Student's Perceptions in Learning English Via Microsoft Teams in COVID-19 Pandemic Era

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ARTICLE INFO	ABSTRACT
Keywords: students' perception, Microsoft Teams, online learning	*The objective of the research is to find out the students' perceptions after using Microsoft Teams in English online learning. This research used quantitative method. The subject of this research was the eleventh grade of SMA N 1 Gubug in the academic year 2021/2022. The researcher observed one class called XI Science 8 with 36 students. The data of this research were collected by using questionnaires. The questionnaire consisted of 30 items. The researcher categorizes the results of the questionnaire into four indicators: accessibility, student perception, material and assignment delivery, and learning activity using Microsoft Teams. The findings of this research indicate that students' perception after using Microsoft Teams in English online learning is positive. The students have a positive perception of learning activities as well as material and assignment delivery. Microsoft Teams app is suitable and effective for distance learning English because it has full features. Its full features make it easier for students to join video meeting, receive materials and collect assignments in only one application. Those results can be a suggestion for the next researcher to examine teachers' perceptions on how to optimize teaching and learning strategies via Microsoft Teams. Microsoft Teams can be an alternative for other teachers and lecturers to use Microsoft Teams to teach their students online learning. It can also help the students submit their assignments without face-to-face learning.*

1. Introduction

To prevent the spread of the COVID-19 virus, the Indonesian educational system implemented new behaviors, such as moving from face-to-face instruction to virtual instruction. Teachers had to be prepared to use the most recent technologies to carry on classroom teaching techniques in an online context, as required by COVID-19 (Noor et al. 2020). The current state of technology has a good effect on the educational process. Zoom, Google Classroom, Google Meet, Microsoft Teams, and a slew of other e-learning tools can assist educators and students in being more creative and imaginative. Each of these programs has its own set of functionalities. Microsoft Teams is a program that is rarely used. As a result, researchers are interested in learning about students' perceptions toward implementing Microsoft Teams-based English online learning in their schools. Since the

students' perceptions are essential for teaching and learning, the topic was chosen. Their perceptions are critical to ensuring effective learning and improving student accomplishment.

2. Literature Review

The understanding of perception comes from several definitions of perception. According to Walgito (2010:99), perception is a process that begins with collecting a stimulus through the senses, then continuing with the stimulus, and the following process is referred to as a perception process. Perception is the process through which a person or a group observes a circumstance. It involves the gathering of inputs and the usage of thoughts and emotions in understanding (McDonald, 2011). Perception is completing information and giving meaning to sensory stimuli via objects, relationships obtained, and experiences (Rahmat, 2018:63).

The students' perceptions of online learning during the pandemic are very interesting to be reviewed deeply after the pandemic era is almost over. Student perceptions are significant in educational psychology because they are included into the teaching and learning process. These perceptions are critical to the process of fostering effective learning and boosting academic achievement among students. Students are human beings who are always expanding their knowledge and skills, as Ramli (2015: 68) explains. The student is a fundamental factor in the implementation of the educational process. It is impossible for there to be any teaching or learning take place if there are no pupils present. The students have their own individual point of view regarding what they have studied.

The ability for students to study at a time and location that is convenient for them is one of the most obvious advantages of online learning. According to (You & Kang, 2014), learners who are able to build self-regulated learning skills utilize time management, study material on a consistent schedule, seek assistance from instructors or peers, meet deadlines, and are able to evaluate their learning. In Indonesia, some of the present effects of online learning include a decline in student discipline, a lack of motivation, weariness, and tedium owing to the vast number of online assignments completed, internet restrictions, and technical equipment. In addition, subjects and classes involving assessment and procedures were inefficient when taught solely online; education systems and stakeholders had difficulties with limited internet access and low levels of social contact (Duraku & Hoxha, 2020).

One of the applications that were developed in collaboration with Microsoft Office 365 is called Microsoft Teams. This application's simple design makes it possible to have conversations, make video calls, and transfer files with one another. Users are able to build online courses and control groups in the same manner that they would handle traditional classrooms, including the interaction of students with both their classmates and their teachers. Its interaction may take the form of online class sessions, live chats, the exchange of files, evaluations, grades, etc. Because of its features and functions, Microsoft Teams is ideally suited for use as a platform for both traditional classroom instruction and online instruction (Wea & Dua Kuki, 2021). The Microsoft Teams application has grown into media for conducting online learning. Microsoft Teams can be defined as a learning management system (LMS) used to alternative platforms in asynchronous learning.

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Numerous studies have been done to investigate students' perceptions of online learning systems. Various past studies have been conducted in line with this topic. The first study by Popovici & Mironov (2015) entitled "Students' perception on using eLearning technologies". Based on this research, the researcher focuses on students who use technology to assist their learning activities. The information was gathered using a questionnaire. The questionnaire was distributed on the internet. This study revealed that students' experiences with technological capabilities were very great. The number of students 98.11% believe they need intermediate to advanced pc or laptop skills, whereas 96.52 % said they have similar amount of experience to the online platform. The questionnaire consisted of four parts: a. Private and organizational improvement with non-formal and informal settings, b. Opinions towards e-learning, c. Earning, studying, or self - improvement in non-formal and informal settings, d. E-learning in the college. The questions were mainly closed-ended, from several options for quick answers. The finding indicates that, on the whole, students are open to new ideas. The fact that there was a strong connection between experience and e-Learning perception is excellent information it may have succeeded the students' achievement. Therefore, researchers see the balance of interests in observation: students are optimistic about the use of education technology, and we can conclude that they will accept additional technology-based instruction on their own.

The research was conducted by Agung & Surtikanti (2020) entitled Students' perception of online learning during COVID-19 Pandemic: A case study on the English students of STKIP Pamane Talino. This research aims to analyze students' perceptions through their online learning. The students' perception was recorded through a survey method. The questionnaire was close and open-ended questions that were delivered to the responder via a google form. The result was summarized in a table and narrative description. This research identified three main challenges implementation of online learning in STKIP Pamane Talino those were availability and sustainability of the internet, access to media learning, and an effective device for accessing the media. Accessibility was the main factor that impacted the success of online learning. Unlike previous studies, this one focuses on students' perceptions on English online learning using Microsoft Teams and the challenges they face. There are four differences between this study and previous research.

In contrast to earlier research, this one focuses on students' perceptions of English online learning with Microsoft Teams. High school students were chosen by the researchers as the subjects of the study, whilst university students comprised the samples of previous research. The significance of this research in comparison to earlier research is the researcher's classification of students' perceptions into four separate categories. These categories include accessibility, the student's perspective, the delivery of content and assignments, and learning activities. This study bridges the gap by presenting students' perspectives on English online learning in order to construct a more effective Learning Management System in high schools, particularly during the COVID-19 pandemic.

3. Research Methodology

In conducting research, the researcher used a quantitative method. According to Creswell (2014), Quantitative research is a method for analyzing objective theories by analyzing the relationship between variables. In turn, these variables can be monitored, often using tools,

so that numerical data can be evaluated with statistical methods. Quantitative approaches entail collecting, analyzing, interpreting, and writing the findings of an investigation.

In this research, an instrumets to collect the data was questionnaire. According to Kumar (2011), a questionnaire is a handwritten survey form where respondents agree to give a response and submit their responses. In a questionnaire, respondents learned the questions, comprehended what was necessary, and then answered with their responses. The researcher used closed-ended questions in this research. The attitudinal scale for this closed-ended question was a Likert scale, often known as a summated rating scale. Using the Likert Scale, the researcher provided five possible responses: strongly disagree, disagree, neutral, agree, and highly agree. The purpose of this questionnaire was to determine how students' perceptions of English online learning via Microsoft Teams. The questionnaire included numerous items representing thirty questions related to student perceptions, learning abilities, materials, and assignments. These questions demonstrated student engagement in learning English using the Microsoft Teams application.

The research was conducted by the researcher in July, 2022. The eleventh-grade students at SMA N 1 Gubug during the school year 2021/2022 served as the focus of this particular case study. The researcher looked at one group of the XI Science 8 class, which had a total of 36 students. A Google form was used by the researcher to collect the answers of the questionnaire. The data from the questionnaire was analyzed by determining the percentage of each student's response to each question. Each of the questions was described in the percentage through the pie chart. The goal was to explore students' perceptions of English online learning using Microsoft Teams using the following formula:

$$\text{Percentages} = \frac{number\ of\ respondents\ who\ choose\ the\ answer(fo)}{total\ respondents\ (N)} \times 100\%$$

4. Findings

This part presents the results of analysis on students' perception on learning English using Microsoft Team.

Table 1: Analysis results

No	Questions	Percentage				
		SD	D	N	A	SA
1	I got a Microsoft Teams account and password from the school.	0%	0%	6%	50%	44%
2	I have adequate internet access at home.	0%	14%	44%	33%	8%
3	I don't have the cost to buy internet quota.	6%	31%	50%	14%	0%
4	I don't have a supported device such as a smartphone or laptop to take Microsoft Teams online classes.	17%	58%	14%	11%	0%
5	With Microsoft Teams, I experienced problems such as intermittent sound or poor picture quality when participating in a video	0%	17%	19%	42%	22%

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call so the material presented was not optimal.

6	I like online English classes with the Microsoft Teams app.	6%	8%	53%	33%	0%
7	I became more enthusiastic about learning English with the Microsoft Teams application.	8%	11%	56%	17%	8%
8	With Microsoft Teams classes are even more fun.	6%	28%	36%	28%	3%
9	I prefer to use other apps than Microsoft Teams.	3%	44%	50%	3%	0%
10	I once skipped online English lessons with Microsoft Teams.	11%	39%	19%	22%	8%
11	I pay attention to the material taught by the English teacher when there is a video conference through Microsoft Teams.	0%	0%	31%	56%	14%
12	I always do the assignments given by the teacher through Microsoft Teams.	0%	3%	17%	53%	28%
13	I installed the Microsoft Teams app on my Smartphone.	0%	0%	6%	53%	42%
14	Microsoft Teams application is an effective medium for distance learning English.	0%	8%	33%	36%	22%
15	I have difficulty operating Microsoft Teams because the features in it are complicated and confusing.	3%	42%	44%	11%	0%
16	I am not used to learning and taking online English classes through Microsoft Teams.	0%	50%	44%	6%	0%
17	I will continue to use the Microsoft Teams application for online English classes even though the COVID-19 pandemic is over.	6%	28%	36%	31%	0%
18	I would recommend using the Microsoft Teams app to others.	0%	8%	58%	28%	6%
19	The English material provided in Microsoft Teams is appropriate.	0%	0%	42%	50%	8%
20	The assignments given in Microsoft Teams are in accordance with the material that has been presented.	0%	0%	17%	69%	14%
21	With Microsoft Teams I can more easily access English learning materials through files shared by the teacher.	0%	3%	44%	50%	3%
22	With Microsoft Teams, it is easier for me to capture English learning material in depth.	3%	17%	53%	28%	0%
23	With Microsoft Teams there are discussion sessions or question and answer sessions between students and teachers during teaching and learning activities.	0%	0%	19%	58%	22%
24	With Microsoft Teams teachers provide feedback to students after teaching and learning activities.	0%	0%	44%	53%	3%

25	With Microsoft Teams, the duration of online English classes is shorter and there is less learning material.	0%	11%	50%	36%	3%
26	With Microsoft Teams classes become more interactive.	3%	25%	42%	28%	3%
27	With Microsoft Teams I am more confident and active in learning English.	3%	19%	42%	28%	8%
28	I experienced some challenges in learning English with Microsoft Teams.	0%	8%	53%	36%	3%
29	I'm having trouble accessing my Microsoft Teams login when class starts.	0%	33%	33%	31%	3%
30	I can't focus on taking English online classes with Microsoft Teams because I'm doing activities outside the home or helping my parents.	6%	17%	39%	25%	14%

A large number of students had a favorable perception of Microsoft Teams in English online learning based on the results of the questionnaire that was done with students in the XI Science 8 class at SMA N 1 Gubug.

5. Discussion

According to the findings, there were four results indicators, namely in terms of accessibility, student's perceptions, material and assignment delivery and learning activity of the use of Microsoft Teams. Some of these indicators are as follows:

1. Accessibility

   According to the accessibility questionnaire, the majority of students stated that the school provides them with Microsoft Teams accounts and passwords. Students used their login and password to access Microsoft Teams. The majority of students indicated that they have adequate internet connectivity at home. During the pandemic, the subsidized by government the purchase of internet quota for students. According to several students, this meant that they did not face financial limits while purchasing the internet quota. Additionally, the majority of students said that they have gadgets that allow them to join Microsoft Teams online classes. A smartphone is a device used by students. Students needed mobile phones, Laptops, an internet quota, Wi-Fi, sufficient signals, Google Translate (dictionaries), and textbooks to allow online English learning using Microsoft Teams. Futhermore, they had sound issues or poor picture quality while participating in online classes by using Microsoft Teams.

2. Student's perceptions

   From the result of the student's perceptions, students agreed that they have installed the Microsoft Teams app on their smartphones and enjoyed using Microsoft Teams in English online classes. A small number of students got more enthusiastic when using Microsoft Teams. Microsoft Teams online English lessons were not skipped by the most of the students. Although there were a few students who agreed, as they were unable to join Microsoft Teams for some reason. According to the students, the Microsoft Teams application was advantageous for English-language distance education. This was verified

by the interview results: 22% of the students strongly agreed, 37% agreed, 33% were neutral, 8% disagreed, and 0% strongly disagreed. Respondents indicated that Microsoft Teams were efficient and could improve the effectiveness of English online classes during the pandemic. Students found it helpful in video meeting and collecting assignments in one application, Microsoft Teams. Its full features make it easier for students to receive materials and send teacher assignments during online learning. From the student's perceptions, they always pay attention to the material taught by the English teacher through Microsoft Teams, even in online learning. They also stated that they always did the assignments given by the teacher via Microsoft Teams. Most of students disagreed and preferred using Microsoft Teams over other applications because they had no difficulty operating Microsoft Teams. They were used to operating it for a long time, so it was easy for them to operate Microsoft Teams. The students agreed to recommend using the Microsoft Teams app to others because of the advantages of Microsoft Teams.

3. Material and assignment delivery

According to the material and assignment delivery, the students agreed that Microsoft Teams makes it simple for them to receive English learning materials via files shared by their teachers. The majority of students thought that the Microsoft Teams English material was appropriate. Students agreed that Microsoft Teams tasks correspond to the delivered material. There were discussions or question-and-answer sessions between students and teachers during Microsoft Teams-based learning activities. Teachers also provided students with feedback following teaching and learning activities while using Microsoft Teams. However, in terms of understanding English learning materials, students felt much more comfortable getting materials during offline classes. Most of students also agreed that the duration and understanding of in-depth English learning materials are less when using Microsoft Teams when compared to face-to-face learning. There were some suggestions and criticisms from students for the Microsoft Teams application. Namely, Microsoft Teams drained a lot of internet quota and often errors. They hoped that Microsoft Teams would further develop its versions and features to make it more comfortable.

4. Learning activity

According to the students, they experienced some challenges in learning English with Microsoft Teams. Most of students agreed, it was difficult to access Microsoft Teams when video meeting begins. While doing teaching and learning activities, the students agreed that they could not focus on taking English online classes with Microsoft Teams because they were doing activities outside the home or helping their parents.

Some of the advantages of Microsoft Teams compared to other applications were that it could do video conferencing with a large capacity and collect tasks in just one application. Microsoft Teams has more features and is easier to use. In addition, it is also equipped with a record meeting feature so that teachers can record meetings so that students can see them again if they are not present or do not understand the teacher's explanation of the material presented. Most students also said that the Microsoft Teams make students more confident and active in English learning activities.

6. Conclusion

The findings of the study indicate that students' perceptions of the use of Microsoft Teams in English online learning are positive. The students have a positive perception of learning activities as well as material and assignment delivery. Microsoft Teams has more features and is easier to use. Students found it helpful in video meeting and collecting assignments in one application, Microsoft Teams. Its full features make it easier for students to receive materials and send teacher assignments during online learning. In addition, it is also equipped with a record meeting feature so that teachers can record meetings so that students can see them again if they are not present or do not understand the teacher's explanation of the material presented. Most students also said that the Microsoft Teams make students more confident and active in English learning activities.

The researcher conclude that Microsoft Teams is suitable and effective to be applied in online learning. This is verified by questionnaire number 14 about Microsoft Teams being an effective distance learning media or not. The results showed that 22% of the students strongly agreed, 37% agreed, 33% were neutral, 8% disagreed, and 0% strongly disagreed. According to the percentage, the majority of students believe that the Microsoft Teams app is useful for English-language distance learning. Consequently, during the pandemic, Microsoft Teams can be referred to as an effective online English learning system.

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