

CHAPTER V

CONCLUSION

A. Conclusion

This study analyzes teachers' readiness to use Artificial Intelligence to improve students' reading skills, focusing on the Microsoft application as an interactive learning medium. Based on the data analysis results from the research, several essential points can be concluded, follows:

- 1. The use of Microsoft Teams in English teaching has been shown to be effective in improving students' reading comprehension.**

The results of the study show that the use of *Microsoft Teams* is able to significantly improve students' reading skills. This was evidenced by an increase in the average score in the experimental group from 57.96 (before treatment) to 86.04 (after treatment), with a difference of almost 28 points. Based on the results of *the paired sample t-test*, a significance value of < 0.001 was obtained, which indicates a very significant difference between before and after using the application.

Thus, AI-based interventions implemented through *Microsoft Reading Coach* have proven to be effective in improving students' reading literacy statistically and practically.

2. Teacher readiness makes a positive contribution to students' reading comprehension.

The study's results show that teacher readiness significantly influences students' reading skills, although the impact is not as significant as the direct influence of using Microsoft itself. The N-Gain Score indicates this for Teacher Readiness of 0.56 or 56%, which is categorized as a moderate level of effectiveness. In other words, teachers who are sufficiently prepared in technicality, attitude, and pedagogical understanding can support the implementation of technology-based reading learning with quite effective results.

Teacher readiness is measured through instruments that have been proven to be valid and reliable, with a Cronbach's Alpha value of 0.833. This shows that each item in the questionnaire has strong internal consistency in measuring aspects of teacher readiness, such as technological knowledge, attitudes towards using AI in learning, and the ability to

integrate applications such as Microsoft into their teaching strategies. This level of readiness greatly determines the extent to which teachers can use technology to support the achievement of learning goals, especially in reading comprehension.

Although teachers show a moderate level of readiness, these findings also indicate that there are still obstacles that hinder technology optimization, such as limited training, lack of experience using digital applications in the classroom, or mismatches between the application's content and the applicable curriculum. These obstacles contribute to teachers' lack of optimal role in directing the overall use of Microsoft. Therefore, teacher readiness needs to be improved through more systematic interventions, such as needs-based training and strengthening digital literacy.

Nevertheless, in the context of the application of learning technology, teachers still play an important role as facilitators, mediators, and directors. Ready teachers will be able to guide students to use the application independently, integrate learning features according to student's needs, and provide

pedagogical support that strengthens the learning process. Therefore, the success of using Microsoft Teams is not only determined by the sophistication of its technology but also by the quality of teacher-student interaction in using this technology. Thus, it can be concluded that teacher readiness is an essential factor that affects the success of improving students' reading comprehension through AI applications. Teacher readiness is a bridge between technology and students, and when this readiness is at a moderate level, the results obtained are also mild. Therefore, increasing teacher readiness is a strategic step to optimize the positive impact of using Microsoft Teams in English learning.

3. English teachers face challenges in using Microsoft Teams, both technical and pedagogical

Based on the results of data analysis in this study, it can be concluded that English teachers face moderate challenges when using Microsoft Reading Teams. This is shown through an N-Gain Teacher Readiness score of 0.56 or 56%, which reflects that teachers are not fully prepared or able to optimize the full potential of AI-based applications. This current

readiness shows that there are obstacles that still need to be overcome so that technology integration can run optimally in the reading learning process.

The challenges faced by teachers include various aspects such as the main challenge faced by teachers in using Microsoft Teams is technical difficulties, followed by a lack of training and limited access to technological devices. As many as 40% of teachers cited technical obstacles as the main obstacle, while another 33.3% highlighted a lack of training. This shows that technical readiness and training support are essential to encourage optimal classroom technology use. Most respondents do not consider cost and study time factors significant constraints.

Therefore, although Microsoft Reading Teams has great potential to support English learning, the challenges teachers face still inhibit its optimal utilization. Schools and policymakers need to make systematic efforts to provide training, support, and assistance so that teachers can be better prepared to face the demands of technology integration in the teaching and learning process.

B. Suggestion

In this part, the researcher would like to suggest that teachers receive more intensive and ongoing training on using Microsoft Teams as an AI application so that they have more adequate skills to utilize technology effectively. The researcher also recommends a collaborative approach between teachers, students, and experts to ensure that the use of this technology is more optimal and in accordance with the learning context in Indonesia.

This research has proven the effectiveness of using Microsoft Teams and the influence of teacher readiness on students' reading comprehension. However, several aspects have not had time to be analyzed in depth and have the potential to be developed in further research. Therefore, researchers are further advised to:

- 1) Use a qualitative or mixed methods approach to delve deeper into the experience of teachers and students while using this Microsoft. This study emphasizes more on quantitative data, so that the aspects of perception, motivation, and subjective constraints of users (teachers and students) have not been thoroughly explored.
- 2) Examining the long-term (longitudinal) impact of using

Microsoft Teams on improving students' literacy skills, not only in the aspect of literal reading but also inference, critical reading, and vocabulary development. This research is still short-term and focused on direct posttest results.

- 3) Develop a model to improve teacher readiness based on specific training on the use of AI in language learning. Researchers can then design and test the effectiveness of training or workshop models designed to improve teacher readiness, including pedagogical technology competency-based modules.
- 4) Involve more contextual variables, such as school background (urban/rural), support of principals, and digital culture in teachers' work environments. These aspects have the potential to affect teacher readiness and the effectiveness of learning technology, but have not been used as variables in this study.

By exploring these aspects, it is hoped that further research can complement the findings that have been obtained and make a broader contribution to the development of AI-based learning technology in Indonesia, especially in the context of English language education.

