject familiarity on L2 listening comprehension. Three levels of Spanish university students listened to digital material, one about a known subject and one about a Learning Management System (LMS). The excerpts come from spontaneous native-speaker discourse. A native language recall approach measured listening to comprehension, and the known theme was far more popular. (Gördeslioğlu and Yüzer (2019) found that comprehensive feedback improves listening and speaking comprehension. Internet connection problems are the most often concern with the online learning strategy. (Nambiar, 2020) also systematically classified the negative consequences of online assessment in education. To discover the downsides of integrated LMS to online learning, comprehensive mapping research was done. According to their investigation, online learning assignment has four negative consequences: decreased performance, apathy, undesirable conduct, and diminishing results. Kacetl and Klímová (2019) reported comparable findings on assessment and feedback features, such as badges, in college courses. In their research, several learners showed passionate opposition to badges.

In recent years, online learning in foreign language training has exploded in popularity. Despite this interest, the reading comprehension of EFL students concerning the online environment has, to the best of our knowledge, been neglected. A preliminary study has been conducted to determine how the online environment may best promote the advancement of various abilities in foreign language instruction. Most research focuses only on the motivating component of online pedagogy instruments, and there are still important problems and themes that have not been addressed in the literature. This research aimed to determine if the interactive Reading Progress Feature, which focuses on speaking comprehension and listening, had any effect on enhancing the speaking comprehension abilities of EFL learners.

Research question

The following is a list of the questions that were examined at throughout this research:

1) Was there any significant improvement in the EFL learners speaking comprehension after being evaluated using Reading Progress Feature than those who were not?

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2) Was there any significant mean difference in the EFL learners speaking comprehension after being evaluated using Reading Progress Feature than those who were not?
3) Is the speaking ability of EFL learners influenced by their Technological Knowledge in Microsoft Team?
4) How much did the evaluation from Reading Progress Feature contribute to the speaking comprehension?

METHODOLOGY

The research design for this study was quasi-experimental. Because language classes are specially designed to foster learning, it is not unreasonable to gather data on what happens there to further our understanding of language learning and usage. The research study was carried out at Universitas Prof Dr. Moestopo Beragama in Jakarta, Indonesia, during the even semester of the 2021 academic year. Participants (N = 78; female: 46 (58,98%); male: 32 (41,02%) from four intact classrooms were questioned owing to their ease of access, availability at a particular time, and willingness to participate. They were 18 to 24 years old (M = 19.02, SD = 1.68).

Three research tools were utilized to gather data, considering the study's objective and constraints. The first instrument was a speaking test administered to both the control and experimental groups of students before and after the experiment. Akimov, A., & Malin, M. (2020) research was used to develop the test. The test's scoring rubric provided a measure of performance quality based on five criteria: pronunciation, grammatical accuracy, vocabulary, fluency, and interactive communication on a five-rating scale ranging from 90-100, meaning "excellent," to 0-49, meaning "fail" based on the scales used according to (Römer, U. (2017). An attitudinal questionnaire was used as the second tool. Işik, A. (2018) created it with six questions on a 5-point Likert scale ranging from 5 "strongly agree" to 1 "strongly disagree" to assess students' sentiments regarding the pronunciation training program. Because the reliability of the questionnaire was first validated by its creator, it is deemed valid for use in the present investigation.

The data analysis was based on the results of the tests. The students' results were separated into Group A (pre-test and post-test scores of students who learned using the Reading Progress Feature) and Group B. (pre-test and post-test scores of those who learned without the Reading Progress Feature). Furthermore, the range of speaking competence utilized to interpret the students' scores is as follows: excellent (25-30), good (19-24), average (13-18), poor (7-12), and very poor (<7). Meanwhile, the following levels of writing ability are used: outstanding (25-30), good (19-24), ordinary (13-18), bad (7-12), and very poor (7). In this study, rubrics were utilized to analyze data from students' speech. The paired sample t-test was performed to determine whether there was an improvement between each group's students' pre-test and post-test scores. The independent sample t-test was performed to determine a significant difference between the two groups of students' post-test results. Stepwise regression analysis was also utilized to determine the influence of each facet of speaking competence on students' speaking successes.

RESULT AND DISCUSSION
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Two types of statistical analysis were used to determine if the therapy impacted and helped improve the individuals' capacity to talk. There was an initial descriptive analysis of both examinations' raw results, and then inferential statistics were used to see whether any statistical differences existed between pre-test and post-test scores. Data from pre-tests and post-tests, as well as descriptive statistics, are provided. The descriptive statistics, progress analysis (Paired sample t-test), mean difference analysis (Independent sample t-test), and percentage analysis of each aspect's contribution were all included in this portion of the report (Stepwise regression analysis).

Research question: Was there any significant improvement in the EFL learners speaking comprehension and listening comprehension after being evaluated using Reading Progress Feature than those who were not?

Table 1 The Results of Paired Sample and Independent t-Test (Reading Progress Feature)

Variable	Pre-test		Posttest		Mean difference pre and post-test Exp within	Mean difference pre and post-test Cont within	T-value post-test between Exp and Control	T value of Gain between Exp & Control	The value of Sig.2-tailed Exp within	The value of Sig.2-tailed Cont within	The value of Sig.2-tailed between Exp and Control
	Mean Exp	Mean Cont	Mean Exp	Mean Cont							
SA	15.60	13.58	20.10	16.42	4.600	2.650	3.775	3.604	.000	.000	.000
LA	13.80	12.11	18.77	14.42	4.975	2.300	4.350	4.533	.000	.000	.000

Student listening achievement in the pre-test of the experimental group was 13.80, with a standard deviation of 2.6026, compared to paired sample t-test results. The experimental group's EFL Learners' post-test speaking achievement was 15.60, with a standard deviation of 3.1308. The experimental group's mean pre-post listening performance difference was 4.975 points, with a standard deviation of 1.3810 points.

In contrast, the experimental group's pre-test mean listening accomplishment score was 18.77, with a standard deviation of 3.412. There was a mean score of 20.10 and a standard deviation of 3.4282 in the post-test for the experimental group's students' writing abilities. In the experimental group, the mean difference in writing accomplishment between the pre-test and post-test was 4.500, with a standard deviation of 1.1002. It is possible to conclude that the null hypotheses (H01 and H02) were rejected, and the research hypotheses (Ha1 and Ha2) were accepted since the Sig. Value (2-tailed) of both speaking and listening accomplishments was less than 0.05. To put it another way, the experimental group fared far better than expected.

The mean score of students' speaking ability in the pre-test of the control group was 11.12, with a standard deviation of 2.8044. In the control group's post-test, the students' listening achievement was 14.42, with a standard deviation of 2.9347. According to the results, in the control group, the mean difference between pre-and post-test speaking performance was 2.300, with a standard deviation of 0.7847.

Students' speaking abilities in the control group's pre-test were 13.58, with a standard deviation of 3.2641. On the other hand, EFL Learners in the control group's post-test writing performance averaged 16.42, while the standard deviation was 3.2005. According to the results, the mean difference in writing accomplishment the pre-test and post-test in the control group was 2.550, with a standard deviation of 0.8255. So, it may be inferred that Ho1 and Ho2 null hypotheses were rejected, but Ha1 and Ha2 research hypotheses were approved based on the Sig. value (2-tailed) of both the speaking and listening accomplishments. This condition indicates that the control group achieved a considerable or significant improvement.

Unlike past research that saw reading as a passive talent (Ghazizadeh and Fatemipour, 2017),

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the results indicate that reading should be seen as an active activity. Readers are engaged in high-level mental tasks. Deerajviset (2014)) argues that when reading, readers reinvent the message. According to Tseng and Yeh (2019), reading involves the reader, the text, and the relationship between the reader and the text. Meaningfulness is vital in this interactive reading process for a greater understanding of the content.

Research question: Was there any significant mean difference in the EFL learners speaking comprehension after being evaluated using Reading Progress Feature than those who were not?

Table 1 shows the independent sample t-test: the mean difference between the experimental and control groups speaking post-test was 4.350, and the t-obtained was 4.533 (p0.000). It was found that the experimental group had a 3.675-point difference in post-test listening, which was statistically significant (p0.000). There were no statistically significant differences between the p values of the speaking and listening achievement (0.000). Ho1 and Ho2 were rejected, but the study hypotheses (Ha1 and Ha2) were approved. Consequently, It suggests that EFL learners evaluated using Reading Progress Feature had significantly higher mean speaking and writing ability levels than students who were not.

Table 1 The Speaking Achievement (SA) and Listening Achievement (LA) Result in Experimental and Control Groups

Variable	Level of Achievement	Experimental Group (n:30)			Control Group (n:48)		
		Mean	S.D	Frequency (%)	Mean	S.D	Frequency (%)
Speaking Achievement	Excellent	21.38	1.326	12 (40%)	-	-	-
	Good	15.12	1.182	10 (35%)	17.82	1.085	11 (22%)
	Average	14.29	1.044	8 (25%)	13.05	0.951	16 (33%)
	Poor	-	-	-	10.21	0.921	21 (43%)
	Very Poor	-	-	-	-	-	-
	Total	18.87	1.326	30 (100%)	15.23	0.597	48 (100%)
Listening Achievement	Excellent	24.00	0.707	13 (43%)	-	-	-
	Good	21.31	1.632	9 (30%)	21.66	1.040	17 (35%)
	Average	16.50	1.802	8 (27%)	16.87	1.254	12 (25%)
	Poor	-	-	-	11.20	0.750	19 (40%)
	Very Poor	-	-	-	-	-	-
	Total	21.34	1.369	30 (100%)	17.26	0.964	48 (100%)

Table 2 shows that students' Speaking Achievement (SA) and Listening Achievement (LA) differed significantly between EFL Learners' experimental and control groups. 12 Learners (40%) in the experimental group had mean scores of 21.38, or the highest, ten learners (35%) had mean scores of 15.00 or higher, and 8 Learners (25%) had mean scores of 14.30 or the lowest. As seen in Table 1, the experimental students' speaking abilities were deemed to be in the "good" category. Comparatively, the control group SA had a different outcome. 11 learners (22%) indicated a Good category level of achievement, while 16 (33%) were classified as average. 21 (43%) learners were designated to the Poor category. The total mean of the control group is 15.23, which is less than the Experimental Group's total mean of 18.87. It is shown that the most often occurring value is the mode of a data set in the Experimental Group. The average level of a given dataset from both experimental and group.

In addition, the LA outcome had responses meaningfully. 13 students (43%) achieved an excellent level with a mean score of 24.00. Nine students (30%) achieved a good level with a mean score of 20.31, and 8 students (27%) achieved an average level with a mean score of 15.50. Table 1

shows that the students in the experimental group had an excellent degree of listening ability based on the results. Those who were part of the control group, on the other hand, had no students in the "excellent" level, 17 students (35%) in the "good" level, 12 (25%) in the "average" level, and 19 (40%) in the "poor" level, all with mean scores of 16.80. Table 1 shows that the children in the control group had an average level of speaking ability based on the results.

According to the comparison between speaking and listening achievement, it has similar no respondents' outcomes in the experimental group categorized with Poor and Very Poor conditions, while the control group had no responses to the excellent level of achievement. Most cognitive psychologists have concentrated on the function of meaningful learning and background knowledge structure (Riahi and Pourdana, 2017). Unfortunately, many second or foreign language learners do not understand managing the reading process. As a result, they have difficulty understanding the texts, which leads to a lack of interest in reading and therefore poses a significant issue for the educational system. Reading ability is crucial, and it is a crucial source of intelligible information in language development. As a result, Widodo et al. (2022) supported that it is the responsibility of language instructors and educational planners to provide suitable assignments for language learners to strengthen this ability both within and outside the language learning classroom.

Research question: Is the speaking ability of EFL learners influenced by their Technological Knowledge in the Microsoft Team?

Table 1 shows pre-test, and post-test experimental speaking achievement mean scores of 15.60 and 20.10, respectively. This condition indicates that the post-test control speaking achievement mean score is more significant than the pre-test mean score. It is defined as the technological knowledge that significantly impacts the speaking and listening' EFL learners' performance. The pre-test and post-test standard deviations are 2.30 and 1.30, respectively. Pre-tests and post-tests fall between a range of 6.5 and 4.25. Because of this, there is a significantly more extensive range and a lot larger standard deviation of performance scores among the EFL learners in the pre-and post-tests. Pre-test and post-test score distributions are positively distributed, meaning that most of the scores are low, while a few scores are very high.

The Paired (Matched) samples t-test was used to see whether the difference in mean scores between the pre-and post-tests was statistically significant. T-test results paired samples, and the difference between the means of the pre-and post-tests are shown. Table 1 indicated that the observed t (-7.72) is much larger than the t-critical (2.228) with df ten than the t-critical value (2.228). There is a statistically significant difference in pre-and post-test mean differences. Thus, in post-tests, the participants outperformed their peers, and this improvement in their speaking ability seems to be a direct outcome of the Reading Progress Feature. For the most part, this finding exposed that EFL Learners who were allowed to get acquainted with the subject matter improved their knowledge and fluency in class discussions. As a result, Ho3 was rejected, but the study hypotheses (Ho3) were approved. Consequently, it suggests that EFL learners evaluated using Reading Progress Feature had significantly influenced speaking ability.

For a long time, conventional approaches such as the Grammar Translation Method have been employed. This technique focuses primarily on reading ability and grammar, and vocabulary (Kaharuddin, 2018). Although reading is one of the fundamental academic abilities students will need later in their academic lives, and it is emphasized in language instruction at school, students have difficulties when reading at the university level. As'ari et al. (2021) expressed that The use of technological integrated techniques in reading education may be the basis of this difficulty. Because reading competence is one of the most potent instruments for obtaining foreign language information, Santosa (2017) described that including technological integrated learning into this skill would benefit indonesian students. Unfortunately, traditional teaching reading techniques continue to be used in our educational system, and many Indonesian instructors are unaware of this relatively recent trend in language instruction (Inderawati and Vianty, 2021).

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Research question: How much did the evaluation from the Reading Progress Feature contribute to the speaking comprehension?

Stepwise regression analyses the link between many independent variables and one continuous dependent variable. This model's R Square variable shows the percentage of variation predicted by the regression model from the aspect and total score of the speaker and writer's accomplishments, as shown in the model summary table 1 and 2. The percentage is the most popular way to represent it. The speaking and listening achievement diversity percentage may be attributed to the five skill variables (comprehension, fluency, vocab, pronunciation, and grammar).

There was a 99.9% correlation between fluency, pronunciation, vocabulary, comprehension, and grammar in a multiple regression analysis of speaking achievement (SA). Additionally, the partial contribution of each aspect of speaking ability to sp was 99.9%, and the influence of all aspects of speaking ability was 99.9%. There was a strong correlation between vocabulary, organization, mechanics, grammar, and fluency in listening, with a correlation between the two being 0.953 and a partial correlation of each of these factors being 1.000. The total contribution of all the factors of writing ability was 100%, with the partial contribution to each factor being 1.000. According to this finding, Ho4 were rejected, but the study hypotheses (Ha4) were approved. Consequently, It displayed that learners evaluated using Reading Progress Feature had significant contributions to the evaluation from the Reading Progress Feature.

Technological integrated learning may be used in English language schools to speed up the learning process, particularly reading skills. Xodabande (2017) exposed that learners may benefit from blended learning as an accelerator for learning to read both inside and outside the classroom. In this manner, blended learning may optimize learning possibilities at the learner's preferred location and time. This condition, in turn, may increase student autonomy by giving the learner greater responsibility, moving away from conventional teacher-centred programs. (Wu et al. (2017) characterized that another advantage of using blended learning in the English classroom is that it may increase the learner's motivation and interest in the language learning process. Learners who love utilizing technology and learning English may relate the two as more positive and desired activities.

CONCLUSION

Based on the data and discussion, it is possible to infer that Microsoft Teams' online classes ideally enhance the students' listening competence in English language environment. The majority of respondents in this survey had a favourable opinion of the students' learning environment in an online class. Respondents' good assessment stemmed from their experience with online learning using Microsoft Teams. Furthermore,Microsoft Team online learning facilitates contact between students as well as student-english lecturers engagement. The t-test statistical research revealed that employing short tales statistically enhanced students' speaking abilities in the Reading Progress feature. This finding was evident from the descriptive statistic results, which could be observed from the two groups' mean score, frequency, and percentage and the paired sample t-test results. The experimental group improved more than the control group in the pretest and post-test. Second, there was a substantial mean difference in speaking abilities between students taught using Reading Progress feature and those who were not. The mean gain between the two groups demonstrated this. Third, the Stepwise regression analysis revealed that the element of speaking competence had a significant impact on the students' listening successes in the experimental group. Fluency made the most significant impact on speaking accomplishment of any facet of speaking competence.

The present research used a small sample size. Therefore the generalizability of these findings is restricted. However, this research provided insight into students' perceptions of online learning. Future studies should look at student engagement and the learning environment in online learning. The additional study might broaden the student sample to include a broader range of majors and grade

levels. Future qualitative studies might concentrate on students' opinions, attitudes, and happiness with online classrooms and the advantages of attending online classes with Microsoft Teams. An emphasis on student interaction and the learning environment would also be recommended to determine the influence of students who are successful in engaging in online learning.

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