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# Students and Teachers' Perception on Using Microsoft Team Application as English Learning Media

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## Research Article

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## Students and Teachers' Perception on Using Microsoft Team Application as English Learning Media

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**Abstract:** English learning for the students in Indonesia during the Pandemic Covid-19 has been done in online system. All schools used technological tool. A Microsoft team is one of them that is used by the schools. This study tries to examine the Microsoft teams and the implementation in the schools especially. This study was done to explore how the students and the teachers' perception toward the Microsoft Teams media for their learning process at Wakhid Hasyim Junior high Schools. They were interviewed and given the questionnaires. Besides that, the documents related to videos and photos were also collected. It was found that mostly the students and the teacher are interested in Microsoft Teams and only a small number of them were not. It is recommended that the teachers used more audio visuals to make the students more engaged in the classes.

**Keywords:** Microsoft Teams, Digital Tool, Technology, English Learning, Learning Media.

## INTRODUCTION

It has been widely spread that the pandemic of Covid-19 has devastated the world public, and this specifically affects the education process everywhere. Covid-19 pandemic has not only impacted human life but also the medical education and residency training all over the world (Agarwal & Kaushik, 2020). During this period, most educational institutions use a distance learning system that is an online learning. This has been practiced by the elementary schools, junior high schools, senior high school to universities. In such a condition, the role of a teacher begins to decrease slightly and therefore students' roles are the priority. This includes such presenting materials and doing assignments done at home. Therefore, the students could learn all he materials and doing the assignments on their own.

Due to the above circumstances, the learning media used during distance learning are needed by many schools. These media are such as Zoom, What Sapp Group, Google Meet, Telegram, Line, Microsoft Teams, and even Google Classroom (Famularsih, 2020). However, the researchers— in this occasion— examine the usefulness of the Microsoft Teams Application especially that is done in English classes in the perspective of both students and teachers.

In Surabaya, specifically, some schools used Microsoft Teams as one of the learning media during

the pandemic. In fact, this Microsoft Team is not only the common application which can be used by all students but also got the formal permission from the government for the schools to use it for the classroom process. In addition, this application can be used only for the schools that have got that recommendation from the government. They received emails or usernames that have been provided by the government.

To make English learning process successful, the instructors' roles are considered essential. They can build relationships with students, respecting others, which breaks down the boundaries that prevent communication and trust (Overby, 2011). In this case, Moye (2010) stated that the trap is to keep students learning while actively having fun, making learning and educating more comfortable. In addition, it can also build trust, allowing students to feel that they can examine how they are feeling or what problems they might have, and allowing educators to direct them in finding ways to meet their goals. In general, it is intended to build a good relationship between schools and students. Again, Overby (2011) proposes that instructors be more involved in the practice with their students so that they can apply or take the lessons to memorize more about themselves and learn the lessons (Overby, 2011).

Microsoft team is applicable in the online e-learning or electronic learning, training, learning, or education. The example of these learning processes is

typically connected to the internet via a computer or the other digital device such as a smartphone, tablet, or even a mobile phone (Fitria, 2020). However, in this study, the researchers find a crucial problem that needs solution. This problem deals with the situation in which not all students have their own cellphones or laptop. Not all of them are facilitated by their respective parents regarding this distance learning digital equipment.

On one hand, the researchers in this present study focus on the use of Microsoft Teams Application during pandemic for their students in the school. On the one hand, the teacher only provides learning media through Microsoft Teams in the form of PowerPoint. The teacher also use the Microsoft Teams for collecting students' assignments in separate media such as file, video, recording, picture and holding online meetings. Based on the researchers' pre-observation, during the pandemic, online learning seems less effective such as the students tend to be passive when, especially, the teachers uses only a trial period for several days of face-to-face learning. This condition finally makes the students lack of enthusiasm and less interested in learning English.

This study focuses on the students and teachers' perception on using Microsoft Team for English Learning Media. More specifically, it focuses on how the perception of teachers and students on online learning during this pandemic using the Microsoft Teams is. Thus it has two objectives such as *first*, it describes the use of the Microsoft Teams Application in learning English, and *second*, it explores how the students' and teachers' perception towards Microsoft Teams as a media in learning English. This study is expected to provide benefits such as both theoretically and practically. Theoretically, this study can provide some ideas related to the theory or learning and media in education. Practically, this study will provide the schools or teachers with information dealing with improvement of strategies in teaching English using technological equipment especially Microsoft teams

## **THEORETICAL FRAMEWORK**

### **Teaching learning media**

Any process of learning, including English learning, will be more effective and efficient when supported with technological equipment appropriately. It is argued by Larsen, Freeman and Anderson (2011), that technology provides teaching resources and brings learning experience to the learners' world. Through using technology, many authentic materials can be provided for the learners. They are also motivated even in learning language. Similarly, it is also argued that—by using technology—the learning can create more engaging learning experience. It is also stated that from the beginning of preparing learning experiences, it will be beneficial when it is completed with teaching and

learning process using technological tools (Eady & Lockyer, 2013).

For English learning, technology can also support it when appropriately used. Simanjutak et al. (2021) argued that language learning media can support the learning and solve the problem dealing with finding the authentic materials. For that reason, language learning media can provide the teachers with teaching resources and bring the students to have experience. Finally, they are able to solve the problem of finding the authentic materials. Therefore, technology and learning process are complementary factors when they can be appropriately implemented.

### **English Language Learning**

English is considered important for the students because it is an international language widely spoken by the people around the world. Grabe & Stoller, (2002) also argued that language is one of the significant elements that affects international communication activities. By acquiring English, people can communicate with others globally. According to Ahmadi, (2018), students utilize parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication. This is also in line with Djuwari (2013), that learners try to acquire the English language though some errors they may make. However, they are still enthusiastic to learn for being able to communicate globally.

In general, English language is essential for all people and the students for global communication. Besides that, communication with language learning relate the language learning by implementing some technological equipment (Parvin & Salam, 2015). From the two proponents above, language learning is part of the language skills such as listening, speaking, reading, and writing but all these can also be equipped with the technological elements. To pinpoint the arguments above, English learning is important and in order to increase the learning process for the students' skill of communicating, it requires technological tools, including the Microsoft Teams application,

### **Digital and Non-Digital Learning Media**

Today is a digital era that cannot be avoided by any people anywhere. Life in this condition requires adaptation in any situation including the situation in the school for learning processes. According to Meidasari (2016), over the last 20 years, there have been some rapid changes from the traditional things to the modern ones. There are some media and new media, including digital, computerized, and networked media information and communication technology. More vividly, new digital media are now considered valuable learning resources and all learning in this era includes brain changes. In other words, technology-based training from these media can improve working memory and

provide psychological stimuli that contribute to the enhancement of cognitive function good.

New trends in digital media technologies, including social networks (Example: second life, Facebook, Twitter) provide teachers with the opportunity to challenge themselves with the previous intensive learning model. This can be done by sharing and discussing ideas with students who are far from each other outside the classroom. New digital media has become an important part of our youth life generation. It's natural for teachers to watch trends carefully and accept them. When considering this awareness, all the technological tools are beneficial when designing lessons. With this media teachers are offered a great opportunity to increase motivation and verbal involvement. Therefore, language skills are needed in almost all fields.

On Unit 5 in Teaching, Learning and Assessment of Educational Technology of IGNOU, Non-digital educational media is popular. It implies that educational media are developed or used by the teachers or others without the use of digital technology. Prior to the availability of digital media such as computers, mobile phones and the internet, teachers used educational and learning aids developed in their educational activities. They are developed by the teachers themselves. These educational and learning supports are primarily non-digital educational and learning. For example: images, models, chalkboard or whiteboard, printed materials, workbook, newspapers or magazines, diagrams etc. developed and used by classroom teachers to teach.

#### Microsoft Teams Application

Microsoft Teams is a platform that integrates with Microsoft Office 365 and offers a variety of services. It includes meeting capabilities, video conferencing, file storage, and user access (Yen & Nhi, 2020). In addition, Microsoft Teams is a team relationship that lets users to communicate and collaborate from any location, in both small and large businesses. Besides that, Microsoft Teams has the advantages of bringing chats, meetings, files, and applications together in one place. Therefore, Microsoft Teams has its multiple-function to integrate and offers variety of services. It even also allows a team that leads the learners to communicate such as chats, meetings, and the like.

#### The advantages and the disadvantages of Microsoft teams

It has been admitted by public that biggest benefit of online teaching using Microsoft Teams is on the accessibility by the students. For example, they can download some worksheets such as document, picture, and also submit their worksheets by online. If students cannot participate in the class or they want to revise some of their lesson contents, they can easily download

the materials in the class channel via Microsoft Teams Application (Yen & Nhi, 2020). It can be seen that students can chat with other member and teachers in the column chatting channel on Microsoft Teams. Therefore, Microsoft Teams has benefits for the students in their learning.

Not only does the Microsoft Team have an interesting theme online setting, it is also widely used by the schools. Moreover, Microsoft Team has good Audio-Visual quality when the teachers conduct online meetings. For example, the users can have a meeting with large capacity. Another example is that the teachers with Microsoft Team can handle it well. Therefore, the teachers and the students can have a meeting without any participant leaving separately from that meeting. It is unlike other technological tool such as Zoom application. Due to these benefits, some schools already have collaborated with Office 365 products such as Microsoft Teams will have new schedules and meeting rooms automatically.

Some schools get a recommendation of using it from the government. Therefore, Microsoft Teams can be said to be a special learning media that can only be accessed by schools that have been recommendation. This application also has given special access such as email and password from the government. In doing so, it can be said that in order the schools and companies can use this application, they should do collaboration with the government.

#### Previous Studies

There were some previous studies related to the students and teachers' perspective toward Microsoft Teams Application in online learning. First of all, it was the study conducted by Wea & Kuki (2021). This study was done during the pandemic. They used the respondents of the students of Faculty of Teacher Training and Education (FKIP) in Nusa Nipa University (UNIPA). The sample taken consists of 176 students from 5 faculties such as Physics Education, Chemistry Education, Biology Education, and Elementary School. It was a qualitative study and the data were collected from using questionnaires. The analysis was done using Likert Scale. The result showed that the students expect that application of Microsoft Teams can be kept to continue for using in online learning. They want some improvements in order that the learning uses this application more effectively and efficiently.

Another research concerning the Microsoft teams implementation which was done by Rojab (2020). He wanted to see the students' perceptions toward online learning via Microsoft Teams. He used the sample of 28 of sixth semester students at Open University (*Universitas Terbuka* UPBJJ Jember). The data were also analyzed by using questionnaires concerning the EFL students' perception toward online learning via Microsoft Teams. They were analyzed

descriptively and the result showed that the online learning environment and the students were even motivated. The students participated in the online learning so actively. In general, Microsoft Team is considered able to make them easier to comprehend the learning materials.

The last study was also done by Faisal et al. (2021). This study analyzed the students' perception on Using Microsoft Team for English Online learning. The researcher also applied the qualitative method and the data were collected from questionnaire and interview. The used the sample of 29 students of SMAN 10 9<sup>th</sup> grade in Pinrang and they were given the questionnaires. In addition, 5 students were interviewed in depth. The sample was taken by random sampling. From this study, the researchers found that Microsoft Team can affect the English learning to be done effectively and it can also facilitate the learning interaction between teachers and students more engaging. Based on the theoretical framework and the previous studies, the conceptual framework of this study can be drawn as in Figure 1.

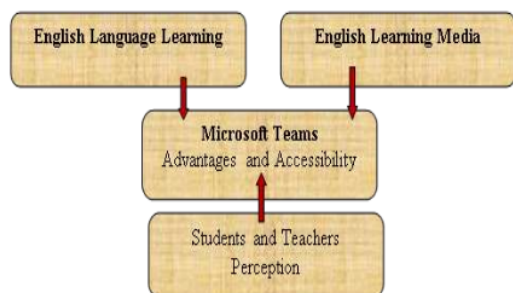


Figure 1: Research Framework

## RESEARCH METHODOLOGY

In this study, the researchers used the similar procedure as conducted by Faisal, et al. (2021) in the

Table 1. Time Table of the Research Implementation

| No. | Description   | Date          |
|-----|---|---------------|
| 1.  | Asking permission to school to do research with some students and teachers especially English teacher | June 14, 2022 |
| 2.  | Doing interview and share some questionnaire  | July 14, 2022 |

The data were collected systematically concerning people, objects, phenomena and the environment in which they occur (Iro & Cln, 2013). There are some kinds of data for analysis as the following:

### Pre-Observation and Observation

The researchers did a Pre-Observation to know how that condition and for the planning for the next observation for making sure if they were valid data.

### Interview

previous study. The researchers in this study took 22 students as the sample and they were requested to fill in the questionnaires. Besides that, the researchers interviewed 5 students and one teacher concerning their perception toward Microsoft Teams in the English online learning media. Therefore, this study is considered qualitative research. The questionnaires consist of five scales of answers such as: Strongly agree (score: 5), Agree (score: 4), Neutral (score: 3), Disagree (Score: 2), and Strongly Disagree (Score: 1)

The questionnaires were distributed to see how the students' perception towards their English online class. The instrument developed by the researcher based on the previous studies and theories. The students' responded the questionnaire once, after finishing all the materials in an online class via Microsoft Teams. All the responses were collected online through the Google form website. The data obtained from the questionnaire then were presented in the form of tables and figures to determine the tendency of students' perceptions related to students' interaction as well as students' learning environment in online learning via Microsoft Teams.

Based on the type, this research is qualitative by examining the groups or individuals and various social settings who inhabit in these settings (Berg & Lune, 2017). The researchers described the results of analysis qualitatively in relation to the Microsoft Teams Application in learning English. The researchers also described and analyzed the students' and their teacher's perceptions about Microsoft Teams as an English learning media.

The respondents were the students at *Kyai Hasyim* Junior High School in Surabaya and were carried out during June and July 2022. The time table is as shown in Table 1.

In this research, the researchers interviewed the students and the teacher. As stated by Ranney et al. (2015), that an ideal qualitative interview is like an extended conversation with the participants discussing each topic area outlined in the interview guide. From this statement, the researchers interpreted and made inference for a conclusion. The interview guides contain some information that serves as the guidelines for the interviewer. The researchers interviewed the students and teachers related to the information about their perspective on using Microsoft Team in learning English as the media (See Table 2).

**Table 2.** Example of Interview Script

| No. | Interview   |
|-----|---|
| 1.  | In the current condition due to Covid-19 students are doing online learning. Is there any learning media that can help online English learning? |
| 2.  | How to apply Microsoft Teams on English learning?   |
| 3.  | What is your opinion about Microsoft Teams as English learning media?   |
| 4.  | Why is English learning using Microsoft Teams more interesting?   |

**Questionnaire 1**

The researchers use a questionnaire as data collection by using Google form to achieve all of data

collection from student in *Kyai Hasyim Junior High School Surabaya* (See Table 3).

**Table 3.** Example of Questionnaire Script

| Statements | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|------------|-------------------|----------|---------|-------|----------------|
|            | 1                 | 2        | 3       | 4     | 5              |
| 1.         |                   |          |         |       |                |
| 2.         |                   |          |         |       |                |

**Documentation**

The researchers documented photos, video, and voice recording during interview as data collection.

**Trustworthiness**

To make the data having trustworthiness (validity), the data were triangulated. This was done by collecting the data from different sources (Students and Teachers) and instruments (Questionnaires, interviews, and documentation). All were based on the sources of different data and the instruments from different instruments (Birt et al., 2016). In this research, the researchers triangulated the data from one source with other sources such as documents, interviews, and so on. The researchers analyzed the data and drew the conclusion for inferences after being verified need to be verified (Punch in Henderson, 2016).

They also uploaded file on group. Then , they Clicked Teams, tab icon “File” for upload the file, drag and drop the file in the column, the maximum file is tens files. Make Online meeting, In this case, it can be identified that Online meeting has a two way to operate: - Click “meet now” on the below tab conversation, click “schedule a meeting” for next meeting or “meet now” for do the meeting right now. - Click “new meeting” on the right above then save the schedule.

They also joined an Online Meeting. - Tab icon calendar, find the meeting you want to attend and click join. - You can join the meeting by link that have been shared by the operator

**Pre-Observation and Observation**

Before conducting the research, the researcher conducted a pre-observation in June for getting a permission to conduct the research from the school, teachers, and students. This research was conducted on July 14, 2022. Observations were made once but led to two sides, one side from the teacher directly at the school and the other side from the students directly.

Based on the researcher observations, it was found that there were positive results and negative results. Online learning is carried out by teachers through WhatsApp groups and Microsoft Teams during the pandemic. Before online learning begins, the teacher has prepared all the materials and assignments that have been uploaded in Microsoft Teams. At the beginning of online learning, the teacher opens the class with greetings and asks students to check the Microsoft Teams application to check the materials and assignments that have been uploaded by the teacher via chat on What Sapp.

In this study, it was found that students did not open the material and did not take quizzes. In the beginning, on line learning did not go well due to the lack of teacher explanations and the absence of a

**RESULTS AND DISCUSSION**

**Operating Microsoft teams**

The researcher got the information that the Covid-19 pandemic is the biggest health crisis and therefore, students and teachers agreed that online learning is the right solution during pandemic. This is in line with what was argued by Famularsih (2020). Therefore, classes need devices that are smartphone/hand phone and laptop. These are some steps of how to use the Microsoft Teams application: Download on market place for smartphone/desktop, and Login with valid personal email.

When asked what they did during that time of classes, they replied that made some efforts such as Create group and then Open Microsoft Teams, then look at the left corner below click “Join or Create Team”. They said that they could choose which one of the groups that they wanted “Private or Publish”. If we want to add personnel, click search the name or the username.

question-and-answer session. This makes students lazy to learn and do not understand the materials so they do not do the assignments that have been given and even do them carelessly. The researcher found that the teacher only gave the material through the link and without explanation the teacher asked the students to take a quiz. After giving the quiz, the teacher did not discuss and evaluate the quiz questions.

#### **Students' Interview**

According to student number 1, Google Classroom and Microsoft Teams are used as learning media in this school. Microsoft Teams is applied as an online learning media to upload assignments, send an assignment, and download materials that have been given. Student number 1 perceives Microsoft Teams to be inappropriate or inefficient because according to student 1 English is a difficult lesson and the teacher only provides material and gives assignments, which makes student 1 less understanding and less understanding. It is better if learn English face-to-face and directly put it into practice. It's less interesting if it's constrained by the network, it will disrupt the entire Microsoft Teams system, such as the account being able to log out by itself. Suggestions for further learning using learning applications hopefully there would be no more online learning.

According to student number 2, he confirmed that his school used Microsoft Teams as a learning media. The school recommended it for using in the class sessions. It was stated that they could use Microsoft Teams for uploading their assignment. The teacher then explained and delivered the materials. This application can be said as an application that is quite interesting but it would be better if learning English was done face-to-face. Suggestions for the future hope that if it is possible online learning will continue using application media, especially Microsoft Teams, the material is explained again through online meetings and students are asked questions directly during online meetings so that it is easier for students to understand the material directly.

According to student number 3, Microsoft Teams was chosen as English learning media in this school. Usually, Microsoft Teams is applied as a place to send and explain material online and a place for students to download assignments and materials. Microsoft Teams can be said to be an interesting media, has a good theme, and has an all-in-one system without the need for other media to conduct online meetings and a place to upload assignments and download materials that have been given. It can be said as an interesting media because students are interested in getting material in the form of audio-visual and images. For future suggestions, maybe the teacher can explain more about the material provided and the teacher can provide more interesting material.

According to student number 4, in addition, Microsoft Teams, Google, and Google Translate are to be used in learning English as a tool for translating English words that are not known by students can be regarded as a learning medium used during distance learning. Student number 3 also said, is a place to share and download an assignment. It can be said that Microsoft Teams is an application that is quite helpful and interesting in learning because if students have not done their assignment, it will be seen as an unfinished task. The suggestions for the learning future, the material will be explained more during online learning.

According to the last student number 5, during online learning at *Kyai Hasyim's* school, the What Sapp application and Microsoft Teams were used as media for distance learning in the era of the Covid-19 pandemic. Applied to hold online meetings, share materials, and upload assignments. This view of Microsoft Teams is very helpful during remote system English learning. It is an interesting application because this student prefers to learn English using Microsoft Teams. For suggestions in the future, the students suggest that the internet network to be made accessible so that the online learning can run smoothly and comfortably.

#### **Teachers' Interview**

According to the English language teacher at *Kyai Hasyim Junior High School* in Surabaya, during online learning, they and their students used applications that have been agreed upon between the school and the government. The teacher explained that Microsoft Teams is good for online classes. I can also be accompanied by other applications such as Google, Google form, Quizzes, etc. Besides that, the teacher also told the researchers that the teachers at her school also used Microsoft Teams for online classes and meetings among the teachers. The teacher even looked happy using the Microsoft Team for uploading the materials and assignments for the students.

The next is that the English teacher said that Microsoft Teams is very helpful in learning in the Covid-19 pandemic era. He also explained that Microsoft Team is an interesting learning medium. He said it depends on the users who use. But, he realized that it is more interesting when the school uses Microsoft Team. However, the teacher again and again that Microsoft Team is interesting and efficient because when conducting daily assessments, he can upload materials easily> ore interestingly, as the teacher experienced, he said that he could give score and calculate the score in it.

#### **Data from Questionnaire**

The questionnaire consists of 10 questions written in Indonesian language for avoiding the misunderstanding, and then the result was translated into English. The students only provided a checklist in



the box provided on the Google form via What Sapp to share the link.

For the questionnaire, question number 1 discusses students' interest in learning English, point 2 discusses the ease or difficulty of understanding students in learning English in the pandemic era, and point 3 discusses whether in this school learning English uses learning media, of which is the Microsoft application. Teams, point 4 discusses knowledge of what Microsoft Teams application is, point 5 discusses whether learning English using Microsoft Teams is fun or not, point 6 discusses respondents' perception that using Microsoft Teams can make English easier to understand or not.

The next is point 7 that discusses about the obstacles experienced when using Microsoft Teams, point 8 discusses asking if there are other media used in learning besides Microsoft Teams, point 9 discusses about Microsoft Teams being the best media to use or not, point 10 discusses suggestions later for further learning using Microsoft Teams. The scale can be even or odd. For research in Indonesia, it is recommended to use a balanced Likert scale, for example with 4 or 5 levels. Researchers used a Likert scale that is balanced with 5 levels. The following is a description of the Likert scale 1 to 5: Strongly agree (5), Agree (4), Neutral (3), Disagree (2), and strongly disagree (1)

The following diagram shows the results of data about students' and teachers' perception on Microsoft Teams as English learning media.

- On the statement *"that English learning is interesting for me."*
  - It indicates that mostly they are interested in learning English. However, as stated in the interview, 50 % of the students prefer to learn English if the learning is done face-to-face but they also feel happy if it is done online or through learning media such as Microsoft Teams. It was found that only 18 % of the students who are not interested.
- On the statement, *"During the pandemic, the English learning is more easily understood."*
  - There were 82% of the students agreed and strongly agreed, while only 18 students disagreed. In the second question of the questionnaire, almost half of the students agree that learning English during the pandemic is easy to understand. However, almost half of the students answered neutrally that learning English is easy to understand in the pandemic era. They like it but for understanding the materials 50% they said neutral. Microsoft Team is still much more used.
- On the third statement, *"the schools also used other technological tools in which one of them is Microsoft Teams."*
  - It was found that 40 % of the students agreed and 13.6 % agreed, thus in total for those 4 while 18 percent disagreed. In the third question questionnaire, it shows that 18.2% of students agree to learn English using Microsoft Teams, almost half of the students 40.9% agree to learn English using Microsoft Teams, 27.3% of students answered neutrally agree to learn English using Microsoft Teams, and few students disagree with learning English using Microsoft Teams. Thus, Microsoft Teams is still dominant too.
- The fourth statement, *"that we all know what Microsoft Teams is."*
  - On the fourth question questionnaire, 40.9% of students already know about the Microsoft Teams application, and some 45.5% of students are quite familiar with what Microsoft Teams application is, the remaining 13.6% are for students who have average knowledge in knowing Microsoft Teams. In general, the knowledge about Microsoft Team the students are considered to be well-informed
- The fifth statement, *"English learning using Microsoft Teams is interesting."*
  - On the fifth question questionnaire, 4.5% of students strongly agree, 40.9% of students agree that learning English using Microsoft Teams is fun, 36.4% is neutral that learning English using Microsoft Teams is fun, 18.2% of students do not agree that learning English is fun using Microsoft Teams. Again, Microsoft Team is still good in the students' perception. Only 18.2 % that think it is not interesting.
- The statement, *"Using Microsoft Team enables us easy to understand the English lesson."*
  - On the sixth question, 4.5% of students strongly agree, 18.2% of students agree that using Microsoft Teams can make English easier to understand, 59.1% neutral using Microsoft Teams can make them easy to learn English, 18, 2% of students disagree that learning English is fun using Microsoft Teams. This is also to indicate that Microsoft Team is still good at the students' perception.
- The statement, *"we experienced some handicaps during the English learning using Microsoft Teams."*
  - In the seventh question, 18.2% of students agree that students have some difficulties in operating Microsoft Teams, 27.3% of students feel that an obstacle is a neutral thing that occurs in online learning. As mentioned by the researcher in the interview results, that the obstacle experienced by students is the internet network which is less stable and slow.
- The statement, *"We also use other media other than Microsoft Teams."*
  - On the eighth question, 31.8% of students forgot what applications were used during

online learning. Yet, the school has been declared to have collaboration with Microsoft Office 365. One of them is Microsoft Teams and 9.1% agree that it's not just using Microsoft Teams media. The result of this interview, Quizzes is used by the teachers and students as a medium of learning just for a modification not all the time, occasionally the teachers also deliver the materials using quizzes. Therefore, Microsoft Team is still dominant for the users such as the students and the teachers.

- The statement 9, "*Microsoft Teams is the best tool for English learning compared to others.*"
  - On the ninth question, 40.9% of students agree that Microsoft Teams is a good medium to use in learning English during online learning, 54.5% of students assume that using Microsoft Teams is neutral or can be said partially from the meaning of the word agree. Since the majority of schools in Surabaya have collaborated with Microsoft Teams which was recommended by the education government as an online learning media. This indicates the the policy from the government can also determine the inclination of using Microsoft Team for class room teaching.
- The statement, "*We suggest that we can go on using Microsoft teams for English learning.*"
  - Only 18 percent agreed while 18 percent disagreed and 31.8 percent neutral. This finding is strikingly different from the previous statement. Among the 10 data based on the 10 information, this last statement shows strikingly different. When compared to the 9 statement, during the classes, Microsoft team is always dominant for the users.

## DISCUSSION

The researchers were able to analyze students' and teachers' perceptions on using Microsoft Teams as English learning media. To collect data, the researchers shared three steps. The first is observation; researchers observe English learning by Microsoft Teams. The second is an interview with teachers and students were conducted and third are a questionnaire, there are 22 students who participate in filling out the questionnaire.

The data obtained from the survey that the students prefer the learning session in person or face to face. This is natural since this kind of session has been in the practice since years ago in general. This is therefore, the teachers need to improve their ways to make them engaged (Yen & Nhi, 2020). In fact, the students like the audio-visual lessons. In this case, it means that the teaching and learning should also include Audio-Visual.

Another evidence, in the Microsoft Team has some facilities that are already available such online

meeting, chat groups and automatically, they can learn schedule by themselves. This is the characteristics of Microsoft Teams for the learning process. As it is suggested that the Microsoft Teams is in that way of its natures (Yen & Nhi, 2020). As it found that mostly the students agree using Microsoft Teams because it enables them easily to understand the lesson.

Unfortunately, only a small number of the students who disagree that learning English is fun when using Microsoft TEAMS. It is only 18.2 %. This does not matter when this small number of these students is made used to using it and enjoying the classroom by using Microsoft Teams with some modifications. In connection with this problem, it is worth noting a suggestion by Simanjuntak & Suseno (2021) as in their study, they used the Microsoft Teams by using more effectively and efficiently.

Finally, when dealing with suggestions from the students, the evidence indicates that the students neutrally suggest that Microsoft Teams can be developed much better than the present condition, they also suggest that the teachers should explain patiently to the in order they can understanding more easily.

## CONCLUSION

Based on the results of the analysis of this study, it can be generalized as the following. First of all, in general, the students get engaged and interested in using Microsoft Teams in the learning process of English. Therefore, this technology of Microsoft Teams can be still used for making the student able to improve their English. The fact is that, only a small number of the students who disagree with using Microsoft teams but this can also be overcome by the teachers by making the materials with modification using audio visuals.

Besides that, the suggestion from the students should also be paid attention such as that the teachers should explain the lesson to them slowly and patiently. They will get engaged in the lesson with the materials using Microsoft teams. More importantly, the teachers should know that not all the students like the learning using Microsoft Teams but others do. In connection with this, the role of the teachers to make the class session more interesting is requires.

Based on the findings and the conclusion above, there are some suggestions in relation to the results of this study. First, it is for the school and the teachers. They should pay attention to the students who especially do not like the Microsoft team even though only a small number of the students. The suggestion for other researchers is that they can do the same study as in this present study by getting the data by interviewing the teachers and the students but also by observation and questionnaires related to their opinion more

profoundly. In depth-interview or group discussion will result in much more generalizable results

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