The Application of Microsoft Teams in Efforts to Improve Sociolinguistic Learning for Third Semester Students of PBSI at Al Washliyah Muslim University of Nusantara

Abdullah Hasibuan[1], Nirmawan[2], Nurima Rizki Dongoran[3]
[1] Universitas Muslim Nusantara Al-Washliyah and abdullahhasibuan@umnaw.ac.id
[2] Politeknik Negeri Medan and irmanirma90@polmed.ac.id
[3] Politeknik Negeri Medan and nurimarizkidongoran@polmed.ac.id

ABSTRACT

This study evaluates the implementation of Microsoft Teams as a learning medium to improve the understanding of sociolinguistic concepts among Semester III A students of the Indonesian Language and Literature Education (PBSI) Study Program at Al Washliyah Muslim Nusantara University (UMN). The main focus of the study is to see the effectiveness of the Microsoft Teams platform in increasing participation, communicative interaction, and understanding of sociolinguistic content. The research method uses a quantitative and qualitative approach with a pretest–posttest design. The results of the study indicate an increase in student learning performance in the aspects of discussion participation, interactive engagement, and understanding of sociolinguistic material after the use of Microsoft Teams as a learning medium with a good category with an average score of 81.9. The results of the paired sample t-test showed that there was a significant difference between the pretest and posttest results of students' sociolinguistic understanding after the implementation of Microsoft Teams-based learning (t = 198.07; p < 0.05). These findings indicate that the integration of digital collaborative applications can effectively support social context-based language learning.

Keywords: Microsoft Teams, Sociolinguistic Learning, Language Education, Students, Al Washliyah Muslim University of Nusantara

1. INTRODUCTION

Sociolinguistics learning requires active language interaction and real-life social contexts to strengthen students' understanding of language variation in society [1]. However, in practice, limited class time and traditional learning methods often hinder the achievement of expected learning competencies. Since the shift towards digital learning, amplified by the COVID-19 pandemic, various digital platforms such as Microsoft Teams have been adopted as alternative media for online and hybrid learning [2]. Microsoft Teams provides video conferencing, chat, assignments, and document collaboration features that enable virtual face-to-face interactions that can simulate sociolinguistic communication conditions in the workplace or the general public. This study aims to examine the role of Microsoft Teams in improving student understanding and engagement in sociolinguistics courses, specifically in the Semester III A PBSI UMN Al Washliyah student group.

Furthermore, the development of digital learning not only requires the use of technology as a communication tool but also as a means to create a more collaborative and contextual learning experience in line with the characteristics of sociolinguistics courses [3]–[5]. The integration of platforms such as Microsoft Teams allows students to engage in more dynamic language interactions through online discussions, task collaboration, and simulations of social situations relevant to language practices in society . Therefore, this research is important to evaluate the extent to which the use of these digital features can increase active participation, conceptual understanding, and the quality of student learning interactions in the context of sociolinguistics learning at PBSI UMN Al

Washliyah, so that it can provide empirical contributions to the development of technology-based language learning strategies.

2. LITERATURE REVIEW

2.1 Microsoft Teams in Language Education

Microsoft Teams has been widely studied as an online learning tool in the context of language education. Research shows that university students view this platform as a flexible, effective learning tool that supports interactions between teachers and students in English learning in high schools in Indonesia [6]. Another study also found that using Teams can improve speaking skills and language comprehension in foreign language learning at the high school and university levels [7].

Another study by [8] also confirmed the effectiveness of using Microsoft Teams in language learning, particularly through the Task-Based Language Teaching (TBLT) approach, to improve writing skills. The results showed that Teams supported the smoothness of the instructional process and increased student engagement in writing learning activities.

2.2 The Effectiveness of Teams in Online Learning

A recent Systematic Literature Review confirmed that Microsoft Teams is effective in supporting online and blended learning processes by enhancing collaboration and access to educational materials [2]. This is relevant to sociolinguistics, as student engagement in discussions and interactions is a crucial aspect of sociocultural context-based learning.

2.3 Language Learning and Digital Technology

Research in the "Application of Social Platforms in Language Learning" study shows that social media and digital platforms like Microsoft Teams can enhance language experiences through real-time interaction and collaboration on digital content [9]. This provides a theoretical basis for the possibility that sociolinguistic learning can also be optimized with interactive digital applications.

3. METHODS

The method used is mixed methods, a combination of quantitative and qualitative approaches. Mixed methods research combines quantitative and qualitative methods in a single study to gain a more comprehensive understanding of a phenomenon. This approach allows researchers to not only measure results numerically but also explore the meaning, processes, and context behind the data.

According to Creswell and Plano Clark, mixed methods are used when quantitative and qualitative data combined can provide a better understanding than either method alone. This method emphasizes data integration during data collection, analysis, and interpretation. The research design is a pretest–posttest with a limited control group.

3.1 Population and Sample

The research subjects were 20 Semester III A PBSI UMN Al Washliyah students. The sample was selected using a purposive sampling technique based on their participation in sociolinguistics learning using Microsoft Teams.

3.2 Research Instruments

This study used two main instruments: a sociolinguistic comprehension test and a student perception questionnaire on the use of Microsoft Teams. Both instruments were designed to obtain comprehensive data on student learning outcomes and their perceptions of the learning process. The sociolinguistic comprehension test was used to measure students' mastery of sociolinguistic concepts before and after the learning intervention using Microsoft Teams. This test was administered as a pretest at the beginning of the learning process and a posttest at the end of the learning process. The perception questionnaire was used to determine students' views, attitudes, and experiences regarding the use of Microsoft Teams in sociolinguistics learning. This questionnaire was administered after the learning intervention, allowing students to provide an assessment based on their learning experience.

3.3 Research Procedures

Learning was conducted over a semester, integrating sociolinguistics material through scheduled discussion activities, collaborative assignments in Teams channels, and video conference sessions. Data were analyzed using t-tests for score changes and thematic analysis for qualitative data.

4. RESULTS AND DISCUSSION

Table 1. Results of the Sociolinguistic Comprehension Test Before and After the Microsoft Teams Intervention

Student Code	Pretest Score	Posttest Score	Difference
R1	52	78	26
R2	55	80	25
R3	58	82	24
R4	60	85	25
R5	50	76	26
R6	62	88	26
R7	57	83	26
R8	54	79	25
R9	59	84	25
R10	56	81	25
R11	53	78	25
R12	61	87	26
R13	55	80	25
R14	58	83	25
R15	60	86	26
R16	52	77	25
R17	57	82	25
R18	59	85	26
R19	54	79	25
R20	56	81	25
Average	56.9	81.9	25.0

Categories Based on Test Scores	
Category	Value Range
81-100	Very good
71-85	Good
56-79	Enough
≤ 55	Not enough

Based on the table data above, the average pretest score was 56.9, categorized as Adequate. The average posttest score was 81.9, categorized as Good, and the average difference was 25.0, categorized as Moderate.

Based on the results of the paired sample t-test, the calculated t value was 198.07 with a significance value (p-value) of 0.000. Because the p-value is smaller than the significance level of 0.05, H_0 is rejected and H_1 is accepted. This indicates that there is a significant difference between the pretest and posttest scores of students' sociolinguistic understanding. Thus, it can be concluded that the implementation of Microsoft Teams-based sociolinguistic learning has a significant effect on improving students' understanding.

Table 2. Results of the student perception questionnaire regarding the use of Microsoft Teams
Put a tick (✓) on one of the answer choices that best suits your opinion.

Ease of Use of Microsoft Teams	SS (5)	S (4)	N (3)	TS (2)	STS (1)
Microsoft Teams is easily accessible through the devices I use.	✓				
The features in Microsoft Teams are easy to use.	✓				
Delivery of material via Microsoft Teams is effective	✓				
The material shared by the lecturer is easy to access. Back	✓				
Chat and meeting features support learning interactions		✓			
Learning to use Microsoft Teams feels interesting	✓				
Microsoft Teams is suitable for use as a learning medium	✓				
I want Microsoft Teams to continue to be used in future lectures.		✓			

Rating Scale and Scoring Guidelines
- SS = Strongly Agree
- S = Agree
- N = Neutral
- TS = Disagree
- STS = Strongly Disagree

The table above shows that the questionnaire results indicate that students strongly agree with the use of Microsoft Teams in sociolinguistics learning, with only two categories agreeing. Therefore, the use of Microsoft Teams in learning is considered effective.

CONCLUSION

The implementation of Microsoft Teams can improve the quality of sociolinguistics learning in higher education environments, especially in the context of PBSI UMN Al Washliyah. This effectiveness is seen from the increase in material understanding scores, active student interaction, and positive perceptions of the online learning experience with an average score of 81.9 in the good category. The results of the paired sample t-test showed a significant difference between the pretest and posttest results of students' sociolinguistic understanding after the implementation of Microsoft Teams-based learning (t = 198.07; p < 0.05). It is recommended for language lecturers to integrate digital collaborative features into the sociolinguistics module learning curriculum.

REFERENCES

[1] R. Trihandayani and M. Anwar, "Peran sosiolinguistik dalam pembelajaran bahasa Indonesia di sekolah," *Stilistika J. Pendidik. Bhs. dan Seni*, vol. 10, no. 2, pp. 245–255, 2022.

[2] A. Noor and J. Utamajaya, "SYSTEMATIC LITERATURE REVIEW EFEKTIFITAS PENGGUNAAN MICROSOFT TEAMS DALAM PEMBELAJARAN DARING," *J. Softw. Eng. Inf. Syst.*, vol. 3, Dec. 2021, doi: 10.37859/seis.v3i1.4545.

[3] A. Mardhiyyah, S. Sulistyani, A. Wicaksono, and K. Khoiriyah, "Student learning experience through Microsoft Teams during the pandemic era," *Premise J. English Educ.*, vol. 11, no. 3, p. 5865, 2022.

[4] Y. Purnamasari, L. Meilinda, and M. Y. Syukri, "Integrasi Kompetensi 4C Melalui Penggunaan Microsoft Teams

Dalam Pembelajaran Bahasa Inggris Secara Daring," *J. Dimens. Pendidik. dan Pembelajaran*, vol. 10, no. 2, pp. 130–137, 2022.

[5] T. K. L. Bui, "The challenges of online writing learning via Microsoft Teams," *AsiaCALL Online J.*, vol. 13, no. 1, pp. 132–149, 2022.

[6] S. Faisal, A. Rahman, and M. Munir, "Students' perception of using microsoft teams in English online learning at SMAN 10 Pinrang," *Tamaddun*, vol. 20, no. 2, pp. 248–256, 2021.

[7] R. Almutairi, "The Effects of Using Microsoft Teams on Improving EFL Learners' Speaking Abilities at Unaizah High School Students," *English Lang. Teach.*, 2023.

[8] O. W. Prihastuti, R. Hartono, and F. Rozi, "The Effectiveness of Task-Based Language Teaching Instructions Using Microsoft Teams in Writing Recount Text at SMAN 1 Beber," *Int. J. Res. Rev.*, 2024, [Online]. Available: https://api.semanticscholar.org/CorpusID:270723974

[9] J. Babayev, "Application of Social Platforms in Language Learning," *Acta Glob. Humanit. Linguarum*, vol. 2, no. 3, pp. 141–148, 2025.