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**STUDENT LEARNING EXPERIENCE THROUGH MICROSOFT
TEAMS TO PROMOTE STUDENTS' ENGLISH COMPETENCE DURING
THE PANDEMIC ERA**

18

SKRIPSI

Presented as a Partial Fulfillment of the Requirement to Obtain the Sarjana
Degree of Education (S. Pd) of English Language Education Department



By:

ANA MARDHIYYAH
NPM: 18.1.01.08.0018

18

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
UN PGRI KEDIRI
2022

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78

Approved by the Advisors to be proposed to English Language Education
Examination Committee FKIP UN PGRI Kediri

Kediri, 21 July 2022

26

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1. This Skripsi was never submitted to any institute of higher education for any academic degree
2. This Skripsi totally independent of my work and not the result of plagiarism from the work of others
3. If someday proved of this Skripsi as result of plagiarism, I would be willing to bear all the legal consequences occur

Kediri, 21 July 2022

Signed by,

Ana Mardhiyyah
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MOTTO AND DEDICATION

MOTTO:

مَنْ جَدَّ وَجَدَ

“Whoever strives shall succeed”

DEDICATION:

This skripsi dedicated to my parents, KH. Solehan Makmun and Hj. Khodijah Murkatik, M.Pd., thank you for all the love and support. No words can describe how much I love You all.

ABSTRACT

Ana Mardhiyyah, STUDENT LEARNING EXPERIENCE THROUGH MICROSOFT TEAMS TO PROMOTE STUDENTS' ENGLISH COMPETENCE DURING THE PANDEMIC ERA, Skripsi, English Language Education, FKIP UN PGRI Kediri, 2022.

Keywords: learning experience, Microsoft teams, English language, pandemic era.

⁸⁵ The spread of COVID-19 impacts the learning process at the university level. Some universities choose to implement online learning using Microsoft Teams. This research aims to determine the university students' experience using the Microsoft Teams application in online learning during the COVID-19 Pandemic. This experience includes; Perception, problems, and how they use Microsoft Teams.

⁸⁷ The research questions in this study are; 1) What are students' perceptions of using Microsoft Teams to learn English? 2) What are the problems faced by students in using Microsoft Teams to learn English? 3) How do the students use Microsoft Teams to learn English?

The research used quantitative descriptive with sample of 97 university students spread in some universities, consist of 47 male students and 50 female students. The data collection techniques were questionnaires and five open-ended questions. The questionnaires were analysed using the Likert scale in SPSS (Statistical Package for the Social Sciences) version 25.

The results showed that the students had a good experience using Microsoft Teams. They also have much improvement in English skills, especially in speaking skills. However, they got some problems using Microsoft Teams; unstable internet connection and hard-to-understand English structure (Grammar). Nonetheless, Students hope that this application will continue to be used during online learning with some improvements so that learning using this application can take place more effectively and efficiently.

ACKNOWLEDGEMENT

Be grateful to Allah SWT the Almighty who has been giving blessing and mercies so the researcher was able to finish this skripsi as a partial fulfilment of a requirements for the Sarjana Degree well.

This skripsi entitled “Student Learning Experience Through Microsoft Teams to Promote Students’ English Competence During the Pandemic Era”. The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she needs critic and suggestion to make it better. Therefore, she would like to express her gratitude to:

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2. Dr. Mumun Nurmilawati, M.Pd., as the Dean of Faculty of Teacher Training and Education of University of Nusantara PGRI Kediri.
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Kediri, 21 July 2022

Ana Mardhiyyah
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TABLE OF CONTENT

COVER PAGE	i
APPROVAL PAGE	ii
APPROVAL SHEET	iii
STATEMENT OF ORIGINALITY	iv
MOTTO AND DEDICATION	v
ABSTRACT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
LIST OF TABLE.....	xi
LIST OF FIGURE.....	xii
LIST OF APPENDIXES.....	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Identification of the Problem	5
C. Limitation of the Problem	5
D. Research Questions	5
E. Objectives of the Research	6
F. Significant of the Research	6
1. The teachers	6
2. The students	7
3. The researcher	7
CHAPTER II REVIEW OF RELATED THEORIES.....	8
A. Theoretical Review	8
1. The Concept of Learning	8
2. The Concept of Online Learning	12
3. Microsoft Teams.....	14
B. Review of Related Research	16
C. Rationale	20
CHAPTER III RESEARCH METHOD	22
A. Identification of Research Variable	22

B.	Approach and Technique of the Research	23
1.	Approach of the Research	23
2.	Technique of the Research	23
C.	Place and Time of the Research	24
1.	Place of the Research	24
2.	Time of the Research	24
D.	Population and Sample of the Research	25
1.	Population of the Research	25
2.	Sample of the Research	25
E.	Instrument of the Research	27
1.	Instrument Development	27
2.	Validity and Reliability of the Instrument	27
F.	Data Collecting Technique	29
1.	Data Source	29
2.	The Procedure of collecting data	30
G.	Data Analysis Technique	30
CHAPTER IV FINDING AND DISCUSSION		31
A.	Description of Variable Data	31
B.	The Data Analysis	31
1.	The Procedure of The Data Analysis	31
2.	The Result of The Data Analysis	32
C.	Discussion	37
1.	Students' Perception of using Microsoft Teams	37
2.	Students' Problems in using Microsoft Teams	46
3.	How Students use Microsoft Teams	47
CHAPTER V CONCLUSION, IMPLICATION, SUGGESTION		54
A.	Conclusion	54
B.	Implication	55
C.	Suggestions	55
BIBLIOGRAPHY		57
APPENDIXES		59

LIST OF TABLES

Table 3.1 Time schedule in conducting the research	24
Table 3.2 Validity and Reliability of instrument	28
Table 4.1 The Frequency Distribution of Respondent	32
Table 4.2 Frequency and percentage of students' response on each learning domain	34
Table 4.3 Central Tendency on each learning domain.....	36
Table 4.4 Variability questionnaire response	37
Table 4.5 Cognitive domain result	38
Table 4.6 Affective domain result.....	39
Table 4.7 Behavioral domain result	41

LIST OF FIGURES

Figure 1.1. Conceptual Framework.....	21
Figure 4.1 The Cross tabulation of respondent gender and age	33
Figure 4.2 The Cross tabulation of respondent gender and year.....	34

LIST OF APPENDIXES

Appendix 1. Questionaries statement	59
Appendix 2. Open Ended Question	60
Appendix 3. Tabulation of the questionnaire	61
Appendix 4. The answer of Open-Ended Question.....	66
Appendix 5. Questionaries in Google Form.....	95

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents: (a) background of the research; (b) identification of the problem; (c) limitation of the problem; (d) research questions; (e) objectives of the research; (f) significances of the research

A. Background of the Research

Due to the WHO-released outbreak of COVID-19 as a pandemic, the Indonesian government has made various attempts to deter it, such as its possibility of education. Distance learning or online systems has created options for schools that are beginning to adopt the School from Home (SFH) system (Regulation of Indonesian Government No.21, 2020). And the Ministry of Education, through circular letter No.3 of 2020 on the Education Unit and Decree No 36962 / MPK. A / HK / 2020 concerning Implementation of Education Policies in Emergency Times learning is done online. Further to the Ministry of Education and Culture Decree, all educational institutions began to find out and apply appropriate online learning methods so that the online learning process could run optimally. Online learning is a learning method using information and communication technology (Chang et al., 2021; Doyumgaç et al., 2021). Through online learning, students and educators are able to interact and communicate with each other without worrying about meeting directly (Goodyear et al., 2006). Research from Chalise et al. (2021); Chu et al. (2021); Muflih et al. (2021) stated that the students have a positive attitude toward the online learning experience. In line with Anwar & Wahid (2021) findings that

implementing ¹⁹ online learning during a pandemic is considered an effective and cheap way of accessing knowledge. In this situation, almost all education systems seek to build new strategies to implement online learning.

Many applications are used ⁸⁰ for online learning during the Covid-19 Pandemic, such as Zoom, Microsoft Teams, Google Meet, Google Classroom, Whatsapp, Edmodo, Canvas, and others. Microsoft Teams is one of the most effective applications to facilitate students and lecturers in online learning situations. Microsoft Teams is a Learning Management System, a cloud-based interactive app portal that provides interactions, workshops, and files. Microsoft Teams offers better functionality than most social channels, including chat rooms, collaborative conversation, sharing of content, and teleconferencing (Buchal & Songsore, 2019; Ismail & Ismail, 2021; Sobaih et al., 2021).

The applications of Microsoft Teams can be easily downloaded via mobile and web applications, and people everywhere exploit their functionality. ² Tsai (2018) estimates that Microsoft Teams will be available in advance for the next two years. At the end of 2020, 41% of organizations expect to use Microsoft Teams internationally. Tsai's analysis included a sample of 901 respondents from different organizations, like small and medium-sized companies and enterprises. Respondents were selected from various sectors, including ² manufacturing, healthcare, non-profit organization, education, state, and business. This research is somewhat confined to educational research, but it does include a form of atmosphere that students would face when they transition to the workplace.

Online learning systems and Microsoft Teams are new experiences for students and lecturers; they must adapt to these circumstances. As a result, the online learning process is not running effectively and efficiently as expected. Several problems appear during online learning using the Microsoft Teams application. As proved in the previous research by Setyawan (2020), he considered the problems that occur in online learning are internet access and the teaching system, which make some huge differences between online and regular classes. In his research, he found that teachers and students want to return to the regular class. He also concludes that even though the internet makes the teaching-learning process easier, teaching online may not be effectively applied if the teacher and students are not yet ready.

Kenneth C. (2020) describes learning experience as a term used to define any traditional or non-traditional educational interactions or other experiences resulting from students' learning process in either traditional academic or non-traditional (e.g., technology-enhanced) settings inside a classroom or outside-of-school locations. With learning experiences, the students could collaborate on the subject to improve interpersonal skills and even become more creative. Teams actively support students' learning communities where students can start to grow connections with their learning peers, encourage social learning, facilitate peer-to-peer, and create an inclusive learning environment, help students take control of their learning, provide a familiar learning environment, and prepare students for the future digital workplace.

Based on the previous study from Wea & Kuki (2021), the learning using the Microsoft Teams application will be used continuously during a Pandemic. The Students of Nusa Nipa University have a good perspective on using the Microsoft Teams application. They experienced the online learning process as the same as the direct learning process. Therefore, students are motivated to conduct a self-study and more disciplines. Rojabi (2020) also agree that online class via Microsoft Teams supports the students' learning environment optimally. Most respondents of this study gave their positive perception of the students' learning environment in an online class. Furthermore, online learning supports interaction between student-student interaction and student-teacher interaction.

This research differs from previous studies Anwar & Wahid (2021); Rojabi (2020); Setyawan (2020); Wea & Kuki (2021) in the data collection technique, the sampling technique, and the research question.

Consequently, the researcher is interested in conducting research about student learning experience on the implementation of online learning during this Pandemic. This research aims to determine students' learning experience in online learning using the Microsoft Teams application. It is expected to help lecturers and students improve online learning quality using the Microsoft Teams application.

Based on the above explanations, the researcher is interested in conducting this research and exploring **“Student Learning Experience Through Microsoft Teams to Promote Students' English Competence During Pandemic Era.”**

B. Identification of the Problem

⁵² Due to the pandemic COVID-19, the education sector has to held its learning and teaching process in form of online learning. For that reason, Microsoft Teams as one of the applications that used to support learning and teaching process choose in this research to investigate. The use of Microsoft Teams effects the students learning process, that affect their cognitive, affective and behavioral learning domain. This research will explain and describe those problems that occurred throughout online learning.

²⁸ C. Limitation of the Problem

In this research, the researcher concern to investigate about how the student learning experience through Microsoft Teams to support their English skills in Online learning. The research will be exploring their perception while using Microsoft Teams, identifying their problems, and describing how they used Microsoft Teams in daily basis including which features that help them in online learning.

D. Research Questions

⁵⁰ Based on the problems above, the researcher would like to formulate the problems as follows:

1. ²⁸ What are students' perceptions of using Microsoft Teams to learn English?
2. What are the problems faced by students in using Microsoft Teams to learn English?

3. How do the students use Microsoft Teams to learn English?

E. Objectives of the Research

Considering the third of problems above, this research is oriented towards the following objectives:

1. To identify students' perceptions using Microsoft Teams to learn English.
2. To describe the problems faced by students in using Microsoft Teams to learn English.
3. To describe how do the students use Microsoft Teams to learn English.

F. Significant of the Research

The researcher hopes that the result of this research will be valuable for:

1. The teachers

The result of the research can be useful for teacher and lecturer in conducting and helping their teaching process in online learning. From this research, teachers and lectures will know which aspect that should be highlight and aware of in conducting online learning. So, the same mistake will not be repeated. By knowing the most students' problem in learning English through Microsoft Teams, it also can be used as a reference to the teacher to improve students' English skill.

2. The ¹³students

After knowing the result of the students' perception and problems, they will know how far their ability in English skills. It also can be used as information about what problems do they have in learning English. ¹³By knowing their problem, the students can improve their skills and they can make an effective and good learning strategy.

3. The researcher

¹³The result of this research might become a reference for other researcher who want to conduct the further research on then similar problem. This research also can help the other researcher in improving the knowledge about the analysis of students' learning experience in using Microsoft Teams and getting more useful information in order to be the best for the future.

27 CHAPTER II

REVIEW OF RELATED THEORIES

In this chapter, the researcher presents; (a) theoretical review; (b) review of related research; and (c) rationale.

A. Theoretical Review

1. The Concept of Learning

4 a. The definition of learning

Learning is the process of acquiring new understanding, knowledge, behaviours, skills, values, and preferences. According to Brown (2008), learning is acquiring or getting of knowledge of subject or a skill by study, experience, or institution. de Houwer et al. (2013) explain that learning has been defined functionally as changes on behaviour that result from experience or mechanistically as changes in the organism that result from experience.

From definitions above, it can be defined that learning is a process of getting information, improving knowledge and experiencing something personally. People can get knowledge from what they learned and experienced.

59
Kolb (2014) also define learning as the process whereby knowledge is created through the transformation of experience. Learning is not acquiring knowledge or competence by mechanical repetition. It is

a method by which a student organizes many materials and experiences in order to achieve a specific goal. Furthermore, learning means - change in reaction or behaviour, such as innovation, deletion, or modification of responses, involving some degree of performance produced partially or entirely by experience, according to the dictionary of education. Learning entails changing and adapting one's behaviour in order to reach a goal. Learning entails the creation of a method for dealing with a specific situation. A learner gets new information and alters his or her behaviour in response to it ⁸³ during the learning process. The purpose of education is to help a learner develop holistically. To reach this goal, one has to go through a series of steps to bring learners to the positive change in behaviour. Thus:

- Learning is defined as the process of changing one's behavior.
- Learning piques one's curiosity in learning new things.
- Learning is a problem-solving process.
- It is a matter of habit to learn.
- Learning entails not just subject knowledge but also subject comprehension.
- ¹⁰² • Learning takes place in both formal and informal settings.
- Learning is influenced in part or entirely by experience or training.

a. Learning Experience

Learning, according to Kolb (2014) is a human adaptive process. Knowledge is formed via the alteration of experience. He used Lewin's (1951) work as empirical evidence for a learning cycle hypothesis that starts with the learner's experiences. Lewin's learning formula $[B=f(p, E)]$ defines human behaviour as a function of a person and their environment. According to Lewin, learning occurs when a learner (human) interacts with or is stimulated by their surroundings. In a different light, there is no meaning in a given circumstance until we attach our own experiences to it.

The importance of experience in the process cannot be overstated. Rogers has been a vocal advocate for the learning process, particularly the role of the teacher. He feels that no one can learn anything meaningful from someone else. Learning, on the other hand, occurs when a student is organically driven to learn and sets out to learn something on his or her own. Teachers can simply seek to offer the conditions in which they can learn.

Kolb's Experiential Learning Theory blends a four-stage learning cycle with four learning types to create the Experiential Learning Theory. Because Kolb believes that effective learning is a cyclic process that includes experiencing, reflecting, thinking, and acting, all four stages are mutually beneficial. Each of these stages serves as a building block for

the next. Kolb's experiential learning cycle⁶⁷ emphasizes how learners evolve as a result of their experiences, reflections, conceptualizations,²¹ and experiments. It lays a strong basis for learning and development by providing the best pathways for acquiring knowledge through experience. As a result, Kolb's theory has had an impact on the work of teachers, instructional designers, and learning and development professionals all around the world. The theory encourages both educators and students to recognize distinct learning styles, making it a powerful tool for developing effective training solutions.

b. Learning Domain

Learning is acquiring new understanding, knowledge, behaviors,⁴ skills, values, and preferences. According to Brown (2008), learning is acquiring or getting knowledge of a subject or a skill by study, experience, or institution. However, de Houwer et al. (2013) explain that learning has been defined functionally as changes in behavior that result from experience or mechanistically as changes in the organism that result from experience.¹¹ Learning is defined into three domains; Cognitive,²⁰ affective and behavioral. According to Hoque (2016) Cognitive domain contains learning skills predominantly related to mental (thinking) processes. Learning processes in the cognitive domain include a hierarchy of skills involving processing information, constructing understanding, applying knowledge, solving problems, and conducting research. There are six levels of cognitive complexity: knowledge,

comprehension, application, analysis, synthesis, and evaluation. Bloom's taxonomy focused on describing levels of attainments rather than process skills and did not substantially address how the learner proceeds from one level to the next. The cognitive domain includes skill clusters that organize a complete, concise, and complimentary listing of the critical learning skills for each process. The second domain is affective. Learning is not only about thinking and academics. Students learn how to behave, attitude, and physical skills from learning. The affective domain involves our feelings, emotions, and attitudes. The affective domain involves feelings, emotions, and attitudes (Bloom et al., 1956). From Kara's perspective (in Wichanpricha, 2021), the behavioral domain dealt with the way students behaved and responded to particular conditions. The behavioral domain also involved students' reactions to course requirements, rules, and how they meet the teacher's expectations.

From those definitions, it can be concluded that learning is not only about thinking but also about how students feel and behave.

2. The Concept of Online Learning

a. The definition of Online Learning

Online learning implies a learning process that uses electronics as a learning medium. According to Hartanto & Purbo (2002), online learning is a form of information technology that is applied in the field of education in the form of virtual schools.

In online learning technology all teaching and learning processes that are normally done in the classroom are done live but virtual means at the same time a teacher teaches in front of a computer that is in one place, while students follow the lesson from other computers in different places. Course material can be obtained free of charge in the form of files that that can be downloaded, while interactive teachers and students in the form of assignments or discussions can be done intensively in the form of discussion forums and emails.

From the description above shows that the basic concept of online learning is to provide new classes equivalent to conventional classes in existing schools so far. Therefore, the construction of a virtual institution must provide results that are more or less the same as the aspiration to establish a conventional educational institution. In other words, online learning is a form of conventional learning as outlined in digital format through internet technology.

According to Cisco (in Rusman, 2013) explaining the philosophical online learning as follows:

- 1) Online learning is the delivery of information, communication, education, training online.
- 2) Online learning provides a set of tools that can enrich the value of conventional learning (conventional learning models, studies of textbooks, CD-ROMs and computer-based training)

so that they can answer the challenges of the development of globalization.

3) Online learning demands changes in management of learning.

If in ordinary learning, management is done more so that the teacher can present the material or learning material directly, and how students can absorb learning material comfortably, then in online learning the management of learning is directed at how students can learn information in accordance with the topic. Thus management is directed at the learning process. A similar statement was made by Horvitz (2007) who explained that today technological advances, especially in the field of the Internet, have radically changed traditional learning with face-to-face learning (direct instruction) into individualized learning (individual learning) through online learning.

3. Microsoft Teams

a. Microsoft Teams for education

The growth of the Internet and its communication and sharing capabilities, such as email, chat, web discussion forums, and other technologies, exposed educators and learners to a much wider range of engagement opportunities. A major amount of research on online learning, according to Jan et al. (2019) relied on Vygotsky & Cole (1978) social constructivist theories of learning and Dewey's (1938) concept of

student-driven learning through participation, active learning, and collaboration.

According to Akgün & Akkoyunlu (2013) technological progress in networking and communication has been integrated into education, and rich learning environments are becoming increasingly significant in terms of both quality and functionality. In fully interactive computer-supported collaborative learning (CSCL) environments, students take an active and productive role in the conversation process and during all interactions (Martin & Tapp, 2019). Students found certain aspects of online discussions and interactive assignments engaging, according to Buelow et al. (2018) especially those that prompted students with thought-provoking questions that relate to real-world situations and invited students to share diverse opinions and develop personal perspectives. Microsoft Teams makes it simple to facilitate these online learning events.

Microsoft Teams is a digital hub for cloud apps that pulls together discussions, meetings, files, and apps in a single Learning Management System (LMS) (Microsoft, 2022). An app is a short form of application, which is the same as software program. While an app can refer to a program for any hardware platform, it is most commonly used to refer to apps for smartphones and tablets Christensson (2012) In its material regarding Teams, Microsoft also uses the term bot; Christensson (2012) described a bot - short for robot - as an automated software that runs over

the Internet. Some bots run on their own, while others only execute commands when given explicit instructions. When a tutor types "arrange meeting" into a chat, the bot gathers information, schedules the appointment, and invites other students' staff members (Microsoft, 2022).

Real-time chat programs that work across many operating systems and devices, according to Tsai (2018) are increasingly commonplace. He claims that some collaborative chat apps, like as Teams, have things that email cannot, such as chat rooms, video conferencing, and social media-like features.

32

B. Review of Related Research

There are some previous researches that relevant to this current research. The first is from Setyawan (2020), the aim of his research is to identify and describe the challenge in conducting online learning in English subject. He conducted the research in SMK Negeri 1 Nawangan, and chose two English teacher as the main informant. He used two data collecting techniques; online open questionnaires that spread through WhatsApp, and interview. The study applied qualitative approach. From this study, he purposing two research questions; What are the challenges faced by the teacher in online learning and how the teachers solved those problems. The findings said that the main challenges are the availability of smartphone or other supporting device and internet connection. Some of the students do not have smartphone, tablet or computer so it's hard for them to join the class. The other main problem is the unstable connection of internet that's makes them hard to

79

81

connect and follow the class. To solved those problems, the teachers make the deadline for their assignment longer, the school also provide free internet packed for students and the teacher offer them to submit their assignment directly to the teachers' house. Both of the teachers that used as an informant in this research state that the application they used to conduct online learning is only WhatsApp. From this fact, the teacher approved the student tend to be passive and it's hard for the teacher to measure their English skill. Because of that, both of the informant surely wanted to back to offline learning. The difference of this previous study from the current study is the subject of the research, the current research used university students as the research subject. The online learning application that used in this researcher also focused on WhatsApp, while in the current research focused on the utilizing of Microsoft Teams.

The second study was from Pangestuti et al. (2021) with the title; "The Implementation of Microsoft Teams As An E-Learning Platform In English Learning Based On E-Tivities Model In A Public Secondary High School In Semarang". The objective of this study is to delineate the learning process while implementing Microsoft Teams in English learning. To find out those objectives, the researcher chooses an English teacher and thirty-six students as subject to identify their perception towards their teaching and learning process. Pangestuti et al. (2021) choose qualitative method in this research. They also used four techniques in obtaining the data; interview, observation, questionnaires and documentation. Moreover, the results showed that the teacher well implement five stages of e-moderating in online learning activities, these including access and

motivation, online socialization, information exchange, knowledge constructions, and development stages. While both the teacher and the students have a great perception toward Microsoft Teams as Learning platform. The application makes them easier, flexible and effective in studying English subject. The research also found that Microsoft Teams giving a positive impact to students learning activities. The difference of this previous study and the current study was the subject of the research. The current study used students as the subject and choose university or higher education as the setting of research.

The third research is from Wichanpricha (2021) Therefore, this paper aimed to investigate students' perceptions and their difficulties of synchronous learning in Academic English course through MS Teams. In this research, Wichanpricha picked two hundred and fifty-four undergraduate students separated in three different faculties comprising Business Administration and Liberal Arts, Engineering, and Sciences and Agricultural Technology at RMUTL Tak. All the students were enrolled in Academic English course in the first semester, academic year 2020. Furthermore, the researcher applied online questionnaire and one open-ended question. All the data that earned was analysed quantitatively. The result found that most of the participants have positively perceived synchronous learning as their beneficial online platform. Nevertheless, the researcher found that internet connection is the main difficulties in their online learning system. The different of this previous research and the current research is research method, the current research will be used qualitative method and also highlighting about how the students use Microsoft Teams to support their learning.

The fourth previous research that related to current research is from Buchal & Songsore (2019) that also researching about “Using Microsoft Teams to support collaborative knowledge building in the context of sustainability assessment”. The subject of the research was sixteen students that given a collaborative knowledge building treatment and assess them with Ashby’s sustainability assessment method. The data collecting ⁸⁹ technique used in this research is survey. With the results that collaborative method was effective combining with Microsoft Teams features. Buchal & Songsore also conclude that students agree that the application is easy to learn and use, they also ⁴² comfortable giving and receiving constructive feedback, and they don’t mind having their contributions visible to the course instructor or teaching assistant. The last related research is from Anwar & Wahid (2021), the researcher aims is identifying the learner's perception regarding online learning ¹⁹ implementation during the COVID-19 pandemic. The subject of the research were sixty-eight students of the English Education Study Program. The data was collected through a four-point Likert scale ¹⁹ questionnaire consisting of both open-ended and close-ended questions, and continued by interview. ¹⁹ Results from this research showed that students have a positive perception and considering that Microsoft Teams is effective and cheap media in supporting online learning. Unfortunately, students feel that online learning makes them lack of interaction engagement between peers and teacher. The difference between these two previous studies and current study is the current study used five-point Likert scale questionnaires.

From that five previous research, it can be concluded that the difference between the previous and current research is the research method, the data collecting techniques, the sampling technique, and the research question focus.

C. Rationale

Learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, and preferences. According to Brown (2008), learning is acquiring or getting of knowledge of subject or a skill by study, experience, or institution. de Houwer et al. (2013) explain that learning has been defined functionally as changes on behavior that result from experience or mechanistically as changes in the organism that result from experience. This experience divided into three learning domains named cognitive, affective and behavioral. Cognitive domain contains learning skills predominantly related to mental (thinking) processes. The affective domain involves feelings, emotions, and attitudes (Bloom et al., 1956). The behavioral domain dealt with the way students behaved and responded to particular conditions. The behavioral domain also involved students' reactions to course requirements, rules, and how they meet the teacher's expectations.

Beside finding out about students' learning experience through Microsoft Teams, this research also discovers what English skills that improve in online learning environment. Speaking skills found as the most English skill that have a lot development. In speaking skill there are four aspects as well as fluency; related to one's ability in expressing ideas freely without hesitation. Vocabulary refers to

words that used in a language. Pronunciation includes vowels, consonants, word stressing and intonation. Grammar is about arranging words and sentences into correct English structure.

26 CHAPTER III

RESEARCH METHOD

23
In this chapter, the researcher presents: (a) identification of the research variable, (b) approach and technique of the research, (c) place and time of the research, (d) population and sample, (e) instrument of the research, (f) data collecting technique, (g) data analysis technique

23 A. Identification of Research Variable

In research, the variable is an important thing that should be understood by researchers. Creswell & John (2018) defined variable as a characteristic or attribute of an individual or an organization that can be measured or observed in research or study. In research, a variable typically will vary in two or more categories, and it can be measured. In this case, there are two kinds of variables, namely the independent and dependent the variable.

1. Independent Variable

In a research, independent variable used to influence another variable. In this case, the independent variable was Microsoft Teams as an application that influenced student ability in learning English.

93 2. Dependent Variable

While independent variable influence others, dependent variable is influenced by the independent variable. It can be the result of the impact of

the independent variable. The dependent variable of this research was student learning experience, which includes students their perception and problems.

B. Approach and Technique of the Research

1. Approach of the Research

The researcher used quantitative research because the researcher wanted to present the result of this research in the form of numbers based on the research questions. This statement is in line with Ary et al. (2018), quantitative research is going to respond to the research question into numeric data.

2. Technique of the Research

Here, the researcher used descriptive technique. According to Hardani et al. (2020) descriptive research is research that reveals the symptoms of symptoms, facts or events that exist accurately and systematically. In descriptive research tend not to require hypothesis testing. According to Ary et al. (2018) descriptive research does not require complex statistic data, and the data analysis simply about frequencies and percentage of respondent response. Hardani et al. (2020) also explain that in descriptive research the data usually consist of Frequency, cross-tabulation, percentage, central tendency (mean, mode, median), and variability (maximum, minimum, standard deviation, variance, range). In this case, the researcher displayed the frequencies, cross-tabulation, percentage of data, central tendency and variability.

23 C. Place and Time of the Research

1. Place of the Research

The research used internet survey, as mentioned by Ary et al. (2018) this method placed the questionnaires on a website constructed by the researcher. The respondents are able to fill in the questions and submit it online anytime. The advantages of this method are quicky, easy, and less cost. In this case, the researcher spread the questionnaires through Google Form website from December until February.

8 2. Time of the Research

The research held from November 2021 starts with designing the research, until writing the final report in June 2022.

8 **Table 3.1 Time schedule in conducting the research**

No.	Activities	Month/Year							
		2021		2022					
		Nov	Dec	Jan	8 Feb	Mar	Apr	May	Jun
1.	Designing the research								
2.	Making the instrument								
3.	100 Data Collection								
4.	Data Analysis								
5.	Final Report								

12 D. Population and Sample of the Research

1. Population of the Research

Ary et al. (2018) explained that population refers to entire group of individuals that become subject in research. The researcher defines specific population of interest. The population of this research is university students.

2. Sample of the Research

It is almost impossible to study a very large of population, hence the researcher selects a small amount called sample. In deciding on the research sample, the researcher applied the Lemeshow formula to get the exact number of respondents. This formula used when the population is infinity or unknown. The formula:

$$n = \frac{Z^2 \times P(1 - P)}{d^2}$$

$$n = \frac{1,960^2 \times 0,5(1 - 0,5)}{0,10^2}$$

$$n = \frac{3,8416 \times 0,25}{0,01}$$

$$n = 96,04 = 97$$

Description:

N = Number of samples

Z = Z Score at 95% confidence level = 1,960

P = Maximal estimation = 5% = 0,5

D = Sampling error = 10 %

From the formula, the number of samples was 96,04 and rounded up to 97. So, in this research used 97 respondents.

The respondents in this research were chose through non-probability sampling. ³³ Non-probability sampling is a technique that does not provide equal opportunities for each element or member of the population to be selected as a sample (Sugiyono, 2018). The type of Non-Probability Sampling chosen in this research is purposive sampling. A unique characteristic of purposive sampling is that the selected respondents have specific criteria following the research objectives. In this research, the criteria determined are;

- a. University Students
- b. Have used Microsoft Teams for English language learning

However, according to Hardani et al. (2020), the purposive sampling technique has the disadvantage that the results of a research that used this technique ⁹⁷ cannot be accepted and applied to the entire population because a large part of the population is not involved in the research. The respondents that met the criteria were required to complete a questionnaire and fill in five open-ended questions. Moreover, 97 University students from various Universities in Indonesia was used ²⁹ in this research.

E. Instrument of the Research

1. Instrument Development

The questionnaires were five Likert scale format adapted from Abidin et al. (2012) that he made by combining the questionnaire test employed in Boonrangsri et al. (2004) and the other items from Attitude and Motivation Test Battery (AMTB) designed by Gardner (1985). Abidin et al. (2012) used forty-five items in their research consisting of three learning domains; cognitive, affective, and behavioral. However, the researcher took twenty-one items representing those three learning domains in this current research. The questionnaire contained a Likert Scale format: (5) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, and (1) Strongly Disagree, which was distributed to know the students' experiences in English online class. The results of respondents' perceptions were transformed as the mean score of each item followed by Charernnit, K., Alhourani, A. Q., Arcinas, M. M., & Velasco, L. G. (2021) and interpreted in five primary categories of 4.20-5.00 Highly Positive (strongly agree), 3.40-4.19 Positive (agree), 2.60-3.39 Neutral (undecided), 1.80-2.59 Negative (disagree) and 1.00-1.79 Highly Negative (strongly disagree).

2. Validity and Reliability of the Instrument

The researcher tested the validity and the reliability of the questionnaire. To measure the validity and reliability of the questionnaire, 30

students were selected from the target population. These 30 students were not taking a part in the actual research.

Table 3.2 Validity and Reliability of instrument

Items	R-value	r-table (N30)	Conclusion	Cronbach's Alpha	Conclusion
Q1	0,631	0,361	Valid	0,911	Reliable
Q2	0,652	0,361	Valid		
Q3	0,645	0,361	Valid		
Q4	0,553	0,361	Valid		
Q5	0,560	0,361	Valid		
Q6	0,793	0,361	Valid		
Q7	0,593	0,361	Valid		
Q8	0,654	0,361	Valid		
Q9	0,696	0,361	Valid		
Q10	0,815	0,361	Valid		
Q11	0,581	0,361	Valid		
Q12	0,549	0,361	Valid		
Q13	0,512	0,361	Valid		
Q14	0,526	0,361	Valid		
Q15	0,706	0,361	Valid		
Q16	0,503	0,361	Valid		
Q17	0,561	0,361	Valid		
Q18	0,366	0,361	Valid		
Q19	0,371	0,361	Valid		
Q20	0,752	0,361	Valid		
Q21	0,552	0,361	Valid		

The validity test was carried out using the Pearson correlation method.

If the correlation value (r-count) obtained is greater than the r table, it is concluded that the question is valid. In the number of tested samples (N) 30, the value of the r-table is 0.316. Based on the table above, R-value in all the items is greater than 0,361, and conclude that all the items are valid.

Meanwhile, the reliability test was carried out using Cronbach's alpha method. If Cronbach's alpha value is greater than the r-table, which is 0.361, it is concluded that the variable is reliable. Based on the table above, Cronbach's alpha value obtained was 0.911. As the value is greater than 0.361, it can be concluded that the questionnaire items are reliable.

29

F. Data Collecting Technique

1. Data Source

According to Hardani et al., (2020) there is two kinds of data source, they are primary sources and secondary sources. A primary source is a data that collect directly to the researcher and secondary source is a source that indirectly given to the researcher, e.g., a document or other related person. While Siyoto & Sodik (2015) state that Primary data is data obtained or collected by researchers directly from the data source. Primary data is also known as original data or new data which has up to date properties. To get primary data, researchers must collect it directly. Techniques that researchers can use to collect primary data include observation, interviews, focus group discussions (FGDs) and distributing questionnaires. Secondary data is data obtained or collected by researchers from various existing sources (researchers as second-hand). Secondary data can be obtained from various sources such as the Central Bureau of Statistics (BPS), books, reports, journals, and others. According to these experts it can be conclude that primary source obtains directly from the research subject, while secondary research acquires from other people, website, and books.

¹² In this research, the researcher only used primary sources as data collection. The primary source that used was questionnaire survey and open-ended question that given and fill in directly from the research subject. The questionnaire used to answer research question number 1 and 2, and the open-ended question used to answer research questions number 3.

2. The Procedure of collecting data

The researcher spread the questionnaires through google form website start from December until February. In the questionnaires, firstly the respondents have to fill consent letter and leave personal identity. After that the respondents answer 21 questions in form of Likert scale and answer 5 open-ended questions about how they utilize Microsoft Teams throughout online learning.

G. Data Analysis Technique

The questionnaires were quantitatively ⁷⁴ analyzed using SPSS (Statistical Package for the Social Sciences) version 25. Creswell & John (2018) state that report of descriptive statistics commonly includes frequencies, mean, and std deviation. In this research display the frequency of respondents from Age, Gender, and Year in University. The central tendency including; mean, mode, and median. The variability including; std deviation, variance, range, maximum, and minimum.

The researcher applied three stages of data analysis; they are explained as follow:

1. Preparation

In this stage, the researcher checking the completeness of respondents answer in the questionnaires. If any answer from respondents that not valid or indicate inconsistency, the answer will be deleted.

2. Tabulation

In the second stage, the researcher tabulates the data and analysed it in SPSS.

3. Conclusion

Lastly, the researcher takes the conclusion from data that already analysed in SPSS and displayed it.

8 CHAPTER IV

FINDING AND DISCUSSION

A. Description of Variable Data

30
There are 2 variables in in this research, independent variable and dependent variable. The independent variable is Microsoft Teams and the dependent variable is students learning experience that including their perception in three learning domain called cognitive domain, affective domain, and behavioral domain. The researcher analyzed student perception in learning English through Microsoft Teams in Pandemic Era. The student's perception used 21 statements in a questionnaire contained a Likert Scale format: (5) Strongly Agree, (4) Agree, (3) 18
Neutral, (2) Disagree, and (1) Strongly Disagree. As stated by Sugiyono (2018) The 1
Likert scale measures the attitudes, opinions, and perceptions of a person or group of people about social phenomena.

12 B. The Data Analysis

1. The Procedure of the Data Analysis

This research chooses descriptive quantitative as the research approach. In descriptive quantitative, researcher only describe the data that have found, and not take the conclusion to applied to the whole population or cannot be generalized the finding to the population. In descriptive quantitative, the researcher displayed the percentage, the frequencies, the central tendency and

variability of the data. All those processes analysed in SPSS (Statistical Package for the Social Sciences) version 25.

2. The Result of the Data Analysis

The result from the data analysis displayed in form of charts and tables below.

Table 4.1 The Frequency Distribution of Respondent

	<i>Gender</i>	<i>Frequency</i>	<i>Percent</i>
<i>Age</i>	Female	50	51.5
	Male	47	48.5
	16	1	1.0
	17	3	3.1
	18	9	9.3
	19	26	26.8
	20	24	24.7
	21	20	20.6
	22	8	8.2
<i>Year</i>	23	3	3.1
	24	2	2.1
	25	1	1.0
	Freshman	28	28.9
	Sophomore	25	25.8
	Junior	16	16.5
	Senior	28	28.9

Table 4.1 about the frequency of respondents. The table shows that 51.5% of respondents are female, and the other 48.5% are male. The data analysis revealed that the respondent was spread from age 16-25. Age 19 got the highest frequency with 26 respondents, while ages 16 and 25 got the lowest frequency with one respondent each. All respondents are taking an undergraduate degree in various university. Regarding the level/year that the respondent onto, it was found that freshmen or first-year students were 28 respondents, the sophomore or second-year students were 25 respondents,

junior or third-year students were 16 respondents, and students in year 4 or senior were 28.

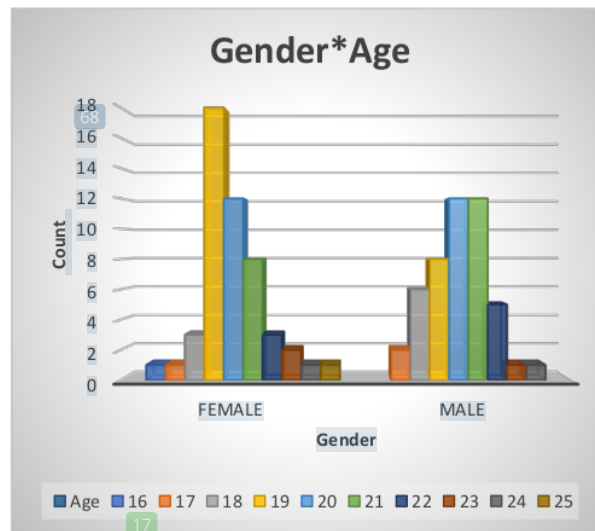


Figure 4.1 The Cross tabulation of respondent gender and age

The cross-tabulation of respondent from gender and age were displayed in the chart above. It can be seen that the most respondent in female group were in age 19 and in male group were in age 20 and 21.

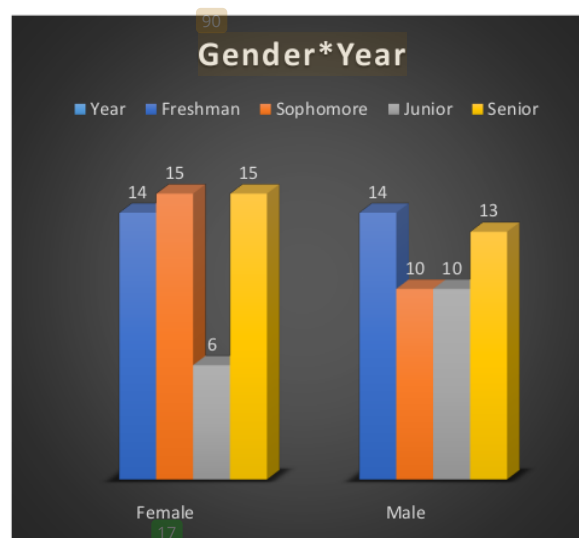


Figure 4.2 The Cross tabulation of respondent gender and year

The chart above figures the cross-tabulation of respondent's gender and year in university. The most respondent of female group were second year student or sophomore and fourth year student or senior. While in male group, first year student or freshmen were contributing the most in this research.

Table 4.2 Frequency and percentage of students' response on each learning domain

Cognitive				Affective				Behavioural			
103 Score		F	P (%)	Score		F	P (%)	Score		F	P (%)
Valid	14	1	1.0	Valid	17	1	1.0	Valid	16	1	1.0
	16	2	2.1		18	1	1.0		19	1	1.0
	19	2	2.1		19	5	5.2		20	3	3.1
	20	6	6.2		21	4	4.1		21	3	3.1
	21	3	3.1		22	2	2.1		22	1	1.0
	22	3	3.1		23	3	3.1		23	6	6.2

23	3	3.1	24	6	6.2	24	4	4.1
24	3	3.1	25	3	3.1	25	6	6.2
25	10	10.3	26	8	8.2	26	7	7.2
26	8	8.2	27	6	6.2	27	3	3.1
27	5	5.2	28	10	10.3	28	15	15.5
28	11	11.3	29	11	11.3	29	9	9.3
29	7	7.2	30	8	8.2	30	6	6.2
30	6	6.2	31	9	9.3	31	8	8.2
31	9	9.3	32	6	6.2	32	9	9.3
32	5	5.2	33	5	5.2	33	9	9.3
33	6	6.2	34	5	5.2	34	2	2.1
34	4	4.1	35	4	4.1	35	4	4.1
35	3	3.1						
Total	97	100	Total	97	100	Total	97	100

The questionnaire contains three learning domains; cognitive, affective, and behavioural. The questionnaire comprises 21 statements, starting from item Q1 to Q21. The statement items can be seen in appendix 1. The cognitive domain consists of 7 statements, from Q1 to Q7. The researcher focused on how respondents perceived English skills improvement while learning English through Microsoft Teams. The affective domain contains seven statements from Q8 to Q14 that focused on how the respondent felt during English learning through Microsoft Teams. The behavioural domain involved seven statements from Q15-Q21 that focused on teachers' and students' interaction and how students react while learning English through Microsoft Teams.

Table 4.2 displays about total frequency and percentage of the respondents. In the cognitive domain, the lowest score was 14, and the highest was 35. The highest frequency was 11, meaning 11 students got a 28 score, and the lowest was a 14 with the frequency of 1 respondent. In the Affective domain, the lowest score was 17, and the highest was 35. The mode score was 29 with 11 respondents. In the behavioural domain, the highest score was 35, and the lowest was 16. Fifteen students calculated to get a score of 28, while in scores 16, 19, and 22, only one respondent calculated gained those scores each.

Table 4.3 Central Tendency on each learning domain

Statistics		Cognitive	Affective	Behavioural
N	Valid	97	97	97
	Missing	0	0	0
Mean		27.18	27.85	28.13
Median		28.00	28.00	28.00
Mode		28	29	28

Table 4.3 describes each learning domain's mean, median, and modes or central tendency. The total N was 97 respondents; the mean from cognitive was 27.18, the median 28.00, and the mode 28. The Affective domain's mean was 27.85, the median 28.00, and the mode 29. While in the behavioural domain, the mean was 28.13, the median was 28.00, and the mode was 28.

Table 4.4 Variability questionnaire response

Statistics		Cognitive	Affective	Behavioural
N	Valid	97	97	97
	Missing	0	0	0
Mean		27.18	27.85	28.13
Std. Deviation		4.679	4.388	4.132
Variance		21.896	19.257	17.076
Range		21	18	19
Minimum		14	17	16
Maximum		35	35	35

Table 4.4 above is about the variability of the response. The table shows that the range from the cognitive domain was 21, with the std. deviation of 4.679, and the variance of 21.896. Moreover, the Affective domain got a range of 18 with std. Deviation 4.388, and the variance of 19.257. While the behavioural obtain 19 in the range, and 4.132 of standard deviation, with the variance of 17.076.

C. Discussion

This research aims to determine students' learning experience in online learning using the Microsoft Teams application. It is expected to help lecturers and students improve online learning quality using the Microsoft Teams application.

1. Students' Perception of using Microsoft Teams

Cognitive Domain

The data interpreted the results of the cognitive domain. The study focused on how respondents perceived English skills improvement while learning Academic English courses through MS Teams. The seven items'

data was analyzed carefully to get understandable results throughout the entire statement, as in table 4.5

Table 4.5 Cognitive domain result

Cognitive Domain			1
Statement	Mean	Std. Deviation	Descriptive Value
1. I personally improve my English skills (listening, speaking, reading, and writing) when learning English through MS Teams	3.94	0.933	Positive
2. I understand the content more when learning English through MS Teams.	3.98	0.841	Positive
3. I can gain more English vocabulary.	4.05	0.821	Positive
4. I believe that learning English through MS Teams is as effective as learning in the regular classroom.	3.77	0.974	Positive
5. I think learning English anywhere through MS Teams becomes more convenient.	3.96	0.900	Positive
6. I think learning English through MS Teams draws my attention.	3.78	1.002	Positive
7. I believe that learning English through MS Teams makes me think more critically.	3.69	0.906	Positive

Note: 4.20-5.00 Highly Positive (strongly agree), 3.40-4.19 Positive (agree), 2.60-3.39 undecided (Neutral), 1.80-2.59-Negative (disagree) and 1.00-1.79-Highly Negative (strongly disagree)

The table above shows the results on perceptions of learning English in terms of cognitive domain. The findings revealed that item 3 got the highest mean score ($\bar{x} = 4.05$; S.D. = 0.821), and they believed that they can gain more vocabulary in learning English through Microsoft Teams. Moreover, most students mostly felt sure that learning Academic English through Microsoft Teams improved their English skills as in item 1 ($\bar{x} = 3.94$; S.D. = 0.933). Furthermore, they believed it more convenient learning through Microsoft Teams in item 5 ($\bar{x} = 3.96$; S.D. = 0.900). With regard to item 2, they thought that they had a better understanding of academic content while learning English through this platform ($\bar{x} =$

3.98; S.D. = 0.841). Likewise, they realized that learning Academic English through MS Teams has allowed them to think more critically in item 7 (\bar{x} = 3.96; S.D. = 0.906) and enabled them more attention in items 6 (\bar{x} = 3.78; S.D. = 1.002). Lastly, they moderately concurred that online learning through MS Teams was as productive as learning in a typical classroom in item 4 (\bar{x} = 3.77; S.D. = 0.974).

From the total score of cognitive domains, the mean score was 27.18 out of 35 (see table 4.3). In learning through Microsoft Teams, most students enjoy joining the class. The mode values in table 4.3 calculated at score 28 with frequency of 11 students (see table 4.2). The variance at score 21.896 in table 4.4 also indicate that cognitive domain has the highest values of variance score on the other three learning domains.

Affective Domain

In affective domain that focused on how the students feel throughout English learning using Microsoft Teams. The result displayed in table 4.6.

Table 4.6 Affective domain result

Affective Domain			1
Statement	Mean	Std. Deviation	Descriptive Value
8. I become more interested in Academic English lessons when learning through MS Teams.	3.76	0.977	Positive
9. I like learning Academic English through MS Teams than the traditional method.	3.49	1.147	Positive
10. Learning Academic English through MS Teams is interesting.	4.03	0.871	Positive

11. I enjoy doing online activities through MS Teams	4.24	0.788	Highly Positive
12. I become more confident in speaking English when learning Academic English through MS Teams.	3.68	0.919	Positive
13. Giving a group presentation in English through MS Teams challenges me.	4.21	0.803	Highly Positive
14. I am proud of myself when I can give correct answers through MS Teams.	4.43	0.735	Highly Positive

Note: 4.20-5.00 Highly Positive (strongly agree), 3.40-4.19 Positive (agree), 2.60-3.39 undecided (Neutral),

1.80-2.59-Negative (disagree) and 1.00-1.79-Highly Negative (strongly disagree)

Table 4.6 illustrates the results of perceptions according to affective domain. Most respondents were satisfied by all the statements at a positive level. For item 14, they mostly strongly agreed that they were proud of themselves when giving the correct answers through MS Teams ($\bar{x} = 4.43$; S.D. = 0.735). Regarding item 12, they become more confident in speaking in English through MS Teams ($\bar{x} = 3.68$; S.D. = 0.919). Apart from this, they strongly agreed that contributing a group presentation in English through MS Teams challenged them a lot in item 13 ($\bar{x} = 4.21$; S.D. = 0.803). Likewise, they significantly concurred that they were interested and enjoyed getting involved in online activities while learning Academic English through MS Teams in items 10 ($\bar{x} = 4.03$; S.D. = 0.871) and followed by item 11 they highly enjoy doing online activities in Microsoft Teams ($\bar{x} = 4.24$; S.D. = 0.788). They also became more interested in academic lessons and preferred studying the Academic English through MS Teams presented in items 8 and 9 ($\bar{x} = 3.76$; S.D. = 0.977 and $\bar{x} = 3.49$; S.D. = 1.147). Furthermore, in table 6, the overall score of affective domains, the mean score was 27.85, with the minimum score 17, the maximum score 35, the range score 18.

¹ Behavioral Domain

The following illustration displays the last seven statements concerning teachers' and students' interaction and their reaction while learning Academic English course through MS Teams. The data can be seen in table 4.7.

Table 4.7 Behavioral domain result

Behavioral Domain			¹ Descriptive Value
Statement	Mean	Std. Deviation	
15. I can work in pair or a group when learning Academic English through MS Teams.	4.06	0.933	Positive
16. I can share more opinions in Academic English lessons through MS Teams.	3.91	0.947	Positive
17. I am able to adjust myself to engage in Academic English lessons through MS Teams.	3.96	0.877	Positive
18. I have a chance to practice English speaking in a role-playing and presentation with friends through this platform.	4.04	0.776	Positive
19. I can review previous lessons independently through MS Teams.	4.31	0.741	Highly Positive
20. I am able to interact with teachers and friends when learning Academic English lessons through MS Teams.	4.22	0.807	Highly Positive
21. I can concentrate more on reading Academic English passages through MS Teams.	3.64	0.991	Positive

Note: 4.20-5.00 Highly Positive (strongly agree), 3.40-4.19 Positive (agree), 2.60-3.39 undecided (Neutral), ¹ 1.80-2.59-Negative (disagree) and 1.00-1.79-Highly Negative (strongly disagree)

As shown in table 4.7, respondents have positively perceived that learning Academic English through MS Teams has been constructive platform in terms of behavioral domain. In item 19, most of them confidently concurred that they could review the previous lessons independently through MS Teams ($\bar{x} = 4.31$; S.D. = 0.741). Moreover, they could interact with teachers and friends when learning academic

English lessons online in item 20 ($\bar{x} = 4.22$; S.D. = 0.807). Additionally, they significantly believed that they could share more personal opinions through MS Teams in item 16 ($\bar{x} = 3.91$; S.D. = 0.947). Regarding item 15, they were able to work with their peers or in a team when learning Academic English through MS Teams ($\bar{x} = 4.06$; S.D. = 0.933). Furthermore, they had opportunities to practice their speaking skill through role-playing and English presentation in item 18 ($\bar{x} = 4.04$; S.D. = 0.776). They could also concentrate more on reading through this platform in item 21 ($\bar{x} = 3.64$; S.D. = 0.991). Finally, they believed that they have been able to control themselves to Academic English lessons through MS Teams in item 17 ($\bar{x} = 3.96$; S.D. = 0.877). From the total score of behavioural domains, the mean score of behavioural domains in table 4.3 is the highest among other with score 28.18. In table 4.4, the range was 19, with maximum score 16 and the minimum was 35.

Besides all the student's perception about Microsoft Teams, the researcher also found that students have improved their speaking skill through discussion, presentation, and Q&A seasons in online learning using Microsoft Teams. For instance, when the students have a presentation project, they can confidently present the material in front of their classmates through online. As stated by some students.

Student 18: “.....I can improve my speaking skill through the class presentation in the general class or breakout room.....”

Student 51: “.....Because it can be easier for me to discussing any topic using Ms Teams feature.”

Student 60: “.....I can improve my speaking skill because of presentation.....”

Student 68: “.....I think I improved myself by answering the lecturer's question and presenting materials in the class.”

²⁷ Finnochiaro and Brumfit in Lia (2015) propose that speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation. There are four aspects of speaking skill; fluency, grammar, vocabulary, and pronunciation.

⁶³ 1) Fluency

Fluency can be defined as the ability to speak fluently and accurately. In this research found that speaking was mentioned 40 times by the respondent in context of fluency and 3 others respondents stated they have a lot of improvement in speaking conversation. The respondent that mentioned it are displayed below;

Tabel 4.8 Speaking skills in fluency

Skills	Respondent	N
Speaking	1,2,4,6,8,13,15,16,18,20,25,35,38,39,42,44,45,49,50,51,53,55,56,59,62,64,68,70,71,75,76,78,81,82,85,87,89,91,93,96.	40
Conversation	32,57,94.	3

2) Grammar

Grammar is about arranging words and phrases according to grammatical rules so that they can form into correct sentences. In grammar, more students mentioned that they lack of understanding in grammar, it was mentioned seven times. The respondent that mentioned it are displayed below.

Tabel 4.9 Speaking skills in grammar

Skills	Respondent	N
Grammar	29,72,73,79,90,92,	7

3) Vocabulary

Vocabulary is words that belong to a language that must be mastered in order to easily communicate and convey ideas to listeners. 10 students stated that they have improvement in vocabulary while learning English through Microsoft Teams. The respondent that mentioned it are displayed below.

Tabel 4.10 Speaking skills in vocabulary

Skills	Respondent	N
Vocabulary	1,7,19,40,52,60,61,77,80,84.	10

4) Pronunciation

Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. Five students mentioned their improvement in pronunciation, they are;

Tabel 4.11 Speaking skills in pronunciation

Skills	Respondent	N
Pronunciation	24,32,62,77,80	5

Based on those four speaking aspects, three of them have improvement while using Microsoft teams.

The other students also feel that online learning through Microsoft Teams is more convenient because the students can attend the class anywhere but school (classroom).⁹² This finding was also in line with previous research from Anwar & Wahid (2021); Wichanpricha (2021) that students feel more flexible²⁶ in online learning regarding time and place.

Besides, the students think that online learning through Microsoft Teams makes them braver in asking and discussing lesson material with their lectures. This statement is supporting the finding of the research from Buchal & Songsore (2019); Pangestuti et al. (2021); Rojabi (2020); Wea & Kuki (2021); Wichanpricha (2021) that found the same thing in their research. This is because, in traditional classes, not all students are brave enough to ask their teacher directly in front of the class or while all eyes watch them. So, students tend to avoid or even prefer not to ask their teacher. Nyborg et al. (2022) state that shy students are afraid of being in the spotlight for everyone. They fear having other people listening to them and are afraid that if they make a mistake, it could lead to a weird silent situation. Due to that, online learning through Microsoft Teams became a way for students to overcome those problems. The students also stated that they loved

asking and discussing lessons, problems, or anything with their lecture through the chat feature in Microsoft Teams. They feel comfortable and braver in asking about their difficulties in private.

2. Students' Problems in using Microsoft Teams

Some crucial problems that faced by the student in this research are; 1) Unstable internet connection, 2) Lack of motivation to read reading material, 3) Lack of understanding of English structure (Grammar), 4) Technical problem while using the app.

The majority of student have experience with unstable signal that affect their learning. The bad signal makes them hard to improve their listening skills, because when they have listening activities the voice or the words from the speaker tend to unclear. It automatically affected their understanding about the material. They hard to understand the lecturer explanation due to unclear voice. It is proven by student 44 as he stated:

"....it will be very annoying when the signal unstable; it makes the words by the person who speaks at the moment in Microsoft Teams is not clear enough."

This finding was supporting the previous research from Anwar & Wahid (2021); Setyawan (2020); Wea & Kuki (2021) that students have the same problems related to the internet connection. In fact, in some areas in Indonesia, 4G is barely to reach, and the internet connection is often unstable,

affecting the students while using Microsoft Teams and making the audio quality in Microsoft teams bad.

In reading skills, some student stated that they bored and lazy to read reading material, it is approved by Student 18;

“.....because even the lecturer gave me texts to read, I feel like there’s no motivation for me to read it. I often feel lazy and moody in reading the texts given.”.

Students also hard to acknowledge grammar, because grammar needs high concentration and comprehension. They also experienced some technical problem due to unfamiliar with the application usage and features.

3. How Students use Microsoft Teams

Even though they faced some problems using Microsoft Teams, based on their Perception using Microsoft Teams, they can interact with other friends to share their idea or opinion in discussion activities that the teacher gives. These activities also make the students critically thinking through the discussion. Moreover, in implementing Microsoft Teams based on the student's Perception, the researcher can conclude that the teacher is already implementing Microsoft Teams properly during online learning for the students. There are many features in Microsoft Teams that are helpful for students while conducting Online Learning, and these are features mentioned by the students;

a. Assignment

Microsoft Teams can be a virtual classroom with assignment features that can support the learning process like face-to-face learning. The assignment feature has two schemes, namely Assignments and Quiz for exams. Assignments are distributed like homework or group assignments. After the students do the assignment, the lecturer can do a review to assess each student. At the same time, Quiz can be created by utilizing Microsoft Forms which can later be displayed in Microsoft Teams.

b. Files

Files is a feature to save files that have been uploaded to Microsoft Teams. This feature provides an opportunity for students to discuss and re-access the submitted subject matter so that the opportunity to improve learning outcomes can be achieved more effectively and effectively.

c. Breakout Room

⁵⁵ Breakout rooms allow the meeting organizer to split their attendees into multiple online rooms for discussion and collaboration. Lecturers tend to split the students into a couple of rooms and give them time to discuss specific topics.

d. Saved Record

⁵³ Teams' meetings or calls can be recorded for future viewing. The recording captures audio, video, and screen sharing activity and shares

the video recording. It is beneficial because if the students forget or are confused in the future, they can simply open the recorded video of their classes.

e. Meets

Meet is a video conferencing feature from Microsoft Teams. With this feature, students can discuss directly or do presentation projects. Students can share the screen with the viewers, invite people, send an attachment, give comments, react through emojis and stickers, apply video background, write meeting notes, use live subtitles/caption, and record the live class.

f. Chats

With this feature, students can send a direct message to their lecturers or friends. They can send basic chat, files, stickers, emoji, approval requests, schedule a meeting, send praise, stream a video, direct tasks, and use/connect to another office 365 features.

g. Whiteboard

Each team has a dedicated whiteboard where respondents have space for sketching together. It makes students easier to discuss a random draft for their project.

h. Microsoft Form

Microsoft Teams also connect to other features in office 365, making it way more convenient to use and utilize many features all at

once. The lecturer can add Microsoft form in the class channel tab and let anyone in the class answer and fill in the form directly through the application.

i. Raise Hand

While the lecturer elaborates on the lesson material, it is not appropriate for students to disturb directly in the middle of a lecture. So, the solution is to raise hand feature. Students can click raise hand icon, and the lecturer will notice that students want to ask something.

j. Calls

Besides having video conferencing and chats feature, Microsoft Teams is also equipped with calls features.

k. Team Channel

Not only the organizer can make a team channel, but students are also allowed to make their private channel with their classmates. This team channel can be used for discussion, posting information, and other purposes. It is advantageous so they do not have to move to other applications to discuss their lesson.

The strength of Microsoft Teams in this research:

14

a. Streamline Communication

Microsoft Teams enables users to increase productivity by making all your collaboration— conversations, chats, online meetings, shared

files, tasks, etc. It is available in one single app and one single interface. The chat function on Microsoft Teams allows users to have threaded conversations, allowing users to store brainstorming sessions, conference calls, and other meetings in a single, easy-to-find place.

b. Saved Everything

In using Microsoft Teams, the students not only can save files and re-downloaded things that have been uploaded, but they also can save the video recording from their live class. That is why some students state in the questionnaires that this feature helps them study. They can view their lesson anytime without fearing missing out on things, understanding, and feeling left behind. With this feature, they can review their classes as much as they want.

c. Integrate All Office Applications

Microsoft Teams is different from other applications. This app does not ¹⁴ limit users to the chat/communication functionality only. It allows users to connect any Office 365 application into the fold. In other words, Microsoft Teams can view the same Word, Excel, PowerPoint presentation, Microsoft Form, Stream, Task, translator, or even connect to Power BI, which is altogether in one click.

d. Lots of Features

In Microsoft teams, students and teachers can do anything in this one app. For students, they can make their team channel, do chats or calls,

share files, send assignments, review material and videos from live class, etc. While a teacher can send a task or assignment to the student, post a lesson material, give a badge for praising their students, and when they do video conferencing- after the meeting end teacher will get a file which consists of the time when and how to log their students joining the class. Microsoft always supports and brings new development to the apps, making them more convenient for their users.

e. Improving Public Speaking Skills

From the students' perspective, they feel they have much improvement in speaking because they always go on presentation projects on every occasion. Due to online learning, the frequency of doing a presentation is increased, and students have to explain their project in English, answering the question from lecturers and friends in English. That is why in the questionnaires, they state that they have increased their speaking skill.

The Weakness of Microsoft Teams in this research:

a. Teams Require Constant Internet Connectivity

Unlike Outlook and other proprietary email applications that cache information, Microsoft Teams requires a constant internet connection to function. Users who travel a lot or live in remote areas with limited internet connectivity may have this problem. Students who live on the side of the city usually experience this issue. In the questionnaires, they

feel immensely annoyed when the signal starts unstable when the voice of their lecturer in a video conference starts to disappear, and they are sometimes forced to leave the room by the app.

8 CHAPTER V

CONCLUSION, IMPLICATION, SUGGESTION

A. Conclusion

5
The research set on to determine students' learning experience using the
11
Microsoft Teams and is expected to help lecturers and students improve the quality
of online learning using Microsoft Teams. Aside from that, the researcher has to
note that this research cannot be generalized because it only uses one collection
technique, so the data is not rich enough to cover and still has a lot of holes
everywhere.

Based on the questionnaire result given to the 97 students and some detailed
questions about how they use Microsoft Teams, the researcher can conclude; First,
the students have a good perception toward online learning through Microsoft
Teams. Proved by the three-learning domain that calculate to have all mean values
above 3.48 which means all the respondents have positive perception in using
Microsoft Teams.

Second, the problems that appears during the online learning through
Microsoft Teams are unstable internet connection, lack of understanding of English
structure (Grammar), and lack of motivation in reading learning material.

Thirdly, the students agree that there are a lot of Microsoft Teams features
that beneficial and convenient to their learning. For example; saved record, files,
chats, breakout room, teams channel, whiteboard, etc.

B. Implication

The implementation of online learning gives chance ⁵⁸ to the students to conduct the learning process everywhere. The learning process become flexible, and way cheaper than conducting in school environment. Microsoft teams as the application that facilitate learning process takes a big role in helping student improving their English skills. Microsoft Teams provide variety of features that makes learning process becomes convenient, such as; Saved record, files, assignment, video conferencing (meets), Teams channel, breakout room, calls, chats, and connect to Microsoft 365 environment. With all the features, students' English has a lot improvement especially in speaking skills.

⁸ There are four main skills in English language, they are reading, listening, writing and speaking. In this research, speaking skills has significant improvement. In speaking, there are four aspects; fluency, vocabulary, pronunciation, and grammar. Students admit that they become fluent through learning in Microsoft Teams. Most of their activities in online learning was project/group presentation, it helps them in improving fluency in speaking English, and automatically makes their pronunciation better. In vocabulary aspect, they acknowledge more new vocabulary through learning with Microsoft Teams. Unfortunately, grammar had a lack of improvement through online learning.

C. Suggestions

1. For Teacher, from this research found that students have improvement in speaking skills in fluency, pronunciation, and vocabulary enrichment.

Unfortunately, the grammar aspect has lack of improvement, therefore it's a challenge for the teacher to improve students' grammar skill by adapting an interesting learning method.

2. For other researchers in future research; use various techniques in collecting data, for example; documentation, interview, observation, and others. Because in this research, the researcher only uses two techniques in achieving data (questionnaires and open-ended questions), a lot of information has not been covered in this research.

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APPENDIX

Appendix 1. Questionaries statement

No	Statement
1.	I personally improve my English skills (listening, speaking, reading, and writing) when learning English through Microsoft Teams
2.	I understand the content more when learning English through Microsoft Teams.
3.	I can gain more English vocabulary
4.	I believe that learning English through Microsoft Teams is as effective as learning in the regular classroom.
5.	I think learning English anywhere through Microsoft Teams becomes more convenient.
6.	I think learning English through Microsoft Teams draws my attention.
7.	I believe that learning English through Microsoft Teams makes me think more critically.
8.	I become more interested in English lessons when learning through Microsoft Teams.
9.	I like learning English through Microsoft Teams than the traditional method.
10.	Learning English through Microsoft Teams is interesting.
11.	I enjoy doing online activities through MS Teams
12.	I become more confident in speaking English when learning English through Microsoft Teams.
13.	Giving a group presentation in English through Microsoft Teams challenges me.
14.	I am proud of myself when I can give correct answers through Microsoft Teams.
15.	I can work in pair or a group when learning English through Microsoft Teams.
16.	I can share more opinions in English lessons through Microsoft Teams.
17.	I am able to adjust myself to engage in English lessons through Microsoft Teams.
18.	I have a chance to practice English speaking in a role-playing and presentation with friends through this platform.
19.	I can review previous lessons independently through Microsoft Teams.
20.	I am able to interact with teachers and friends when learning English lessons through Microsoft Teams.
21.	I can concentrate more on reading English passages through Microsoft Teams.

Appendix 2. Open Ended Question

1. How do you use Microsoft Teams to learn English?
2. Which features of Microsoft Teams help you a lot in learning English?
Why?
3. What do you think about chat features in Microsoft Teams? Do you often use it for discussion with your lecture or friends?
4. Which English skill do you think have an improvement while using Microsoft Teams?
5. Which English skill do you think have a lack of improvement while using Microsoft Teams?

Appendix 3. Tabulation of the questionnaire

P	Statement																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	5	5	5	2	2	2	4	4	5	5	5	5	5	5	5	5	5	5	5	5	2
2	3	3	3	2	3	2	3	3	4	3	3	3	3	5	3	3	3	3	4	5	4
3	5	3	3	2	3	2	2	2	1	3	5	2	3	5	3	1	3	4	5	3	1
4	5	4	4	5	4	4	5	4	3	4	4	3	4	4	4	4	4	4	4	4	4
5	4	3	4	3	4	4	3	3	2	4	4	3	4	4	4	4	3	4	4	4	3
6	4	3	5	3	2	4	3	4	2	4	3	4	5	5	5	5	4	5	5	4	5
7	4	4	4	4	4	3	3	4	4	4	4	3	4	4	3	3	3	4	4	4	3
8	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
9	5	4	4	4	4	4	3	4	4	4	3	4	4	3	4	5	4	4	4	5	4
10	3	4	4	2	2	2	3	2	2	2	4	3	2	4	4	4	3	4	5	4	2
11	3	4	3	4	3	2	2	3	1	3	3	4	4	1	1	3	4	3	4	5	3
12	4	5	5	5	5	4	3	4	5	5	5	4	5	4	4	3	3	4	3	4	3
13	4	3	4	3	4	4	3	4	4	4	4	4	4	5	4	4	4	4	4	4	4
14	1	2	3	2	1	4	3	3	3	2	2	1	3	4	3	3	3	4	4	3	2
15	5	5	5	5	5	5	3	5	5	5	5	3	3	5	5	3	5	4	5	5	5
16	5	5	4	5	5	4	3	3	3	4	5	4	4	5	5	5	4	4	5	5	4
17	3	4	4	3	3	4	4	3	4	4	5	5	4	5	3	3	4	4	5	4	4
18	4	3	4	4	5	2	4	3	3	4	5	4	5	5	5	5	4	4	4	4	3
19	4	3	4	3	3	4	4	4	4	3	5	3	4	5	5	5	5	5	4	5	2

20	2	4	3	5	5	4	3	2	2	5	5	5	5	2	5	5	2	4	3	5	4	3	2
21	2	5	2	3	2	4	4	4	2	3	5	4	4	4	5	4	4	4	4	4	4	4	4
22	3	2	4	2	3	2	4	1	2	2	3	5	4	1	3	4	3	4	5	3	4	4	4
23	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
24	5	5	5	4	5	4	4	4	3	4	5	4	4	5	4	5	5	4	5	4	5	5	5
25	4	4	5	3	4	3	4	4	3	4	5	4	5	5	4	5	4	4	4	4	5	3	3
26	3	4	4	3	4	4	3	4	4	4	4	3	4	4	4	4	4	3	4	4	4	5	5
27	4	3	3	4	4	3	3	3	3	4	4	3	4	4	3	4	4	3	5	3	3	3	3
28	3	3	3	2	4	2	3	2	2	3	3	3	3	3	2	1	3	5	2	3	2	3	3
29	5	5	4	5	5	5	5	5	4	5	4	4	5	5	4	5	4	5	5	5	5	5	5
30	3	3	4	3	4	3	3	3	3	4	3	3	4	4	4	4	4	4	4	4	4	3	3
31	4	4	4	4	3	3	3	4	2	3	4	4	4	4	4	4	4	4	4	4	4	4	4
32	5	5	5	3	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
33	2	3	3	1	3	2	2	2	1	3	3	2	3	3	2	3	2	4	4	4	4	2	2
34	5	5	5	5	4	4	5	5	3	4	5	5	5	5	4	5	4	4	4	4	2	4	4
35	5	5	4	3	4	4	3	5	4	5	4	3	4	5	5	4	5	4	2	5	4	4	4
36	4	4	5	4	5	4	4	5	3	5	5	5	4	5	4	5	4	5	4	5	4	5	5
37	4	4	4	5	3	3	5	4	3	5	5	3	3	5	3	4	4	5	5	4	3	3	3
38	4	4	4	4	4	4	5	3	4	4	4	3	4	4	4	4	3	4	5	5	4	4	4
39	4	3	4	4	4	4	4	3	4	4	4	3	4	4	3	3	3	4	4	4	4	4	4
40	4	3	4	4	5	3	3	3	3	4	5	3	4	3	4	4	4	4	5	5	5	3	3
41	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5	3	3	3	3
42	3	3	3	4	4	3	4	3	2	3	4	4	4	4	3	3	3	4	2	4	4	3	3
43	4	4	5	3	4	5	5	5	4	5	5	5	5	5	4	5	4	4	4	4	5	5	5
44	5	4	4	4	4	4	5	3	4	4	4	5	5	5	5	5	5	4	4	5	4	5	4

95	4	4	5	4	5	4	5	5	5	4	5	4	4	5	5	4	4	4	4
96	5	4	5	4	5	4	4	5	5	5	3	5	4	5	5	4	4	5	4
97	5	4	5	4	5	4	5	4	4	3	4	4	4	5	4	5	4	4	3

Appendix 4. The answer of Open-Ended Question

R	How do you use Microsoft Teams to learn English?	Which features of Microsoft Teams help you a lot in learning English? Why?	What do you think about chat features in Microsoft Teams? Do you often use it for discussion with your lecture or friends?	Which English skill do you think have an improvement while using Microsoft Teams?	Which English skill do you think hard to improve while using Microsoft Teams?
1	Every week, we start a new meeting for the English lecture. We can practice and improve our listening, speaking, and vocabulary. After that, the lecturer often give us task in 'assignment' tab to improve the reading and writing skill.	Files, assignment, breakout room, share screen, mic & camera.	All the features are great! We can use it for discussion about anything, practice & improve our skill in online condition.	Speaking, listening, writing, vocabulary	Reading
2	To turn in my assignments	Assignments	It's very useful because we can talk each other between me, my friends and the lecturer	speaking	grammar
3	I use it for college only and some bussiness but I don't use it often.	I think saved record videos, because I can review the lesson	Yes, my lecturer sometimes used chat features to teach us because it can save the	Listening.	Speaking, because we can't freely chat with our friends at ms

		whenever I want and its really help me.	internet. And I can also ask to the teacher without interruption.		teams, while online we can do freely.
4	I use Ms. Teams as a platform or bridge for me to be connected with my English lecturers	I use "meeting" feature on Ms. Teams a lot because, the lectures require a lesson with livestream, so that the lessons would go very effective during online learning	It is very good to have a feature such as "chat" feature on Ms. Teams. But, unfortunately I don't use it very often. I'd rather to have kind of discussions through other chat apps, like Line or WhatsApp apps.	I have better improvement on my listening and speaking English ability. Because, it is quite often for the lecturers to play audios to be listened by the students and answer the questions based on the conversations played..	I think reading is very hard to train while using Ms. Teams and maybe writing skill is also hard to train, but it's not as hard as reading skill does.
5	I use Microsoft Teams to learn English by the modules from university that are written in English. So, that's how I improve my English as well by learning from lessons that are written in English.	I love the Room feature. This feature helps me a lot to communicate with the other students or with lectures, we can share our experience or make a discussion in English by texting or by video conference.	I think chat features is really helpful and simple. We often use it for discussing about lessons or for sharing some helpful advices to each other that can help us to improve our skills.	i think my writing and listening skill	-

6	Seperti pada umumnya, menggunakan room meeting untuk belajar bahasa Inggris dan berdiskusi dengan teman	Room meeting, because everytime i use this features for learning	Fitur chat pada msteams mudah digunakan dan sangat praktis juga. Saya menggunakan fitur chat hanya sesekali	I think my speaking, writing, and reading skill have been improving all this time while using Microsoft Teams.	I personally think that English listening skill is a bit hard to improve while using Microsoft Teams.
7	I wasn't specifically learning about the language, but i was enrolled in an English-speaking class where i learn about another course instead (so, the lecturers and us the students communicate in English rather than Bahasa). We use its video conference feature to learn, also the lecturer posted all of the class materials in the Ms. Teams so we could access it easily whenever we want.	Probably the video conference, cause we get to put our English speaking and listening skill into practice during class.	I barely use it cause i still use LINE to communicate with my friends, and Whatsapp with my lectures.	Vocab nya berkembang atau bertambah	Listening

8	Me and my friend actually use this microsoft teams when we discuss about improving our vocabulary and sharing about our work.	One of my favorite features is assignmet features because the lecture can gives us detail information about our work	Emm.. actually sometimes we use tha chat room in Ms. Teams , but we use the meet feature more often	Speaking, listening, and reading skill.	Listening would be pretty tough if i or the lecturer have bad connection (internet), it could be a barrier to understand each other when speaking during class.
9	Bisa dikatakan hampir tiap hari, karena dalam matkul dalam jurusan saya sebagian besar menggunakan bahasa inggris. Secara tidak langsung saya juga belajar meningkatkan kemampuan berbahasa inggris saya terutama dalam hal vocabulary.	Fitur rekaman kelas. Karena menurut saya pribadi, agak sulit bagi saya karena terkadang saya terganggu oleh hal-hal disekitar saya pada saat kelas berlangsung. Sehingga fitur rekaman kelas yang dapat diunduh menjadi sarana bagi saya untuk memahami apa yang disampaikan pada saat kelas sebelumnya.	Sangat membantu. Terkadang pada saat saya merasa tidak nyaman saat berbicara atau pada saat koneksi saya sedang buruk, saya biasa mengirimkan pesan melalui "chat".	my experience while using this i guess my english skill improving in listening	Reading, i think
10	I use ms teams in group and the teacher just share material that's it	Emmm i think no because some Times the	I a lot discussion w leacture and	Reading	Listening

		notification does not appear	friends in WhatsApp group not in there		
11	Setiap pembelajaran bahasa inggris	Record, memudahkan dalam replay pembelajaran	User friendly, sehingga memudahkan dalam komunikasi	Maybe in group Microsoft teams	I don't no i think nothing
12	Biasanya saya membuat grup bersama teman-teman, disitu juga ada tutor yang mengajarkan maupun mengoreksi di setiap pembelajaran	Room chat, Breakout room, papan tulis, dan lain	Iya saya sering menggunakan chat di teams, ini memudahkan dalam berkomunikasi	Writing	Speaking
13	I usually pay attention to the new words on MS Teams to learn english	i have no specific features of MS Teams to help me learn english	no	Speaking, listening, writing	Reading
14	Interaction through meeting with their useful button help me to interact with people via online and enhancing vocabulary from people words.	Meeting, It is a video conference to call other people or a whole class to a lecture, in the lecture we learn a lot from the class.	Yes, it is also very helpful when someone has a problem with their microphone.	reading skill	i have no specific skill that hard to improve while using ms. teams
15	Just use it.	Video call, bcs its like we meet in real.	Yes, its amazing.	Speaking and reading	Writing and Grammar
16	Using microsoft teams meeting for listening and speaking, using microsoft teams chat for writing	Microsoft Teams meeting. Because it helps me to improve my weakness (speaking)	Yes, I often use it with my lecture and friends	Speaking.	Listening.
17	Through online learning provided by my university.	Meeting room, chat room, assignment, files.	Yes, I often use the chat features in ms teams. The	Reading and listening	Speaking

	Lecturers mostly use the meeting room or often use the chat room.		lecturers use it to share the barcode for absence, giving materials in the form of ppt, pdf, or word. They also use it to explain materials and answer our questions. Some of them also give us questions that we should answer immediately. I also use it for discussion with my friends.		
18	Dengan baca buku pdf yg ditaro dosen	Ngga ada sih jujur	Kadang doang pakenya	Speaking and writing. I can improve my speaking skill through the class presentation in the normal class or breakout room. My writing skill is improved by the lecture given by my teachers.	Reading. It is a little harder to improve this skill than of the other because even the lecturer gave me texts to read, I feel like there's no motivation for me to read it. I often feel lazy and moody in reading the texts given. Another reason is I still

					can hide when the lecturer asks about the text. I normally will read it later when I need more understanding after class.
19	Menggunakannya bersama teman dan dosen dalam belajar.	semua, kma semuanya mendukung untuk belajar	meeting.	Lebih ke arah pemahaman. Jd tambah vocab	Writing
20	Guru yang menerangkan materi menggunakan bahasa inggris dan membagikan file materi pembelajaran melalui file kelas di MS Teams	Akses file materi pembelajaran yang diberikan oleh dosen melalui kolom file kelas mudah sehingga dapat dipelajari ulang kapanpun dan dimanapun	Hanya digunakan ketika ada pelaporan kendala dalam keberlangsungan KBM dan untuk menjawab pertanyaan atau berdiskusi harus on mic	speaking.	writing
21	ketika belajar bahasa inggris menggunakan microsoft teams, guru saya akan menjelaskan mengenai materinya, lalu kita akan diberikan soal terkait materi tersebut. di akhir, kita akan	rise hand, it's really help me when i want to answer or ask some questions	saya jarang menggunakan fitur chat dalam ms teams. biasanya digunakan hanya untuk membagikan link absensi, atau memberi pdf tugas	Writing	Speaking

	membahasnya bersama sama				
22	I take classes by listening, taking notes, and practicing in Microsoft Teams.	Chat and calls. Chat make me able to interact with teachers and friends. Calls give me chance to practice English speaking in a role-playing and presentation with friends	Its really nice. I often use it to interact with my lecture and friends.	Pemahaman materi mengenai "annotating" dengan berpikir kritis	Terkadang listening dapat membuat bosan
23	Yeah very good	Mungkin promonya bisa di kembangkan lagi agar semua orang bisa tau	Sangat nyaman chat featurenya	quiet good	vocabulary
24	I use ms teams to learn english through the online meeting & form feature	Online meeting	It is just a simple feature just like in the other online meeting platforms. No i dont, i rarely use the chat feature because i do discussion with my lecturer and friends through whatsapp	my pronounce and learning	my writing skills
25	Almost all of my courses including English using msteams. The class is held once a week.	Recording feature, because I can rewatch the lecture.	I hardly use it.	Practice speaking and upgrade my communication in english with others.	Reading
26	because of the pandemic we have to change all of	big storage data because i can save any vocab and	i usually use chat features for discuss anything either	Mungkin readingnya	Speaking

	our method for studying, including how i learn english. i usually learn english from any songs or films but i want to improve my speaking skill, so i discuss with my colleague often so my speaking skill is improving.	etc, also the meeting online is really helpful during the pandemic.	with my friends or to my lecturer		
27	I use MsTeams to attend english lecture from my uni	presentation and mic, because i can get learning materials and speak up my opinion in the class easily	i don't really use chat feature since my friends and lecturer prefer to use mic	Listening	Reading
28	Dikelas bahasa Inggris, dosen saya menggunakan metode diskusi baik secara langsung maupun dengan fitur chat. Setiap minggunya berbeda-beda, entah itu reading, writing, speaking, atau listening.	Fitur chatting	Yaa, dosen saya sangat memanfaatkan fitur ini, apalagi jika beliau tidak bisa sharescreen	<div>88</div> I don't really know. I don't actively participate in the class except doing the assignment. But if I have to name one, probably writing skill.	Speaking skill. Ms Teams is relatively a 'heavy' application for my laptop, so if I want to answer something it took a long time to just unmute and mute the mic, and it's irritating so I

					just don't answer anything.
29	2 times a week	Video chat, can practice conversation	Yes, always	my grammar	speaking offline because i believe speaking in online conferences have different feeling and atmosphere than speaking in any offline conferences
30	Mengikuti kelas melalui fitur video conference dan mengumpulkan tugas melalui assignments .	Video conference dan assignments karena fitur videocon seperti belajar di kelas pada umumnya, lalu assignments membantu saya untuk mengumpulkan tugas.	Cukup membantu untuk berdiskusi dan melakukan tanya jawab dengan dosen.	reading	grammar
31	I change it to English language in translation feature	so in microsof teams there is a translation feature, it lets users translate Teams messages into the language specified by their personal language	In my opinion it's very useful and yes, I often use it	Writing, listening	Speaking

		settings especially English language			
32	I use Microsoft Teams when I have teaching practice in Junior High School in this semester.	The feature that helps me a lot when I use Microsoft Teams is Microsoft Form because I can easily make quizzes for my students.	Sometimes I use it to communicate some personal messages with the captain of the class.	Conversation and pronunciation.	Vocabulary
33	i can use video call with my teacher and my friends for practice conversation and my skill for speak, messenger for chatting with my friend.	video call	i think the features its really good i love it and very helpfull. yes i do.	Writing skill only.	Speaking skill.
34	Mencoba semua fitur yang ada pada Microsoft teams	Reading progress, karena dengan fitur tersebut dapat membuat kita berlatih secara mandiri	Cukup menarik, tapi saya jarang menggunakannya	writing	-
35	I use ms team for video meeting and discuss with some friends	Video meeting because I can discuss with my teacher and friends	Yes	Speaking skill	Reading skill
36	Using documents and video call features	Video call, because I can talk directly to the lecturer	Great, quite often	chatting or waiting in messenger	conversation for train the speak and train the mind
37	Hanya saat ada mata kuliah yang menggunakan bahasa inggris	Fitur record video pembelajaran, namun	Ya, sering digunakan. cukup membantu saat kerja kelompok	Reading	Speaking

		sayangnya hanya bisa dilakukan dosen			
38	I never used that to learn English. But if I will, maybe I'll use it to discuss and listening conversation in English.	I don't know for sure. But in my opinion, "save recording" feature helps the most.	I think that's necessary. But for discussion, we prefer to use the microphone.	Speaking	Reading
39	As my campus follows the stay at home policy, we learn at home through video conference such as microsoft teams, as this app is provided free by the campus	Video Conference and classroom	Sometimes I use it when I'm unable to be unmuted	Speaking	Writing
40	Membuat grup diskusi dan melakukan percakapan dengan bahasa Inggris dengan orang lain	Microsoft teams for education, karena sistem belajar bisa online maupun hibrid	Cukup lengkap pada chat featuresnya dan saya serta dosen pengampu mulai belajar melalui Microsoft teams setiap harinya	Mempelajari beberapa vocabulary baru dan improvement in listening	Mungkin Writing? (Seperti essay) Karena kebanyakan akan cari artikel dan parafrase, kalau dengan metode tradisional tidak ada kesempatan buka internet, jadi mungkin akan lebih

					berpikir keras untuk mengingat kata-kata sehingga tidak sering lupa.
41	Dengan mengikuti program dan event internasional yang disediakan oleh kampus	Fitur presentasi. Karena sangat memudahkan dan membantu dalam berbicara membahas topik.	Fitur chat memang sangat penting, terlebih jika ingin mengatakan sesuatu namun tidak dapat berbicara langsung dengan alasan, seperti masalah jaringan atau sekadar tidak ingin menginterupsi orang yang sedang berbicara, dll. Saya sendiri jarang menggunakan fitur chat MS Teams dan lebih memilih untuk berbicara langsung.	Listening	Reading
42	Microsoft Teams help me to learn English because of its features.	Whiteboard, because of it can used to write anything.	Microsoft Teams is useful. I can discuss with my friends and use the whiteboard.	Speaking	vocabulary enrichment
43	I took English courses through Ms Teams.	One of the features that helped me is the screen sharing feature because it made it easier for me to	Yes, I've used it and I think it's a good feature.	Sangat sangat meng-improve skill bahasa Inggris karena pada penamaan	Skill percakapan secara langsung

		read the material provided.		tools beserta fitur lainnya sangat menunjang penggunaan bahasa Inggris	
44	Saya bergabung di grup general dan melakukan diskusi tentang pelajaran bahasa Inggris	Pertama command di ms teams mengharuskan kita mempelajari perintah menggunakan bahasa Inggris, selanjutnya ketika melakukan percakapan atau chat di ms teams terdapat fitur yang dapat memperbaiki typo dan grammar	Ya saya diskusi banyak untuk eksplorasi fitur ms teams dengan tentor saya	Speaking	Listening. Karena koneksi jaringan mempengaruhi kualitas audio di MS Teams, saat koneksi tidak stabil akan sangat mengganggu, sehingga kata-kata yang diucapkan oleh speaker saat berbicara tidak terlalu jelas.
45	I just read every step when Microsoft team open then screen or wall by app	I think help features is the most helpful	Sometimes, not to much of less, when we needed to access.	Speaking and reading	-
46	If a friend or teacher wants to use Microsoft Teams	All features help me to learn English because	Yes, I often discuss with friends and teachers using the chat feature	Reading and writing skills	Speaking skills

		each feature has its own function and use			
47	dosen menyiapkan room dan materi yang bisa diakses mahasiswa kapan saja	membuat channel yang di kategorikan per tim agar komunikasi di dalam tim menjadi lebih mudah dan terfokus. selain itu, microsoft team juga sudah terintegrasi dengan office 365 memungkinkan suatu tim untuk bekerja secara lebih efisien	iya, saya sering menggunakan fitur chat karena fitur ini sangat membantu sebagai alternatif komunikasi	Skill tentang bahasa inggris terkait fitur seperti pengumuman dan upload materi di teams	Skill berbahasa inggris yang susah menurut saya di teams adalah membuat otomatisasi memasukan member ke dalam grup
48	Pembelajaran kuliah saya menggunakan Ms. Teams sebagai platform penunjang pembelajarannya.	Di Ms. Teams ada fitur record yang hasilnya bisa diakses semua mahasiswa guna lebih memahami lagi materi pembelajaran. Selain itu, dosen juga bisa berbagi materi langsung lewat Ms. Teams.	I think, no. Karena saat berdiskusi kami lebih banyak berbicara langsung daripada menggunakan fitur chat. Fitur chat biasanya kami gunakan untuk berbagi link web atau informasi apapun yang perlu dicatat.	Reading and then writing.	Speaking, because sometimes i feel no clear when hearing it
49	Saya menggunakannya hampir setiap hari ketika sekolah online. Saya belajar bahasa Inggris melalui Microsoft teams dengan pembelajaran	Fitur yang digunakan untuk meeting dan fitur rekaman video yang tersedia ketika selesai kelas karena saya belajar bahasa Inggris	Fitur chat di Microsoft teams sangat menarik, kita bisa chatting dengan teman melalui nama di fitur pencarian. Saya tidak terlalu sering	Ability to speak and write correctly	It's quite difficult to hear the other person's voice so it's a bit difficult to

	online dengan guru saya maupun dengan mengutak-atik fitur yang terdapat dalam aplikasi tersebut yang berbahasa Inggris	bersama guru melalui fitur meeting dan di fitur rekaman video saya dapat menonton ulang pembelajaran yang telah dilakukan sehingga dapat membantu saya belajar bahasa Inggris	menggunakan fitur tersebut karena teman teman saya lebih sering berdiskusi melalui WhatsApp daripada di Microsoft teams	understand when there is a voice note
50	I always use Microsoft Teams during class	meeting feature, because still can do meet without face to face	Microsoft Teams can simplify the learning process, i often and always use that for discussion	vocabulary
51	Saya menggunakannya seperti menggunakan aplikasi lainnya. Saya menggunakannya untuk meeting kuliah, diskusi bersama teman, serta terkadang untuk seminar. Selain itu, saya juga menggunakan untuk chat teman seperti media chatting lain. Untuk kuliah, kampus kami menggunakan ms team sehingga lebih mudah untuk mengambil informasi dan memantau	Saya rasa menggunakan ms team tidak ada hubungannya dengan belajar bahasa inggris. Ms team itu aplikasi seperti google classroom, jadi ya cuma aplikasi biasa. Emang sih dia pakai bahasa inggis menu2nya. Tapi menurutku itu kurang membantu. Ms team ituengefisienkan segala jenis meeting/kuliah, ga cuma kuliah bahasa inggris aja.	Bagus, ada emoji yang gerak2 gitu wkwk Saya gunakan buat ngechat teman kak. Sering juga saya gunakan buat ngecek nim teman, kakel, dll. Soalnya profil di situ ada NIM nya juga.	Writing, i guess. Karena agak sulit sepertinya menulis langsung di Ms. Teams.
			Speaking, ofc. Because it can be easier for me to discussing any topic using Ms teams feature.	

	kehadiran mahasiswa dan dosen. Dengan fitur team, meeting yang dapat direkam dan dapat diputar ulang kapanpun.				
52	I just use ms.teams for online meeting	I don't think any features help me a lot but i usually use task planner and teams	I rarely use chat features	Vocabulary, karena terdapat banyak fitur yang menggunakan bahasa Inggris di dalam Microsoft teams	Speaking karena jarang mendapatkan kesempatan untuk berlatih speaking di Microsoft teams
53	We have a class of curriculum study in English	Share screen and reactions help me a lot to join the class conveniently. Share screen helps me focus on materials and catch up if I missed some points from my lecturers. Reactions lets me know about other students' feeling (understand, indifferent, or barely understand anything) during the class.	I personally don't like chat feature there since there's barely any notification if someone sends message so you need to check it every single time. And I rarely use it.	English speaking and reading	English listening

54	untuk tempat berkomunikasi	Lebih memudahkan	Yes	Kalau ini mungkin skill menggunakan aplikasi bahasa inggris.	Apa ya, kenapa lebih netral ya ini. Jadi reading, speaking, sama listening sama aja ga sih. Hmm ga ada yg susah kalau mau belajar.
55	Actually i'm using ms.teams not for eng matkul but for another business math courses that binus provide for student.	Session question and answer or present ppt using english	I never used it	Speaking	Writing
56	I use Microsoft teams once a week to do study activities	All features of the Microsoft teams are very helpful	Yes very often, especially during question and answer sessions and attendance	Listening and speaking	Writing
57	Sebagai media pembelajaran kelas sehari2	Meeting untuk memperoleh ilmu. Terus juga feature file class material untuk review materi.	Jarang digunakan. Biasanya diskusi langsung dengan meeting	Komunikasi	Tidak ada
58	use the meeting feature with other lecturers and students	meeting features and microsoft forms features	very fun and easy to do learning together	Listening	Speaking because i'm not confident to unmute the mic

59	I communicate with my friend through my teams so it improves my English skill	Teams Meeting	Not really, I prefer to do call/meeting than chat	Public speaking	Listen. Because sometimes bad signal and suddenly bounce
60	by listening the lecture	Assignment	Yes, it's convenient to help me chat with my team through the meeting	I improve my vocabulary a lot, also improve my speaking skill because of presentation, and writing skill because the teacher taught us to write an essay.	Menurut saya semua skill tersebut dapat dipelajari dengan mudah dan praktis.
61	By join the class n interact with students	Video	Sometimes	Vocabulary	speaking
62	Meet	Meet, because i can interact with many people	I use it if my internet connection isn't stable	Speaking and Pronunciation	Writing, coz' I'm not really do chat unless I have to.
63	I usually use Microsoft Teams for English courses by way of presentations, then discuss vocabulary and discuss TOEFL questions	Teams, because the features is really helped me when i studied English courses	I often use it cause i think it's help me to be able to study more privately	Listening	Grammar

64	Mungkin bisa efektif	Ruang kelas di Microsoft teams sedikit berbeda dengan zoom, membuat saya menemukan hal baru yang unik	Baik, karena memungkinkan digunakan ketika sinyal kurang mendukung. Saya lebih menggunakan fitur mic	Listening n speaking	Listening
65	My class usually just use it for meeting. Our lecturer will explain the materials, and we would be given some questions so we can interact to each other. We also received a task and divided to breakout rooms to discuss with the other friends. After that we would presentate our result in front of the other participants.	The setting itself is already in english so I guess it also helped me to study an app using another language.	Not really, since we talk about everything in the meeting room. But some kids will use it to tell the lecturer if they having some trouble with the app.	Listening	-
66	Menggunakan setting berbahasa inggris	Breakout room, presentation, chatroom	Sangat membantu karena bisa belajar berkomunikasi dan berdiskusi	Listening	Reading
67	I use Microsoft Teams to attending my English class.	I think the share screen feature is the most helpful part to learn English.	Our lecturer didn't see through the chat features, she want us to speak directly instead of chat because it's more takes time.	Speaking and listening	-

68	I use Microsoft Teams during class. In all subjects	Microsoft Teams feature that can record activities during learning. So you can repeat the lecturer's explanation during learning just by looking at the recording.	I think this feature is very helpful, especially in learning. But I rarely use it because lecturers often ask students to answer verbally rather than through chat.	I think I improved myself by answering the lecturer's question and presenting materials in the class.	Making my words when the lecturer asks me to answer questions. I also ever had a trouble with the app. When I tried to fix it, the language is all in english so I have to think about the Indonesian words first before choosing the options.
69	by studying the material provided	chat and audio conferencing	nice and easy to use. yes, i use it often	Listening, writing, reading	Speaking
70	Kuliah, sharing dengan teman, course	Chat. Karena bisa me berlatih grammar dan vocab yang baik dan benar	Fitur chat sangat membantu karena sering digunakan saat melaksanakan kegiatan pembelajaran	Maybe speaking because I wan't it or not, I need to talk when my lecturer ask a question and also listening.	Based on my experience, I think writing skill.
71	dengan memperhatikan perintah yang ada dalam	feature meeting dan tempat files sangat	kalo saya sendiri jarang menggunakan feature chat	Skills in public speaking	Skills in writing

	ms. teams dengan menggunakan bahasa Inggris mendukung saya belajar bahasa Inggris	bermanfaat bagi saya, karena saat libe meeting membuat saya lebih merasa berada dalam kelas dan dapat mendapatkan ilmu secara langsung, sedangkan file dapat saya akses untuk modul atau materi yang sudah/akan dijelaskan pada saya	pada ms. teams, tapi menurut saya fitur ini sedikit memudahkan saya dan teman-teman dalam berkomunikasi secara langsung		
72	Saya lebih sering menggunakan meeting ketika mata kuliah bahasa inggris.	Meeting, karena dapat berdiskusi secara langsung dan efektif baik dengan dosen maupun teman. Di meeting kita juga dapat share screen sehingga lebih mudah dalam memahami ataupun dalam menyampaikan materi.	Fitur obrolan di microsoft teams kurang begitu efektif dalam diskusi dengan dosen maupun dengan teman karena microsoft teams digunakan ketika ada mata kuliah saja jadi dosen dan teman-teman online saat ada kuliah saja dan biasanya menggunakan meeting room. Sehingga untuk fitur obrolan jarang digunakan dalam berdiskusi.	grammar	writing rule
73	I use microsoft teams to learn english subject with my lecturer and my	Profile, because I can write my profile in it.	Yes, I do. I often use chat feature in microsoft teams	Grammar, slang	Vocabulary

	friends, and also I use microsoft teams to learn english with my friends in my organisation		to discuss with my lecture and my friends		
74	Biasanya saya menggunakan Ms. Teams saat kuliah. Melalui fitur meeting dan chat.	Meeting. Melalui fitur itu biasanya lebih efektif karena tidak perlu menunggu jawaban dan juga bisa terarah dengan jelas bagian mana yang tengah dijelaskan oleh dosen.	Kadang. Cukup membantu dalam pembelajaran bahasa Inggris	reading	speaking
75	i can send the assignment in English, and each student can translate the assignment into their first language.	Immersive Reader aits amazing features. This includes the Picture Dictionary, line focus, read aloud, and the ability to translate their work into more than 60 languages.	yashh I use it, this feature makes it easy	Reading, writing, speaking.	Listening sangat sulit ditingkatkan dalam menggunakan microsoft teams, karena saat meeting pasti ada kendala sinyal sehingga kurang efektif dalam pembelajaran listening.
76	saya mendapat kelas bahasa Inggris dengan ms	fitur chat dan angkat tangan, karena membantu	saya pikir fitur chat nya memudahkan banget	My writing and speaking skills	Nothing

	teams, biasanya ada presentasi, ada tanya jawab dari dosen dan ada sharing di akhir pelajaran terkait apa yg belum dipahami saat pembelajaran	banget tanpa harus on mic yang kadang malah bikin ribut	terkadang kalau tidak paham saat presentasi bisa diskusi di kolom chat	
77	Bahasa Inggris menjadi salah satu mata kuliah saya sehingga saya harus mempelajarinya.	Ketika setingan bahasa di Ms Teams menggunakan bahasa Inggris karena ada beberapa kata yang kurang familiar bagi saya.	Saya sering menggunakannya untuk kerja kelompok berbagai macam mata kuliah	-
78	sebetulnya saya pake ms teams buat belajar bareng sm temen ² , tapi mnti ada moderatormya gt	jadwal sih, suka bgt. terus kalo bikin jadwal mnti sekalian masukkin temen ² gitu berguna bgt pokoknya	iyaa, seringnya dipake belajar sm temen ²	writing
79	Using Microsoft Teams as a media for me to prepare and studying my speaking. I have a channel with my friends and we always practice together.	Making a private channel, because we can add someone we share the link.	Yes everytime, if i want chat with the lecture i must using the chat features.	speaking
80	Mengikuti kelas bahasa inggris	Assignment, karena bisa membuat kuis bahasa inggris	Sangat bagus, sering	Penambahan vocabulary dan pengucapan
				Berbicara bahasa Inggris

				dalam Bahasa Inggris.	
81	I use microsoft teams for several classes in colleges (since my main app for learning is still zoom and gclass), ms teams allows me to learn new vocabulary in using the application with english as the main setting for the app	The comment feature helps in communicating throughout the lecture and can ask questions without hesitation, we can also read the questions later on for review	I frequently use the chat feature to contact my lecturer and other friends for teamwork, but for the discussion for groupwork we prefer to do it over other application	grammar, meskipun dijelaskan tetap kudu baca ² lagi supaya ngerti sendiri	
82	Untuk kelas sinkron, diskusi, dan pemberian serta pengumpulan tugas.	Meet. Fitur ini menjadi alternatif kelas luring karena menjembatani dosen dan mahasiswa dalam melaksanakan kegiatan kuliah. Ms Teams meeting	Iya, sangat membantu. Sering digunakan untuk tanya jawab dan komunikasi apabila terjadi masalah pada microphone.	Speaking	Grammar
83	With installing Ms Teams and join the meeting	Ms Teams meeting	not really, we often using Whatsapp	Reading	Writing
84	sharing session, presentation, assignment	recording, assignment	yes, i use those features a lot and it really helps in our discussions	Vocabulary increases when using ms teams, esp if we set the setting for ms teams in english	The grammar part would be hard to improve since the app rarely requires heavy wording for their ui/ux

85	Very easy and simple. We can easy to learn	Share screen, because you can learning english easy to understand	Very helpfull. Yes often	Writing dan speaking.	Listening.
86	I usually decide the group of four, then I invite each of them to join the meeting to discuss anything about the topic.	Microsoft Teams has been my preferred tool for all my remote teaching and trainings. When I'm working with teachers, I make sure they are aware of the amazing features found in Teams. These include collaboration tools, communication tools, and translation tools. The accessibility features in Teams are second to none. Furthermore, I can add Flipgrid topics, Wakelet collections, Forms, and Newsela articles, among others, directly into Teams. This makes it easier for students because it requires only one sign in instead of a different one for each program. The	The chat features is really helpful for us who wanted discuss without doing a live meeting.	reading and writing	listening

		Immersive Reader can be used with all these resources within Teams.			
87	Di windows klik mulai Microsoft teams, masuk dengan nama pengguna dan kata sandi	Chat dan komunikasi dengan tim kecil	Sangat menarik, itu termasuk fitur yang sering saya gunakan	i think my listening and speaking skills	i think for the listening skills because sometimes our listening skills will be disrupted if the network is unstable
88	Mulai dari mengatur bahasa menjadi inggris, kemudian banyak berlatih didalam bahasa inggris terutama dengan orang selain indonesia	Iya, karna menurut saya ini praktis dengan semua fitur yang tersedia	Iyaa saya menggunakannya	creative	helpfull
89	i usually use reading progress	reading progress and chat features, because these two features really help me in learning	yes I use it often, the chat feature in Microsoft really helps me in communicating	The most improvement i felt is in my speaking skill	I think the reading skill is hard to improve through Microsoft team.
90	We meet daily for class using Teams Meetings. This gives us the chance to connect face to face in a safe environment.	Meating Online	yes I use it often and it's very easy to apply	Writing and Structure	Listening and speaking

91	use the online meeting online to discuss with friends	chat feature for easy contact with friends	very useful to discuss about lessons that are not understood	Speaking skill	Writing skill
92	Because i can translate chat messages in a variety of languages. By default, messages will be translated into the UI language. And it really helped me to improve my english	Teams and channels and audio conferencing	That really helped me to improve my writing in english. Ofc because its easy to use	grammar	speaking
93	Me and my friend make a group to discuss about English material, and we always discuss in English, so we can practice our English well	Online meeting, because it helps us to do online meeting to discuss some materials	It is quite good, it helps us to discuss a lot about English well. And yes, we often use it.	Speech	there isn't any
94	the application makes collaboration easier in communication	Learning	Very helpful	Conversation	Writting
95	discuss with the lecture or other student through the chat features using english	the chat features because you can discuss with other people using english	its interesting because it really easy to use it when you want to discuss with lecture or friend	Listening and reading	Speaking, and also writing
96	Saya menggunakan microsoft teams untuk belajar bahasa inggris dalam perkuliahan, saya	Share screen with audio. Dengan fitur tersebut saya dapat melihat dan	Chat membantu beberapa orang ketika ada permasalahan dalam mic atau kamera sehingga chat	Writing and Speaking skill	Listening

	menggunakan nya dengan beberapa fitur seperti share screen untuk presentasi	mendengarkan penjelasan tentang materi	dapat digunakan. Saya dan teman-teman saya jarang menggunakannya karena kami lebih banyak berdiskusi dengan menggunakan fitur mic on dan kamera on		
97	Saya menggunakan microsoft teams untuk belajar bahasa inggris dalam perkuliahan saya. Saya menggunakannya melalui aplikasi dan log in.	Share screen. Dengan adanya fitur ini saya merasa sangat terbantu dalam memahami materi	Fitur chat sangat berguna ketika seseorang mengalami kendala dalam fitur utama seperti mic atau kamera. Saya dan teman-teman saya jarang menggunakannya kami lebih sering mengobrol dengan fitur mic	my skill to work as a team	public speaking skill

Appendix 5. Questionnaire in Google Form

KUESIONER PENELITIAN

Yth Saudara/Saudari Mahasiswa
Saya Ana Mardhiyyah Mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Nusantara PGRI Kediri yang sedang menyusun skripsi sebagai salah satu syarat untuk memperoleh gelar Sarjana. Dengan ini saya ingin mengetahui pengalaman Saudara/Saudari menggunakan Microsoft Teams dalam proses belajar selama pembelajaran daring. Oleh karena itu, Saya membutuhkan responden untuk mengisi kuesioner yang saya buat dengan kriteria sebagai berikut:

1. Mahasiswa
2. Pernah menggunakan aplikasi Microsoft Teams untuk pembelajaran/matul Bahasa Inggris

Mohon kesediaan Saudara/Saudari dalam mengisi kuesioner sesuai dengan keadaan diri anda yang sebenarnya. Data isian Saudara/Saudari akan dijaga kerahasiannya. Atas kesediaan Saudara/Saudari, Saya ucapkan terima kasih.

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